

Durham Public School – 320

Hillside High School – 325

3727 Fayetteville Street

Durham, NC 27707

2011-12

9/8/11

Hans Lassiter

9/8/11

SCHOOL IMPROVEMENT TEAM MEMBERSHIP

From GS §115C-105.27: “The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff.”

<u>Member Name</u>	<u>Position</u>
Hans D. Lassiter	Principal
Sandra Hooper	Assistant Principal
Bryan Proffit	Social Studies Teacher/Team Chair
Kevin Ellis	Student Services
Twanna Warren	EC Teacher
Priscilla Ross	Director of Business and Finance Academy
Euba McKoy	Director of International Baccalaureate Programme
Elizabeth Henninger	Media & Technology
Jesse Alston	NC Wise Director
Roberta J. Wippich	Math Teacher
Michelle Reavis	Parent
Michele Mercado	Parent
Tamika Ross Perry	Parent
Annie Townsend	Parent

Component 1 Goal & Associated Strategies: Academic Acceleration

Area of improvement & supporting data: The 2010-2011 Hillside EOC performance composite was 54.4%, a 1% decrease from our achievement levels in 2009-2010. Although accomplishments and improvements were enjoyed in other areas, our performance in Algebra 2, Biology, and English 1 saw decreases that resulted in the school falling short of its self-imposed goal of 60% proficiency on the EOC's. As a result, Hillside finds itself as a "Priority School," or one whose performance composite is under 60% as measured by state standards, and a "Tier 2 School" as designated by the Durham Public Schools Design for Accelerated Progress (DAP) model. This year, Hillside High School has set a goal of 65% proficiency on the following North Carolina End of Course Exams: Algebra 1, Biology, & English 1.

School Goal 1: Raise student proficiency composite to over 65% on the North Carolina End of Course Exams in Algebra 1, Biology, and English 1 AND ensure academic growth of all students enrolled at Hillside High School.

Target: Increase student achievement proficiency composite by 6-10 percentage points at a minimum.

Indicator: End of year performance composite for HHS between 60-65 percent at a minimum

Milestones: January 25, 2012 and June 10, 2012

Goal 1 -Accelerated Academic Growth

Strategy 1: Strategic scheduling, sequencing, and staffing of students and instructional staff assigned to Algebra 1, Biology, and English 1 at Hillside High School for the 2011-2012 academic year.

Action Steps: In a collaborative effort with Hillside administration and Hillside student services, teachers were selected for teaching assignments by careful scrutiny of their licensure, evaluations, past success in the subject matter taught, and assigned to teacher cadres in either the newly-implemented Freshman Academy, the Business and Finance Academy, and the International Baccalaureate Academy. Student achievement data was analyzed to determine preparedness for the rigor of academic work in Algebra 1, Biology, and English 1. In the event of questionable preparedness, students were assigned to year-long bridge courses with the same teacher to provide them with 36 weeks of preparation in the course matter to increase the likelihood of mastery of academic material and positive performance on the North Carolina End of Course Exam, with success being defined as a score of level III or higher.

Strategy 2: Implement common assessments, aligned and uniform pacing guides, and frequent monitoring of student performance at Hillside High School to improve student achievement.

Action Steps:

1. Departmental Professional Learning Communities (PLC's) are charged with developing common assessments and periodic assessments.
2. Subject area PLC's are expected to plan and collaborate on best instructional practices, student achievement trends, common assessment data analysis, and to utilize formative assessments to determine student mastery of subject matter.

3. All instructors at Hillside High School are required to release progress reports to students and their parent/legal guardian every three (3) weeks to provide specific feedback relative to student achievement and to offer instructional remedy to students at risk of academic failure.

Strategy 3: The Hillside High School scheduling team, in collaboration with appropriate district personnel, will continue to adjust and refine class sizes through the scheduling process to bring class sizes to 25 and below in core academic areas.

- Action Steps:**
1. Scheduling/Oversight team has been created to examine class size and its impact on instruction.
 2. On a periodic basis, HHS Average Daily Membership is reported and where applicable, requests for additional positions will be made.
 3. When and if necessary, planning period “buy back” requests will be made to reduce class sizes.

