

**Dillman Elementary 2019-2020 High Quality PK Program
Self-Assessment “Next Steps”**

The following **strengths** were identified through this Self-Assessment:

1. Curriculum: There is strong consistent horizontal alignment of the curriculum and instruction between classrooms in the high quality prekindergarten program as evidenced by Common Sense planning meeting agendas and notes, common curricular themes, routines, and daily schedules.
2. Instruction: The daily schedule contains a balance between small group, large group, and teacher-led activities. Teachers consistently use routines to reinforce curricular themes and goals.
3. Family Engagement: Dillman provides more than two interpreting resources that are consistently available to assist in the communication with non-English speaking family members.

The following **opportunities to grow** were identified through this Self-Assessment:

1. Transition to Kindergarten: A Kindergarten Readiness instrument is used to measure literacy development only.
2. Family Engagement Plan: The Family Engagement Plan is accessible on the district’s website, but it is not consistently used by teachers as reference for additional support.
3. Curriculum: Vertical alignment increased this year to at least once every six weeks, but we would like to increase the frequency of these meetings.

Next Steps for **Continuous Improvement**:

1. Transition to Kindergarten: Dillman Elementary has adopted a new Kindergarten Readiness tool to measure literacy and mathematics at least three times a year. We have also developed campus goals to analyze progress.
2. Family Engagement Plan: Meet at least once a month with kindergarten teachers to discuss student progress, target areas of instruction, and monitor the progress of vertical alignment plans.
3. Curriculum: Increase the frequency teachers and staff encourage parents to access our Family Engagement Plan as documented by parent meeting notes and additional advertisement methods, such as in the monthly Principal Newsletter.

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