GOLDENDALE HIGH SCHOOL

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GHS PRINCIPAL COMMENTS/REPORT JANUARY, 2026

- Student Board Representative report.
- January is School Board Appreciation Month. A **HUGE thank you** to each of you and Dr. Perconti for the work you do on behalf of each and every student AND each and every staff member in Goldendale schools. We appreciate your selfless dedication and passion for education.
- The regular season for our winter sports teams are wrapping up. We are looking forward to post-season action. Our athletes are committed to their respective teams. Ms. Swanson has an athletic program update for you.
- GHS teachers continue to recognize students and their education colleagues for demonstrating Hope, Empathy, and Kindness with the we give a HEK awards. From the start of the year through December, 67 different students and 14 different staff members have been recognized - some more than once!
- Our GHS students and staff honored the life and contributions of Dr. Martin Luther King, Jr. on Friday, January 19th. Our Leadership students researched and developed a powerful presentation for our students.
- The day of the January Board meeting is also the first day of semester 2 at the high school. We are excited to start the 2nd half of the year. Our course selection process for the 2026-2027 school year starts Wednesday, January 28th!!!
- Our high school staff have completed their short inquiry cycles and are using the data to support student learning.
    - In special education, data indicated students were struggling with adding money. The teacher used data from formative assessments and concentrated on simple addition and subtraction of whole numbers, beginning with single digits, to increase knowledge and build skills.
    - In CTE, in support of the district SIP goals, the department has focused on teaching the Power Paragraph Framework. Data was collected using a score sheet to evaluate five components: topic sentence, 3 supporting details, and a concluding statement. Student work samples were also sources of data. Please see the attached CTE Department Summary (attachment A)
    - The Humanities PLC, after piloting the Leveled Literacy Intervention last year, used data from the STAR Reading results to identify

students reading significantly below grade level. More data was collected using the BAS for the identified students to place students in the reading intervention class. More data and information is included below describing how our teachers are using the data, how it is impacting their instruction, and what they learned about their students as a result of the short inquiry cycle. A brief summary of the intervention shows 35 of 47 students increased their reading scores (74%). Attachment B

- The Math/Science PLC has been using the book by Dave Stuart, Jr. *The Will to Learn*, to guide their inquiry cycles. To collect student self-reported data in the fall and near the end of first semester the teachers surveyed students. Five questions were developed from the book's capstones of teacher credibility, value (how students value the learning), student beliefs about effort and efficacy, and students' sense of belonging. The (colorful) data reports are attached. (Attachment C) Each teacher in the PLC has analyzed their students' data and have developed strategies to inform their instruction for semester 2.

Attachment A

CTE Department: Short Inquiry Cycle Summary: Power Paragraph Writing

Description of the Short Inquiry Cycle

During this short inquiry cycle, students engaged in structured technical writing using a Power Paragraph framework. Instruction focused on helping students clearly organize their writing with a topic sentence, three supporting details, and a concluding sentence. Students planned their writing using a graphic organizer and then produced a final paragraph. Student names were excluded, and the focus remained on writing structure and clarity rather than content mastery alone.

Data Collection

Data was collected using a Power Paragraph Score Sheet that evaluates five components: a topic sentence, three supporting details, and a concluding sentence. Each paragraph was scored out of eight points, allowing us to identify specific strengths and areas of need within paragraph structure and elaboration. Student work samples and scoring sheets were used as the primary data sources.

Use of Data

The data was analyzed to determine patterns in student writing. Scores were reviewed by component to identify which elements students consistently demonstrated and which required additional instruction. This data informed instructional decisions, small-group support, and feedback provided to students.

