Virginia Department of Education
Every Student Succeeds Act of 2015
Title I Schoolwide Plan

Division Name: Roanoke County School District
School Name: Herman L. Horn Elementary
Date: September 30, 2026
Select One: ■ **Initial Plan** ☐ **Revision**

Title I schools implementing schoolwide programs are required to develop schoolwide plans in accordance with Section 1114(b) of the *Every Student Succeeds Act of 2015* (ESSA). Guidelines for plan development include the following:

- The plan should be developed with the involvement of:
  - Parents;
  - Other members of the community to be served;
  - Individuals who will carry out the plan, including teachers, principals, other school leaders, administrators, paraprofessionals present in the school;
  - The local education agency;
  - To the extent feasible, tribes and tribal organizations present in the community; and
  - If appropriate
    - Specialized instructional support personnel;
    - Technical assistance providers;
    - School staff; and
  - If the plan relates to a secondary school, students and other individuals determined by the school;
- The plan should be available to the Local Educational Agency (LEA), parents, and the public; information in the plan should be in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand; and
- If appropriate and applicable, the plan should be developed in coordination and integration with other federal, state, and local services, resources, and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

The ESEA requires four components to be included in the schoolwide plan. The template below provides a framework that may be used to develop and/or update a schoolwide plan. For each component, the narrative section in the template should be completed in sufficient detail to document how the component has been thoroughly and thoughtfully addressed. Schoolwide plans should be reviewed annually and revised as necessary to promote continuous improvement and to reflect the school's initiatives to upgrade the entire educational program of the school.



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To maintain focus, eliminate duplication of effort, and promote comprehensiveness, schools should operate under a single plan if at all possible. A school that already has a plan for school improvement might consider amending it, rather than starting over, provided that the existing plan was based on a comprehensive needs assessment and can be revised to include the four required schoolwide components. This template can be used by schools with existing Indistar® plans to reference indicators and tasks in the Indistar® plan that related to the schoolwide components.

Directions: Complete each of the four components by following these steps:

- Access the Title I Schoolwide Plan template on the Title I web site.
- Provide a narrative response that describes how the school has addressed the requirements for each component; and
- Submit the plan as directed by your LEA Title I Coordinator.

Resources:

Schoolwide program resources, including USED guidance on *Designing Schoolwide Programs*, *Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program,* and *Title I Fiscal Issues*, can be accessed at the Title I website under Guidelines and Procedures/Federal Guidance.



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Stakeholders:
List the name and title of each stakeholder who participated in developing this plan.

Name of Stakeholder	Title
Julie Sandzimier	Principal
Theresa Kabath	Assistant Principal
Sandy Hunt	Title I Teacher
Emily Murray	Title I Teacher
Jessica Keene	Teacher/Parent
Madison Boothe	Teacher/Parent
Whitney Russell	Parent
Megan Thompson	Parent

Component 1 §1114(b)(6):
A comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging state academic standards and any other factors as determined by the local educational agency.

Evidence: A systematic effort involving multiple stakeholders to acquire an accurate and thorough picture of strengths and weaknesses of the school community, thus identifying student needs through a variety of information-gathering techniques. A data analysis summary must be included which incorporates benchmarks used to evaluate program results. The results of your data analysis must guide the reform strategies that you will implement to improve instruction for all students.

Narrative: Herman L. Horn Elementary is a Title I school located in the eastern part of Roanoke County, within the Town of Vinton. The school serves students in grades PK through 5th grade and currently has a student population of 387. Of these students, 45.4% are female and 54.5% are male. The student body is diverse, with 67.5% identifying as White, 9.8% as Black, 11.2% as two or more races, 9.6% as Hispanic, 1.7% as Asian or Pacific Islander, and 0.003% as American Indian or Alaskan. Additionally, 79.08% of students qualify for free or reduced lunch. These demographics reflect the diverse and economically varied community that Herman L. Horn Elementary serves, underscoring the school's commitment to providing equitable educational opportunities for all students.