Strategy 4: The Hillside High School administrative team and invited observers will perform objective, consistent, and sound teacher evaluations on every member of the instructional staff at Hillside High School in an attempt to assure sound instructional practices leading to improved student learning outcomes.

- Action Steps:**
1. Members of the HHS administrative team receive periodic “walk-through” and formal observation matrices from the principal.
 2. Hillside administrators and instructional staff receive professional development from the principal on the online NC Teacher Evaluation Instrument.
 3. Hillside teachers are given thorough and detailed support on understanding the expectations of effective teaching and learning, provided with examples of what is expected of them on the DPS walk-through form and the NC Teacher Evaluation Instrument, and are coached on best practices and how to improve the quality of instruction from members of the HHS administrative team, the Academic Coaches, and from education consultants assigned to HHS by the North Carolina Department of Public Instruction (DPI).

Strategy 5: Hillside High School instructional staff will participate in data analysis sessions with members of the Hillside High School administrative team upon conclusion of benchmark and common assessments administered at frequent intervals during the instructional calendar.

- Action Steps:**
1. The HHS Academic Coaches will receive training in the “Achievement Series” data analysis program and cross-train instructional personnel on its use and purpose in ascertaining levels of student mastery, instructional trends, and opportunities for improvement through remediation, re-teach to mastery opportunities, supplemental instructional opportunities such as breakfast, lunchtime, or after school tutorials, and through formal tutorial opportunities from either the classroom teacher or from college students from area colleges and universities.
 2. Data garnered from the Achievement Series data analysis sessions may be used to prepare and provide targeted assessments on specific learning objectives that were not mastered by the students in standard course of study goal/objective/competency, and preliminary final exam preparation strategies may be gleaned from this program as well.

Goal 2 -Improved Matriculation & Graduation Rates

Strategy 1: Hillside High School will restructure the ninth grade year for its students and offer a 9th Grade Academy for first-time freshmen. The objective of this program is to provide consistent and frequent transitional activities to freshmen to gradually immerse them into the routine and structure of high school life and foster success and matriculation to grade 10. Current research suggests that the 9th grade year is the most critical of the high school experience, and timely promotion from grade 9 to 10 significantly increases the likelihood of graduation.

Action Steps: A Freshman Academy will be created using funding from the newly-acquired School Improvement Grant (SIG). This academy will offer core instruction in Algebra 1, English 1, Earth Science, World History, Health and Physical Education, World Language, and a required course entitled “Freshman Focus,” a course that helps freshmen understand the routines, expectations, mores, norms, and values of Hillside High School.

Strategy 2: Students enrolled in the Freshman Academy will have the benefit of a transition counselor and a Literacy Interventionist who will work collaboratively with instructional staff to identify students who are in need of literacy coaching to improve their reading skills to enhance the likelihood of academic success at Hillside High School.

Action Steps:

1. The Transition Counselor will work with the 9th Grade Academy Director to identify opportunities for transitional activities for freshmen throughout the course of the academic year. Opportunities for vertical planning and outreach must also exist between/among Hillside & its feeder middle schools within Durham Public Schools.
2. The Literacy Interventionist will perform needs assessments and gap analysis studies of students in the 9th Grade Academy to determine reading deficits and work with the Freshman Academy cadre to provide professional development to teachers to help them teach literacy building skills in their specific classes to improve levels of literacy leading to greater and enhanced instructional outcomes for students at Hillside High School.

Strategy 3: The graduation rate at Hillside High School will increase to 78% or higher for the 2012 cohort.

Action Steps: Hillside High School enjoys the services of a staff of dedicated student support services professionals, a Graduation Coach from Communities In Schools, and a College Readiness Coordinator from the College Advisory Corps. Working together, they will:

1. Evaluate the transcripts of seniors and certain juniors who may be able to graduate during the 2011-2012 school year and provide specific feedback about course enrollment and the taking of certain standardized testing to facilitate graduation and entry into post-secondary opportunities.
2. Meet with students who are eligible for graduation on a frequent basis and monitor their progress toward successful completion of their courses during the semester AND ensure that all requirements for graduation have been met so that there are NO surprises in January or June 2012.
3. Develop “Fifth Period” credit recovery opportunities for students who may be “off cohort” and can recover lost credit through online course recovery using either Apex, NovelStars, or some other Durham Public Schools approved and endorsed credit recovery program.

