

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

Official School Name Erath High School
(As it should appear in the official records)

School Mailing Address 808 S Broadway Street
(If address is P.O. Box, also include street address.)

City Erath State LA Zip Code+4 (9 digits total) 70533-4099

County Louisiana

Telephone (337) 937-8451 Fax (337) 937-5109

Web site/URL https://ehs.vpsb.net/ E-mail marc.turner@vpsb.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.

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Brad Prudhomme E-mail brad.prudhomme@vpsb.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Vermilion Parish School District Tel. (337) 898-5755

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.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Kibbie Pillette
(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.

Date _____

(School Board President's/Chairperson's Signature)

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, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

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 2020 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 includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
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. 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.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

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

SCHOOL (To be completed by all schools)

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 as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	73	74	147
10	76	70	146
11	53	53	106
12 or higher	79	65	144
Total Students	281	262	543

*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):
- 0.2 % American Indian or Alaska Native
 - 2.6 % Asian
 - 6.6 % Black or African American
 - 1.8 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 88.8 % White
 - 0 % 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 2018 - 2019 school year: 7%

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.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	31
(3) Total of all transferred students [sum of rows (1) and (2)]	41
(4) Total number of students in the school as of October 1, 2018	552
(5) Total transferred students in row (3) divided by total students in row (4)	0.07
(6) Amount in row (5) multiplied by 100	7

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

Vietnamese and Spanish

English Language Learners (ELL) in the school: 0 %
2 Total number ELL

7. Students eligible for free/reduced-priced meals: 52 %

Total number students who qualify: 282

8. Students receiving special education services: 9 %

47 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>3</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>2</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>10</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>8</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>2</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 7

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	28
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. 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 19:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	95%	95%	96%	96%	95%
High school graduation rate	100%	98%	98%	98%	97%

13. **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 2019.

Post-Secondary Status	
Graduating class size	176
Enrolled in a 4-year college or university	71%
Enrolled in a community college	29%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. 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.

15. In a couple of sentences, provide the school’s mission or vision statement.

Erath High School's mission is that "Every Student Reaches Academic Excellence Through Hard Work" (ERATH). It is a community-wide belief that every student on campus can learn and succeed.

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

PART III - SUMMARY

Pull off of the main highway, cross over the railroad tracks and drive down Broadway Street and you will see antiquated storefronts with one bank, one pharmacy, a family-owned supermarket, feed store with live farm animals and fertilizer, and a decorative building boasting a library, post office and city hall all in one! Each establishment is cloaked in "Bobcat Blue" the elementary, middle, and high school mascot and school color. Phrases like, "Go Cats!" and "Go Big Blue!" are painted on the windows. A marquis in the Erath Bank parking lot suggests that "It is a Great Day to be a Bobcat!".

Travel a bit farther and lining the bumpy, pot-holed roads are historic homes passed down through generations of French-heritage families, adorned with wreaths and ribbons, all in blue and white, each advertising hometown pride and school spirit. The cemetery and high-steepled church sit in the center of the town limits. This is Erath. Colloquially referred to as "God's Country", this is a rural sanctuary that is home to Dozier Elementary and Erath Middle-both feeder schools for Erath High School, and the proud evidence of belonging to this community is seen year-round. It is this element of unity and support that has made this area a sought after place to raise a family and send your children to school.

Erath believes in developing the whole character of students. The school breaks this up into four parts: academics, philanthropy, athletics, and citizenship. Education is top priority and students are expected to achieve their best and are rewarded for doing so. Students who score well on Dual Enrollment course tests and the ACT receive free dress for the school year. In addition, students who achieve a certain grade point average are also rewarded with free dress on Mondays, extended lunch time, and snowball coupons for the food truck. Students who improve in their grades are noticed and receive benefits as well. These are all ways that Erath High School makes learning fun. Students are expected to contribute to the community with a whole-school donation drive where students earn points for engaging in donating shoes, newspaper, t-shirts, and canned goods-all go towards benefiting the community outreach programs in the town. Service hours and helping out classmates are expected behavior on this close campus. The Special Education Department is involved in all reward systems, adding a few of their own. Pep Rally's showcase student achievement and empower students to participate in the spirit of Bobcat pride! Building a well-rounded student that cares about education, community and each other is part of everyday life and included in every classroom syllabus and PBIS protocol.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