Demographic Data

Student Subgroups	2023-2024	2024-2025	2025-2026	2026-2027
White	66%	67%	67.0%	67.5%
African American	11%	10%	8.9%	9.8%
Hispanic	12%	11%	11.3%	9.6%
Asian	2%	1%	1.3%	1.7%
Other	9%	11%	11.5%	11.4%
Homeless	< 1%	0	0.5%	0%
Students with Disabilities	19%	21%	21.0%	20.9%
English Learners	8%	6%	6.0%	6.0%

Budget Implications:

Title I materials funds will be used to purchase state-approved Language Arts materials (including technology and subscriptions) which support HLH's goal of improving student fluency, decoding skills, and comprehension of fiction and nonfiction text, and ultimately increasing our overall SOL pass rate in reading grades 3-5. In addition, Title I funds will be used to support math instruction in grades K-5 with the purchase of manipulatives, technological resources, and other hands-on materials. Title I funds will be used to support STEM instruction that promotes the development of 21st-century skills. Title I parent involvement funds will be used to promote parent/guardian participation in the educational process and support general communication with the school. Parent involvement events for the 2026-2027 school year are listed under Component 3.

Benchmark/Evaluation:

STANDARDS OF LEARNING TESTS (SOLS) Data taken from the Virginia Standards of Learning tests are examined to determine the needs of individual students, subgroups, and the school as a whole. All instruction at HLH is data driven. Durning the 2026-2027 school year there will be a targeted focus on reading and math to improve student achievement.

Grade Level	Subject	2023 -2024 SOL Overall Results	2024 -2025 SOL Overall Results	2025 -2026 SOL Overall Results
3rd Grade	English	73%	69.23%	69.7%
3rd Grade	Math	78%	76.92%	72.7%
4th Grade	English	92%	89.80%	82%
4th Grade	Math	82%	93.88%	78.7%
5th Grade	English	85%	85.25%	83.7%
5th Grade	Math	68%	81.97%	90%



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SUBGROUP SCORES

SUBGROUP	SUBJECT	2023-24	2024-25	2025-26	SUBJECT	2023-24	2024-2025	2025-2026
Students with Disabilities	**Reading**	3rd –57% 4th –64% 5th –56%	3rd – 43% 4th –83 % 5th – 57%	3rd – 46% 4th – 58% 5th –25 %	**Math**	3rd –57% 4th –45% 5th –31%	3rd – 43% 4th – 83 % 5th –50 %	3rd –38 % 4th –42 % 5th – 100%
Economically Disadvantaged	**Reading**	3rd –59% 4th –89% 5th –71%	3rd –63 % 4th – 91% 5th – 80%	3rd –63 % 4th –78 % 5th –80 %	**Math**	3rd –68% 4th –78% 5th –53%	3rd –70 % 4th – 91% 5th – 73%	3rd – 66% 4th –69 % 5th –85 %
English Learners	**Reading**	3rd –0% 4th – 100% 5th –75%	3rd –20 % 4th –50 % 5th – 0%	3rd – 50% 4th – 50% 5th –100 %	**Math**	3rd –63% 4th – 25% 5th –17%	3rd –60 % 4th –75 % 5th – 0%	3rd – 100% 4th –50 % 5th –100 %

SUBGROUP SOL DATA

	Reading								Math							
	All Students	**Asian**	**Black**	**Hispanic**	**White**	**Disadvantaged**	**ELL**	**SWD**	**All Students**	**Asian**	**Black**	**Hispanic**	**White**	**Disadvantaged**	**ELL**	**SWD**
26-27 Expected Accreditation Goal	75	75	75	75	75	75	75	75	70	70	70	70	70	70	70	70
HLH 2023-2024 Results	88	100	71	100	90	81	100	58	80	100	70	83	84	71	79	46
HLH 2024-2025 Results	82	100	79	58	86	77	27	64	84	100	58	74	88	77	55	55
HLH 2025-2026 Results	78	66	73	81	79	80	67	43	81	100	73	71	83	73	83	60

*Only listed results for the categories shown due to the other categories having less than 25 students in those subgroups.

