

Connecticut Aspiring Leaders in Special Education
Cohort 3

Capstone Project Presentation

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Plan for Professional Learning at East Hartford High School

PRESENTATION AGENDA

- 01 INTRODUCE THE AREA OF NEED
- 02 VISION AND MISSION STATEMENT
- 03 GOALS AND OBJECTIVES OUTLINED
- 04 PERSON(S) RESPONSIBLE, RESOURCES
NEEDED, AND PROJECTED DATE OF
COMPLETION
- 05 CRITERIA FOR SUCCESS
- 06 WHAT'S NEXT?

THE AREA OF NEED

East Hartford High School is identifying an increased number of students who experience reading difficulties, therefore resulting in poor grades across all curricular areas.

THE VISION

East Hartford High School students will be fluent readers, therefore increasing their grades across all curricular areas.

THE MISSION

East Hartford High School will provide reading intervention programs for struggling readers.

THE GOAL

East Hartford High School will provide professional development training for staff in order to help them gain an understanding of ways to support struggling readers.



GOALS, OBJECTIVES, AND ACTIVITIES



Goal One: Establish a comprehensive baseline of reading proficiency for struggling readers at East Hartford High School to inform targeted instructional interventions and support strategies.

Objective One: By the end of the first quarter, administer standardized reading assessments and analyze existing literacy data to identify and document the current reading levels of all students performing below grade level at East Hartford High School.

Activity One: East Hartford High School Special Education Case Managers will analyze results from students' Woodcock-Johnson IV evaluations to contribute to a centralized data system that identifies struggling readers and supports the development of individualized reading interventions.

GOALS, OBJECTIVES, AND ACTIVITIES



Goal Two: Facilitate professional development opportunities for East Hartford High School Special Education Case Managers focused on high school-level reading intervention programs to enhance their ability to select, implement, and support effective strategies for struggling readers.

Objective Two: By the end of Third Quarter, ensure that all Special Education Case Managers at East Hartford High School attend at least one professional development session focused on evidence-based reading intervention programs suitable for high school students.

Activity Two: Coordinate with literacy specialists and professional development providers to schedule and facilitate training sessions on evidence-based High School reading intervention programs for all East Hartford High School Special Education Case Managers.

GOALS, OBJECTIVES, AND ACTIVITIES



Goal Three: Develop and integrate a structured reading intervention program into the East Hartford High School schedule to ensure struggling readers receive consistent, targeted support during the academic day.

Objective Three: By the start of the next academic school year, East Hartford High School will design a scheduling model that allocates dedicated time within the school day for identified struggling readers to participate in targeted reading intervention sessions without disrupting core academic instruction.

Activity Three: Collaborate with East Hartford High School school leadership, guidance counselors, and instructional staff to map out available time blocks, identify qualified interventionists, and assign students to appropriate reading intervention sessions based on assessment data.

PERSON(S) RESPONSIBLE, RESOURCES NEEDED, AND PROJECTED DATE OF COMPLETION

Person(s) Responsible	Resources Needed	Projected Date of Completion
Supervisors/Admin	Standardized Reading Assessments	Goal One completion by November 2025
Special Education Case Managers	Professional Development Providers	Goal Two completion by March 2026
Literary Specialists	Reading Intervention Program	Goal Three completion by August 2026
Professional Development Providers	Colleague Knowledge	
Guidance Counselors		
Instructional Staff		

CRITERIA FOR SUCCESS

East Hartford High School Special Education Case Managers will identify an increase in student scores within the reading intervention program as well as in their academic courses.

WHAT'S NEXT?

Currently, I have been asked by Supervisors across the District to join the MTSS Subcommittee. This subcommittee will be addressing MTSS Districtwide in each school in order to become more uniform in our approach. Making the process streamlined will help refine the data required for the Special Education referral process.