4. Conduct, at least once per semester, “class nights” for students and their families in grades 9-12 to showcase, highlight, and explain the various requirements, testing, scholarship availability, application deadlines, supplemental instructional opportunities, and post-secondary options available to Hillside students.

Goal 3-Oneness of Purpose of Accelerating Academic Achievement at Hillside NOW!

Strategy 1: The Hillside High School Instructional Team will align their professional individual growth plan (IGP) to the accelerated academic growth for students at Hillside High School.

- Action Steps:**
1. Hillside High School teachers will highlight on their IGP’s what they will do toward the school goal of 65% or greater proficiency composite.
 2. Hillside High School teachers will address their availability for breakfast, lunchtime, or afterschool tutorials for students who demonstrate a need for supplemental instruction.
 3. Hillside High School teachers will aggressively seek professional development opportunities in classroom management, utilization of instructional time, effective lesson planning, and the development and utilization of formative assessment strategies to improve student outcomes.
 4. Hillside High School teachers have been released from regular after school faculty meetings. In its place will be embedded faculty meetings during the instructional day (during the first 30- 45 minutes of the planning period) to allow for after school collaborative teams within PLC’s & maximum availability for supplemental instructional opportunities. On the IGP, teachers will articulate how they will use this increase in time to improve student outcomes at Hillside High School during the 2011-2012 school year.

Goal 4-Preservation of Instructional Time/Time for Teaching and Learning

Strategy 1: It shall be the practice of the Hillside High School Administration to limit use of the public address system during the instructional day. In addition and where possible, the front desk will limit classroom calls during the instructional time with the exception being early sign outs and emergencies. Further, and where possible, HHS instructors will have advanced notice of fire drills, statewide tornado drills, and “lockdown” drills. HHS administration will also provide advance notification of potential disruptions of the instructional day through assemblies, college recruiters, etc.

Strategy 2: Hillside High School teachers will use the first and final 15 minutes of each class period to formatively assess student learning. During the first 15 minutes of class, each teacher will provide a “warm up,” “sponge activity,” or “do now” activity that will review and assess student mastery of material presented the previous day, and during the final 15 minutes of class, each teacher will provide an activity/assessment that will measure student mastery of material presented during that particular instructional day. This practice must be embedded in the teacher’s classroom management procedures and understood by students and by substitute teachers in the absence of the regular education teacher.

Strategy 3: To effectively and efficiently engage all students in the learning process, Hillside instructional staff will utilize a “bell to bell” concept and provide engaging learning activities to students featuring several examples of formative assessments, frequent transitions, and the use of technology to enhance instruction, several “get up and do” activities to foster controlled movement and discourage boredom, and limit the use of lecture, as the high school attention span demands frequent transitions to keep engagement and interest high. Professional development activities in designing lesson plans for the 4X4 block schedule will be researched and offered to Hillside High School faculty.

Component 2 Goal & Associated Strategies: Communications & Partnerships

Area of improvement & supporting data: HHS will enhance its image as measured by communication tools, processes and resources to expand positive two-way relationships with the community and staff.

School Goal 1: Enhance positive two-way communication with the community, staff and students.

Target: Increase community awareness of positive achievements and academic growth.

Goal 1 -Develop a comprehensive communication system

Strategy 1: Develop a comprehensive community-wide campaign to position Hillside as a preferred school of choice.

Action Steps: Seek out feedback from administrators and staff to identify small and large accomplishments throughout Hillside.

Strategy 2: Enhance media relations activities by increasing positive coverage of school and district initiatives.

Action Steps: Schedule meetings with local media and radio stations to supply noteworthy items regarding Hillside High staff and students

Strategy 3: Explore the feasibility of expanding the use of “on-the-go” mobile platforms in the community.

Action Steps: Hillside will work with the school Parent Teacher Student Association and all school clubs and organizations as well as local business to promote all school events.

Goal 2 -Strengthen Internal and External Communications

Strategy 1: Develop internal relations protocols to ensure that staff, parents, and students are informed about happenings at Hillside High.

Action Steps: Make sure every club/organization posts their agenda on the Hillside website and makes use of the Hillside all call.

