

U.S. Department of Education
2019 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Dr. Gloria Woods-Weeks

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

Official School Name Josephine Dobbs Clement Early College High School

(As it should appear in the official records)

School Mailing Address 1801 Fayetteville Street

(If address is P.O. Box, also include street address.)

Durham NC 27707-3129
City State Zip Code+4 (9 digits total)

County North Carolina

Telephone (919) 560-2696

Fax (919) 560-2698

Web site/URL https://www.dpsnc.net/ECHS

E-mail gloria.woods-weeks@dpsnc.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*Dr. Pascal Mubenga

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail pascal.mubenga@dpsnc.net

District Name Durham Public Schools District Tel. (919) 560-2000

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. Mike Lee

(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 2019 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 2013 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: 2014, 2015, 2016, 2017, or 2018.
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 (2018-2019) unless otherwise stated.

DISTRICT

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying 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	50	64	114
10	36	61	97
11	29	62	91
12 or higher	34	56	90
Total Students	149	243	392

*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):
- 1 % American Indian or Alaska Native
 - 3 % Asian
 - 63 % Black or African American
 - 25 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 6 % White
 - 2 % 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 2017 – 2018 school year: 1%

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, 2017 until the end of the 2017-2018 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	5
(4) Total number of students in the school as of October 1, 2017	363
(5) Total transferred students in row (3) divided by total students in row (4)	0.01
(6) Amount in row (5) multiplied by 100	1

6. English Language Learners (ELL) in the school: 1%
2 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Spanish, Tagalog, Fars, Swahili, and Hindi

7. Students eligible for free/reduced-priced meals: 47%
Total number students who qualify: 183

8. Students receiving special education services: 1 %
2 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>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>1</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>0</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</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 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.	14
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	1
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 21:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	98%	97%	97%	99%	98%
High school graduation rate	100%	100%	100%	100%	100%

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 2018.

Post-Secondary Status	
Graduating class size	80
Enrolled in a 4-year college or university	95%
Enrolled in a community college	3%
Enrolled in career/technical training program	0%
Found employment	3%
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.

The mission of the Josephine Dobbs Clement Early College High School is to expand learning opportunities for students, to offer a rigorous curriculum that includes college courses potentially leading up to two years of college credits, and to provide in-depth support for students in those rigorous academic classes.

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

The selection is a computerized selection process that randomly assigns student applicants by the assignment priorities outlined by the Durham Public Schools Board of Education.

PART III – SUMMARY

Josephine Dobbs Clement Early College High School (JDC-ECHS) is a high school operating on the campus of North Carolina Central University. Located in Durham, North Carolina, JDC-ECHS is one of ten high schools in the Durham Public Schools District. Durham Public Schools encompasses the entire county of Durham, North Carolina with Durham as the county seat and a population of 263,016 (<http://worldpopulationreview.com/us-cities/durham-population/>). County demographics consist of 48.0 percent White, 39.7 percent Black or African American, 5.2 percent Asian, and 7.1 percent consist of Native Hawaiian or other Pacific Islander and other races. Durham Public Schools has a composite racial demographic of 43.8 percent Black or African American, 31.1 percent Hispanic/Latinx, 19.1 percent White, 3.5 percent Multiracial, 2.2 percent Asian, .2 percent Native American, and .1 percent Hawaiian/Pacific Islander. Approximately 62.29 percent of Durham Public Schools' students are on free and reduced lunch with 13 schools designated as Community Eligible. Community Eligibility Provisions entitles the school to be a 100 percent free lunch school. Due to the school districts' demographics and high rate of free and reduced lunch recipients, J.D. Clement Early College High School prides itself on being a school for all promoting upward mobility for all.

Josephine Dobbs Clement Early College High School (JDC-ECHS), named in honor of the first Black woman on the Board of Education the Board's first female chairperson, and a county commissioner, opened during the 2004-2005 academic school year on the campus of the historically Black college and university, North Carolina Central University (NCCU). The University was one of the first four-year institutions to enter into a partnership with a local school district allowing a high school to operate on a college campus. JDC-ECHS is an autonomous cooperative innovative high school with its designated principal, administrators, teachers and support staff. The partnership allows at least 80 percent of the communities' (Durham County) students falling in at least one of the following categories: (1) first-generation, (2) English language learners, (3) economically disadvantaged, and (4) underrepresented academically, an opportunity to matriculate in an accelerated program providing high school completion and the ability to earn up to 60 or more college credits.

J.D. Clement Early College High School launched through the support of Bill and Melinda Gates, The SECME (Southern Consortium of Minorities in Engineering) Foundation, New School Project, and former Governor Mike Easley's NC Learn and Early College High School Initiative and under the direction of Dr. James Ammons (former NCCU Chancellor). The school is a promising high school enrolling approximately 400 students. JDC-ECHS maintains its beginning focus of providing community students with a rigorous curriculum, opportunity to obtain up to two years of college credit (60 or more credit hours), and a chance to develop necessary 21st-century skills for successful mobility. Thus far, the school achieved numerous distinctions.

