

***U.S. Department of Education***  
***2023 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mrs. Ashley Odom  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Honey Grove Elementary School  
(As it should appear in the official records)

School Mailing Address 1202 North Seventeenth Street  
(If address is P.O. Box, also include street address.)

City Honey Grove State TX Zip Code+4 (9 digits total) 75446-2083

County Fannin County

Telephone (903) 378-2264 Fax \_\_\_\_\_

Web site/URL <https://honeygroveisd.net/> E-mail [btmorrison@hgisd.net](mailto:btmorrison@hgisd.net)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Mr. Todd Morrison E-mail [btmorrison@hgisd.net](mailto:btmorrison@hgisd.net)  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Honey Grove Independent School District Tel. (903) 378-2264

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson Mr. Josh Russell  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, leave blank.*

## PART I – ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

**The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.**

## PART II - DEMOGRAPHIC DATA

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**Data should be provided for the current school year (2022-2023) unless otherwise stated.**

**DISTRICT** (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)  
1 Middle/Junior high schools  
1 High schools  
0 K-12 schools
- 3 TOTAL

**SCHOOL** (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- ☐ Urban (city or town)  
☐ Suburban  
☒ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	23
K	37
1	36
2	41
3	44
4	36
5	43
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	260

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
  - 0 % Asian
  - 6.9 % Black or African American
  - 24.5 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 61.7 % White
  - 6.9 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 9%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	11
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	24
(4) Total number of students in the school as of October 1, 2021	271
(5) Total transferred students in row (3) divided by total students in row (4)	0.09
(6) Amount in row (5) multiplied by 100	9

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish

English Language Learners (ELL) in the school: 8 %  
21 Total number ELL

7. Students eligible for free/reduced-priced meals: 59 %

Total number students who qualify: 153

8. Students receiving special education services with an IEP: 15 %  
Total number of students served 38

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>2</u> Autism	<u>0</u> Multiple Disabilities
<u>1</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>6</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>19</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>21</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 8 %  
Total number of students served: 21

10. Number of years the principal has been in the position at this school: 4

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	15
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 17:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	96%	99%	97%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

16. In a couple of sentences, provide the school's mission or vision statement.

Honey Grove Elementary School's mission is to empower students to discover their purpose, shape their character, and embrace the power of knowledge. Our vision is to develop positive relationships within our school community in order to meet the needs of our students.

17. Provide a URL link to the school's nondiscrimination policy.

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=461&code=FB>

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

## **PART III – SCHOOL OVERVIEW**

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Honey Grove Elementary School (HGES) is a small, rural pre-kindergarten through fifth grade public school. Honey Grove is located approximately 90 miles northeast of Dallas. The small community prides itself with hometown values. Parents and community members work diligently with the school in order to provide the best education possible for students. The school is the largest employer in Honey Grove closely followed by farming and ranching. Many families face hardships on a daily basis. 59% of the students at Honey Grove Elementary come from economically disadvantaged households. HGES provides stability and guidance for all families by providing resources and family nights for students and parents. Staff members can often be seen supporting students outside of school hours in numerous settings such as youth sports, community activities, or agriculture events. HGES has always prioritized relationships and continues to find ways to survey and meet the needs of all stakeholders.

Because HGES is a small rural school, staff members are able to develop life-long relationships with students and their families. Educators are able to truly learn about all students not only in their classrooms, but throughout the school. Staff members have served multi-generational families. Parents have many opportunities to be involved in their child's education at HGES. The open line of communication allows parents to contact educators with any questions, concerns, areas of clarification, or to express basic needs. Parents value the relationships between HGES and their families. This in turn allows both parties to plan and facilitate the best path for their children.

HGES ensures that all students grow and reach their individual potential. Teachers continue to raise the bar throughout the year and provide a balance of rigor and support. Students' progress is tracked carefully from the time they enter school and reviewed often throughout each year. Data meetings are held frequently between teachers and the instructional coach in order to discuss goals and interventions. HGES' Multi-Tiered System of Supports (MTSS) approach is one that has been revised and perfected over the last several years with student success at the forefront. Through this process, students with a need for individualized, specialized instruction are specifically identified and able to get the assistance they require. The Special Education (SPED) staff is able to work with students in small groups and one on one in order to master goals and create new challenges for students. The Gifted and Talented (GT) program allows students to explore their interests and investigate different challenges. Staff members who are a part of these programs confidentially communicate progress and performance frequently with all stakeholders.

Not only are students held to a higher standard at HGES, but staff members continue to strive for excellence by being life-long learners. Educators attend bi-weekly professional learning communities (PLC) meetings with the instructional coach in order to stay current with the best practices and strategies for all learners. Staff members have opportunities to attend virtual and in person trainings conducted through the service center. Additionally, HGES schedules on campus visits with their supporting education service center. Staff are able to efficiently brainstorm, problem solve, and learn from highly qualified professionals.