Erath High School has followed closely what the Louisiana State Department suggests for rigorous and vetted curriculum options. The higher expectations for students required complex texts with multiple levels of meaning. EHS teachers, through professional development, many becoming state content leaders, adjusted to implement the new curriculum with fidelity. When the Louisiana Students Standards emerged, instruction included a combination of project-based learning, scaffolded instruction to build learning, text sets, and multimedia dimensions of learning. To determine the success of the standards, teachers developed formative assessments that were streamlined across the curriculums and met each quarter to discuss student progress. Data provides precise standard feedback to target learning gaps and provides a focal point that drives further instruction. Data from interim testing and teacher-created benchmarks include a pre-determined question format to create accurate data points and measurable feedback.

Professional Learning Communities (PLCs) form at the beginning of each year and create a cycle of inquiry where a data point question forms and is tested and tracked through student progress throughout the year. Patterns emerge and create great discussions across subject areas. This philosophy of teaching and learning is our common approach and builds collective efficacy and commitment amongst staff. Certain subjects create natural relationships: Maths and Sciences; and ELA and History. These instructors form the same PLC groups and share lesson plans and data to create a network of learning and support for students. The burden of educating across the curriculum filters into all subjects with a similar recipe for instruction: follow the school mission statement, Every student Reaching Academic success Through Hard work (ERATH). It is a shared philosophy that Erath expects the best efforts from all stakeholders on the campus and in the community.

1b. Reading/English language arts

There is a curricular approach that the ELA department uses to determine the course of instruction for the year. There are six teachers on campus that facilitate reading and language arts, either in the Core or Jumpstart pathways. When Common Core provided students standards and expectations for learning, later replaced by the Louisiana Students Standards, the ELA department worked closely to identify common skills across grade bands. This practice eliminated “double instruction” of the same material, and instead sought to build learning across the grade levels. This was new thinking as previously each grade level taught material and skills in isolation. This data was later supported by the LEAP 360 program that created a system testing of skills using an initial diagnostic test, a series of interim tests, and a final skills test at the culmination of the year. Each year, the ELA faculty for grades 9-12 chooses an area of curricular skill to focus on that aligns with the LEAP 360 data from the previous year. This allows each ELA teacher to tailor pedagogy to fit both a precise curriculum and a needed academic skill. For example, for the 2018-2019 school year, the department worked to improve writing skills where students were required to include a certain number of textual examples in their writing. This number increased by grade-level. Teachers met and discussed data and student progress after each interim during the year and assessed writing scores from the data at the close of the school year. At the start of the 2019-2020 school year, students were tested on the skill of text-dependent writing and those students who were not at grade level received skill remediation as they completed writing assignments, which allowed for purposeful intervention. Teachers were able to then identify those at grade level mastery and build on this learning, and challenge students at advanced levels as writing assignments presented themselves. Having the data beforehand improved instruction as seen in the ELA standardized testing data for EHS. Additionally, the ELA department worked to improve college and career readiness by focusing on the accurate use of vocabulary and expanding students' critical thinking skills. Included in this endeavor are all subjects with a cross-curricular approach to reading and responding using complex texts and text evidence. During PLCs throughout the year, ELA teachers assisted other subjects in choosing texts for students to connect to and write about, enhancing the skill and removing the stigma of reading and writing in response as an ELA skill only.

1c. Mathematics

The curricular approach to mathematics at EHS applies math standards to real-world experiences. The intention is that if the students cannot connect to mathematics as a realistic application, then the students are disengaged and often disconnected. In mathematics, students are invited to question concepts and teachers probe thinking to develop critical thinking and become active partners in constructing their own learning. If students cannot formulate their own understanding, then the idea is that the mathematical concepts may not embed themselves. At Erath High, writing is cross-curricular and math is no exception. Writing is the ultimate expression of understanding and the vocabulary found in math content and building the language of math is just as important to their learning as the numerical concepts. Once students begin to make connections between math and practical applications, the conversation can move beyond the standards and create authentic learning, individualizing the learner outcomes, and making the math “stick”. That is when the constructed response answers are at their best. Math teachers work with ELA teachers at the beginning of each year to reassess the writing skills being taught and to define how best to implement writing within math instruction. Taking math from tables and graphs to paragraph form is an essential skill that reveals itself in standardized testing and prepares students for college and career. Math teachers instruct skill articulation to support cross-curricular learning. Even though

