

# Lincoln Preschool

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Mid- year Strategic Plan Update

March 2022

We are working  
together



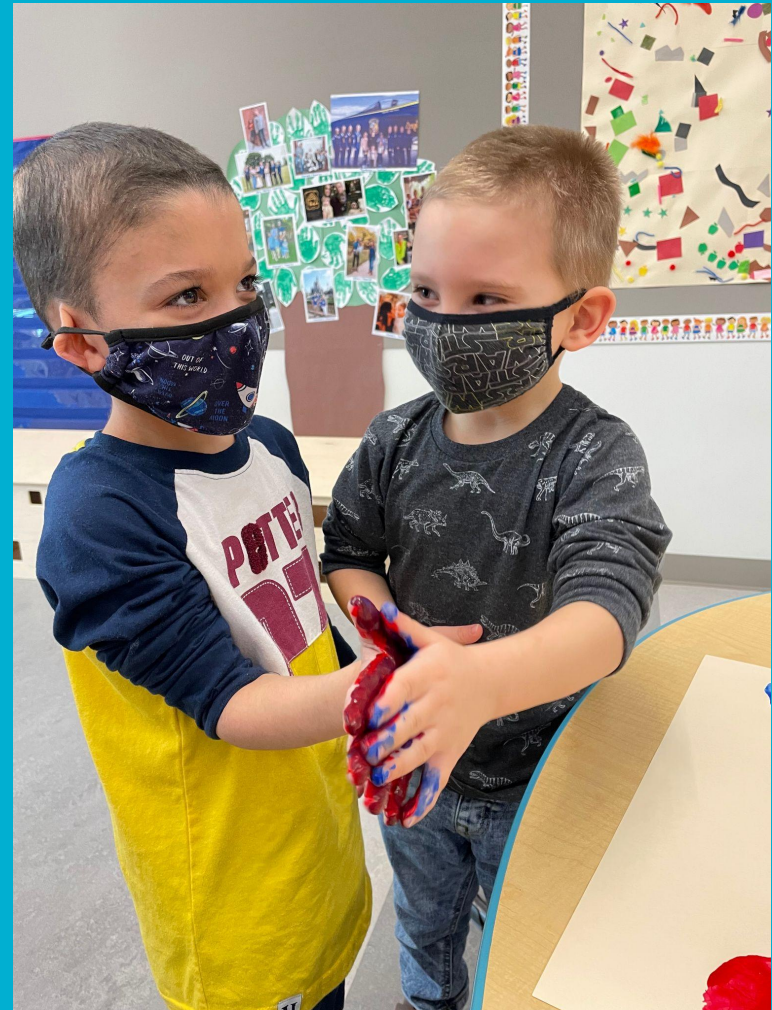
# What has worked well?

- Communication to families at the beginning of the year (clear about our intentions, expectations and stance)
  - Creating lesson plans utilizing equity pause (created preschool consideration questions that have been reworked throughout planning process)
  - Answering student questions and actively acknowledging student observations; planning activities based on these observations
  - Recording student questions and teacher responses to use as a resource for planning activities
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# “Mixed” Color Activity

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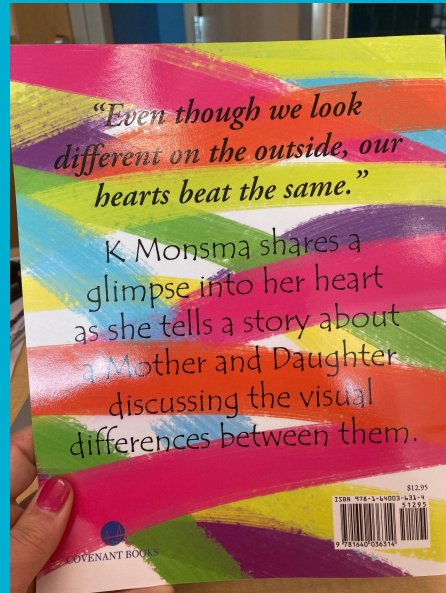
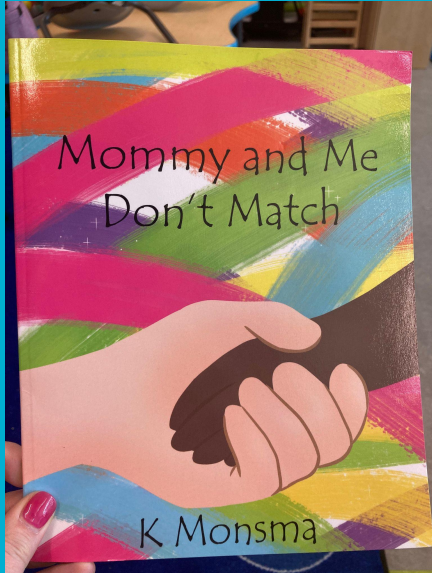
- The book “Mixed” was read to the group at circle
- Each child chose a color and then made a handprint in that color
- Then they mixed their paint with their’s partner’s paint and made a handprint with this new color
- The paint was in primary colors so they could help work on identifying colors
- During the activity, the class talked about the ways their skin colors are similar and different to one another.
- One student made the connection that his family is “mixed” just like in the story.



# Example of student question

- One student asked another student “Why do you wear your hair like that?” (variety of hairstyles from pulled back and braided to free flowing curls.) With support from teacher, the student responded “This is my hair. I like it. It is different than yours but I like wearing my hair this way.”
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# “Mommy and Me Don’t Match”



- Preschool classes read the book “Mommy and Me Don’t Match.”
- One student shared “That looks like my mommy and that looks like me.”
- A friend responded and shared that the book looked like his family too but was a little different because his dad had white skin and his mom had brown skin.



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# Where have we stumbled? What needs to be revisited? What areas need a different approach?

- Need to revisit the letter and survey results more frequently and more intention throughout the year (clearly communicate to families how our actions relate to the feedback we receive)
  - Taking more risks about how to address topics that may arise; reduce second guessing and gain more skills/confidence; worry less about how are responses will be perceived and more about the response and how to expand or improve it if it hasn't hit the mark
  - Be more explicit about our expectations at school and how we will use the information provided by parents to work together in supporting the students
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# Plan moving through the spring and into next year

- During parent/teacher conferences, teachers will be connecting with parents about surveys results
  - We are looking back at our letter, survey and results and engagement opportunities to determine action steps for the remainder of this year
  - Revisit different method of gaining information from parents for next year
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