JDC-ECHS received the North Carolina Department of Public Instruction (NCDPI) A+ report card rating during the follow academic school years: 2014-2015, 2015-2016, 2016-2017, and 2017-2018. During the 2013-2014 academic year the school earned an A rating. For the past six years, JDC-ECHS achieved 100 percent graduation rate (2012-2013, 2013-2014, 2014-2015, 2015-2016, 2016-2017, and 2017-2018). In 2018, JDC-ECHS received recognition as a RAMP (Recognized ASCA Model Program) school. The counseling department follows the principles of the American School Counselor Association. As part of the counselling program, the school implemented MTSS (Multi-Tiered System of Support) ensuring student academic success. Along with MTSS, JDC-ECHS provides tutoring for all high school departments and incorporated Saturday ACT and SAT boot camps. To assist with EOC (End of Course Assessments), departmental teachers facilitated Saturday Academy sessions allowing students to instruct on mastered concepts. To support college coursework, students receive services from NCCU's Writing Studio, University College's tutoring services, and Math Lab. In 2018, Newsweek recognized J.D. Clement Early College High School as a bronze medal school.

Ensuring college readiness, JDC-ECHS uses NCCU's Faculty Development department to keep updated on the most successful teaching practices. Presently, JDC-ECHS and NCCU collaborate with teaching strategies of Kagan Cooperative Learning program. The JDC-ECHS departments of Social Studies, Math, English, and Science collaborate with NCCU faculty through joint meetings establishing learning strategies

to incorporate in the district's curriculum supporting college and career readiness. JDC-ECHS students conduct Chemistry labs with NCCU faculty and students in one of NCCU's Chemistry labs using concepts of the ACS (American Chemistry Society).

Recently, JDC-ECHS partnered with NCCU's Health department implementing S.A.D.D (Students against Destructive Decisions). Along with the S.A.D.D collaboration, JDC-ECHS works with NCCU's Diversity and Inclusion department creating cultural diversity and acceptance of all. The diversity collaboration ends with a Multicultural Night celebrating all cultures represented by student population. All collaborative efforts have a "students first" vision allowing high school students development and growth. JDC-ECHS is proud to be a school catering to the needs of all students and a purpose of facilitating growth of the "whole child", not just academics.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

J. D. Clement Early College High School has a comprehensive course of study allowing student to be dual enrolled in college courses at North Carolina Central University. Therefore, students can complete the majority of their high school requirements during the first two years of high school. Each academic year, starting with the 9th grade, students' academic plans creates a gradual decrease in high school courses requirements and an increase in college courses. Upon successfully completing high school requirements, student move more into the rigor of college courses. The curriculum at the Early College High School is intended to prepare students for early undergraduate study and are based on the district's adoption of the common core curriculum. It is for that reason that the high school portion of our course of study focuses on traditional academic high school courses, English (four credits), Mathematics (four credits), Social Studies (three credits), and Science (three credits). Health and Physical Education (one credit), Foreign Language (two credits), and electives (fourteen credits) are obtained through college coursework as dual enrollment. Students receive the traditional college credit for each course and one high school credit.

High School courses are delivered using a modified block daily schedule which features four ninety-minute periods and one daily thirty-minute Triple A. The Triple A is used for course tutoring, club activities, and character-building activities. Most high school classes are taught at the honors level. Teachers at JDC-ECHS, all of whom are highly qualified, are highly encouraged to embed high levels of rigor in all academic course work. Students are expected to think critically and make individual meaning of their learning experiences.

As a predominantly minority A+ school, the Josephine Dobbs Clement Early college relies heavily tiered differentiated instruction, explicit instruction, and technology-based support. Tiered differentiated instruction is appropriate for the eclectic learning dynamics of a culturally diverse school environment. Teachers allow students to work on the same assignment with multiple final products. The tiered approach allows teachers to engage high achievers while not distinguishing low achievers or academically challenged students. The tiered approach allows students to needing content reinforcement to build on their understanding and the students with a firm understanding extends what they already know. One way of tiered differentiate instruction used at JDC-ECHS is creating a visual final product or addressing a writing product. All students learn the same content and the final product is based on academic level, which students select. Explicit learning takes place when each student arrives in class. Each teacher displays their daily standards and learning outcomes. Students are conditioned to read displayed material upon entering the classroom. Throughout the curriculum, teachers employ a variety of teaching strategies and techniques that put our students on the path to college. Some of the other techniques encompass four broad categories (Check for Understanding, Academic Ethos, Ratio, and Five Principles of Classroom Culture).JDC-ECHS offers four level of honors English classes, English I, English II, English III, and English IV. The common core standards incorporate the following anchor standards: college and career readiness, reading, writing, speaking and listening, literature, reading informational text, foundational skills for writing, and measuring complexity, quality and range. The foundational course of Honors English I students explore the ways that audience, purpose, context shape oral communication in all forms, including media and technology. Emphasis is placed on communicating for purposes of personal expression, meaningful communication of informational, argumentative, critical, and literary purposes. Honors English II focuses on British and American literature. Students read, discuss, and write about classical and contemporary world literature with and emphasis on identifying cultural significance. Students examine literature in a cultural context to appreciate the diversity and complexity of world issues connecting global ideas to personal experiences. Honors English III analyzes United States literature as it reflects to social perspective and historical significance using language for expressive, expository, argumentative, and literacy purposes. Honors English IV is comprehensive integrating all previously learned language art forms. Each Honors English level equips students for life-long learning using a variety of learning strategies. Explicit learning explains the learning outcomes and standards in a way that students enter the classroom with a sense of what and how