Formative assessments are usually weekly quizzes and homework assignments, gone are the lengthy worksheets and pages of book work. Now short, focused homework is the standard method for review, and students are expected to complete their assignments. Strategies are shared by the math teachers as timely methods of “grading” homework. Walk by any math classroom and you will see “Quick Calls” and “Thumbs up/Thumbs down” as options are quick pulse checks. Because technology is limited to Geometry and Business Math, in Algebra and Math Essentials classes, mini whiteboards are used for student engagement and participation. Teachers can quickly check for student mastery. In Geometry and Business Math, computer-based learning provides teachers with immediate feedback on student learning. District-adopted programs to gear students toward mastery in college and career readiness.

1d. Science

The state of Louisiana adopted new science standards and Erath High School adopted a new science teacher. Each unit consists of approximately five standards relating to each content area that students are expected to master by the culmination of the year. The curricular approach was to conduct a project-based learning experience to get students excited about the learning process and then solidify the skill set during practical, explicit instruction. The formative and summative assessments were taken from any of the aligned science activities and were often a combination of individual, partner, and group learning. Additionally, Gizmo's were introduced via a district subscription, which allowed students to complete virtual labs. The students were given the Gizmo assignment as both an exploratory activity where a topic was introduced and then the student could choose a lab procedure to test their learning and also as a teaching tool for review or intended focused intervention. In the science curriculum, the teacher had the anonymity to choose the order of notes, labs, assessments for each unit dependent upon the knowledge of the students in the class. This allowed for a unique method of determination for pedagogy dependent upon that teacher's understanding of her student makeup. This also allowed for each classroom to have individualized learning opportunities for skill attainment. Each classroom contains a different microcosm of learning abilities and the curricular approach varied by class. “Refreshers” were given to recollect standards and skills from unit to unit, as science is taught by individual units, which is a great way to keep students “refreshed” in their approach to remembering science topics and methods of study. There is only 1 science teacher for each Chemistry, Biology I and II, and Environmental Sciences, and the faculty is often seen collaborating and sharing ideas to mirror instruction across grade levels.

1e. Social studies/history/civic learning and engagement

In addition to the prescribed curriculum that follows US History and Civics, the faculty and students enjoy Parish Government Day. Juniors and Seniors participate in this activity. Each student must maintain a certain GPA to attend. During the event, students are able to run for local offices, meet with state and local officials and hold a mock school board meeting, mock police jury meeting and a mock trial to determine the

outcome of a faux "crime". The program, sponsored by the American Legion, the American Legion Auxiliary, the Vermilion Parish School Board, and the Vermilion Parish Police Jury, is the only one still functioning in the state of Louisiana, another testament to the importance of protecting the traditions held dear to this region. The students learn the inner workings of local government offices and gain an understanding of how civil society works. Students are offered the opportunity to vote using voting machines provided by the Louisiana Secretary of State's office on decisions that they could see and vote on in their adult future. There are open forum discussions where students can interact with public officials and provide viable solutions to current issues facing their generation. Through project proposals, students are given a voice that can lead to impacting their community. The students are offered the opportunity to then attend Girls and Boys State Parish Government Day.

1f. For secondary schools:

Erath High School offers Dual Enrollment opportunities in English 1001 and 2000 Composition, Biology I for Science Majors, and College Algebra, Trigonometry, and Calculus. Over 400 college credit hours were earned for the 2019-2020 school year. CLEP credit opportunities are offered to EHS students. Students receive college credits for testing in subjects. 47 students received college credits for passing a college course this year. In addition, Jumpstart (Career) pathways in Construction, Healthcare, Manufacturing, Business, Hospitality, Tourism, and Retail offer CLEP credentials for passing college courses with the pathways as well as the following Industry-recognized credentials: Customer Service, Microsoft Office Applications, NCCER Welding Level 1, Carpentry Level 1, Emergency Medical Responder Certification, which includes CPR/First Aid. In addition, EHS students have access to the career campus where they can earn Certified Clinical Medical Assistant, NCCER Welding Level 2, T2 and S/P2 Safety Credentials, Industrial Maintenance Mechanic Level 1, and NCCER Core Curriculum Certification. Erath High School students are offered amazing opportunities to extend their learning and build on the foundational coursework provided by the 9-12th grade standard curriculum.