HGES encourages a strong work ethic and perseverance for all students. Quarterly celebrations are held to highlight the academic, musical, athletic, work ethic, and leadership accomplishments of all students. The Self-Manager program encourages third through fifth grade students to exhibit good character traits by rewarding them with individualized, specially made badges to identify their accomplishments. These students serve as leaders in the school by heading up tasks and projects. They also serve as role models for younger students. Unique, exciting privileges that come with this honor continually motivate students to strive towards reaching this recognition. Students are held to this higher standard through the entire school year to retain their Self-Manager status. Faculty and staff seek to instill lifelong skills that develop responsible, intrinsically motivated students that will one day flourish into productive, successful adults.

With mental health playing a huge role in the lives of all students, HGES has been able to provide students with a weekly social/emotional and health curriculum. The school counselor is able to meet with classes and share lessons through the implementation of the school-wide program, Second Step. The school nurse is able to share health information through the Coordinated Approach to Child Health (CATCH).



Community is key for student success at HGES. The partnership between Honey Grove Library and Learning Center (HGLLC) and HGES helps support the growing needs of the student population. HGLLC offers numerous programs and opportunities to the students at HGES. Students are invited to participate in programs involving robotics, reading instruction, art, music, and chess. HGLLC often surveys the school in order to find out the current needs of students and families.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

#### **1a. Reading/English language arts curriculum content, instruction, and assessment:**

HGES provides teachers with an online curriculum portal aligning with the Texas Essential Knowledge and Skills (TEKS). This portal includes pacing, assessment creator tools, analysis of State of Texas Assessments of Academic Readiness (STAAR) for grades 3-6, and the English Language Proficiency Standards (ELPS). The portal helps teachers develop TEKS-based lesson plans that are effective and relevant to their students' needs.

One of the key tools available to teachers is the Instructional Focus Document (IFD), which helps teachers anticipate students' misconceptions and plan scaffolding activities to help students master the objectives. This allows teachers to provide individualized support to students based on their understanding of the material. In the lower grades, teachers focus on teaching students how to read through direct, systematic, and explicit phonics instruction. This includes building phonemic awareness, letter-sound correspondence, reading fluency, and comprehension. HGES utilizes a Science of Reading approach that integrates writing, listening, and speaking through daily activities to promote student engagement and success.

HGES teachers use a backward planning approach to make decisions about the path students will take in their learning while attaining rigor and differentiation. Teachers start by identifying the essential thought-provoking questions of the unit. Next, they identify the learning goals to help move students toward deep comprehension of the long-term learning objective. They create a list of essential academic vocabulary words related to the standard to use on a chart. This chart includes identifying the academic vocabulary, the Term, Information regarding vocabulary words, and a Picture representing the vocabulary "TIP" chart.

During each lesson, teachers provide a "We Will" statement on the board so all learners understand what they will be learning that day. Students have an "I Will" statement to help them understand what they are expected to learn and how they will achieve it. At the end of each lesson, teachers use a closing task to recognize and reinforce academic goals while analyzing critical writing to inform future instruction. This allows teachers to make data-informed decisions about their instruction and tailor lessons to students' needs.

Throughout the week, teachers create a lap question that will be used to check for student understanding. Teachers utilize this data to clarify misconceptions, provide instructional support, and scaffold hard-to-understand concepts. At the conclusion of each unit, students take a Common Unit Assessment to identify Student Expectation (SE) strengths for celebration and any SEs that need continued support. This approach allows teachers to monitor student progress and make data-informed decisions.

In summary, HGES provides its teachers with a comprehensive portal that aligns with the TEKS. This allows teachers to develop effective lesson plans and assessments that promote student engagement and success. The backward planning approach, essential academic vocabulary words, and the "We Will" and "I Will" statements help students understand what they are expected to learn and how they will achieve it. Teachers use data to make data-informed decisions about future instruction, allowing them to tailor their lessons to students' needs. HGES's approach to teaching provides a comprehensive and effective education for its students.

#### **1b. Mathematics curriculum content, instruction, and assessment:**

At HGES, the mathematics program is designed to ensure students develop a deep understanding of math concepts and problem-solving skills through the use of a variety of resources and teaching strategies. The program is structured to provide continuous monitoring of students' progress through various assessment methods, such as pre-assessments, weekly lap questions, closing tasks, common unit assessments, and the NWEA MAP universal screener. By using these assessments, teachers are able to identify areas of difficulty or knowledge gaps in their students and make necessary adjustments to support their learning.

