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Pleasantdale Elementary School
2026-2027 School Improvement Plan

I am pleased to share Pleasantdale Elementary School's 2026–2027 School Improvement Plan. Aligned with the District Roadmap, this plan focuses on strengthening individualized student support, promoting belonging and well-being, and deepening family engagement. The goals build on our ongoing work while establishing more consistent practices for collaboration, implementation, and review. Each goal includes specific deliverables targeted for completion by May 2027. The following outlines these commitments and explains how they will support our students, staff, and families.

Goal Area 1 District Roadmap Alignment: Student Success
Goal Statement: Pleasantdale Elementary will refine and strengthen its Multi-Tiered System of Supports (MTSS) to ensure that student academic, behavioral, social-emotional, and language-development needs are identified early and addressed through consistent, collaborative, and data-informed practices. Particular emphasis will be placed on English Learner goal setting, universal benchmarking, progress monitoring, and a systematized individual student brainstorming/problem-solving process.
Timeline: May 2027
Measures: At the end of the 2026-27 school year, the identified deliverables will be accomplished.
Deliverables: ☐ Review and refine current MTSS procedures, intervention processes, decision rules, and documentation. ☐ Continue development and refinement of the Pleasantdale MTSS Handbook. ☐ Provide professional learning focused on data-based problem solving and effective intervention practices. ☐ Establish clear follow-up actions following benchmark reviews. ☐ Develop a consistent process for establishing measurable academic and language-development goals for English Learners. ☐ Use multiple data sources, including ACCESS/WIDA information, benchmark assessments, classroom performance, and teacher observations. ☐ Schedule regular ML goal-review checkpoints. ☐ Strengthen collaboration among classroom teachers, ML staff, interventionists, and specialists. ☐ Ensure teams consider the role of language acquisition when interpreting academic data and determining intervention needs. ☐ Develop and implement a common protocol for individual student problem solving. Include: • student strengths; • clearly defined area of concern;

- relevant data;
- strategies already attempted;
- possible contributing factors;
- prioritized next steps;
- responsible staff members;
- progress-monitoring measures; and a follow-up date

☐ Create consistent documentation of interventions and outcomes through consistent use of Embrace MTSS.

By May 2027, we will strengthen MTSS practices to provide consistent, responsive support for students' academic, behavioral, social-emotional, and language-development needs. This work includes refining intervention procedures, decision rules, and the Pleasantdale MTSS Handbook. Professional learning, clear follow-up after benchmark reviews, and ongoing progress monitoring will help staff select and evaluate effective supports.

Particular emphasis will be placed on measurable academic and language-development goals for English Learners. Classroom teachers, ML staff, interventionists, and specialists will use multiple data sources and regular review checkpoints to assess progress, considering the role of language acquisition when determining intervention needs.

A common individual student problem-solving protocol will guide teams in reviewing strengths, concerns, data, and strategies before identifying next steps, staff responsibilities, progress measures, and follow-up dates. Consistent documentation in Embrace MTSS will strengthen collaboration and support timely, informed decisions.

Goal Area 2 District Roadmap Alignment: Student Success and Safety & Well-Being
Goal Statement: Pleasantdale Elementary will strengthen student and staff belonging, relationships, social-emotional competencies, leadership, and connection to the school community through consistent implementation of the Wayfinder SEL curriculum, systematic analysis of Alpaca Culture Survey data, and development of a Ron Clark-inspired House System.
Timeline: May 2027
Measures: At the end of the 2026-27 school year, the identified deliverables will be accomplished.
Deliverables: ☐ Establish clear schoolwide expectations for Wayfinder implementation. ☐ Develop a consistent pacing and implementation schedule. ☐ Provide initial and ongoing staff professional learning. ☐ Integrate Wayfinder vocabulary and strategies into classroom routines, assemblies, recess, lunch, and student problem-solving conversations.

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- ☐ Provide opportunities for teachers to share successful implementation strategies.
- ☐ Conduct implementation check-ins or walkthroughs.
- ☐ Gather student and staff feedback regarding the effectiveness and relevance of Wayfinder lessons.
- ☐ Share selected Wayfinder concepts with families for reinforcement at home.
- ☐ Administer Alpaca Pulse Checks at identified points during the school year.
- ☐ Establish baseline measures related to:
    - belonging;
    - relationships;
    - collaboration;
    - emotional safety;
    - school connectedness;
    - staff culture; and
    - school pride.
- ☐ Review results with the Building Leadership Team and staff.
- ☐ Identify two or three priority indicators for focused improvement.
- ☐ Develop specific action steps in response to survey findings.
- ☐ Establish a representative House System Design Team.
- ☐ Research successful elementary House System models.
- ☐ Clearly define the desired outcomes of a Pleasantdale House System
- ☐ Explore how Houses can support:
    - belonging;
    - positive relationships;
    - student leadership;
    - cross-grade connections;
    - staff connections;
    - service;
    - school spirit; and
    - positive behavior.
- ☐ Develop recommendations regarding House structure, identities, values, student and staff assignments, leadership roles, points, recognition, celebrations, service, and family involvement, as well as a proposed timeline, budget, communication plan, and implementation structure for a potential 2027–2028 launch.

We will strengthen belonging, relationships, and well-being through consistent Wayfinder implementation, review of school culture data, and planning for a House System. School-wide expectations, coordinated pacing, and professional learning will support Wayfinder instruction, with common vocabulary and strategies reinforced throughout daily routines. Implementation check-ins and student and staff feedback will guide adjustments, while selected concepts will be shared with families.

Alpaca Pulse Checks will establish baseline information about school culture and connectedness.

The Building Leadership Team and staff will use the findings to identify two or three improvement priorities, develop action steps, and monitor progress.

A representative House System Design Team will research elementary models and develop recommendations supporting cross-grade relationships, leadership, service, school spirit, and positive behavior. By May 2027, the team will propose a structure, budget, timeline, and communication plan for a potential 2027–2028 launch.

Goal Area 3 District Roadmap Alignment: Responsible Resource Management
Goal Statement: Pleasantdale Elementary will strengthen family-school partnerships by systematically tracking parent/guardian participation, gathering family feedback, identifying barriers to engagement, and expanding meaningful opportunities for families to connect with student learning and the Pleasantdale school community.
Timeline: May 2027
Measures: At the end of the 2026-27 school year, the identified deliverables will be accomplished.
Deliverables: ☐ Establish a consistent system for tracking attendance at major school events. ☐ Include events such as: ○ Meet the Teacher; ○ Kindergarten Playdate; ○ Curriculum Night; ○ Parent-Teacher Conferences; ○ family nights; ○ parent education programs; ○ student showcases and performances; and ○ new-family activities. ☐ Analyze participation by event type and grade level. ☐ Establish baseline family engagement data for future comparison. ☐ Gather brief feedback following selected family events. ☐ Use multiple communication methods and advance reminders to encourage participation.

We will strengthen family engagement by consistently tracking participation and gathering feedback to guide planning and resource decisions. Attendance at major school events—including conferences, curriculum nights, performances, and possibly family learning opportunities—will capture both total turnout and the percentage of families participating. Analysis by event type and grade level will establish a baseline for future comparison.

Brief feedback after selected events will help identify family interests and barriers to

participation. Multiple communication methods and advance reminders will support engagement, while findings will guide future events and outreach. By May 2027, we will have a more consistent foundation for strengthening connections among families, student learning, and our school community.

Across all three goals, progress will be assessed through completion of deliverables by May 2027, supported by implementation reviews, MTSS documentation, culture surveys, and family participation and feedback data.