Strategy 2: Improve communications through the use of various mediums, including community newsletters and outreach activities.

Action Steps: Work with school newspaper, local educational reporters, and local radio stations as well as the DPS Student of the Week to highlight all the positive happenings at Hillside High School.

Strategy 3: Enhance the school's website to provide a more intuitive, interactive user friendly experience.

Action Steps: Work closely with the media center regarding posting information to communicate updates about school related events.

Goal 3-Strategically Collaborate with Local Organizations to Increase Partnerships

Strategy 1: Expand partnerships to support initiatives for classroom instruction and school activities.

Action Steps:

1. Seek local business partners and universities in close proximity to foster positive relationships and job readiness training.
2. Work closely with all teachers to identify educational needs in the classroom to make learning relevant in all courses.
3. Seek business partners that will sponsor professional development opportunities to help bring relevance to the classroom.

Goal 4-Strengthen Family Connections and Community Outreach Efforts

Strategy 1: Increase communication to English language learning (ELL) families by partnering with ESL, LaMega Radio and other relevant media outlets

Action Steps:

1. Seek partnerships with local businesses in close proximity and universities to promote positive relationships and job readiness training for ELL students and their parents.
2. Seek business partners to sponsor professional development opportunities to enhance learning about diverse culture in the classroom.

Strategy 2: Implement a service to increase school-to-home relationships and community involvement.

Action Steps: 1. Work closely with all teachers to identify educational needs in the classroom to make learning and teaching relevant for ELL students in order to empower all students in their education.

Strategy 3: Launch NCWISE Parent assistant module to provide immediate parent access to comprehensive student information.

Action Steps: Hillside will offer training once a semester to parents on how to use the parent assistance module. The log on instructions will be made available via our web page.

Strategy 4: Link families with community agencies to provide access to supplemental resources outside of the classroom.

Action Steps: Hillside will seek help from the Chamber of Commerce to identify outside resources to assist our ELL families and to help embrace them into our school cultural.

Component 3 Goal & Associated Strategies: Effective/Efficient Operations

Effective/efficient operations includes establishment of routines and order to maximize the efficiency of everything that we do to achieve organizational and professional excellence. School attendance is still a major concern in this area. According to data from the 2010-2011 school year, 30% of the students enrolled in Hillside (total enrolled as of June 10, 2011 was 1191) were absent 10 or more days. Several sections of some courses had an average absence rate in excess of 10% for the entire length of the course. While almost half of those (10 of 21) were courses taught in the Occupational Course of Study, there were even IB level courses with excessive average absences (IB Art History had an average absence percentage of 13.89).

School Goal 1: Increase average attendance for the entire school to 95% (5% absence) for the entire school year, and reduce the number of students tardy to all classes to less than 2%.

Target: Reduce student absences to 5% or fewer of the total number of school days and student tardies to less than 2%.

Indicator: End of year composite data for attendance.

Milestones: Attendance composites at the end of each quarter: October 31, 2011; January 24, 2012; March 27, 2012; and June 8, 2012.

Goal 1-Improved student attendance and reduced incidence of tardy.

Strategy 1: Train all teachers in the proper/necessary use of NCWise in taking daily attendance.

Action Steps: All teachers have been given the opportunity to receive training in NCWise attendance. Teachers who do not keep their attendance up to date will be required to attend mandatory Friday afternoon sessions to complete this requirement.

Strategy 2: Train teachers in the proper procedures for implementing the HHS attendance and tardy policies.

- Action Steps:**
1. Teachers have been instructed to carefully follow the guidelines in the HHS Teacher Handbook in regard to the current school attendance and tardy policies. It is imperative that teachers maintain a flow of communication with parents to assure these policies are implemented uniformly throughout the school.
 - Tardy 1: Teacher reprimand. Teacher records the tardy for record keeping purposes.
 - Tardy 2: Teacher reprimand. Teacher records the tardy for record keeping purposes & makes parental contact either through telephone or e-mail.
 - Tardy 3: Teacher reprimand and assignment of some sort of in class sanction prior to administrative intervention. Examples of this can be before school detention, after school detention, or lunch detention. Parent notification is also mandatory. The in-class sanction is the LAST DITCH opportunity for the student to get it right before it results in a referral.
 - Tardy 4-above: Teacher writes up the referral with the dates of previous tardies, parental contact efforts, and efforts to remedy the situation prior to referral.