The program is focused on teaching grade-level TEKS and problem-solving skills, which are applied to real-life situations to promote critical thinking skills. Using a problem-solving approach, students are better able to apply their learning to everyday situations and develop the skills necessary for success in math. One of the key aspects of the math program is the emphasis on developing students' mathematical academic vocabulary. This is done through the use of resources such as the TIP chart, hands-on items, visual resources, and cooperative learning strategies. By using these resources, teachers are able to make lessons more engaging and interactive, while promoting a deeper understanding of math concepts.

In the early years, pre-kindergarten and kindergarten, the focus is on laying a strong foundation in numeracy. This is achieved through teaching students to count with cardinality, compare objects, subitize, and explore numerical operations. These foundational skills are essential for students to develop a deep understanding of math concepts in later years. For older students, daily fluency activities are used to reinforce these foundation skills, while open-ended problem-solving lessons are used to encourage higher-order critical thinking skills. In these lessons, students are required to explain the reasoning behind their answers, which helps to develop their ability to think critically and communicate their thinking clearly.

Teachers at HGES provide daily data-driven small-group instruction to support students' accelerated instruction before introducing new information in whole-group instruction. This approach helps to ensure that students are better able to understand new concepts and that their learning builds on a solid foundation of prior knowledge. Additionally, students are provided with customized learning paths through online adaptive learning tools to further support their individual needs. These tools help students to work at their own pace and provide targeted support to address their specific learning needs.

In conclusion, the math program at HGES uses a variety of resources and teaching strategies to create a positive and supportive learning environment for students. By continuously monitoring their progress and using a problem-solving approach to teach grade-level TEKS and problem-solving skills, students are better able to apply their learning to real-life situations and develop critical thinking skills. The emphasis on developing students' mathematical academic vocabulary, implementing small-group instruction, and providing customized learning paths further supports their individual needs and helps them achieve their full potential in math. Overall, the math program at HGES is designed to ensure that students develop a strong foundation in mathematics and become successful problem-solvers in the future.

### **1c. Science curriculum content, instruction, and assessment:**

At HGES, the science education program is carefully aligned with the TEKS through the use of various instructional strategies, technology, adopted texts, and teacher-generated materials. The curriculum places a strong emphasis on a student-centered approach that encourages cooperative learning to explore and solve problems in the context of real-world applications.

To promote critical thinking and strategic learning, the Engage, Explore, Explain, Evaluate, and Extend (5E) model is utilized as a framework for planning science lessons. This model is designed to encourage student-centered learning and active participation in the learning process. Students are also taught to acquire and use scientific vocabulary to support their understanding of scientific concepts. The T.I.P. chart is a strategy implemented to help students learn and apply new scientific vocabulary terms.

The science program at HGES is not limited to teaching scientific concepts alone, but also integrates cross-curricular opportunities such as informational texts. The curriculum is designed to connect topics such as properties of matter, force and motion, energy, earth changes, ecosystems, and life cycles to other areas of study, preparing students for the next level of learning.

Hands-on experiences are a critical aspect of the science curriculum at HGES. Classroom investigations, interactive notebooks, science model creation, and outdoor gardening are just a few examples of the many hands-on experiences that students have access to. These activities are designed to promote active learning, provide practical and engaging opportunities for students to apply scientific concepts in real-world contexts.

In summary, the science education program at HGES is thoughtfully designed to align with TEKS standards and provide students with engaging, student-centered learning experiences. With a strong emphasis on vocabulary acquisition, cross-curricular connections, and hands-on experiences, the program aims to prepare students to become critical thinkers, problem solvers, and engaged citizens in the world of science.

#### **1d. Social studies/history/civic learning curriculum content, instruction, and assessment:**

HGES prioritizes character development and citizenship education, offers a TEKS-based curriculum emphasizing history, character traits, appropriate behaviors, and good citizenship. The school believes that creating a positive cultural environment is important for students' academic success and future growth.

To ensure students are exposed to the necessary information and skills required for each grade level, the Social Studies TEKS are integrated into Reading Language Arts lessons. This helps students connect historical events and concepts to literature and language arts, making their learning more interactive and interesting.

Citizenship education is reinforced through various programs and activities. Mock elections are held, giving students the opportunity to learn about democracy and the election process. Students are also responsible for monitoring restrooms and ensuring overall student safety, helping them develop responsibility and ownership for their school environment.

Grade-level classroom economy systems help students understand the real world and problem-solving through civic lessons and cross-curricular financial literacy TEKS. This provides students a practical understanding of financial responsibility and the importance of making informed decisions.