After analyzing the 2025-2026 SOL data in reading and math for grades 3-5, VALLSS for grades K-3, HLH will continue to focus on the daily implementation of differentiated literacy instruction in alignment with expectations as outlined in RCPS' literacy plan (K-5). Science of Reading instruction will continue to be driven by data collected from the VALLSS assessment that is administered three times per year as well as a variety of formal/informal assessments on phonetic principles being taught by ELA teachers and staff. Science of Reading instruction will include multi-sensory activities as well as practice with letter formation. K-3 reading remediation instruction will be driven primarily by VALLSS data whereas students in grades 4-5 will be identified for remediation based on a variety of assessments including: 2025-2026 Reading and Math SOL scores, Guided Reading Levels (GRA), and division-wide reading benchmark assessment. In addition, every grade level K-5 continues to integrate decodable texts to support phonetic instruction. To promote vocabulary development and comprehension skill acquisition, HLH will use the state approved resource Houghton Mifflin Harcourt. Teachers will supplement their writing instruction with Cathy Collier activities and updated rubrics. HLH will follow the same model for math instruction with daily, leveled math groups that meet students where they are using a variety of strategies including hands-on materials, manipulatives, technology, spiral review opportunities, and "Reasoning Routines" (formerly "Number Talks") to further expand students' skills in the identified math content strands: Number and Number Sense, Computation and Estimation, Measurement and Geometry, Probability and Statistics, and Patterns, Functions, and Algebra. In-school and after-school remediation will be utilized to provide targeted review and focus for children who need additional time, exposure, and/or practice with reading and math skills that are still developing. All staff members (general education teachers, special education teachers, Title I staff – teachers and IAs, reading specialist, instructional assistants, and remedial staff) will be involved in the implementation of these efforts to close the gaps with learning across the curriculum.

VIRGINIA LANGUAGE AND LITERACY SCREENER

Grade	Fall 2024		Spring 2025		Fall 2025		Spring 2026		Fall 2026	
	# Tested	% Meeting Benchmark	# Tested	% Meeting Benchmark	# Tested	% Meeting Benchmark	# Tested	% Meeting Benchmark	# Tested	% Meeting Benchmark
Kindergarten	62	71%	63	84%	68	79.42%	66	76%		
1st Grade	61	82%	62	71%	61	70.5%	62	73%	61	82%
2nd Grade	68	60%	40	13%	68	61.8%	38	29%	67	64%
3rd Grade	25	28%	16	0%	36	5.6%	N.A.	N.A.	3	33%

During the 2026-2027 school year, the VALLSS assessment will be administered to all preschool, kindergarten, first grade, and second grade students. Third grade students new to Virginia, who attended summer school, or did not meet the benchmark for VALLSS in Spring 2026 will also be tested. Those students identified as high-risk will receive reading remediation. Current data (Fall 2026) indicates our areas of focus will be letter recognition and letter sounds in kindergarten, encoding and decoding in grades K-3. Our literacy remediation groups will focus on integrating Science of Reading (SOR) strategies for phonics as well as high frequency words through multi-sensory experiences. VALLSS high-risk indicators will guide classroom instruction. In addition, Roanoke County Schools will provide supplemental decodable texts for each grade level to further support SOR techniques. During the 2026-2027 school year, Title I staff members will serve grades K-3. VALLSS remediation is conducted in grades K-3. Remediation staff members will work with students in grades K-5 during the regular school day.



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Component 2 §1114(b)(7)(A)(i):
Provide a description of schoolwide reform strategies that provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards.

Evidence: Scientifically-based research strategies based on identified needs and designed to raise the achievement level of all students on content standards. Provide information on how the selected strategies will increase student achievement in underperforming subgroups, if applicable. Include a description of how the reform strategies will be evaluated for effectiveness.