Instructional Changes Based on Data

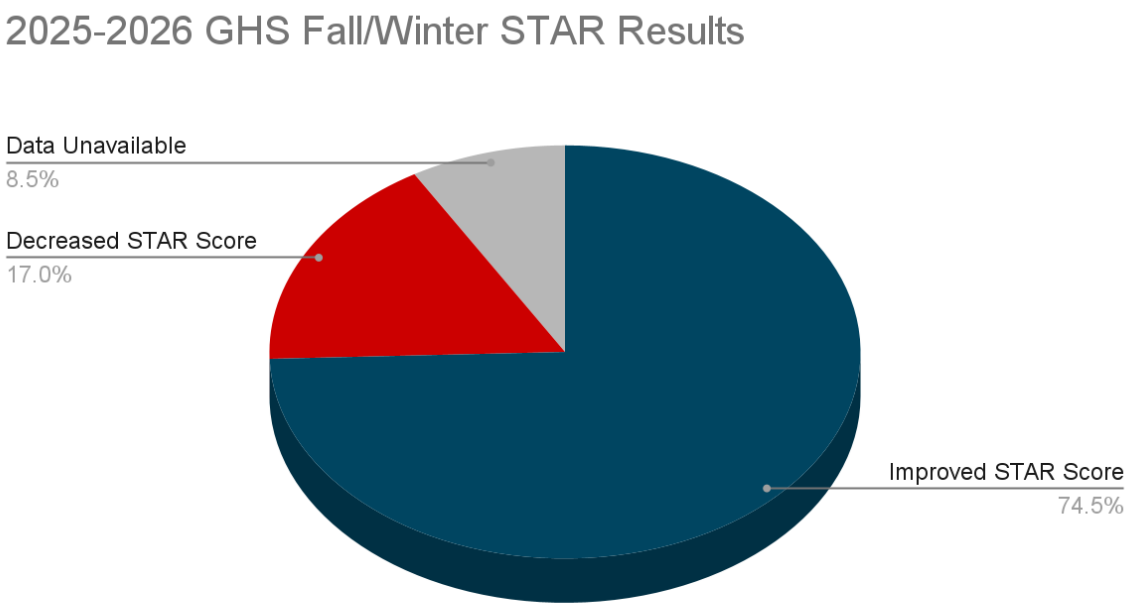
Based on the data collected, instruction was adjusted to include increased modeling of strong topic and concluding sentences, more explicit instruction on elaborating details with evidence, and targeted conferencing and feedback for students needing additional support.

Student Learning Outcomes

As a result of this inquiry cycle, we learned that students benefit from clear and consistent writing structures. Most students demonstrated an understanding of paragraph organization, while some needed additional support with elaboration. Overall, students showed growth in organizing ideas and writing with a clear purpose.

Attachment B

1. **Describe one of your short inquiry cycles (leaving student names out)**
    a. The ELA department implemented a short inquiry cycle focused on whether adding a dedicated reading class would help incoming high school students who were significantly below grade-level in reading. We identified eligible students using initial STAR Reading results, placed qualifying students into the reading class for targeted support, and then reassessed in January using STAR and LLI oral quizzes again to measure growth and determine whether the additional reading intervention was making a measurable difference.
2. **How did you collect data?**
    a. We collected data using STAR Reading assessment scores and LLI oral quizzes. Students took the STAR test and the LLI quiz at the start of the year to identify who qualified for the reading class based on reading level, and then took the STAR test again in January to check for growth after receiving additional reading support. In total, 47 students were tested.