Upper elementary participates in the Self-Manager program where they demonstrate responsible citizenship and exhibit outstanding character traits. This program encourages students to be role models and positive influences within their community. Self-managers are celebrated and continue to participate in campus celebrations and activities. They earn a badge to wear each day, which serves as a recognition of their achievements and as a reminder of their responsibility to be good citizens.

In conclusion, HGES places a great emphasis on character development and citizenship education by integrating Social Studies TEKS into Reading Language Arts lessons, using supplemental instructional resources, and implementing various programs and activities. These efforts help students gain a better understanding of history, civic responsibility, financial literacy, and the importance of being positive influences within their community.

#### **1e. For schools that serve grades 7-12:**

#### **1f. For schools that offer preschool for three- and/or four-year old students:**

HGES is an educational institution that provides pre-kindergarten (PreK) education following the Texas guidelines aligning with Kindergarten Texas Essential Knowledge and Skills (TEKS). The curriculum is designed to maximize its effectiveness in preparing students for kindergarten readiness. The school's primary goal is to develop each student's language acquisition, literacy skills, mathematical foundation, and behaviors such as following directions, practicing self-control, having empathy, and becoming independent. The focus is to support the whole child's development and prepare them for kindergarten.

The curriculum at HGES covers all the PreK domains, including social and emotional development, emergent literacy, mathematics, science, and social studies. The curriculum is designed to meet the unique needs of each student, providing explicit guidance to teachers to ensure that all concepts and skills are introduced, reinforced, and practiced. Teachers receive ample support to spend their interacting time scaffolding students' learning and supporting their developmental needs.

HGES encourages families to support their child's development at home by providing activities and games across the domains. The school uses various forms of formative assessment to assess student progress, including quarterly report cards, beginning, middle, and end assessments, and teacher observations. The data obtained from these assessments is used to ensure each student's developmental and linguistic needs are met.

HGES provides a nurturing and stimulating environment for students to learn and grow. The school is committed to developing each child's social and emotional skills by fostering positive relationships between students and teachers. HGES promotes a culture of inclusivity, respect, and appreciation for diversity.

The school's primary goal is to develop each student's language acquisition, literacy skills, mathematical foundation, and behaviors such as following directions, practicing self-control, having empathy, and becoming independent. The focus is to support the whole child's development and prepare them for kindergarten and life successes.

## **2. Other Curriculum Areas:**

### **2a. Arts (visual and/or performing)**

Music education is an integral part of the curriculum at HGES, as the school recognizes many benefits that come with learning about music. Students are introduced to the basics of music theory, vocal styles, and instruments through music classes, which serve as an excellent foundation for further study. Furthermore, students perform in the annual Christmas program for their families and wider community, allowing them to showcase their skills and gain confidence.

As students progress through the grades, they explore different musical instruments such as the recorder, and they are also exposed to other forms of fine arts, such as dancing, acting, drawing, and painting. Classroom teachers incorporate these activities into daily cross-curricular lessons, helping students develop a well-rounded education.

By providing weekly music classes, HGES prepares its students for more advanced musical instruction in upper grades. By partnering with the public library, the school offers an enrichment music program, giving students the chance to further explore musical interests.

HGES is committed to providing a comprehensive education focusing on music and the arts. Through music education, students develop important skills such as discipline, creativity, and teamwork benefiting them both academically and personally. HGES recognizes the importance of music education and is dedicated to fostering a love of music in its students.

### **2b. Physical education/health/nutrition**

The school prioritizes physical activity and overall wellness for students. Pre-Kindergarten and Kindergarten students participate in daily physical activity for thirty minutes, while students in first through fifth-grade participate in at least one hundred and thirty-five minutes of physical activity each week. The school achieves this by incorporating physical education (PE) classes and recess with moderate physical activity, and warm-up activities before exercising or playing games to improve gross motor skills, balance, flexibility, muscular strength, body movement sequences, body control, hand-eye coordination, and foot patterns.

To ensure students' physical progress is being tracked, the school evaluates students twice a year using the Fitness Gram (FG). The school nurse provides lessons to students regarding nutrition, health, wellness, and hygiene. Additionally, the school counselor meets with each grade level to focus on students' mental health and wellness providing lessons, activities, and support for developmental milestones.

At the end of each school year, the students and their families are invited to participate in field day where

the students showcase what they have learned throughout the school year and earn recognition for their growth in the grade level TEKS. By prioritizing physical activity and overall wellness, the school is helping to ensure students are developing healthy habits that will benefit them throughout their lives.

**2c. Foreign language(s), if offered (if not offered, leave blank)**

**2d. Technology/library/media**

HGES provides a technology-supported education in a 1:1 blended learning environment in grades two through five, and wireless connectivity is available throughout the school to facilitate tech integration for everyone. The school has a full-inclusive computer lab with over 22 computers for the entire campus, featuring adaptive software for individualized learning in academics and keyboarding.