Narrative:

The following is a description of reform strategies in place at Herman L. Horn Elementary:

REFORM STRATEGIES

Reform Strategies	Analysis	Summary
1. In-School Remediation	Students in grades K-5 receive additional small group or individualized instruction based on SOL scores, VALLSS, or other assessment data collected in reading and/or math.	Students receive additional math and/or reading instruction in sessions held during the school day.
2. VALLSS Remediation Groups	Students in grades K-5 may receive additional small group or individual remediation based on VALLSS high-risk indicators.	Students receive additional small group or individual reading/phonics instruction in sessions throughout the school day utilizing state-approved literacy resources.
3. Title I Instruction	Title I staff members work in small group settings for reading and/or math (push-in or pull-out).	HLH has schoolwide status in the 2026-2027 school year. Title I groups are based on student academic needs.
4. Special Education Services	Students found eligible for Special Education services receive support and/or specialized instruction through an Individualized Education Plan (IEP).	Students receiving special education services are supported in the least restrictive environment possible.
5. English Language Learners Services	Students found eligible for EL services receive support from an EL teacher.	The English Language Learner program supports students whose primary home language is not English. The EL teacher currently serves HLH five days per week in grades K-5.

6. Software Programs and Online Resources (HMH, IXL, SOLpass.org, Lexia.)	Programs such as HMH, IXL, SOLpass.org, Lexia are used to support classroom instruction in grades K-5 in subjects across the curriculum.	Computer based programs provide an interactive way of learning that supports classroom instruction with data reports to help drive instructional choices.
7. Science of Reading (SOR) strategies, trainings, resources, and techniques	A research based multi-sensory phonics technique for reading instruction.	Science of Reading instruction is direct, explicit, structured, sequential, and diagnostic. It provides a multi-sensory experience to facilitate reading, writing, and spelling instruction.
8. Scholastic News Magazine	The text from Scholastic News Magazine is used in grades 2-4 as a nonfiction resource.	Scholastic New Magazine provides both hard copy reading material and computer-based resources for student use. It is used to promote and practice nonfiction reading strategies with current, high interest topics.
9. Virginia Literacy Act	HLH will continue to fully implement the VLA for the 2026-2027 school year	The VLA requires that each local school board provide a program of literacy instruction that is aligned science-based reading research and provides evidenced-based literacy instruction to students in K-8. Reading plans will be developed for high-risk students. Parents will be invited to meet with the classroom teacher and reading specialist to review the reading plan.
10. Sonday	Sonday is phonics programs utilized by special education teachers in grades K-5 in order to provide specialized instruction with basic reading skills.	Sonday is a Tier 3, phonics intervention program emphasizing Orton-Gillingham multisensory instruction.
11. Heggerty Curriculum	Heggerty is curriculum designed to support phonemic awareness instruction in grades K – 2 and special education to both strengthen and prevent word-level reading difficulties.	This program is used during whole group instruction for Tier 1 instruction.
12. Thinking Maps	Thinking Maps in a whole school brain-based approach to teaching and learning designed to build foundational critical thinking, problem solving, comprehension, and communication skills. The maps provide a shared visual "language for learning" for an entire school.	Thinking Maps are a set of eight visual tools that help students organize, analyze, connect ideas in different ways to improve learning and critical thinking.

Budget Implications:

The Title I Materials will be used to purchase Language Arts materials which support HLH's goal of improving student fluency and comprehension of fiction and nonfiction text and ultimately increasing our overall SOL pass rate in reading grades K-5. In addition, Title I funds will be used to support math instruction in grades K-5 with the purchase of manipulatives, technological resources, and other hands-on materials. The Title I Remediation funds will be used to provide remedial services in grades 1-5. These services will take place during the school day from September 2026- May 2027.

