



The MONTHLY NEWS

GOLDENDALE MIDDLE SCHOOL

Board Report : Oct '25

Strategic Plan Focus: *Future Ready Students*

Learning Design Focus: *Instructional Walk-Throughs*

Guiding Question: *How do we know if we are implementing key instructional strategies with fidelity?*

Overview

GMS aligned instructional priorities to district goals in ELA growth and Multilingual Learner (ML) support. Through the Learner First Learning Design framework, staff are strengthening core instructional practices and deepening student engagement in reading and writing across content areas. This Learning Walk represents the first data point in monitoring our SIP Goal #1 (ELA)—improving informational reading and writing for all students, with focused support for multilingual learners and students performing below grade level.

Instructional Walk-Through Highlights

On October 14, the administrative leadership team conducted the year's first Learning Walk across grades 5–8 (ELA and Social Studies).

Focus areas:

- GLAD/SIOP strategies supporting ML students
- Integration of informational writing with reading tasks

Observed practices included:

- Frequent checks for understanding and forecasting of next steps
- Bilingual vocabulary supports (English/Spanish) and use of Chromebook translators
- Pictorial supports, anchor charts, and vocabulary pre-teaching
- Clear links between prior learning, social studies content, and personal narratives
- Modeled phonetics and explicit reading–writing connections (5Ws → written response)

Baseline Implementation

Practice	Evidence	Rating*
Learning Intentions & Success Criteria	Posted and referenced in all classrooms	Established
Academic Language & Vocabulary	Embedded; bilingual supports evident	Developing
GLAD/SIOP Strategies	Visuals, sentence frames, translation tools in use	Developing
Reading–Writing Connections	Consistent across ELA/Social Studies	Established
Differentiation/Small Group Instruction	Limited; primarily whole-group structures	Emerging

Key Insights & Next Steps

Next Actions

- Provide PD on flexible grouping and interventions within core instruction
 - Conduct monthly Learning Walks to monitor fidelity and growth
 - Highlight model classrooms demonstrating strong bilingual and reading–writing integration
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Celebrations

- Teachers demonstrated strong instructional clarity and student engagement
- Staff embraced feedback and collaboration during the walkthrough
- GMS continues building a reflective culture focused on continuous improvement