they receive instruction. Differentiated learning using the tiered approach creates learning cohesion and does not identify any learning style allowing students to best fit their style in the proposed learning activities.

1b. Mathematics:

The core math department consist of Common Core Math 1, 2, 3, and Honors Pre-Calculus. Common Core Math's 1, 2, and 3 emphasize the following: making sense of problems and preserving ways to solve the problem, reasoning abstractly and quantitatively, constructing viable arguments and critique the reasoning of others, modeling mathematics by applying math applications to everyday life and society, strategically using appropriate mathematical tools, attending to precision, looking for structures or patterns, and repeating applied concepts. Common Core Mathematics for high school students stresses college and career readiness. The conceptual standards for high school common core mathematics include number and quality, algebra, functions, modeling, geometry, and statistics and probability. Each core standard includes a detailed list of learner outcomes which are displayed across the department. Each mathematics teacher differentiate instruction using a variety of strategies, such as, tiered instruction (using visualization tools for solving mathematics problem, expressively writing out steps for solving problems, modeling problem-solving through varied application) and selecting differentiated problems (problem complexity assigned to learner capability). Math teachers use the zone of proximal development when structuring differentiated instruction. This technique ensures each teacher consider mathematical readiness of each student and their level of mathematical confidence. The mathematics department offers a wide range of tutoring services before and after school and during Triple A. Students are identified as mathematically struggling, average, or gifted during Summer Bridge's mathematical assessment. Summer Bridge allows mathematics teachers to begin assessing student needs before they enter the classroom on the first day of school. The additional planning time aids with the mathematics department success with student growth.

1c. Science:

The Science department teaches three subjects Biology, Earth and Environmental Science, and Chemistry. The biology curriculum continues students' investigations and deepens the understanding of the cells, molecular basis of heredity, biological evolution, interdependence of organisms, matter, energy and organization in living systems, and adaptive responses of organisms. Environmental and Earth Science emphasizes the functions of earth's systems with a focus on matter, energy, plate tectonics, origin and evolution of the earth and solar systems, environmental awareness, materials availability, and the cycles that circulate energy and material through the earth system. Chemistry continues the exploration of the structure of matter along with chemical reactions and the conservation of energy. Inquiry is applied to the study of the transformation, composition, structure, and properties of substances. Each course incorporates the concepts of college and career readiness while delivering instruction through tiered differentiated processes. Each course within the science departments is project-based allowing for team building and collaborative learning.

The chemistry class conduct lab experiences with the faculty and students of NCCU's chemistry department. All courses provide hands-on activities to ensure application of course concepts. The collaboration with NCCU allows exposure to the principles of the American Chemical Association. Due to the collaboration, early college students have the opportunity to participate in Project SEED, a summer research program for economically disadvantaged students. During the summer program, students work alongside scientist in a research laboratory.

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

The Social Studies Department has two courses: Honors World History and Honors Civics and Economics. World History explores recurring themes of human experience common to civilizations around the globe from ancient to contemporary times. The application of the themes of geography and an analysis of cultural traits of civilization helps students understand how people shape their world and how world events shape them. The course examines the historical roots of significant events, ideas, movements, and phenomenon that created continuity and change. Civics and Economics allow students to acquire the skills and knowledge to become responsible, effective citizens. The economics portion of the class focuses on personal financial

responsibility and being a good consumer. Students become aware of how legal and political systems operate in the United States and is a foundation for the college American History I and II course. The differentiated tiered instruction for this department consists of project-based learning along with experiencing historical times. Final projects are multifaceted with visual, written, and dramatic assessments. Students participate in a rendition of the Cotton Club. Students also perform a living wax museum of historical figures. To make the wax museum interactive, visiting students and teachers pushed imaginary buttons to get the actor/actress to convey historical information about the character.

1e. For secondary schools:

The process of student assessment should align with curricular goals and educational objectives in order to accomplish the best educational outcome. Assessment results are used to put the necessary strategies in place to monitor students' progress within individual programs, establish curricular content and delivery methods. The assessment process here at the early college begins with the utilization of diagnostics during Summer Bridge. During Summer Bridge, incoming freshmen are required to take diagnostics in reading, writing, math, science. There is a teacher representative for English, math and science to deliver diagnostics and results. The results are explained to the students indicating strengths and areas for improvement so that students are aware of objectives and expectations. Teacher and student awareness and understanding of assessment data and results is instrumental to meeting objectives. Here at the early college, the data retrieved from diagnostics during summer bridge along with EVVAS predictions (past NCFE and EOC scores), district benchmarks, and academic software such as study island, web-based study applications such as Quizlet, Quizzes, Gimkit, and CommonLit are used to monitor student progress and improvement throughout the school year.