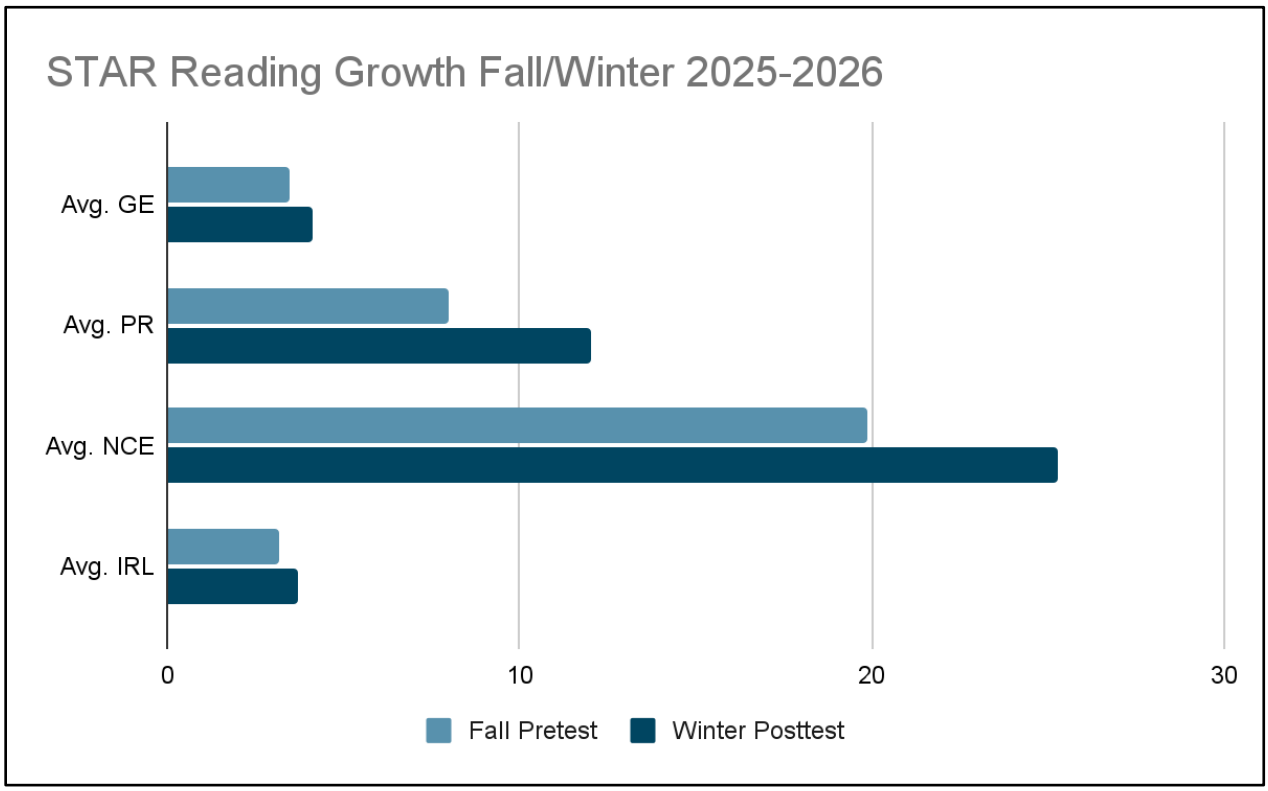


    b. After receiving extra reading help, of the 47 students tested, 35 students (74%) showed improved reading scores, 8 students (17%) showed a decreased reading score, and four students (9%) only had one STAR test (3 tested in fall but not winter, 1 tested in winter but not fall).

3. **How are you using that data?**

a. We are using the STAR and LLI data to:
    i. Measure whether students are demonstrating growth after participating in the reading class intervention
    ii. Evaluate how effective the additional reading support is overall
    iii. Identify which students are improving and which students may need a different level or type of intervention moving forward
    iv. Support decisions about continuing, adjusting, or expanding the reading class and related supports

4. **What's going to be different (in your instruction, for your students) based on the data collected?**
    a. Based on the STAR and LLI results, instruction and support will become more targeted. Students who demonstrated growth will continue in the intervention with strategies that are clearly working, while students who did not show growth will need adjusted support (for example: more explicit foundational skills instruction, increased frequency of intervention, smaller group focus, or different reading skill emphasis). At the department level, the data has guided how we structured the reading class including what we prioritized instructionally, how we grouped or moved students, and how we monitored progress more frequently to identify lack of progress.
5. **What did you learn about our student(s) as a result of the short inquiry cycle?**
    a. We learned that our students entering high school, who are far below grade level in reading, benefit from intentional, structured support rather than being expected to "catch up" through core English classes alone. The data also helped us see that this group is not all the same, some students show measurable gains with added reading time and instruction, while others may require a more intensive or a different approach to make progress including potentially having them repeat the program. The January results gave us clearer insight into which students are responding to intervention and which students need additional layers of support.

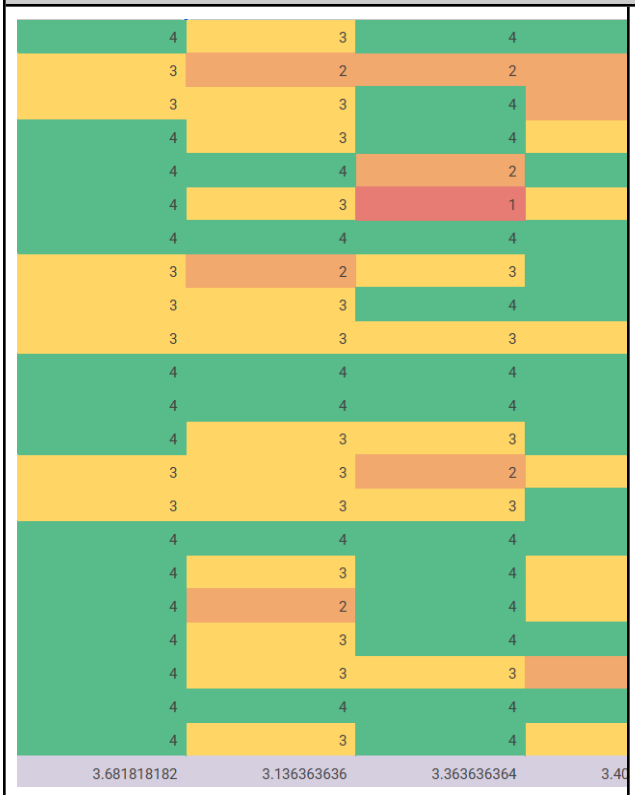
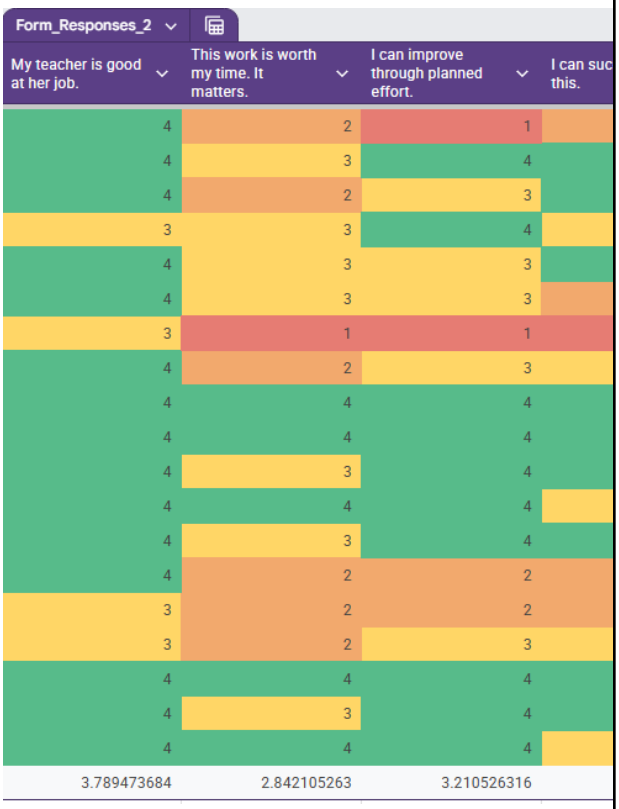