At HGES, teachers incorporate technology into the curriculum in various ways, including research, project development, and critical writing. Additionally, students are taught about digital citizenship and online safety to prepare them for the online world. The school offers enrichment activities, such as coding classes, to help students develop fluency in coding languages.

The school's library media program provides a balanced and organized collection of print resources to meet students' needs in all subject areas. HGES strives to cultivate a literacy culture for its students and encourages reading for enjoyment through events like literacy night, after-school book clubs, and summer reading programs.

HGES aims to provide a comprehensive education that fosters critical thinking, digital literacy, and a love for reading and writing. With its technology-supported curriculum and emphasis on literacy, HGES provides students with the tools they need to succeed in an increasingly digital world.

**2e. Any other interesting or innovative curriculum programs you would like to share**

**3. Academic Supports**

**3a. Students performing below grade level:**

HGES makes it a priority to provide academic support for all students. Educators and leadership use data to identify supports and interventions across all populations through frequent Data-Driven Instructional (DDI) meetings and MTSS to achieve academic success.

The school administers universal screeners to determine the baseline of where students are in their learning allowing for early intervention so students can be on grade level with their peers. Throughout the school year, students complete a variety of assessments, including common unit assessments, teacher-created assessments, and state-released STAAR tests, to provide benchmarks for progress. Each assessment is thoroughly analyzed to identify individual strengths and areas for growth.

When students are identified as at-risk, the MTSS team meets to create individual goals and interventions to track progress in Tiers 2 and 3. The team focuses on the whole child, including academic growth, behavior, absenteeism, and social and emotional needs. The team meets quarterly and as needed to ensure growth for at-risk students. Teachers partner with parents to support at home while sharing progress.

All students have the opportunity to receive accelerated instruction in the classroom within small groups in addition to enrichment activities. Small groups are fluid and adjusted according to ongoing data and progress made in the classroom. During small group instruction, teachers provide reinforcement through re-teaching, hands-on activities, games, and visible learning strategies. With a small group of students, teachers

can devote time to all levels of learning.

HGES is committed to ensuring every student receives appropriate levels of support. By utilizing data-driven instructional meetings, implementing the MTSS model, and providing small group instruction, the school is able to provide a comprehensive and individualized approach to academic support. The school's focus on the whole child, including social and emotional needs, ensures that students receive a well-rounded education and are equipped to succeed in future endeavors.

### **3b. Students performing above grade level:**

Students who excel academically and perform above grade possess advanced abilities and skills that need to be nurtured and further developed to achieve their full potential. Providing an enriched curriculum and specialized programs for gifted and talented students is a vital part of ensuring academic success.

Teachers design and facilitate engaging activities through project-based learning, encouraging critical thinking, problem-solving, and creativity. Collaborative grouping techniques are utilized to encourage student-led conversations and explorations, allowing students to interact and explore topics in greater depth.

The goal of the GT program is to accelerate learning and support creativity, ensuring students are challenged to reach their full potential. To achieve this goal, all core classroom teachers complete a minimum of 30 hours of gifted and talented continuing education. Students who meet eligibility for the GT program receive additional instruction twice weekly in addition to daily classroom enrichment.

A class choice board is created based on the interests of the students, who are the impetus for topics and activities of study. Topics researched include animals, art, astronomers, robotics, sculptures, paintings, anatomy, circuits, sign language, and Braille. Students spend weeks investigating and creating a project that reflects their learning on these topics. Upon completion, students present their learning to their peers, providing an opportunity to share their insights.

Students have the opportunity to participate in community-based extensions through partnerships with the HGLLC. This partnership offers academic programs expanding the learning experience beyond the classroom. HGLLC provides enrichment in fine arts, literature, music, chess, robotics, coding, and e-sports, offering students a diverse range of activities.

The GT program at HGES is designed to nurture students' advanced abilities and skills, ensuring they reach their full potential. Through project-based learning, collaborative grouping techniques, and community-based extensions, students are given the opportunity to explore their interests and expand their knowledge beyond the traditional classroom.

### **3c. Students with disabilities:**

Students receiving SPED services at HGES are provided a learning environment that is tailored to their individual needs. Campus members recognize the need for effective communication and collaboration between parents, teachers, administrators, and assessment personnel. With the implementation of this practice, students benefit from a climate that fosters growth and celebrates individual achievements.