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

2. Other Curriculum Areas:

There is no shortage of opportunities in this rural town for those wanting to be involved. Erath offers a Gifted and Talented program in art, theater, and music and 19 students participate in this program. For those students who are not in the G/T program but want to participate in Performing Arts, there are additional opportunities open for any member of the student body: the speech team participates in approximately 8-10 tournaments per year, as well as oral interpretation, dramatic and humorous interpretation, duo reading, duet acting, and public speaking events. For the Literary Rally performed at the University of Louisiana at Lafayette, students compete in oral interpretation, oratory, extemporaneous oratory, television, and radio broadcasting. Rounding out the arts program, one of the long-standing, beloved traditional programs that Erath offers its students is the band program. To play with the school band is an honor in the town of Erath. Beginning in elementary school, students select and bond with an instrument that will take them through high school if they choose. The program has a nickname: The Pride of Erath. The Advanced Band in High School performs on the State and National levels. The Pride of Erath has enjoyed the title of Class A State Champions 16 times. Graduates that plan to attend colleges in the band program receive high scholarships. Erath High School has alumni that perform professionally all across the country. This little town that has such passion for its band program pays it forward with successful musicians walking in their own passion that has been enjoyed since elementary school.

For students interested in athletics,

Athletic PE is a physical education class offered to EHS athletes. In this class, students learn the value of Crossfit and HIIT training and use this class as a way to build on the athletic skills needed for specific sports. EHS has a state-ranked weightlifting team in both boys and girls divisions.

Erath offers students Spanish I and II and French I and II. Students have the option to choose their foreign language path.

Yearbook and Digital Design are offered as well. Students learn how to use a variety of online software to create digital projects that reflect students' interests and individuality. It is important that students learn what skills they have that will be a benefit to their future college and career plans. Journeys to Careers is a course that helps students learn what jobs they might enjoy-it is open to the general student population. Family and Consumer Sciences (FACS1) is an additional course that teaches life skills and character-building lessons. Learning to deal with confrontation in a healthy manner, learning to feed and care for yourself and others, and understanding the importance of building a positive family unit are included in this course. Any student can take this class as an elective and often learn so much about themselves as individuals.

Seniors are offered student aide positions where they learn to tutor underclassmen and gain office skills like making copies, filing papers, and assisting the teacher in necessary daily functions. It is considered a privilege to become a student aid and requires maturity and integrity. Through Erath High Schools' additional curriculum options, students experience a realm of possibilities and are able to pursue potential future college and career goals. Even though this town is little, it builds the potential within its students to lead the life they have imagined and prepares graduates for what lies ahead.

3. Academic Supports:

3a. Students performing below grade level

Erath High School uses the state aggregated data on student growth from 8th grade through their 10th-grade year. This data provides targeted growth points that must be met to close achievement gaps. Each core department has the data needed to make instructional decisions to close these gaps. PLCs that center around growth targets form at the beginning of each school year and determine how best to improve learner outcomes. Rotating interventions between core subjects, for one-on-one guidance, lunch tutoring, ACT prep time for Juniors and Seniors and LEAP prep sessions are additional ways that faculty works to educate every student, every day. At each quarterly grading period, PLCs meet to discuss data and student progress and determine the best course of action to remediate learning. Core subjects administer diagnostic tests during the beginning of the year to determine where the gaps exist. This data allows teachers to identify any achievement gaps and incorporate remediation within the classroom setting as assignments are given that might highlight that skill in need of intervention.

3b. Students performing above grade level

The Accelerated Reader program that is in place at Erath High School stems from an ACT study that suggests the more you read, regardless of the content, can enhance literacy skills in two ways: content knowledge and vocabulary. Exposing students to independent reading daily is shown to boost standardized test scores and build word knowledge. This is one way that Erath High School challenges students who are already at advanced levels in their subjects. Encouraging independent reading of classics and nonfiction novels that are not built into the curriculum instigates a higher level of vocabulary awareness and invites a deeper level of content analysis. Offering different ways for students to express their understanding of math and science is also included in Erath's teacher's pedagogy. Opportunities to reward students for signing up for academic events and maintaining a high GPA are commonplace at EHS.

