

**Lincoln Public Schools Strategic Maps 2022-2023**  
**Lincoln Preschool**

**CULTURE**

**Strategic Priority**

Establish a culture that is built upon the intersectionality of social and emotional learning, Antiracism, Inclusion, Diversity, and Equity (AIDE), student and adult learning, and fostering strong connections.

Build a culture of trust, engagement, and pride in our schools through:

- reinvesting in the relationships among and between students and caregivers, staff, administrators, partner organizations, and community members
- creating spaces where feedback is welcomed and used to facilitate transformative change
- developing our awareness, ability, skills, desire, and stamina to navigate and work through barriers that arise

**Rationale and Goals:**

To form deeper relationships between all preschool community members (Teachers, Related Service Providers, Education Support Professionals, Parents/caregivers, Students, Administrators) in order to better support the development of all of our preschool students.

Based on data collected by the preschool during the 2021-2022 school year including the report of an outside consultant and parent and teacher surveys, the preschool determined a need for:

- A different communication system between home and school about a child’s participation in the preschool program (currently the preschool uses a daily sheet with highlights of the day)
- A systematic approach so that preschool, shared preschool providers, and kindergarten can have a shared understanding of the development of uprising kindergarteners from the preschool
- A shared language between all preschool community members for addressing expectations at the preschool (routines, language/communication, and behavior.)
- A shared system for receiving and providing feedback to each other to better solve problems

**Outcomes:**

- Established means of communication between home and school in order to develop trusting positive relationships that focus on supporting the development of preschool students
- Established means of receiving and providing feedback between all preschool community members
- Parents are able to reinforce the expectations set at school and use common language at home
- Assessments, survey data and qualitative data show improvements including social/emotional, engagement, behavioral and pre-readiness
- All preschool community members feel connected to the program and a sense of belonging
- All preschool community members understand the expectations and language of preschool

**Tools and Methods for Achieving Outcomes:**

- Piloting a new custom app for families that provides consistent communication about their child’s participation in the program (moments, daily sheets, storyboards)
- Parent/caregiver sessions to support preschool expectations, communication and behavior across all settings
- Professional learning that allows for shared understanding among all preschool providers about the expectations of routines, language/communication and behavior (Portrait of a Learner)
- Meetings and office hours that allow for continued and consistent communication between preschool providers about evaluations, screenings and supports at the preschool level
- Preschool faculty/staff participation in Responsive Classroom
- Learning walks in the preschool classrooms in partnership with faculty, including members of the Administrative Team, across the district

**Tools and Methods for Measuring Progress:**

- Shared information from all meetings and professional learning

- Faculty/staff survey data
- Family survey data
- Observations in the preschool classrooms (including Learning Walks)

## STUDENT OUTCOMES

### Strategic Priority

Improve student investment, academic outcomes, and sense of belonging by providing engaging learning experiences, culturally responsive instruction that builds upon and embraces students' identities, and safe, nurturing, collaborative learning environments

#### **Rationale and Goals:**

Preschool students need consistency across all settings so that they are able to establish learned routines and behaviors so that they are able to gain skills in both academics and social learning. Students need to have learning experiences that allow for interactions with each other that are purposeful and meaningful to them.

Goal: Improve student outcomes by further developing and communicating shared routines in order to create safe, collaborative and engaging educational environments

#### **Outcomes:**

- Further develop the use of student voice, ownership of their learning and generalization of skills across settings
- Shared understanding of developmental expectations amongst all preschool community members
- Improved understanding of strategies of communication and behavior across all learning environments for preschool community members and educators and administrators that preschool students will transition to (kindergarten)

#### **Tools and Methods for Achieving Outcomes:**

- Further professional development and learning regarding age level expectations
- Further articulation and communication regarding preschool learning expectations using the Portrait of a Learner
- Identification of social emotional learning at the preschool and applications/examples throughout the school day
- Following Professional Learning with Responsive Classroom educators within the preschool setting will determine useful tools and strategies that can support students in preschool and through their transition to kindergarten

#### **Tools and Methods for Measuring Progress:**

- Portrait of a Learner in the Preschool (all preschool community members)
- Preschool learning expectations are clear to all preschool community members and kindergarten faculty/staff
- Shared documentation of language that supports communication, behaviors and social emotional interactions of all students
- In person interviews with preschool community members to gather feedback