

# Evidence of Excellence



Over three years, seventh-grade ELA increased by

**31%**



IMOGENE GARNER HOOK JUNIOR HIGH SCHOOL • VICTORVILLE, CALIFORNIA



LET'S SEE WHAT WE CAN DO TOGETHER

# IMOGENE GARNER HOOK JUNIOR HIGH SCHOOL



VICTORVILLE, CALIFORNIA

**1,000 STUDENTS / 78.1% FREE OR REDUCED LUNCH / 19% ENGLISH LEARNERS**

**66% HISPANIC OR LATINO / 22% BLACK / 5% WHITE / 5% MULTIRACIAL / 2% ASIAN /  
1% AMERICAN INDIAN OR ALASKA NATIVE / 1% NATIVE HAWAIIAN OR PACIFIC ISLANDER**

## CHALLENGE

Principal Carlos Cerna and his team's initial encounter with the professional learning communities (PLC) process began at the PLC at Work® Institute in Las Vegas, Nevada. Acknowledging the imperative to provide support to both students and staff, Cerna and his team felt compelled to take action. They collectively decided to connect with Solution Tree, marking the commencement of Imogene Garner Hook Junior High School's committed efforts to implement transformative educational practices.

"From the data, I knew the why, but I wanted to know how . . . we had to do something so that we could support our students and staff," Cerna reflected.

## IMPLEMENTATION

When implementing Accelerated Learning, the school faced initial challenges typical to any educational institution. For teachers, the process required effective communication and demonstration of its efficacy, which meant there would need to be ongoing support, guidance, and consistent engagement across all teams.

To address these challenges, a structured approach was crucial. An Accelerated Learning expert from Solution Tree facilitated organizational alignment by establishing specific teams and a guiding coalition.

"Solution Tree helped us get organized and guided us along, even during distance learning," said Principal Cerna. Establishing a clear vision statement and identifying essential standards aided in sharpening the objective.

Wednesdays were strategically designated to facilitate teacher collaboration. With the assistance of their Accelerated Learning expert, they implemented a celebration tracking dashboard system in which teachers organized

themselves in teacher teams. These teams collaborated to identify essential skills, monitor student learning and share practices while also providing tiered support of intervention and extension activities. Principal Cerna and his staff successfully continued to implement this electronically shared system to support their work. This initiative streamlined both planning processes and progress monitoring of the students.

Accelerated Learning offered a solution to the question of how to effectively monitor students and identify areas of improvement, and it's been instrumental in driving the school's success thus far.

- Attended PLC at Work® Institute in Las Vegas, Nevada
- Began Accelerated Learning Professional Development
- Established a guiding coalition with clearly defined teams
- Designated Wednesdays for collaborative team meetings
- Implemented a celebration dashboard to recognize small wins

## RESULTS

Cerna says that Accelerated Learning has made it evident that their students and staff are reaping the rewards of this initiative. As the teachers continue to grow professionally, the collaborative culture among staff is flourishing, with teachers wholeheartedly embracing the process. This increased collaboration has created a positive environment conducive to student success. These outcomes were primarily due to teachers actively engaging in Accelerated Learning and the leadership of the guiding coalition. Student success wouldn't be possible without their teamwork. Significantly, the process has empowered

# Through the PLC process, everyone is all on the same page . . .

CARLOS CERNA / PRINCIPAL

teachers to systematically track student progress, resulting in noticeable enhancements in student outcomes.

“My role is to empower teams to collaborate effectively, ensuring they work together to plan and support each other,” says Cerna.

As a result of the collaborative work among staff, Imogene Garner Hook Junior High School successfully exited out of Comprehensive School Improvement (CSI) status into Additional Targeted Support and Improvement (ATSI). Following the PLC process, the English language arts assessment increased by 21.6 points in distance from standard from 2022–2024.