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

2. Other Curriculum Areas:

Students take most non-core subject courses for dual enrollment on the campus of North Carolina Central University (NCCU); our partnering university. Dual enrollment is when a student is enrolled in high school and college simultaneously allowing the credits to apply both to high school diploma requirements and college graduation requisites.

The first dual enrollment courses all students register for are those they need to meet requirements for a high school diploma (Health/PE, American History I, American History II, Foreign Language Level 1, Foreign Language Level II). The high school physical education and health requirement are taken as two separate courses Health and Fitness. Once students receive a high school credit to world history they are dually enrolled in American History I and II. Students take a college placement test to determine which level of Spanish, French or German they will begin, students typically place in the first level except for students whose first language is Spanish. Those students will typically take Intermediate Spanish I and II or make the decision to take two levels of another language.

Students will need additional dual enrollment classes to fulfill elective credits for graduation requirements, these courses are selected by the student, parent and university liaison. Just as students follow a four-year plan to complete high school graduation requirements, they also select a college major and follow that four year plan.

Visual and performing arts are taken depending upon a student's major. Many students participate in performing arts at their base high school after school or with NCCU performing arts department after school or when they are not in class during the school day. All students have access to NCCU library, but because they are on campus most of the day upperclassmen have the opportunity to utilize it more often. Freshman and sophomore students use the college library primarily after school, during the day they have access to our student lead library. This library has text relating to students' interests. Students are surveyed and books are ordered. They are allowed to check books in and out during the school day.

All freshman students are enrolled in Success 101 a high school elective that focuses on providing students with the skills necessary to be successful during their secondary and post-secondary educational, military and/or work career. Emphasis are placed on the acquisition of study skills, development of techniques for time management, procedures for Internet use, and learning modalities unique to individual students. In addition, students analyze the importance of post-secondary education by exploring everyday living expenses through real-life applications and researching career and post-secondary opportunities. The use of technology to prepare and present information, conduct research, develop media skills, and apply problem-solving strategies in the academic disciplines is included.

Freshman students attend freshman-check in on Mondays. During Triple A (30 minutes during the school day designed for tutoring and clubs) students receive lessons on character traits. Character traits are carefully selected and agreed upon by 9th grade teachers to meet the specific needs of all students in the 9th grade. The lesson plans are created by the school counselor and shared with teachers to deliver.

Sophomore students receive classroom lessons on careers. These lessons provide students with the opportunity to explore careers and match internet to career choice. All sophomores take the Pre-ACT, the results are reviewed with the students, and they use their test scores to relate them to future career goals. Students research what is the average test scores of professionals in the fields they are interested.

Juniors explore careers during the Week of Welcome (WOW) which is the first week of each semester. During this time collegiate courses have not started and the school counselor works delivers junior achievement lesson designed for students to learn about career clusters, high-growth jobs, and career-planning as well as prepare them for job shadowing. During WOW students are allowed to select from three different sites to job shadow. Once they complete the experience they complete a survey and discuss their experience. The information gathered about student future career interest drives the presenters at career day. All students receive classroom lessons from the school counselor on what to expect at career day and questions to ask. Juniors are asked to list top three career choices after career day. Once the choices are received the school counselor makes arrangements for students to have a more personalized job shadowing experience during spring semester WOW.

Three areas of high school requirements taught on the University level are Health and Physical Education, Foreign Languages, and American History. These three areas are considered dual enrollment courses. Dual enrollment is when a student enrolled in high school students enroll in college courses simultaneously, receiving one high school credit and University assigned college credit per course. Students starting college courses during their 9th-grade high school academic year. NCCU is a liberal arts university requiring all students to participate in an interdisciplinary curriculum through the matriculation of general education courses (GEC).

The GEC curriculum requirements have six components: communications in English and Foreign Languages, Mathematics and Science, Social Sciences, Arts and Humanities, and Health and Wellness. Communications in English and Foreign Languages (9-15 credit hours) allow students to develop skills and competencies in written expression in English. NCCU permits students learn to communicate and understand the secondary languages of Spanish, German, or French. The foreign language courses satisfy the foreign language requirement for high school graduation. Because the student takes foreign language on the college level students do not have to take the courses again as college students. Spanish speakers may place out of elementary Spanish and still achieve two levels of Intermediate Spanish. Mathematics and Science general education requirement extends the high school mathematical knowledge. With the NCCU and JDC-ECHS collaboration in Chemistry, high school students gain knowledge of college rigor. Social Sciences explores the historical and social developments that define world cultures and the impact of anthropological and geographical influences. The high school requirement of American History I and II fall into this GEC category. American History I and II Arts and Humanities allows high school students to demonstrate an understanding of the aesthetic, historical, cultural and social foundations of literature, performing and visual arts, philosophy and/or religion. Students are exposed to various forms of visual and performing arts and these historical foundations of the genera. Health and Wellness is also considered dual enrollment. High school students take Health Education and Physical Education assisting with the understanding of personal, mental, and physical health issues, as well as, understanding the importance of

physical education.

