

TIGER TALK FEBRUARY 5, 2014

GOBLES ELEMENTARY SCHOOL NEWSLETTER

Elementary Events Calendar

Saturday, February 8
Girls Basketball Fundraiser
Get ready for the
Father/Daughter Dance
Hair and Nail Clinic
1:00 – 4:00
Elementary Art Room

Saturday, February 8
6:00-9:00
Father/Daughter Dance
M.S. Gym

Monday, March 31
Parent Teacher Conferences

Wednesday, April 2
Parent Teacher Conferences

Thursday, April 3
Parent Teacher Conferences

Friday, April 4
No School

Monday, April 7 – Friday
April 11
Spring Break
No School



Gobles Kindergarten Round-Up

Friday, April 25th

Call the Elementary at 628-2131 to reserve a time to attend a Round-Up session. Children must be five years old on or before October 1, 2014. If you have a child who will turn five between the dates of October 2 and December 1, please call the School office at 628-2131 to learn about the exceptions to Michigan law.



To Report an Absence
Call the Attendance
Line at
628-6043
Transportation
628-5614
Elementary School
Hours
8:00 a.m. - 3:15 p.m.

Check us out on the
internet at
www.gobles.org

Entering the Building on School Days.

For the safety and security of
students, the following door schedule
will be used:

Exterior Door at Main Office

Open 7:30 – 12:00
Locked 12:00 – 1:00
Open 1:00 – 4:00

Student Services Office (Center of Building)

Open 7:30 – 8:05
Locked 8:05 – 12:00
Open 12:00 – 1:00
Locked 1:00 – 2:55
Locked 3:25

**When entering the building, please
use these doors and check into the
nearest office.**

Gobles Preschool
Is your child turning 4 on or before
October 1, 2014?

Drop in to apply for free preschool.

Thursday, March 20th
3:30 - 5:00 p.m.
Gobles Elementary Room 402

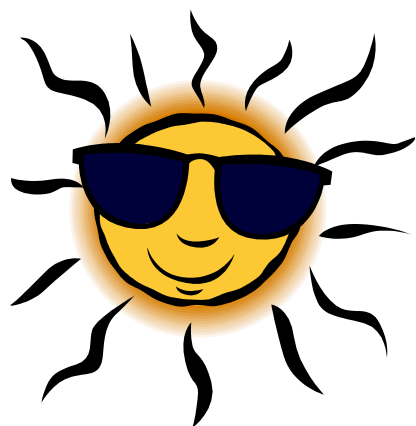


December Students of the Month



Pictured from left to right: Owen Nuyen, Ryan Effner, Rebekah Dekker, Ava Melson, Amanda Barber and Angel Hannapel.
Congratulations, keep up the great work!

Spring Break
Thursday, April 3 -
Friday, April 11



A big thank you to Mrs. Dorre for knitting 425 winter hats. On December 19, Mrs. Dorre gave all Elementary students a new winter hat.

Information about the 8-Step Instructional Process was included in the last two *Tiger Talk* newsletters. This article is the complete explanation, parts 1, 2 and 3 of our implementation and current state of the 8-Step Process at the elementary school.



Gobles Elementary 8-Step Process



**Has your child come home from school
talking about Success or Achieve time?**

Success and Achieve are part of a new initiative at Gobles Elementary called the 8-Step Instructional Process. This letter will provide readers with information about the 8-Step Instructional Process and how the staff at Gobles Elementary has implemented changes to increase achievement for all students.

What is the 8-Step Instructional Process?

The 8-Step Process is a continuous improvement teaching and learning cycle that was formalized by Pat Davenport, an educational consultant from Texas. Pat Davenport has worked with over 400 school districts in teaching the 8-Step Process over the past 15 years. In 2001, Pat Davenport worked with staff members at Warren Township Schools, in Indianapolis, to develop this instructional strategy and begin implementation of the 8-Step Process to raise student achievement. Since this time, students at Warren Schools have demonstrated continuous increases in their assessment results. Prior to the 8-Step Process, Hawthorne Elementary Schools' assessment scores were consistently below state averages and near 20% achievement rate. This past year, they reached 91% achievement rate in Math and English. In the 11 years since implementing the 8-Step Instructional Process, they have made significant changes to almost every aspect of the school's culture.

In December 2012, seven elementary staff visited a K-4 and a 5-6 building in Warren Township Schools to learn more about the 8-Step Process that has been so successful at Warren. On the ride home, the staff that attended made a commitment to implement a similar instructional process at Gobles Elementary. The group presented its findings from Warren at several staff meetings which gathered support from all elementary staff.

In January of 2013, we began to implement Math Success Time in first grade (these teachers were hungry to get started). By the final nine weeks of school, every grade in the elementary was conducting Math Success Time two or three days per week.

Last summer, K-12 teachers of Math and English completed five days of professional development on implementing the 8-Step Instructional Process in Gobles. The professional development focused on developing curriculum maps and instructional timelines, creating frequent grade level assessments on specific learning targets, and how to use data from the assessments to direct instruction and monitor student growth.

This fall, we fully implemented the 8-Step Process at each grade level. Our daily schedule was changed to include additional instructional time for English Language Arts (ELA) and Math. We incorporated a daily 30

minute writer's workshop and 30 minute Achieve time in addition to the existing 90 minute ELA block. Achieve time is a 30 minute time period to focus on specific learning targets in reading. For Math, we implemented a Success time three days per week. During this time, students are broken into three groups depending on how well they perform on the short, weekly grade level assessment. The three groups for Success time include a remediation group, a maintenance group, and an enrichment group. During Success, time each grade level is broken into four or five groups which are taught by teachers and paraprofessional staff.

The driving force behind offering the additional instructional time for Achieve and Success is the instruction provided during class time, but also in our planning and data review meetings. To improve math achievement, staff members meet with grade level partners and Title I math personnel each week for Success planning. During Success planning meetings, lesson objectives and assessment results are reviewed, lessons for the coming Success times are developed, and students are placed into one of three instructional groups.

For Reading, monthly data review meetings are conducted by our Title I reading staff with grade level teachers to analyze data from assessments. Each group discusses students who are below benchmarks and develop specifically focused lessons and select strategies directed at the identified weaknesses. Lessons are specific to reading comprehension, reading fluency, and phonemic awareness. Teachers implement the lessons during Achieve time and the English Language Arts block. Students who score below benchmark are progress monitored every two weeks. New data is analyzed and reviewed by staff to assess the effectiveness of the implemented strategies.

The staff at Gobles Elementary believe our implementation of the 8-Step Process has been successful and will lead to increased student achievement. There are challenges, new questions, and much learning that is taking place on the part of staff and students. We will continue to monitor and adjust our organization, materials, strategies, and lesson focus to move forward to raise student achievement.