Benchmark/Evaluation:

ASSESSMENTS	ANALYSIS	SUMMARY
1. Fall Kindergarten Assessment	Student progress is monitored using this checklist as a baseline for letter, sound, and number identification.	Data from these checklists provide more information for group formation and instructional decisions.
2. Virginia Kindergarten Readiness Program (VKRP)	The Virginia Kindergarten Readiness Program is administered twice per year by the classroom teacher and provides deeper understanding of student behaviors in the classroom.	The Virginia Kindergarten Readiness Program measures math, self-regulation, and social skills to complement the state's assessment of literacy skills using the Virginia Language and Literacy Screener (VALLSS).
3. Math Benchmark Assessments	Students in grades 2-5 take division-wide benchmark/formative assessments in math twice per year.	Data from the math benchmark assessment is used to create flexible remediation and enrichment groups and to drive instructional choices for spiral review opportunities.
4. Reading Benchmark Assessments	Students in grades 2-5 take division wide benchmark/formative division wide assessments in reading twice per year.	Data from the benchmark assessments will drive both whole and small group reading instruction.
5. VALLSS	The VALLSS assessment is administered to K-2 students three times per year. Students new to Virginia, third grade students who attended summer school, or third grade students identified on Spring VALLSS in 2026 are administered the VALLSS assessment. Fourth and Fifth grade students who did not pass their Spring of 2026 reading SOL were tested.	Students identified as high risk will receive reading remediation based on their instructional indicators. Students identified as moderate risk will be remediated by their classroom teachers as guided by their instructional indicators.

6. RCPS Reading Snapshots	These division wide snapshots are bimonthly reading assessments for grades 2-5 to demonstrate growth on individual reading skills.	Data from snapshots will drive instructional goals and skills remediation.
7. Mastery Connect	Mastery Connect is an educational software program used by classroom teachers to create online SOL formatted assessments in grades 2-5.	Mastery Connect is used to both assess student learning and to familiarize students with an online testing format. Furthermore, it provides a way to monitor student mastery of grade level standards and guide remediation.
8. IXL Diagnostic Assessment	IXL is a supplemental computer program used in grades 2-5 for reading and math.	IXL's Benchmark is a timed 60-minute assessment tool that provides an accurate, up-to-the-minute portrait of students' skills (reading or math) in grades 2-5. By answering questions in the Benchmark, students can pinpoint their current levels of knowledge in math or reading (overall and in specific strands).
9. RCPS Writing Rubric	RCPS writing rubrics were developed to accurately measure specific strands of writing skills in the areas of thesis, organization and writing, detail and description, and usage/mechanics.	The rubrics are teacher administered and scored – given as writing prompts in K-2 and through whole class, small group, and individualized instruction throughout a writing unit in 3-5.
10. Spring Virginia Standards of Learning (SOL) Tests	Virginia SOL tests are administered in both reading and math in grades 3-5.	Teachers utilize Student Detail by Question (SDBQ) reports from the previous year to drive instructional choices for the current school year in an effort to improve skill acquisition in those identified areas.
11. Lexia	Students in grades 3-5 who are identified as high-risk will use Lexia education software to receive additional practice on identified skills.	Data derived from Lexia will be used to support HLH's remediation.

Component 3 §1114(b)(7)(ii):
Provide a description of schoolwide reform strategies that use methods and instructional strategies that strengthen the academic program in the school; increase the amount and quality of learning time; and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Evidence: Scientifically-based research strategies or activities that strengthen and enrich the academic program by: extending the school day; embedding reading and/or mathematics curricula into other instructional areas; or other strategies as appropriate. Include a description of how the reform strategies will be evaluated for effectiveness.

Narrative:

The following schoolwide reform strategies and activities are used at Herman L. Horn to increase the amount and quality of learning time and help to provide well-rounded education for all students.

Program/Activity/Event	Analysis	Summary
1. Weekly Communication Folder	A communication folder is sent home each day.	The folder provides a regular, hardcopy means of communication between the school and home.
2. Parent Teacher Conferences & Student-Led Conferences	Parent teacher conferences provide an opportunity for parents/guardians and HLH staff to communicate regarding student progress. Students in third grade will continue to participate in student-led conferences in March 2027	Conferences may occur at any time during the year including in-person, phone, or in a virtual format. Third grade students will select items that demonstrate growth in various areas (academic, PBIS, Encore, etc.) and will communicate those in an in-person setting with their parents.
3. Kindergarten Get Acquainted	Parent/guardians of kindergarten students meet with school staff in late July before school starts.	Kindergarten screening provides both students and parents with an introduction to the routine and expectations of kindergarten, as well as the opportunity to meet staff.