North Carolina Central University's School of Education created and implemented a technology course entitled "Emerging Technologies". The course provides formal training on Microsoft products, such as Word, Excel, and PowerPoint. Students engage in using "scratch" and "CS First" to learn coding creating interactive stories, animations and games. The course prepared the high schools for working with computer-based college courses and submitting work through the University's Blackboard system. JDC-ECHS students have access to the James E. Shepard Memorial Library where they learn researching techniques and how to properly use MLA and APA formatting.

As educators at JD Clement Early College High School (ECHS), teachers create classrooms that maximize the success of all students, and we accommodate a diverse range of skills, needs, and interests. The school's small size (approximately 400 students) provides the opportunity for individualized instruction. ECHS focus on students for whom a smooth transition into postsecondary education is challenging. The school implements Multi-Tiered Systems of Support (MTSS), which is an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral needs of all learners. MTSS is a framework designed to ensure high-quality instruction. In utilizing the MTSS at JD Clement (ECHS) teachers implement various strategies/interventions to meet the need of our students.

Strategies/interventions utilized by our educators are, but not limited to, the following: subject area tutoring (before & after school); consistent communication with parents as it relates to progress monitoring; organization/study skills/time management strategies support made available for struggling students; online tutorials, Saturday School, Department meeting to discuss student concerns, just to name a few. Additionally, Triple A, a program that is a school wide initiative, was created to assist all students in the areas of Academic, Attendance & Attitude (behavior). By following teaching strategies/interventions it prepares our teachers to support all students in reaching their full learning potential.

3. Special Populations:

As educators at JD Clement Early College High School (ECHS), we create classrooms that maximize the success of all students, and we accommodate a diverse range of skills, needs, and interests. The school's small size (approximately 400 students) provides the opportunity for individualized instruction. ECHS focus on students for whom a smooth transition into postsecondary education is challenging. The school implements Multi-Tiered Systems of Support (MTSS), which is an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral needs of all learners. MTSS is a framework designed to ensure high-quality instruction. In utilizing the MTSS at JD Clement (ECHS) teachers implement various strategies/interventions to meet the need of our students.

Strategies/interventions utilized by our educators are, but not limited to, the following: subject area tutoring (before & after school); consistent communication with parents as it relates to progress monitoring; organization/study skills/time management strategies support made available for struggling students; online tutorials, Saturday School, Department meeting to discuss student concerns, just to name a few. Additionally, Triple A, a program that is a school wide initiative, was created to assist all students in the areas of Academic, Attendance & Attitude (behavior). This program consists of tutoring and clubs. Students are not allowed to participate in clubs if they have any grades below 70%. If students have grades below 70% they are required to attend tutoring with their area of concern teacher during the mandated Triple A time frame. By following teaching strategies/interventions it prepares our teachers to support all students in reaching their full learning potential.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

J.D. Clement Early College High School' culture encompasses positive teams working together for the betterment of each student. School leadership assures the mantra of "all voices" heard. All voices (administrators, liaison, teachers, students, parents, community, and staff) heard encapsulates everyone being a part of the decision-making process and implementation of policies and procedures satisfies the question "how does it promote student growth academically, socially, or emotionally. The school's heightened student achievement is cultivated in a safe, stimulating, and cooperative learning environment. To accomplish high levels of student growth, the school operates as one team with many members.

The school's climate/culture is data-driven through the disaggregation of the Teacher Working Condition Survey and the Student Climate Survey. The two surveys assess the school's culture and climate and ensures positive development of practices enhancing the performance of the faculty, students, and staff. We discuss the good, bad, and the ugly to set out the criteria for improvement by developing SMART goals as a community. The open-door policy of administrators allows teachers and students an opportunity to be heard promoting a sense of value and support. Every accomplishment is celebrated through announcement, social activity, or a pat on the back.

Administrative walk-throughs and teacher peer observations allows everyone to witness best practices and areas of improvement. The collaborative work environment promotes cohesion, consistency, and cooperation among all. Students observe consistency within all classrooms because the school developed a common language ensuring rigor and relevance within content areas. Classrooms display content standards and daily learning outcomes. Cooperative learning keeps all students engaged and the students become responsible for their learning. The teachers are not teachers but facilitators of learning.

JDC-ECHS has a 30-minute Triple A time for club activities, tutoring, project collaboration, and social stimulation. Each teacher selects a club based on their interest allowing students to make the decision of participation. If a club or activity is not available, students submit a proposal requesting addition. The committee reviewing proposals consist of faculty, staff, parents, and students. Again, the proposal must be in response to how does it benefit student growth academically, socially, or emotionally.