3c. Special education

For our Special Education students, Erath provides inclusive opportunities as well as specialized programs. Many students participate in regular classes with a paraprofessional and learn alongside their peers. Those that are self-contained enjoy lesson plans that mimic real-life scenarios and are put into practice: students will hand out menus and take teacher orders for lunch once a week and then calculate the expense, gather the funds and then deliver the meals. Learning lessons in math, practicing social skills, and systemic organization. In addition, Special Olympics is a must every year and our students do great! In addition, the teachers involve students in gardening, regular lessons, and assignments, and weekly outings to bowling alleys, Wal-mart, and other life skill locations. EHS Special Education students are truly special. They are accepted as part of the student body and spend time interacting with teachers and students throughout the day. At lunchtime, you can see students with special needs swinging on one of four bench-style tree swings

along with the rest of the student body. At pep rallies, they participate as part of the student body. They are celebrated when participating in class events, crowned Homecoming King, rock out at dance-offs, and are honored at graduation. Even though our Special Education students need time away from the campus culture, and follow a different style of classroom culture, these students are welcomed and made a part of the Erath High School family every day.

3d. ELLs, if a special program or intervention is offered

ELL students are offered tutors that visit consistently to determine student progress and language interpretation accessories for assignments and tests. The tutors work closely with the teachers to determine the course of study. Additionally, the district has adopted a program, Kurzweil, that translates any document into the language of the student. Teachers use Kurzweil to translate their tests and assignments and are then able to grade the assignments and give timely feedback. This software has made classroom instruction for ELL students less isolating and students are able to stay at the same pace as their classmates.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

Erath High School does not have a significant migrant population. For migrant students that transfer to EHS, outside tutors and student liaisons are assigned to assist with academic and social transitions.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Erath High School expects students to appreciate the school culture that exists in this small, rural school. Extended lunch Fridays with a Snack hut available to students does not happen anywhere else in Vermilion Parish. This is a school-wide reward for simply being Bobcats. There are high expectations of behavior and academics and that deserves a weekly break! The campus engages high-performing students through rewarding academic achievement with physical rewards and announcements each morning. For students that maintain a high GPA, they receive "free-dress" on Mondays. Similar rewards are given for students who pass College Level Examination Program (CLEP) courses. In the age of restrictive public school uniforms, this is a benefit that many students seek with gusto! Motivation to succeed comes from the desire to uphold the traditional excellence of Erath High School. The traditional values shared by the town of Erath inspire students to perform at their best and make both their school and their community proud.

2. Engaging Families and Community:

Each year at Homecoming, alumni dating back as far as they can go attend a special pep rally in their honor. Current band members, cheerleaders, dance teams, and football players travel to their elementary and middle schools to walk the halls amidst cheers and smiles from the young ones. They are treated like royalty and looked up to with anticipation. Many enjoy high-fiving their little brothers and sisters and hugging former teachers. The day calls for gathering in the courtyard back at the high school to share the pride of being a Bobcat, past or present. Cultural tradition is what drives excellence in Erath.

Participating in the Homecoming tradition bonds families and the community to the school and they work closely together to create a successful academic experience and give every student the opportunity to learn and thrive. Each year, during Homecoming, a day is set apart for the celebration of EHS alumni. The Erath High band, cheer squad, football team, dance team, managers, administration and parents parade through the feeder schools and say hello to former teachers and radiate pride and honor in belonging to and graduating from Erath High School. The high school students feel like superheroes as they walk the halls. For the seniors, it is particularly emotional.

The participation of Alumni and their families on this day fills the gym and the courtyard and the town remembers why it is so special. Additionally, the Junior/Senior Prom involves the community in a presentation of the graduating seniors. Put on and paid for entirely by the Junior class, they perform a skit dedicated to the seniors. This event is a two-hour live event that showcases every graduating senior on campus regardless of stature or aptitude. This one night is their time on stage to be acknowledged for their special place in Erath High School history. Finally, the Senior walk closes out the school year. Dressed in their cap and gown, graduating Seniors travel their educational past, hugging former teachers and acknowledging siblings and cousins. The tone is set: when you are a Bobcat, you graduate. EHS engages families that have a history with the school because it is that pride that fuels the next generation and makes the community proud to support Erath High School.