[1]

[1] Summary: 44 of 47 students tested.
Score Definitions: GE: Grade Equivalent; PR: Percentile Rank; NCE: Normal Curve Equivalent; IRL: Instructional Reading Level

Attachment C

Inquiry Cycle, Fall 2025 to Winter 2026

September of 2025	January of 2026
	

analysis: the 5th column average went down in value. Some students may be realizing that this class is more than just playing games. Some students were also not here for the final survey. The average for the first column did go up, which leads me to believe that there are good relationships being formed. I will pick another strategy from the Will to Learn book and then administer the survey again in Spring.

My teacher is good at his job.	This work is worth my time. It matters.	I can improve through planned effort.	I can this.
3	3	3	
3	2	3	
4	2	2	
3	4	3	
2	1	3	
3	3	4	
4	3	3	
4	3	3	
4	3	4	
1	1	2	
3	4	3	
4	3	3	
3.166666667	2.666666667	3	

My teacher is good at his job.	This work is worth my time. It matters.	I can improve through planned effort.	I can
4	3	4	
3	2	3	
4	3	3	
4	4	4	
3	2	4	
3	1	2	
4	2	3	
4	2	1	
4	4	3	
4	3	4	
4	3	4	
4	4	3	
3.75	2.75	3.166666667	

analysis: The 2nd column did increase by a few decimal points, so my new focus will be “People like me do work like this. I belong here.” I will pick the strategy of “normalize struggle” to show that not only is struggle normal, it is necessary in mathematics.

My teacher is good at her job.	This work is worth my time. It matters.	I can improve through planned effort.	I can at thi
4	3	3	
4	2	3	
4	3	3	
4	4	3	
4	4	4	
4	3	2	
4	4	3	
4	4	4	
4	3	3	
4	4	4	
4	4	3	
4	4	4	
4	4	3	
4	4	3	
4	3	3	
3	2	2	
3.9375	3.4375	3.125	

My teacher is good at her job.	This work is worth my time. It matters.	I can improve through planned effort.	I can at thi
4	4	4	
4	4	4	
4	4	4	
4	4	4	
4	3	4	
4	4	4	
4	4	4	
4	3	3	
4	3	2	
4	3	3	
4	3	4	
4	4	4	
4	4	4	
4	2	3	
4	3	3	
4	3	3	
4	3.4375	3.5625	

analysis: The third column went up! The second column is now the lowest, so I will choose a strategy from the Will to Learn book for that area and survey again in Spring.

My teacher is good at her job.	This work is worth my time. It matters.	I can improve through planned effort.	I can at thi
4	4	3	
3	3	4	
2	2	2	
2	1	2	
2	1	4	
2	1	4	
4	3	3	
3	2	2	
1	1	3	
3	2	3	
3	2	2	
2	2	4	
4	3	3	
2	4	3	
4	3	3	
4	4	4	
4	4	3	
4	1	4	
2	1	3	
3	1	3	
4	3	4	
2.952380952	2.285714286	3.142857143	

2	2	2	
3	1	1	
2	3	2	
3	4	4	
2	1	2	
2	1	3	
3	2	3	
3	4	4	
3	4	3	
2	1	2	
3	4	4	
2	2	2	
2	2	2	
3	3	2	
3	2	3	
3	3	3	
3	2	3	
4	4	4	
4	4	4	
4	4	3	
4	2	4	
1	3	4	
3	4	3	
2	1	4	
2	3	4	
2.72	2.64	3	

Analysis: My main focus was the 2nd column, which went up. I am now going to focus on the 5th column so I will choose a strategy from the Will to Learn book for that area and survey again in Spring.