Everyone takes an active part nurturing each student. There is a strong commitment to the development of professional teacher-student relationship. Teachers become mentors, confidants, and a person to talk to about teen issues. The school is strong on academics, but we also believe in the development of the "whole child".

2. Engaging Families and Community:

Increasing parental and community engagement is always an area of continuous improvement for JDC-ECHS' School Improvement Team (S.I.T.). The School Improvement team consist of administrators, teachers, counselor, partnership liaison, parents, and community. S.I.T. has the responsibility of approving and implementing school policies and procedures based on data. At J.D. Clement Early College High School, we created a family-like structure where every student, parent, and community member feel special and a part of the high school's program. One unique feature of JDC-ECHS is the continued partnership with North Carolina Central University (NCCU), allowing dual enrollment. Therefore, a comprehensive framework of parent and community involvement engages parents and community.

Each academic year begins with an open house for each grade level. Open house events allow dissemination and reiteration of the school's vision, and mission. Discussions regarding expectations of parents to ensure academic, social, and emotional growth of each student occurs during open house. Each semester, JDC-ECHS hold parent/student curriculum nights to update parents on upcoming school activities, policies and procedures, steps toward graduation, understanding the high school and college transcripts, college transition, and more. To assist our English language learners, an interpreter facilitates the translation process. Effective forms of communication include: school website, weekly update call by

Principal, distribution of progress reports every three weeks, quarterly report cards, memos, regular schedule of notices, and newsletters. Teachers make regular phone calls to parents with information about student success and areas of improvement. Teacher-parent conferences occur on a regular basis. JDC-ECHS' parent conferences must include a positive observation of the student along with improvement feedback.

Parent and community volunteering are other form of successful community engagement. PTSA conducts an annual survey identifying available talents, and locations of volunteers for school events. Through a listserv sponsored by the PTSA, parents and the community assist with honor roll breakfasts, fundraising, annual fish fry, holiday Angel Tree, annual talent show, Teacher Appreciation Week, multicultural celebration night, awards programs, and various holiday performances. Due to the lack of intramural sports at JDC-ECHS, students participate in sports activities at their base high school, creating additional opportunities for students to engage in the community. Parents and faculty attend these outside activities to show student support.

Lastly, JDC-ECHS consistently identify and integrate resources and services from the community to strengthen our programs, family practices, and student learning and development through the NCCU partnership, Cisco, and Durham County Government.

3. Professional Development:

To fulfill the professional development vision we have for our faculty/staff, we utilize an approach that fosters teacher leadership through a peer coaching initiative. It is our belief that this approach has the potential to propel teacher leadership in our building and be a job embedded catalyst for continuous improvement in teaching and learning. This approach has had a significant impact on our faculty

We as a faculty create and implement leadership cadres for teachers to serve in leadership roles for the large categories of school operations and decision making. Needed teacher leadership cadres are identified each year, and then a teacher interest survey distributed allowing teachers to identify areas of personal interest in teacher leadership. Once the teacher leadership cadres are developed, goals are set for the year. One faculty meeting is set aside monthly for teaching and learning cadres to report on progress. The teacher cadres are tweaked and modified yearly based on a needs assessment.

Another strategy we use to improve pedagogical practices is "Teacher Rounds." Every teacher is required to conduct at least one instructional round per semester whereby they observe host teachers to determine which common instructional framework practices are being employed. Teachers note what they saw by using "I notice", "I enjoyed", "I wonder" and "I suggest" statements. After conducting an instructional round, they reflect to identify instructional practices that were successfully employed and how they will impact teaching and learning.

To increase our level of support for new teachers in our professional learning community, we established an orientation day for faculty before the start of school. During this time we share with new teachers to the profession as well as new teachers to Durham Public Schools, safety requirements, instructional expectations, classroom management techniques, and protocols, processes, and procedures. Job coaching based on focused areas from the North Carolina Educators Evaluation System are incorporated as well.

All teachers are required to develop goals for their growth plans based upon individual identified needs. Professional Development plans are reviewed quarterly, including evidence to indicate progress towards meeting established goals set for each teacher. Professional development needs are identified in the plans.

We also participate in professional development provided by the district as well as the option of offerings provided by partnership organizations, such as NCCU and Research Triangle Institute (RTI). In addition to these activities, coaches work closely with teachers to identify any gaps so that differentiated opportunities will be provided to address targeted individual needs.

determine the needs, the professional development team determines a focus for the year and sends out a calendar outlining the PD sessions for that school year.

4. School Leadership:

J.D. Clement Early College is an autonomous high school located on the campus of North Carolina Central University. Our mission is to expand learning opportunities for students, by offering a rigorous curriculum that includes college courses leading up to two years of college credit, and to provide in-depth support for students. The school's small size provides the opportunity for individualized instruction. Our students graduate with a high school diploma and up to two years of college credit towards a bachelor's degree. By creating a structure in which the high schools years are compressed with the number of years required to receive college degrees, the Early College is centered around improving graduation rates and better preparing students for entry into high skill careers. That is a powerful statement.