The utilization of a variety of research-based screeners and progress-monitoring tools allows for the successful identification and location of students that are in need of specialized instruction. Full Individual Evaluations (FIEs) thoroughly assess student's cognitive and academic performance. This report is closely reviewed to align cognitive deficits with students' correlating academic struggles. These findings drive the accommodations, modifications, and placement opportunities that are set in place for each individual. Educational decisions are made on a student-centered basis while adhering to the Least Restrictive Environment (LRE). HGES believes that the LRE setting of general education (GE) classrooms provides the most academically rich exposure. Highly qualified teachers are experts on their grade-level and content area while peer modeling assists students receiving SPED services to learn with and from their classmates.

Certain students receive double-blocked math and reading/writing instruction from the SPED resource classroom while others' participation utilizes more inclusion. The majority of students with inclusion get the first block of math or reading from their grade-level teacher and come to the resource classroom for the second block. This is where they carefully target the areas of the lesson that are in need of more individualized support.

Despite its small, rural location, HGES supports the needs of a variety of learning styles through the membership of a local shared services agreement. In this arrangement, HGES partners with neighboring districts to provide students the opportunity of participation in specially-designed classrooms that best suit their specific needs. These classrooms specialize in everything from social/emotional and behavioral development to life-skill development.

### **3d. English Language Learners:**

Local job opportunities have brought an increase in the number of primarily Spanish-speaking families to HGES. This has resulted in the school's focus on providing bilingual staff to assist in the enrollment process and community connectivity. Additionally, staff and school leadership are committed to supporting Emergent Bilingual (EB) families through home visits based on their needs.

Upon enrollment, the school identifies students' language needs based on the home language survey. This identification drives any needs for English as a Second Language (ESL) services. The campus ESL coordinator conducts appropriate assessments and brings results to the Language Proficiency Assessment Committee (LPAC). The LPAC collaborates to establish classroom supports and accommodations. This committee includes a parent representative who bridges the gap between home and school culture in the Hispanic community.

ESL certified teachers support learners' Cognitive Academic Language Proficiency (CALP) through listening, speaking, reading, and writing. Teachers incorporate content and language supports during instruction. English Language Proficiency Standards are identified for each lesson in addition to implementation of Sheltered Instruction Observation Protocols. The campus counselor works with grade level groups to help students grow in their English proficiency in taking the Texas English Language Proficiency Assessment System.

HGES provides students and EB families bilingual literature and resources through the campus library and HGLLC. HGLLC provides classes for families to extend their English language proficiency. Former EB student success is evident by their enrollment in higher education and trade schools, their ability and willingness to assist current EB students, and by serving as translators for current EB families within the community.

HGES has made it a priority to support its EB families. From bilingual staff to ESL services, the school provides a comprehensive program bridging the gap between home and school culture in the Hispanic community. By doing so, this helps ensure all students have the opportunity to succeed academically and beyond.

### **3e. Other populations, if a special program or intervention is offered:**



## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

Each morning, students are welcomed and identified by name from the principal, counselor, and other members of the leadership team. With Honey Grove ISD being a small district, it is not uncommon to see staff members from other campuses or the superintendent interacting with students. Relationships are an essential piece for student success at HGES. Mornings continue with announcements that highlight student accomplishments such as success in FFA, junior culinary competitions, University Interscholastic League, youth sports, or good behavior on campus. Students at HGES continue their day with many interactions such as high fives and smiles with multiple staff members. Each staff member knows all 260 students by name.

In order to motivate and encourage students, HGES has several ways to recognize its students. Quarterly success ceremonies are held to recognize students' accomplishments in academics, physical education, music education, leadership, and work ethic. Parents and families are encouraged to attend and to help pump students up. Students are recognized and called to the stage to receive awards. Students in 3rd-5th grades are also eligible to work towards becoming a Self-Manager. Self-Managers are students who exhibit qualities of leaders and role models for other students on campus. They are able to manage and take care of themselves with no redirection from staff members. These students are able to participate in special activities and receive privileges based on their continued commitment to making positive choices. One student from each of the 14 homeroom classes is also chosen to be recognized as 'student of the month' and highlighted on the morning announcements. These students receive a warrior backpack for their accomplishment. Another way that HGES promotes positive behavior and engages students is through positive office referrals. Any staff member is able to refer students to the principal's office by filling out a positive referral. The principal then makes a call home to share the news with the student's parents. The counselor heads up a virtual career exploration unit in order to excite and prepare students for college and career development.

Staff investment is also a major component of student engagement at HGES. The ongoing relationships between staff and families is a major contributor to intrinsically motivating students. Staff members are in constant communication with families whether it be sharing progress, sharing a story, or inquiring about upcoming events. The counselor makes it a priority to meet often with new students on campus in order to ensure that their transitions are seamless.

