Rodman
School Improvement Plan
2026-2027

School Council Members

Name	Position	Term
Shelley Needle	Early Childhood Program Director	2026-2027
Sara Ryan	Teacher	2026-2027
Ashlie LaCivita	Teacher	2026-2027
Manoucheka Dasse	Parent	2026-2027
Carlos Victorian-Richardson	Parent	2026-2027

Student Learning Goal			
Goal: For the 2026-2027 school year, the Rodman Early Childhood Program will collaboratively, build and implement sustainable teaching practices of Peer Mediated Instruction (PMI)* to increase social interaction within the classroom			
Key Action	**Person(s) Responsible**	**Timeline**	**Anticipated Indicators of Progress/Measurement**
Design and deliver targeted professional development for staff on evidenced based Peer-Mediated Instruction (PMI)	Early Childhood Program Director	2026-2027	• PD or Faculty Agendas and Slidedecks • Created materials • Staff feedback
Classrooms will embed structured and naturalistic Peer-Mediated Instruction (PMIi) into the daily schedule	Early Childhood Program Director Educators	2026-2027	• Observation data • Reverse inclusion consents • Staff feedback

*Peer-Mediated Instruction (PMI)—also known as Peer-Mediated Instruction and Intervention—is an evidence-based strategy that trains typically developing peers to help classmates with social communication difficulties.

Priority #1: Teaching, Learning and Leading for All			
Goal: For the 2025-2027 school year, the Rodman Early Childhood Program will expand and implement enhanced high-quality early childhood frameworks and daily structures that directly align with state learning standards, resulting in improved developmental progress for targeted Student Opportunity Act (SOA) subgroups across all early learning domains.			
Key Action	**Person(s) Responsible**	**Timeline**	**Anticipated Indicators of Progress/Measurement**
Continue to identify and equip learning centers with intentional play manipulatives and open-ended materials to promote student-led critical thinking, exploration, and creative problem-solving during independent and structured play.	Early Childhood Program Director Program Coordinators Educators	2025-2027	• Documentation showing a variety of standard-focused activities embedded across different learning areas. • Data from a simple pre- and post-assessment shows measurable growth in students' problem solving skills.
Continue to identify and utilize scaffolded instructional activities for intentional play manipulatives and open-ended materials to promote equitable learning practices.	Early Childhood Program Director Program Coordinators Educators	2025-2027	• Documentation showing scaffolded standard-focused activities embedded across different learning areas. • Data from a simple pre- and post-assessment shows measurable growth in students' number sense.

Priority #2: Management and Operations **Goal:** For the 2026-2027 school year, the Rodman Early Childhood Program will integrate frameworks and targeted strategies, drawing on the work of Allan Blume, to enhance IEP quality practices, ensure LRE alignment, and improve measurable outcomes for students on IEPs.			
Key Action	**Person(s) Responsible**	**Timeline**	**Anticipated Indicators of Progress/Measurement**
Professional development on frameworks and targeted strategies of Allan Blume's work	PD Presenters Early Childhood Program Director Team Chair	2026-2028	● PD agendas and slide decks ● Engage staff in regular reflections of practice
Develop programmatic practices to increase efficiency of IEP procedures and improved measurable outcomes for students	Early Childhood Program Director Team Chair	2026-2028	● Administrative review of IEPs ● Progress monitoring of student goals and objectives ● Conduct quality audits of student IEPs to measure growth in goal specificity, instruction fidelity, and LRE opportunities across all settings

Priority #3: Communications and Community Engagement			
Goal: For the 2026-2027 school year, the Rodman Early Childhood Program will establish a collaborative school-to-home partnership that empowers families to access and understand current learning targets and social emotional strategies to promote generalization of skills.			
Key Action	**Person(s) Responsible**	**Timeline**	**Anticipated Indicators of Progress/Measurement**
Communication with families on academic standard based learning targets	Early Childhood Program Director Program Coordinators Educators	2026-2027	● Weekly Newsletter ● Parent feedback from survey
Communication with families on standard based social emotional targets and strategies	Early Childhood Program Director School Psychologist Educators	2026-2027	● Weekly Newsletter ● Parent feedback from survey

Priority #4: Safe, Inclusive and Equitable Environments			
Goal: During the 2026-2027 school year, the Rodman Early Childhood Program will engage in professional development initiatives for all staff aimed at inclusive and equitable instructional practices, with particular focus on Universal Design for Learning (UDL).			
Key Action	**Person(s) Responsible**	**Timeline**	**Anticipated Indicators of Progress/Measurement**
Discuss and model UDL practices during building-based PDs and faculty meetings	School Administrators Department Coordinators	2026-2028	● PD Agendas and slide decks ● Engage staff in regular reflection of practice
Classrooms will incorporate choice-making opportunities and multimodal response options during thematic circle time routines to actively elevate student voice and increase engagement.	School Administrators Educators	2026-2028	● Additions to curriculum guide on flexible entry points for whole group participation ● Observational data shows an increase in passive listeners transitioning to active including but not limited to self-selected participation (e.g., pointing, vocalizing, using gestures, or choosing materials).
Classroom teams will incorporate table-based learning activities using representation (e.g., visual schedules, tactile/manipulative supports, digital media) or action/expression (e.g., drawing, building, vocalizing, pointing)	School Administrators Department Coordinators Educators	2026-2028	● Additions to curriculum guide explicitly mapping UDL entry points to table tasks; classrooms display varied response tools (e.g., adapted writing grips, communication boards, sensory-rich materials) available at tables ● Observational data shows an increase in modalities in areas of representation and action/expression.