Upon receiving a written referral, administrators will proceed with a specific process as follows:

- Formal assignment to detention-either lunch or afterschool or SATURDAY detention (still being decided upon).
- If unsuccessful, and the student achieves tardy #5, the student is assigned to In-school suspension. At this point, we will also refer this student and their family to the school social worker. We will investigate their alleged domiciliary address as well, particularly for those students who have established the pattern of tardy to first period. Students who live outside the Hillside district may be removed from their specific program and returned to their home school.
- If unsuccessful, and the student achieves tardy #6, the student receives an out of school suspension. The first suspension will be for 1 instructional day.
- If unsuccessful, and the student achieves tardy #7, the student receives a 2-day OSS, the maximum allowed under the DPS Student Code of Conduct. It will also be at this point that the “Social Suspension” is levied-disqualification from participating in extracurricular activities, disqualification from social benefit, such as off-campus lunch, parking passes (non refundable), and attending the prom. We are very sincere in our desire to modify this behavior, as it, along with underclassmen trying to enjoy Junior/Senior off campus privilege, is the predominant disciplinary issue here.

2. If it becomes apparent through periodic monitoring of student attendance data that some teachers do not appear to be following the policies, administrators will take corrective action. Affected teachers shall receive counseling in proper procedures for monitoring student attendance.
3. Teachers who are having trouble contacting a parent/guardian for a student shall refer the matter to the school social worker for resolution.
4. During the course of this year, we will address parental accountability as it pertains to their student's attendance.

Strategy 3:

Students who accrue 7 or more unexcused tardies or unexcused absences to a class within shall be prohibited from participation in any extra-curricular activities. These activities include but are not limited to athletics, cheerleading, band, chorus, theater, dance, prom, and field trips. This will also include removal of the student from driver's education and potentially reporting them to the DMV for license revocation.

Action Steps:

1. All coaches and leaders of extra-curricular activities shall provide a roster of involved students to the entire staff via email.
2. Teachers shall monitor the attendance records for students carefully to assure the students maintain compliance with the requirements for good attendance.
3. When notified of an attendance violation by an administrator, the coach or leader of the extra-curricular activity shall bench or otherwise remove the student from participating in the activity.
 - Any student who is removed from extracurricular activities because of attendance issues may appeal the decision after the student has completed three full weeks of school (15 school days) without any unexcused absences or tardies in any of his/her classes.
 - The student must make his/her appeal in writing directly to the school principal and/or the chair of the school improvement team. An appeals board shall be assembled consisting of one administrator, one faculty member duly elected to the school improvement team, and a third faculty member of the student's choosing. A majority of the appeals board must approve the student's reinstatement.

Component 4 Goal & Associated Strategies: Talent Development

Area of improvement & supporting data: Hillside will focus on improving the teaching and learning environment by providing professional learning and practice opportunities for faculty and staff. Training our students to be globally competitive requires 21st century skills.

School Goal 1: Provide high quality teachers.

Target: Increase the number of certified teachers.

Indicator: Each classroom staffed with a certified teacher at the start and end of each semester.

Milestones: January 25, 2012 and June 10, 2012

Strategy 1: Ensure that administrators recruit highly qualified teachers.

Action Steps: In a collaborative effort, Hillside administration and department members will develop a hiring oversight committee to develop a needs profile for each department based on agreed upon goals.

Strategy 2: Work with HR to ensure that all recommended candidates for hire are highly qualified.

Action Steps:

1. The Hillside High School administrative team, in collaboration with appropriate district personnel, will continue to adjust and refine the hiring process to ensure teachers are fully processed at the start of school and as soon as possible when a vacancy occurs for the least amount of loss of instructional time.
2. Create checklist for new teachers so they are aware of all steps that must be taken before they are able to teach in classroom.

Strategy 3: Collaborate with district to explore initiatives to attract highly qualified teachers.

Action Steps: Create a brochure to be placed on the website and distributed at recruitment/hiring events.

School Goal 2: Ensure that teachers remain highly qualified professionals.