### **2. Engaging Families and Community:**

HGES is fortunate to have the continued support of parents and community members year after year. The vital relationships of both parties significantly contribute to student success. HGES is always looking for ways to involve and communicate with parents. Families are invited to attend events including Meet the Teacher, the math and reading Halloween carnival, the annual Christmas music program, track and field day, and all of the quarterly awards ceremonies. These events allow parents to interact with staff members and ask questions about student progress or inquire about ways to better help their child. In person conferences, including 504 and ARD meetings, are also a great way to engage with parents to better understand and support their needs. HGES is continually interacting with parents through various means of communication with its primary contact being the school's Facebook page.

Community support is extremely important to the students at HGES. Many organizations in Honey Grove provide opportunities and resources for the students. The partnership between HGLLC and HGES provides students with the opportunity to attend enrichment and intervention classes located at the library following school hours. The school transports students to the library to attend classes. HGLLC is in constant communication with HGES to survey the needs that the students have and ways to service them. The Parent Teacher Organization (PTO) conducts many events in the community that benefit the students. Events include the canned food drive, Penny Wars, mother/son Nerf war, father/daughter dance, Muffins with Mom, and Donuts with Dad. The high school Beta Club supports many students at HGES. Twenty-five families receive food backpacks each Friday afternoon to help meet their nutritional needs over the weekend. The Beta Club also provides meals and gifts to families at the holidays. Several churches in the

community are supporters of the students and families at HGES. They work together to provide school supplies at the beginning of the school year and coats in the winter. The Good News Club is an organization that presents the gospel through interactive and evangelical lessons. This club is held after school and led by several staff and community members. Honey Grove Youth Sports (HGYS) partners with the school in order to provide communication with the community about upcoming seasons and events. HGYS utilizes HGISD's facilities for weekly games and practices. The district is very fortunate to have several anonymous donors to help with the cost of lunches for many students.

### **3. Creating Professional Culture:**

Because of the amount of professional training and development that staff at HGES are committed to, the district is able to encourage autonomy in the classroom. Teachers are encouraged to freely choose how to teach the TEKS while following their scope and sequence. Instructional leaders work diligently with the instructional coach in data and bi-weekly PLC meetings to analyze student performance. This allows them to formulate lessons that target specific skills to be addressed using strategies and differentiation. Teachers are able to collaborate in a safe environment. HGES encourages all voices to be heard to solve problems allowing stakeholders to feel valued.

The campus Sunshine Committee strives to add positivity and smiles to each staff member's face. Monthly, the committee plans special treats and surprises to encourage and energize the faculty. Committee members go through the halls with lively music and the Woot Woot Wagon making each person feel valued and appreciated. The group is also responsible for planning celebrations to highlight or recognize life events including baby showers and retirement. The PTO plans monthly treats for staff such as meals and special snacks. The PTO looks for ways to support classroom needs as well. The group surveys teacher requests and strives to provide these whenever possible.

The Board of Trustees is always proud to support the students and staff. The superintendent and principals communicate needs and ideas at monthly board meetings. The board has always stood behind faculty members and provided necessary support whether that be additional staff members, resources, or materials. Throughout the year, administration within the district works as a team to plan fun and engaging activities that foster cooperation, partnership, and unity. It's not uncommon for the principal to send a thoughtful text to her campus on a Friday afternoon wrapping up the week and letting them know their hard work is appreciated. The superintendent sends regular emails to update faculty, support healthy communication, and has been known to put on an apron and cook breakfast for the HGISD family.

Staff members at HGISD are supported and encouraged to be life-long learners. Appropriate time and resources are provided by the district in order for teachers to pursue further learning. Faculty members are able to attend training via Zoom or utilize a school vehicle to travel to the service center located in Pittsburg. Teachers are able to come back with fresh new ideas that can immediately be implemented in their classrooms and shared with neighboring grade levels.

### **4. School Leadership:**

The Campus Leadership Team (CLT) at HGES is composed of the principal, counselor, instructional coach, and district SPED representative. Each member of the CLT has a master's degree in specialized areas and is committed to being a lifelong learner. The CLT meets often to examine policies and practices. The question at the heart of the team is "Is this what's best for kids?" Although each individual comes with background knowledge from a particular student population, learner progress and success drives each decision that is made.

The principal's primary role is to be at the center of communicating with all stakeholders. A weekly newsletter is sent out to ensure that staff members are aware of any happenings at school and understand procedures and expectations. She maintains an open door policy in order to support and preserve relationships. The primary source of communication with parents and community members comes from the campus' Facebook page. This is a positive way to highlight student achievement and share information about upcoming events. The principal and superintendent make frequent home visits to assist in meeting

basic needs for families such as health, food, and clothing.