The process of using well considered tactics to communicate a vision for an organization is crucial to the success of the school. The school's identity is derived from the vision and mission of the school. Strategic leadership manages, motivates and persuades staff to share that same vision.

Leading change in school is a very daunting task especially if people are very comfortable with the status quo. Longstanding traditions and rituals are hard to change if you don't get buy in from all the stakeholders involved. My goal is to be true to the model. We are an early college high school and our mission is to graduate students in four years with up to two years of college credit. To that end, I have to create with stakeholders a vision for the school that holds true to the model.

How do I do it? First I involve all the stakeholders in creating the shared vision. This is done through our School Improvement Planning. Communication between the stakeholders fuels positive energy. Parents, teachers, students and the community at large feel vested when they know they have been a part of creating the vision. In an effort to lead change, we strategically (Goal Team) develop smart goals based upon a need's assessment after a thorough analysis of data.

Leading changes requires constant communication, trust, and buy in. You have to get buy in from almost everyone in order to be successful. Change does not happen overnight. I heard someone say, the only person who wants change is a baby with a wet diaper. Transparency is another condition that I create in my efforts to lead change. You must be transparent and don't try to change everything all at once. If it's not broken don't try to fix.

Additionally, I create teams of people to distribute leadership roles and responsibilities. It is my belief that distributive leadership creates opportunities for a leader to involve faculty and staff in this process by allowing them to assume a leadership role. Sometimes people are more eager to get on board when they are in a leadership position. School improvement planning ensures that parents, community members and staff members have autonomy to make decisions and supports the decisions made as a part of the collective decision-making process.

Consequently, leading change is not easy. You have to be very strategic and create the vision with stakeholders. A vision must capture people's attention and imagination. It cannot be done alone.

School Leadership has changed significantly over the last decade due to increased accountability demands, new Common Core/ Essential Standards, and continuous appeals for the use of more outcome-based measures. Consequently, the primary role of the principal is to be an effective instructional leader with the primary responsibility of promoting learning and success of all students at high levels.

In an effort to keep staff focused on student learning, we begin with the end in mind. Our work is focused, intentional, and collaborative. Four guiding questions drive the work of our professional learning community: What is it we want the students to learn? How do we know they are learning? What do we do when they learn it? And what do we do when they don't learn it?

collaborative structures and processes for faculty to work together to improve instruction; and ensuring that professional development is ongoing, differentiated, and aligned with our school goals. Moreover, this is accomplished by using data to improve learning, providing support for teachers with teaching tools, and the support they need to help all students reach high performance levels, access to curriculum guides, textbooks, lessons or teaching units that match curriculum goals, or specific training connected to the school curriculum, and aligning curriculum, instruction, and assessment. These areas of support form the framework for accomplishing sustained schoolwide success for all our students.

Finally, in addition to providing professional development for teachers, we have an intervention and a comprehensive suite of supports for students who lag behind (Level I and IIs). The supports are academic and non-academic and include before, during, and after school tutoring and Saturday Academy. Collectively, as a school it is our mission to graduate every one of our students in four years, with up to 60 credit hours of college coursework, ready for college or the workforce. Thus, our Professional Learning Community is strategically designed and structured, so teachers are not working in isolation. Collaboration is the key to the PLC work we do. All departments have a common planning time that allows for daily professional learning team meetings that focus on student learning, instruction, and assessments. These meetings are monitored through meeting notes posted to a shared folder to ensure the teacher's expectations are aligned with the school's instructional goals. Anytime we are together we are a PLC and there is no negativity. The focus must remain on learning.

Heightened student achievement is cultivated in a safe, stimulating, and cooperative learning environment. My role as a cultural leader is to ensure that the culture is driven by the vision, mission, values, beliefs, and goals of the school. In order to perform this task everything we do has to be done through people and teams. The implementation and response to policies is monitored consistently and feedback is provided to the school improvement team.

As a Professional Learning Community, a culture of collaboration, distributed leadership, and continuous school improvement has been established in our school. Our teacher leadership cadres and Professional Learning Teams meet daily and monthly to make decisions about what is taught, what is assessed, what is learned, and the total school program. Their effectiveness is monitored through, lesson plan notebooks, common assessments, learning targets on the board, I can statements, student work on the walls, and meeting notes and agendas posted to a shared folder.

Our focus as a collaborative work environment promotes cohesion, consistency, and cooperation among staff. The Teacher Working Conditions Survey and the student climate survey are examples of data sources used to evaluate our culture and the overall impact of performance of staff and students. We share the good, the bad, and the ugly. Once the results are shared, we develop SMART goals as a community to improve in the areas that need developing.

Daily walk throughs and evaluations are conducted to track student progress. Teachers are aware of the "look fors" and "ask abouts." We use a common language in our school to access rigor and relevance in the classroom. Collaborative decision making for improvement strategies keeps everyone engaged and focused on the mission. We also celebrate our accomplishments no matter how small. Individuals are recognized and rewarded based on established criteria during faculty meetings. For example, one of our goals this past year was to grow double digits in all EOC tested areas. Though we celebrated everyone for our great accomplishment of the A+ rating on our performance report card, four teachers stood out as our "Super Hero." Because they met the goal, they were presented our Super Hero Awards.