4. Meet & Greet Night	Meet and Greet is a two-hour session for students and families to meet their teachers, drop off supplies, and get acclimated to the school campus.	Meet and Greet night provides both students and parents/guardians with information about the routines, schedules, and expectations for each grade level. Families are informed about the school's Title I status through HLH's Right to Know information.
5. Student Council Association (SCA)	The Student Council Association offers students the chance to elect representatives who will assist in planning school activities and charitable events in the local community.	Students present speeches to the student body and are elected to hold specific offices during the school year. Individual grade level representatives are elected in the classrooms. Regular meetings are held after school hours.
6. HLH Parent Teacher Organization (PTO)	The PTO provides a variety of activities throughout the year to promote family engagement and school spirit within the HLH community that supports instructional goals.	PTO events involve the local community in fundraising for additional resources in our school. Other events, such as the PTO/Title I events provide an opportunity for community fellowship and learning.
7. Title I Parent Events	Title I events provide the school community with information regarding the Title I program at HLH. Planned events this year focus on math and reading. We will host both a fall and spring reading/math themed night.	Title I events are held at least three times a year. These events provide information regarding the HLH schoolwide program and ways families can support their students' learning at home.
8. Title I Regional Events	Districtwide Title I regional events are held two times during the school year.	Districtwide Title I regional events provide the community with information regarding the Roanoke County Title I program, and resources available to Roanoke County students.
9. PBIS Recognition	Staff members consistently acknowledge and celebrate students who demonstrate the "Three Bees" — be safe, be respectful, and be responsible — as part of our schoolwide PBIS framework. This recognition fosters a positive learning environment and reinforces desired behaviors throughout the school community.	PBIS recognition shout-outs are read daily for students who demonstrate the Three Bees — be safe, be respectful, and be responsible. Each week, selected shout-outs are drawn for students to receive a book from the book vending machine. In classrooms, "WOWs" are used to recognize positive behaviors, and when the schoolwide WOW chart is filled, the entire school earns fun incentives.

10. Gifted Art	The RCPS Gifted Art Program offers enrollment in after school and summer enrichment programs for students in grades 3-8 identified as exceptionally talented in art.	Identified students (from all 16 RCPS elementary schools and 5 middle schools) participate in a 14-week after school program to create unique works of art that are showcased at the Gifted Art Show reception at Central Office in March.
11. Boys & Girls Club	The Boys and Girls Clubs of SWVA and Roanoke County Public Schools are in partnership to provide summer and after school programming for HLH students at Vinton Baptist Church.	Boys and Girls Club youth development programming focuses on academic achievement, healthy lifestyles, good character, and citizenship.
12. Run Club	Run Club is an after-school program for all students in grades 3-5 meeting for nine weeks in the fall and a separate session in the spring.	Run Club focuses on building running stamina through running drills, sprinting, and core strengthening exercises. The culminating event is inviting families to watch students in a character run this fall.
13. Title I Book Vending Machine	The Title I book vending machine was purchased to provide a means for providing schoolwide incentives for a variety of purposes (academic, social/emotional, etc.)	Students can earn tokens by following HLH's three B's and receiving a "shout out" from a teacher or staff member. It has a two-fold purpose: to foster the love of reading and promote positive behavior in the school setting.

Budget Implications:

Title I Parent Involvement funds will be used to promote parent/guardian participation in the educational process and in general communication with the school. Parent Involvement events for the 2026-2027 school year are listed under Component 3.

Benchmark/Evaluation:

The effectiveness of the previous strategies will be evaluated in the following ways:

Evaluation Method	Description
1. SOLs	SOL results in reading and math will be analyzed to determine areas of growth and need for improvement.
2. Surveys	Surveys will be taken at parent events. Results will be analyzed to gauge effectiveness of the activity/presentation, and to guide planning of future events.
3. MTSS Data/Disciplinary Office Referrals	The number of disciplinary office referrals will be calculated to establish a baseline for future comparison as part of MTSS school-wide implementation. Each referral will be entered into the SWIS database for monitoring purposes and future program development.
4. Parent Participation	Attendance logs will be examined to determine the number of parents who participate in activities or presentations at the school or regional level.
5. Title I Notebook	The Title I notebook contains records (descriptions, examples of surveys, and attendance logs of parent events) to document parental involvement throughout the school year.

