

Massachusetts Accountability Report Card

A continuous improvement document for school counseling outcomes

M.A.R.C. Jr.

2018-2019 School Year



Barnstable Intermediate School

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www.barnstable.k12.ma.us/bis

DISTRICT: Barnstable

GRADE LEVELS: 6&7

SCHOOL YEAR: Traditional

PRINCIPAL: James Anderson

ENROLLMENT: 783

Principal's Comments

Our school counselors are integral members of our student services team at Barnstable Intermediate School. Our school counselors play such crucial roles in creating a school environment that is welcoming to students. They do this through their work with teachers and staff, serving on district and school committees, and direct guidance and intervention with students. They have a pulse on the important issues in our school from so many different perspectives including parents, students, staff and community members. I value their contributions, advice and ideas about what is important to making our students successful and safe in their sixth and seventh grade school experience.

Our school counseling department does a great job with problem solving the myriad of student issues that impact learning each and every day. I am always impressed with the range of their professional skills, their knowledge of community supports and the compassion and understanding expressed in their strong interpersonal skills. Because of the many confidential and sensitive family and student problems they help address, their work often goes without public recognition. However, I know from talking to many parents and teachers that the efforts of our school counselors truly make a positive difference in the lives of our student here at Barnstable Intermediate School.

-James Anderson, Principal

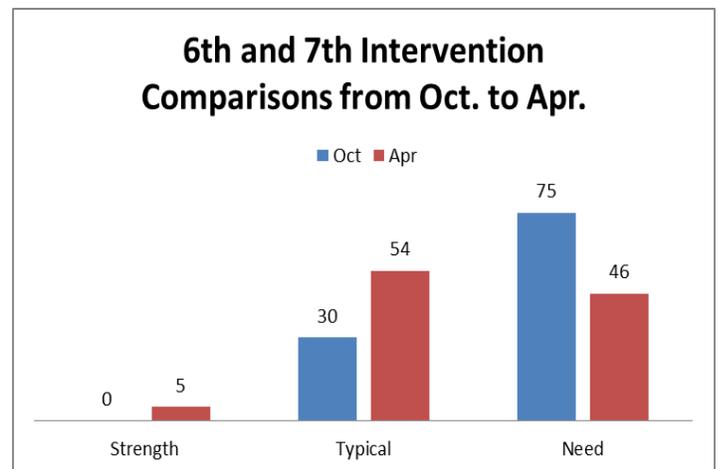
Student Results

During the 2018-19 school year, BIS continued its work implementing the DESSA universal screening tool to evaluate the needs of our students. BIS

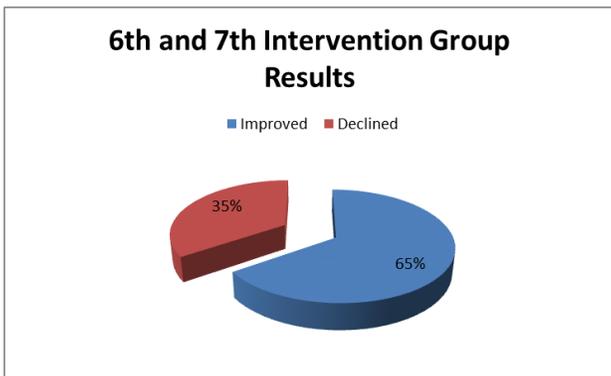
surveyed 751 students in the fall and 780 in the spring, in the following competencies: self-awareness, self-management, social-awareness, relationship skills, goal directed behavior, personal responsibility, decision making and optimistic thinking. This data allowed our student support team to identify students who required additional tier II interventions and additional supports aligned with their deficits.

Results

The following graph shows the comparison between the Fall and Spring results for the students that were provided Tier II interventions.

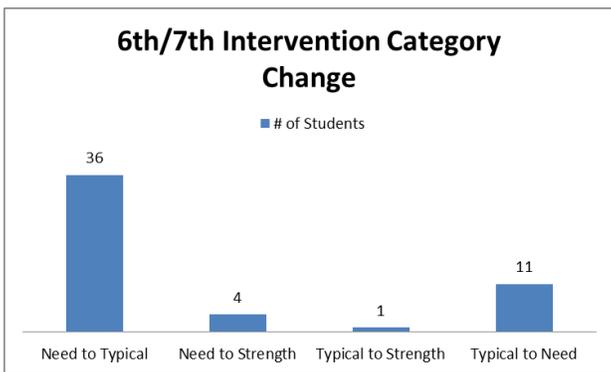


The following graph indicates the results of the students that received the tier II intervention.



- Work in conjunction and closely with the new SEAD coach
- Continue to train all staff in Collaborative Problem Solving
- Continue a school wide climate of kindness initiative, supported by Second Step curriculum.
- Continue working with the DESSA team to determine students' needs and appropriate interventions

The following graph represents the students who once were in the needs category and the majority demonstrated scores towards typical or strength.



Student Support Personnel Team

Our team supports the development of the whole child, by providing academic, social emotional and career education to meet the diverse needs of all students; and to collaborate with parents, teachers, staff and the community to ensure all students are college and career ready. The student support team provides guidance, individual student planning, responsive services and system support within B.I.S.

-Kathleen Murtaugh, School Counselor, BA, M.Ed, Admin. Certification

-Amy Manfredi, School Counselor, BA, M.Ed

-Bethany Miller, School Social Worker, B.S., M.A., S.A.C.

-Lauren Maggiasco, School Counselor, BA, M.Ed

-Linda Wheelden, Administrative Assistant

Focus for Improvement

At BIS, we strive to improve our work with students every day. We work hard to implement interventions that are evidenced-based and supportive to our students. Alongside our SEL initiative, we are also in the process of implementing Collaborative Problem Solving (CPS). This approach supports educators to create new pathways and ideas to understand how to collaboratively solve problems with students that display social, emotional or behavioral challenges. This model embodies the values essential to social and emotional learning. These core values are shown in the picture to the right. The philosophy of this approach is focused on the whole child and the idea that kids do well if they can. BIS has 5 staff members that have been trained in both tiers of training; and 6 staff members that will receive their tier 2 training next year.

To meet our mission, our focus for improvement for the 2019-2020 school year will be in the following areas:

- Identify incoming 6th grade students that fell in the needs range and provide them Tier II interventions at the start of the year