The counselor's primary role is to meet the social/emotional needs of students. The counselor meets with students in a bi-weekly setting. The counselor also distributes weekend food backpacks the last school day of each week. A bag full of kid friendly snacks is sent home with eligible students ensuring they have their nutritional needs met. Additionally, the counselor handles all state testing and 504 requirements for HGES.

The instructional coach coordinates curriculum, instruction, assessment, and professional development initiatives including Multi Tiered Systems of Support and Professional Learning Communities. The coach collaborates with teachers to support curriculum planning, pedagogy, and Data Driven Instruction in order to meet the needs of all learners. HGES wants students to learn through engaging lessons supporting relevant and lifelong learning. To support students, lead learners focus on relationships, accelerated instruction, rigor, and differentiation. Through a growth mindset culture, all teachers and students grow with the assistance of the instructional coach.

The district SPED representative communicates with all required members of SPED meetings to build the most effective individualized education plan for students with exceptional needs. Her background in specialized instruction, cognitive processes, and student disabilities advocates for these students and assists the CLT in keeping decisions equitable for all styles of learning.

## **5. Culturally Responsive Teaching and Learning:**

HGES strives to meet the needs of all students. As stated earlier, HGES is primarily composed of low socioeconomic families that reside in a rural area. Many students face daily trials and uncertainty. Families struggle to make ends meet and provide consistency and stability for their children. Parents often turn to staff members for guidance and assistance during these times. The staff at HGES is committed to supporting and providing for these families. Teachers begin by setting the bar high for all learners. Students are encouraged to reach their potential through rich classroom experiences. Most students don't have the opportunities that others do in an urban area. HGES is committed to opening as many doors to these students as possible. Students are able to go on field trips to extend their learning and experience things they may never have the opportunity to in the future. The fifth graders at HGES are able to attend Sky Ranch in Van, Texas each spring. This overnight outing allows students the summer camp experience many of them would never be able to have. Not only are they able to soak up the nature-rich environment, but they are also able to bond with their classmates. This experience is one that students talk about for years.

With the rising Hispanic population, HGES continues to make adjustments in order to accommodate the needs of its learners. Many students come to school unable to comprehend or speak English. It is the hope of the school that these students feel welcomed and a part of the classroom no matter what challenges they are facing. In order to meet these students' needs, all classroom teachers on campus are ESL certified. Staff members and high school student leaders visit with HGES EB's regularly. They provide support by having conversations with students bridging the gap from English to Spanish. These helpers are also able to provide some insight into actions and/or responses from both parties.

Culture and diversity are integrated through literature rich classroom discussions. Teachers facilitate open dialog in their classrooms allowing all members to contribute in a risk-free environment to share their cultural experiences. This allows peers to learn from one another and be accepting of each other and their diverse backgrounds. During social emotional guidance lessons, students are encouraged to accept, value, and recognize cultural differences among peers and within their local community.

## **PART VI - STRATEGY FOR EXCELLENCE**

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Relationships are at the forefront of every decision made at HGES. These lasting bonds between students, families, and staff contribute to the supportive and encouraging culture that is evident on campus and within the community. By providing a strong relational foundation, all stakeholders feel valued, heard, and supported.

Staff members strive to make students feel special the moment they enter the building. Students are greeted by name, frequently asked a question about their family or interests, and given a high five or hug. HGES is a place of love and consistency for so many students. With low turnover rates, staff members have had the opportunity to see multiple siblings from the same families complete all seven years of elementary school. HGES maintains close relationships with the families in the community. Whether it be providing extra food or clothing, helping out with utility bills, or even helping a parent understand their child's homework assignment, staff members are always willing to go the extra mile. Many times in the evenings, teachers are seen at extracurricular activities where their students are participating. Getting to know students' interests and hobbies gives teachers an insight into the students' lives and allows for connection and incorporation in class lessons.

Many staff members have been a part of the community of Honey Grove for multiple generations. This creates a sense of pride that is evident in their daily interactions with one another and the students. Whether it be helping a teammate incorporate a new strategy or lending a listening ear, staff members at HGES are invested in helping one another succeed. Administration allows for all voices to be heard in decision making. Empowering each individual allows for ownership and investment. HGES strives to empower members to see themselves as leaders. Whether it be heading up a committee, serving as the department lead, or sharing newly acquired information with others, staff members have the opportunity to lead on campus in a variety of ways.

The tight knit staff at HGES comes together each day with the same goal in mind: "Do what's best for kids." Academically, data driven decisions determine what is working and what is not. Adjustments are made as necessary to meet the needs of all learners. Flexibility is essential by all staff members at HGES in order to meet students' basic social, emotional and physical needs.