Teachers are empowered to take on leadership roles in the classroom, in the school, and in the district. They are evaluated two to four times a year to ensure they are making adequate progress based upon the goals they set in their personal professional development plans. If they have an idea for an initiative, if it impacts student achievement it is granted. We are a college-going culture and as such, everything we do is done with excellence. As the leader of the school, the appropriate behaviors that develop a sense of well-being among staff, students, and parents are modeled every day. All stakeholders are motivated and empowered to make a difference.

Communication is the key to ensuring that we are all working towards the same common goal. I have

designed and developed effective forms of communications that are systematic for communicating school wide expectations. I ensure this process by sending out a weekly update every Sunday night at 7:00 p.m. outlining the events of the week and expectations. I follow up with a newsletter that is emailed to the teachers with upcoming events, expectations, and important dates to remember. Morning and afternoon announcements are made daily over the intercom, communicating the same expectations and events to students. We begin with the pledge of allegiance and end with an educational quote daily.

Furthermore, monthly assemblies are incorporated into our processes for systematic communication. This affords me the opportunity to meet with each grade level separately to reinforce the code of conduct, expectations for behavior, and to receive feedback from students concerning any issues they may have. The assemblies build a sense of community and they give students a voice in the decision-making process.

Another strategy used to communicate academic expectations to all stakeholders, is the personal post it notes I write to each student that is placed on his/her report card when they are distributed. This sends the message to everyone that I am aware of the student's performance and my expectation is for you to excel at a high level. I communicate phrases like "Congratulations Super Star, you made the A Honor Roll," or "Dare to be the Best," and "keep up the good work." "I believe in you." And for those that are not performing well or need to show improvement, I write "What happened in biology?" Or "stay focused and study longer, you can do it." Or "See me we need to set up tutoring."

We also have a Triple A (Advisory, Academic, and Assistance) period that meets for 30 minutes daily. Students are afforded the opportunity to get tutoring and academic assistance where needed and to attend club activities. Teachers communicate and reinforce school wide expectations during advisory. Our PBIS celebration is twice a year where we celebrate and reward students who have demonstrated appropriate behaviors regarding academics, attendance, and attitude. Those are the watchwords of our school. Lastly, conflict is inevitable when people work together, and it's one of the most difficult challenges facing leaders. But it's a challenge that successful leaders learn to address. To resolve conflict in the workplace I recognize and validate both sides of the conflict, prepare for the resolution of the conflict, mediate a conflict resolution session, and then I reflect on the situation to learn valuable lessons to keep this situation from happening again.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

As a predominantly minority A+ school, the Josephine Dobbs Clement Early college relies heavily on assessment data in English, math and science as a powerful learning tool that can improve student outcomes. The role of assessment data at the early college is extremely beneficial for signifying academic proficiency, college readiness, and differentiating instruction to meet the needs of all students. Formative and summative assessment of students is the gateway to school excellence and prepares students for global competition. The process of student assessment should align with curricular goals and educational objectives in order to accomplish the best educational outcome. Assessment results are used to put the necessary strategies in place to monitor students' progress within individual programs, establish curricular content and delivery methods. The assessment process here at the early college begins with the utilization of diagnostics during Summer Bridge. During Summer Bridge, incoming freshmen are required to take diagnostics in reading, writing, math, science. There is a teacher representative for English, math and science to deliver diagnostics and results. The results are explained to the students indicating strengths and areas for improvement so that students are aware of objectives and expectations. Teacher and student awareness and understanding of assessment data and results is instrumental to meeting objectives. Here at the early college, the data retrieved from diagnostics during summer bridge along with EVVAS predictions (past NCFE and EOC scores), district benchmarks, and academic software such as study island, web based study applications such as Quizlet, Quizzes, Gimkit, and CommonLit are used to monitor student progress and improvement throughout the school year. Also data from verbal assessments such as Socratic seminar and Lincoln/Douglas debates are used to assist with meeting outcomes and objectives. The data retrieved from these assessments prompts the teacher to differentiate instruction or implement additional supports such as intervention in the form of Saturday Academy, including math and reading intervention during Freshmen Success 101, mandatory tutoring during the school day during AAA (time within the school day for club activities and tutoring) and before and after school tutoring. Through progress monitoring with strategies like MTSS (Multi-Tier Systems and Supports) and midterm district benchmarks, students are observed for growth towards objectives. If these tools indicate that students are in jeopardy of not meeting outcomes, then students are required to attend Saturday Academy or mandatory tutoring. As a result of assessment data, the JD Clement Early college has maintained 100% graduation since 2013, scored 90+ percentile in English II, Math I and Biology EOC (end of course 2018) and at least 90% of students graduating with a minimum of 60 college credits.