

## CENTURY JUNIOR HIGH SCHOOL



### 2018-2019 SCHOOL STATISTICS

Designated in 2019

Re-Designated in

Community Size - Suburban

School Enrollment - 700

Grade Levels - 6-8

School Calendar - traditional

Free & Reduced Lunch - 12%

English Learners - 3%

Students with Disabilities - 16%

Orland School District 135

10801 W. 159th Street

Tel 17083643500

Principal - Dr. Brian P. Horn

[www.orland135.org/century](http://www.orland135.org/century)

### School Characteristics and Replicable Practices

#### Academic Excellence

\*Apple Distinguished School 2019-2021

\*Wide range of professional development opportunities available to staff to ensure they are prepared to meet the diverse needs of middle school learners

\*Instructional Practices Inventory used to measure student engagement. Data notes that 95% of our classes are actively engaged at all times

\*Teacher complete over 100 peer observations annually

\*Highest mark in all areas of effectiveness on University of Chicago's 5 Essentials School effectiveness report

### 2018-2019 School Demographics

- **African American - 8.3%**
- **Asian - 8%**
- **Caucasian - 71%**
- **Filipino - 0%**
- **Hispanic - 9.2%**
- **Native American - 0.4%**
- **Pacific Islander - 0%**
- **Other - 0%**
- **Two or More - 3.1%**

- \*Up-to-date, research-based practices to drive teacher instruction
- \*Rigorous academic program for all students
- \*Success is rooted supportive community, staff, parents, and students

## **Developmental Responsiveness**

- \*Countless opportunities are provided for student voice to be recognized and celebrated
- \*Students and staff actively participate in community outreach opportunities to give back to the school community
- \*Student focus groups help inform change process, including recent transition to standards-based grading
- \*Students are encouraged to attend parent-teacher conferences along with their parents in order to participate in the conversations regarding their progress in each class
- \*Student Risk Screening Scale (SRSS) administered bi-annually to identify potential student risk behaviors and provide support as needed
- \*Teachers utilize a multi-tiered systems of behavior and academic supports for all students
- \*Students provided ample opportunities for leadership and community service
- \*School is committed to student's intellectual, ethical, social, and physical development

## **Social Equity**

- \*Students provided individualized educational opportunities that are socially equitable, democratic, fair, positive, and supportive
- \*Myriad student supports and enrichment opportunities provided for all students to maximize potential, both academically and socially
- \*Staff committed to providing differentiation, standards-driven instruction, and student choice for all learners
- \*Positive environment is a top priority and is this is the cornerstone of our success
- \*Ongoing training and professional development provided to all community stakeholders
- \*Strong partnership with parents and community organizations to provide supports for all students inside and out of the classroom
- \*Abundance of extra-curricular opportunities for students to explore interests outside of the classroom

## **Organizational Support**

- \*Leadership team meets regularly to continuously reflect and refine school improvement processes
- \*Commitment to providing a safe, caring, supportive, and engaging school environment that meets the diverse needs of adolescent learners
- \*All staff are encouraged to take an active role in all school improvement processes
- \*Data-driven decision processes guide all school improvement initiatives
- \*Collaboration and high quality professional development provided to all staff
- \*Staff provided ample opportunities to collaborate and share their expertise and demonstrate leadership at staff, department, committee, and team meetings
- \*Commitment to strong relationships with all school community stakeholders

Strong vertical and horizontal articulation with our feeder schools