Target: Increase the variety of learning strategies and targeted interventions observed during daily walk through visits and classroom observations.

Indicator: Increase participation of professional development.

Milestones: January 25, 2012 and June 10, 2012

Strategy 1: Provide teachers frequent feedback on instructional delivery.

Action Steps:

1. Share “walk-through” and formal observation data with professional teachers.
2. Provide teachers information and training on the online NC Teacher Evaluation Instrument.
3. Utilize administrators, colleagues and other experts to provide a support system for teachers needing additional help with instructional delivery.

Strategy 2: Provide training on how to develop common assessments that measure the written, taught and tested curriculum.

Action Steps:

1. The HHS Academic Coaches will provide training in the “Achievement Series” data analysis program.
2. PLC teams will develop, deliver and analyze common tests.

Strategy 3: Develop a professional growth plan using My Learning Plan as a resource.

Action Steps:

1. Provide staff with an overview of how to use My Learning Plan portal.
2. Work with staff to match IGP targets with sessions included in My Learning Plan.

Strategy 4: Share information that will encourage teachers to work towards National Board Certification.

Action Steps: HHS will work with central office contacts to provide information to teachers regarding National Board Certification.

Strategy 5: Develop teacher leadership by providing staff development in technology integration, classroom management, cultural competencies, formative assessment, instructional strategies, and literacy across the content area and data analysis.

Action Steps:

1. Hillside High School will work to identify face-to-face, online and blended professional learning opportunities.
2. Survey staff on their level of comfort with classroom management, use of technology to deliver instruction, literacy strategies across all content areas, sheltered instruction for second language learners in the first-language classroom, the development and utilization of formative assessment strategies.
3. Use in house and external professional developers to deliver professional development identified in Step two.

Goal 3 - Hillside will increase teacher retention

Target: Increase percentage of teachers returning to Hillside and increase percentage of teachers satisfied with working conditions as measured

on “Teacher Working Conditions Survey”

Indicator: Increase satisfaction rate on Working Condition Survey with fewer teachers leaving Hillside at end of school year.

Milestones: June 10, 2012 & August 2012

Strategy 1: Celebrate successes.

Action Steps:

1. Expand the Cheer Committee with a purpose of creating ways to celebrate successes.
2. Add Celebrations as a part of PLC and staff meetings.
3. Coordinate with Wellness and Safety Committee to devise opportunities for positive collegial events.

Strategy 2: Develop focus groups based on Perception Data in Teacher Working Conditions Survey.

Action Steps: Create a group of administrators and staff to further explore areas of the Teacher Working Conditions Survey in which Hillside received a low score in order to improve conditions as deemed possible.

Component 5 Goal & Associated Strategies: Wellness and Safety

Area of improvement & supporting data: Hillside High School would be helped by training in safety issues in case of a dangerous situation developing on site. Staff, student and administrators need to be reminded or taught what to do in case of such an emergency. A team of more highly trained individuals could help respond to emergencies. While looking at this overarching issue, it will be productive to include training in some of the conflicts that exist at Hillside—bullying, gangs and fights. Traffic safety is also important as Hillside is located on a busy street with a majority of parents who drop children off within a span of 10 minutes each morning. Attention must also be paid to the general wellness of the school in areas of food sold within the school and exercise/fitness opportunities available to staff.

School Goal 1: Prepare school for emergency procedures in case Rapid Deployment is called for by administration, School Resource Officers, and by district officials for statewide or district-wide preparedness drills.

Target: Achieve total lockdown within 8 minutes from time called with 100 percent accuracy.

Indicator: Successful rapid deployment that puts every child and adult in a safe place in the allowed amount of time with required communication to the emergency team inspecting the building.

Milestones: January 25, 2012 and June 10, 2012

Goal 1-Training of Staff and Students

Strategy 1: Everyone at Hillside will know what to do and where to be when the call for a Rapid Deployment is instituted.