The school identified additional areas of growth after comparing students who met or exceeded standards on the

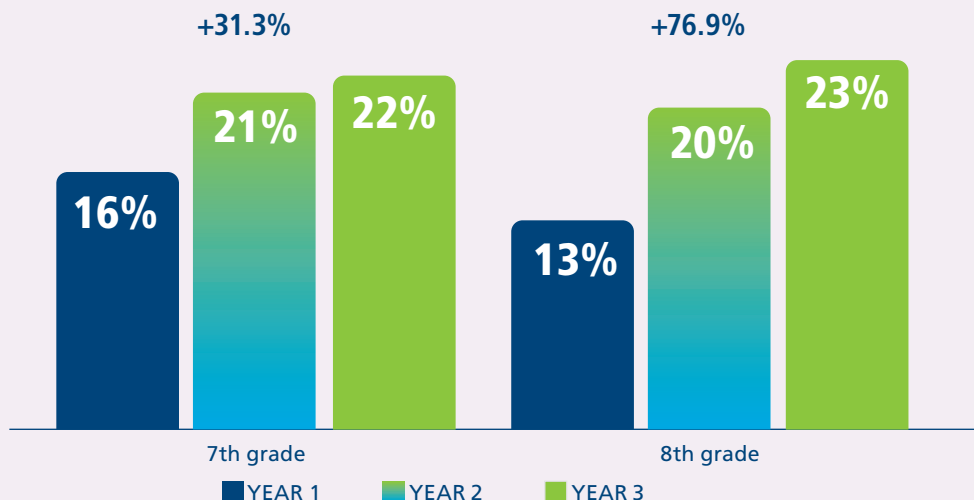
California Assessment of Student Performance and Progress (CAASPP) system over the course of three years.

- Seventh-grade ELA increased by 31.3%.
- Eighth-grade ELA increased by 76.9%.
- Seventh-grade math scores showed a 100% increase.
- Eighth-grade math scores showed a 100% increase.

## ADDITIONAL KEY ACHIEVEMENTS

- In mathematics (2023–2024), seven student groups transitioned from red performance level to orange, indicating these groups are getting closer to meeting the standard.
- In ELA, the distance from standard improved from 98.2 points below standard in 2022 to 81.8 points below in 2023—and further to 76.6 points below in 2024.
- The distance from standard in math rose slightly from 146 in 2022 to 148.6 in 2023, before improving to 126.8 in 2024.

## PERCENT OF STUDENTS MEETING OR EXCEEDING CAASPP PROFICIENCY DATA (ELA)



# Start your success story



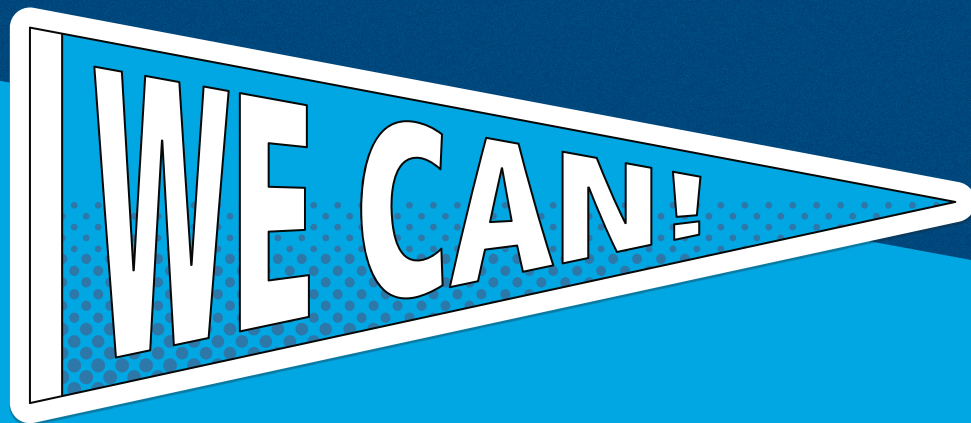
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