3. Creating Professional Culture:

The variances in faculty make-up can create an imbalance in attitude and motivation. It can be a difficult task to match mentors and accountability partners when the years of experience vary along with the ambition to achieve school goals. Using the expertise available on Erath's campus to serve as mentors to new recruits adds a measure of respect and trust for veteran teachers. There are instructional leaders that value those that know their content and study what that instruction looks like in daily practice. The plate of a public school educator is already full. The task of building the capacity for change has to be worth it for any added time and effort on behalf of the staff. Erath High School developed PLCs that began at the beginning of the year and the goals were to create simple, but effective standards-based instructional goals in increments that would give teachers the time needed to engage in the task, study the results and reflect on the outcome.

At times the School Performance Score (SPS) can drive the school vision. The SPS looms about, floating over the school, driving lofty pursuits and inflating the look of students' success. EHS opted to allow teachers to choose an area of professional development that best suits their own desired growth track and allow ample time for that to occur. Allowing teachers their professional freedom, as long as it aligns with the school vision and the standards in everyday teaching practices, will add up to an impact on student achievement, and consequently a healthy school performance score. A list of potential conferences, books, and additional certifications was encouraged during the early stages of the professional learning community inquiry cycle. The choice of professional development that follows the PLC cycle of inquiry is attached to the learner outcome goal that each staff member selected. The EHS norm is that professional development and personal growth equate to a positive impact on student achievement. This creates a professional culture and a community for teachers to engage in a growth mindset, surrounded by a family of supportive peers and professionals that are committed to fulfilling the school mission of every student reaching academic achievement through hard work.

4. School Leadership:

Research conveys that successful school systems have administrators that combine both managerial and instructional leadership skills, often relying on professional learning communities to guide instructional changes to impact student achievement. Principals use mandates and performance goals to facilitate individual and school change. School systems achieving student improvement are those that have principals who are strong organizational managers first and spend less time directly coaching or observing in the classroom. This is the administration at EHS. This does not mean that an instructional leader does not evaluate teacher performance, rather they are adept at hiring strong educators to serve as peers and mentors in the pedagogical improvement process. Teachers are trusted as instructional leaders. Furthermore, the quality of instruction is shown to only marginally improve through a principal's involvement in a classroom; more effective is the hiring and placement of high-quality educators within the school. This defines the latest era of distributed or shared leadership, which is first and foremost about leadership practice at EHS. This practice directly impacts student performance because it allows for relevant peer review; offering timely and acceptable feedback from sources that spend ample time within classroom walls. The administration recognizes that leadership is about influence, not formal authority and that instructional leadership could, and should, flow from many different sources and be seen as one aspect of a distributed approach. The results in state testing and teacher retention validate this leadership style as EHS is a family committed to excellence.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

All stakeholders in the community of Erath and in Erath High School share a common mission: Every student Reaching Academic excellence Through Hard work (ERATH). This ONE mission drives everything that Erath High School does. That hard work is exhibited through campus character, as much as it is through academics. Student learning is the chief priority for the school, and curriculum and instructional practices incorporate a variety of learning activities to accommodate the many differences in learning styles and skill capabilities, yet hard work is hard work. Exceptional students (e.g., special education, limited English proficiency, talented and gifted, etc.) require special services and resources that are provided with the same diligence as regular education. The EHS campus culture ensures that a student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff. Through this, students learn to make appropriate decisions when they are given a supportive and challenging learning environment.

Teachers, administrators, parents, and the community share the responsibility for advancing the school's mission. The strategy for academic success is that Erath High School must function as a learning organization that promotes opportunities for all those who have a stake in the success of the school building a community of learners. Academic excellence is the top priority at Erath High School; students are expected to do their best and try their hardest to uphold the standards of the school. The reward comes from hard work, and the student body knows that tough times don't last, but tough students do. With this effort comes pride and respect from the teachers, administration, and community members. Erath High School embodies the culture of success in the classroom, on the field, in the gym, down the halls, anywhere on campus. It is a positive school climate from every angle. A unique combination of faith, family, and fortitude that places Erath High School at the top of the academic charts.