Action Steps: Time shall be designated within the next 2 Faculty Meetings for discussion of Rapid Deployment, the expectations from staff and students and the materials needed to successfully practice/complete a Rapid Deployment. Second period (homeroom) teachers will then be asked to discuss with their students what a Rapid Deployment is and stress that everyone must participate. They will cover topics such as what to do if a student is in the bathroom/hallway at the time a Rapid Deployment is called. Teachers will make sure that their room is equipped with a card which is red on one side and green on the other to be placed outside their room to indicate their status as regards danger within their own classrooms. Special attention will be paid to teachers who do not have one assigned classroom but “float” throughout the day: they must know where the card is kept in each of the rooms they use. Emergency evacuation plans will be designed and disseminated to Hillside staff so teachers will know how to evacuate and which route has been declared the safest and most efficient. Hillside will hold at least one Rapid Deployment practice per semester until at least 90 percent of the school is in compliance with timing and action required. Practice during after school activities would be advisable as the need may arise at a time when staff and students are not in their usual classrooms.

Goal 2-Creation of a Campus Emergency Response Team (CERT)

Strategy 1: The creation of Campus Emergency Response Team will offer staff and students trained, recognized leaders to rely upon in an emergency.

Action Steps:

1. Poll all current staff members as to their existing training/skills such as CPR certification, medical or rescue experience, etc.
2. Create a team of staff members who are willing to serve on a CERT.
3. Provide training in CPR and First Aid to all CERT members and to other interested staff members as time and funding allows.
4. Encourage monthly meetings to assess abilities and needs of the school.

Goal 3-Education for dealing with Conflict

Strategy 1: Training and discussion will help staff members to recognize conflicts that are not appropriate for an educational arena. Information on gangs, bullying, fighting will aid teachers in their handling of conflict in many different forms at Hillside High School.

Action Steps:

1. Use a faculty meeting within the next 3 months to educate teachers as to what conflicts may look like: what are gang signs/clothes, the different forms bullying can take, etc.
2. Teach faculty members conflict resolution ranging from how to forestall a fight to what to do if one happens and how to handle bullying when they see it.

Goal 4-Traffic Safety

Strategy 1: Target areas where the breakdown of traffic safety happens and make sure parents, students, staff, administration and School Resource Officers are working together to ensure safe arrival and departure from Hillside.

Action Steps:

1. Drop off in front of the school will be such that cars pull into the right lane and release their students onto the pavement. Drop off from the left lane will be discouraged by an administrator on duty.
2. Durham police will be notified if a pattern of dropping students off directly from Fayetteville Street becomes obvious.
3. Calls will made to the appropriate traffic control downtown in an attempt to get school markings and flashing lights placed on Fayetteville St. to indicate to drivers that they are in a school zone.
4. Students riding the DATA buses will be reminded to only cross Fayetteville St. at the crosswalk.
5. Students riding DPS school buses will be supervised as they cross the parking lot to their buses.
6. Student drivers will be monitored and those found not obeying school and safety laws risk losing their parking passes and the opportunity to drive themselves to school.

School Goal 2: An attention to Wellness in many forms will become a priority for staff, students and administration.

Target: Change in food consumed by students during lunch with more healthy choices being made.

Indicator: Increase in purchase of healthy food or students bringing food from home.

Milestones: June 1, 2012

Goal 5-Food served in cafeteria

Strategy 1: Offer more healthy food choices to students in the cafeteria.

Action Steps:

1. Review foods currently being served in the cafeteria during lunch hours as to their nutritional values and attractiveness to students.
2. Search for better choices to be served in the “stations” that students would actually choose.
3. Create a survey to be filled out by students in the cafeteria about the kinds of healthy food they are interested in seeing served.
4. Discuss with Child Nutrition and Hillside staff as to the viability of different kinds of food being made available for purchase.
5. Work with PTSA to get a commercial microwave installed for student use, meeting all requirements and possibly having the teacher on lunch duty assigned station be next to it minimize misuse. This will allow students to bring food from home that needs to be heated.

Goal 6-Wellness and Exercise

Strategy 1: Create Wellness programs after school to encourage staff participation in exercise and bonding.

- Action Steps:**
1. Survey staff to see what activities they might participate in if they were offered such as exercise, social activities, etc.
 2. Explore availability of weight room/track/gym for staff exercise activities. Survey staff training in teaching exercise classes such as Zumba, aerobics, etc.
 3. Explore interest in social opportunities for the staff to interact away from Hillside.