Component 4 §1114(b)(7)(iii):

Provide a description of schoolwide reform strategies that address the needs of all children in the school, but particularly the needs those at risk of not meeting the challenging state academic standards, through activities which may include—

- Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
- Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
- Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
- Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and
- Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs and, if programs are consolidated, the specific state educational agency and local education agency programs and other federal programs that will be consolidated in the schoolwide program.

Evidence: Scientifically-based research strategies or activities such as student support services; behavior intervention systems; tiered systems of support; teacher recruitment and/or retention activities; or other activities as appropriate. Include a description of how the reform strategies will be evaluated for effectiveness.

Narrative:

The following reform strategies and programs address the needs of students at Herman L. Horn, especially those at risk of not meeting state academic standards in the 2026-2027 year.

REFORM STRATEGIES AND PROGRAMS FOR AT-RISK STUDENTS

Strategy or Program	Description
1. Properly Licensed and Endorsed Staff	100% of the staff at Herman L. Horn is highly qualified according to current state and federal guidelines.
2. Professional Development Activities	Professional development is ongoing at the building and district level. HLH staff members will participate in state-required VALLSS and VLP trainings (online modules), PBIS trainings, and other in-services that support the implementation of effective, research-based instructional strategies (ex. deeper learning experiences).

3. Positive Behavioral Interventions and Supports (PBIS)	HLH is a member of the first cohort in RCPS for the implementation of Positive Behavioral Interventions and Supports (PBIS). The PBIS core team will continue to facilitate learning opportunities for staff in an effort to recognize and promote students' positive behaviors in the school setting to maintain fidelity in tiers 1-3.
4. School Counseling Program	HLH has a full-time school counselor who supports students through individual and small group counseling as well as classroom instruction. The counselor meets with individuals as needed to monitor areas of concern, whether academic, social, and/or behavioral. The counselor consults with teachers, administration, and parents on a regular basis to assess situations.
5. Preschool Program	HLH provides a preschool program for ages 2 to 5 years of age. There are two preschool classes which serve special needs children, initiative students, and children of RC employees. The preschool program works closely with community programs such as area daycares and Head Start to meet the needs of every student.
6. "Too Good for Drugs" Program	"Too Good for Drugs" is a program designed to give students in grades K-2 opportunities to develop good decision-making skills and personal safety awareness. This program is funded by Title I and led by staff of Blue Ridge Behavioral Healthcare.
7. Y SPLASH Program	Title I facilitates a program in which students in grade 2 participate in classroom lessons related to water/boating safety and attend swimming classes at the Roanoke YMCA. These sessions, which are held during the school day, emphasize water safety.
8. Transition Visit to Middle School	Fifth grade students from HLH visit William Byrd Middle School in the spring. During this visit, they tour the building and hear descriptions of the routines and expectations of middle school from current students and staff.
9. Preschool Family Engagement Nights	The PKAT team from RCPS schedules family engagement activities for preschool-aged children and their families to promote students' academic, social/emotional, adaptive, and/or communication development.

Budget Implications:

Title I Parent Involvement funds will be used to promote parent/guardian participation in the educational process and in general communication with the school. Parent Involvement events for the 2026-2027 school year are listed under Component 3.

Benchmark/Evaluation:

Evaluation Instrument	Description
1. SOLs	SOL results in reading and math will be analyzed to determine areas of growth and need for improvement.
2. Surveys	Surveys will be given at the end of parent events. Results will be analyzed to gauge effectiveness of the activity/presentation, and to guide planning of additional events.
3. Title I Survey	A districtwide Title I parent survey will be taken in the spring. Data taken from this survey will help determine the planning of future events/programs.