



Sydenham High School Improvement Plan

Limestone District School Board

October 28, 2010
2010-2011 School Year

Comprehensive Needs Assessment:

Student Achievement

Credit accumulation rate for **grade nine** students has decreased from 90.4% in 2006 – 2007 to 85.7% in 2009 – 2010 obtaining all 8 credits. We remain above the Board Average. During this time, the Board Average has increased by 2.3%.
 Credit accumulation for **grade ten** students has remained consistent over the last four years with 75.7% obtaining all 16 credits in 2009 – 2010. We remain above the Board Average. During this time, the Board Average has increased by just over 5%.

During the 2009-2010 school year the following percentage of students achieved the provincial standard:

Grade 9 (bolded results are below board average):

Drama 89%	Business 72%	Geography Acad 79%	English Acad 68%	Core French Acad 74%	Physical Ed. 92%	Math Acad 61%	Science Acad 55%	Integrated Tech 70%
Music 63%		Geography Appl 60%	English Appl 62%	Core French Appl 61%		Math Appl 75%	Science Appl 50%	
Vocal 78%			English Loc. Dev. 80%			Math Loc. Dev. 100%	Science Loc. Dev. 75%	
Visual 87%								

Grade 10 (bolded results are below board average):

Drama 97%	Business 78%	History Acad 75%	English Acad 67%	Core French Acad 77%	Physical Ed. 91%	Math Acad 44%	Science Acad 60%	Computers 79%
Music 80%	Careers 84%	History Appl 59%	English Appl 73%	Core French Appl 100%		Math Appl 55%	Science Appl 56%	Construction 79%
Vocal 93%		History Loc. Dev. 83%	English Loc. Dev. 41%			Math Loc. Dev. 67%	Science Loc. Dev. 67%	Manufacturing 86%
Visual 85%		Civics 69%						Transportation 77%
								Hospitality 91%

OSSLT Results:

EQAO Math Results:

	2008	2009	2010		Academic	07-08	08-09	09-10	Applied	07-08	08-09	09-10
Board	76% [5%]	77% [5%]	79% [4%]	Board		72%	75%	78%	Board	37%	38%	42%
School	80% [2%]	80% [0%]	75% [3%]	School		84%	89%	89%	School	48%	49%	60%

[deferral rate in brackets]

Student Perceptions

TTFM results: Students reported the following information in two snapshots (December and April) in 2009 - 2010:

	Grade 9	Grade 10	Grade 11	Grade 12
Engaged in sports:	57%	58%	44%	39%
Engaged in clubs:	34%	26%	30%	35%
Students with positive sense of belonging:	72%	77%	72%	60%
Students that are victims of bullying:	21%	18%	18%	15%
Feel safe at school (rating out of 10):	7.3	8.0	7.6	7.9
Students who are regularly truant:	22%	30%	43%	38%

Area of Focus: Student Engagement				
Goal	Strategies	Actions	Indicators of Success/Monitoring	Responsibility for monitoring
<ul style="list-style-type: none"> Continue to improve student engagement 	<p>Strategies</p> <ul style="list-style-type: none"> Foster character development in students through leadership activities Implement school wide character development program Adults Model character for students Use student surveys to determine strengths/needs Develop consistent language for Character Development that will be applied across the school Implement positive/healthy initiatives (Eco-Schools) 	<p>Actions:</p> <ul style="list-style-type: none"> Provide leadership opportunities through Leadership Camp, OELC and At-Risk Camp Character Development Team implements and monitor CD Program within the school All staff consistently model character for students Use TTFM (Tell Them From Me) to survey students – use feedback for improvements to school culture Share Eco-School goals and criteria with staff – create working group to integrate initiatives into the classroom 	<ul style="list-style-type: none"> Early reports for students plus any student at risk for not achieving credits and/or receiving unsatisfactory in one or more learning skills and work habits Grade meetings twice each semester to share information to support student success Common language developed by February 1st and shared with all students and staff Improved TTFM results in positive sense of belonging, engagement in sports and clubs and decrease in truancy rate Monthly attendance 	<p>Vice-principal and assistant vice principal, student success teacher</p> <p>Integrated Student Support Services Team and Point Person (SM, JS, KK, SK, JA, MF) JS and Character Development Work Team Principal, vice-principal, assistant vice-principal, student success teacher, ACW, point person for each grade</p>
Area of Focus: Student Achievement				
Goal	Strategies	Actions	Indicators of Success/Monitoring	Responsibility for monitoring
<ul style="list-style-type: none"> Continue to Improve Mathematical and Language Literacy Skills with a greater number of students achieving the provincial standard in all courses – emphasis on Gr. 9 and 10 applied and locally developed courses and Grades 11 and 12 College and Workplace 	<p>Strategies</p> <ul style="list-style-type: none"> Use high yield instructional strategies Plan using Universal Design for Learning/Design Down Incorporate Differentiated Instruction into lessons Foster Assistive Technology use in classes 	<p>Actions</p> <ul style="list-style-type: none"> Teachers review, implement, model and share the use of high yield strategies that support pre-during-after reading activities Staff Helping Staff work team will support the implementation of before-during-after reading strategies in multiple disciplines Teachers will engage in learning of UDL (including Design Down, Balanced Approach to assessment and Differentiated Instruction) and implement one or more DI Structures (e.g., learning contracts, RAFT's, Choice Boards) Implementation of Assistive Technology (e.g., Premier, Dragon, One Note) in REC/LPS and one academic and applied Gr. 9 classroom Staff in Grades 9 and 10 will meet with Gr. 7/8 teachers to share high yield strategies Sharing during work team, PD Days and staff meetings 	<p>Teachers using high yield strategies more frequently, as noted through surveys and exit cards</p> <p>More staff involved in the Staff Helping Staff Work Team and applying HYS in classrooms</p> <p>DI Structures being tried in classrooms</p> <p>Greater use of assistive technology</p> <p>One meeting each semester between Grades 7 – 10 teachers in the area of math</p> <p>Review Early Reports in each semester and cross reference at risk students with student success (parachute) referrals</p> <p>Review mid-term and final reports to improve PS results in Grades 9 and 10 math by 5%, Grade 9 academic science by 5%, Grades 9 and 10 applied and academic English by 6%, an Grades 9 and 10 Locally Developed English by 12%.</p>	<p>Principal and vice-principals</p> <p>Principal and vice-principals</p> <p>Principal and vice-principals Principal and vice-principals Grades 7 – 10 math teachers in SHS Family of Schools Principal, vice-principals, student success teacher, support student success teacher Principal, vice-principals</p>
