



Massachusetts Accountability Report Card

A continuous improvement document for school counseling outcomes

M.A.R.C. Jr.

2018-2019 School Year



"Chart a Course for the Future"

Centerville Elementary School

658 Bay Lane, Centerville Massachusetts

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www.barnstable.k12.ma.us

DISTRICT: Barnstable

GRADE LEVELS: K-3

SCHOOL YEAR: Traditional

PRINCIPAL: Matthew Scheufele

ENROLLMENT: 260

Principal's Comments

The school counselors and support team at Centerville Elementary play a positive and valuable role for the students and staff at Centerville Elementary.

The team has worked very hard to support the social, emotional, and academic needs of students. With a focus on social learning Centerville has made improvements in school wide positive expectations, and has supported students as individuals, in classrooms and small groups. This year, the team has brought data driven results through the use of the Devereux Students Strengths Assessment (DESSA) and continued use of our check in check out program. We are proud to introduce our Collaborative Problem Solving (CPS) model which is an approach to problem solving which encourages teachers to collaborate with students and practice lagging skills and solutions together.

The hardworking support team at Centerville continues to make our school a positive learning environment where social emotional and academic needs are supported.

Student Results

The school counseling program at Centerville Elementary supports all students in areas of social and academic success. We believe that "kids do well if they can", at Centerville Elementary we recognize that student growth can be in many areas including social, emotional, and academic. We

strive to meet each students needs and celebrate their individual strengths.

This year the school counseling team continued to focus on the district wide screening; the Devereux Student Strengths Assessment (DESSA). Through this screening we were able to identify students who had unmet social needs with a data driven platform.

The DESSA provided the team with a summary of each student's overall social emotional competence. With these results, we were able to address the specific needs of students through small group counseling, individual counseling, whole class lessons, as well as teacher support. With evidence based lessons and support, the students who received social-emotional interventions showed growth, and a clear focus for future improvement.

One intervention used with identified students was check in, check out (CICO). This program is designed to support students who need additional social, emotional or behavioral interventions. Teachers, and staff throughout the building are thoughtfully paired with students to provide this check in support. Students work toward a specific, attainable goal, and are challenged toward improvement throughout the six to eight week period. This program provides a great sense of belonging, and fosters student and adult connections in a meaningful way.

The data below shows the results of an eight week intervention group of CICO students. This data shows all positive change according to the DESSA results comparing the fall to the spring

scores. We will continue to use this data and the check in check out program to support students.

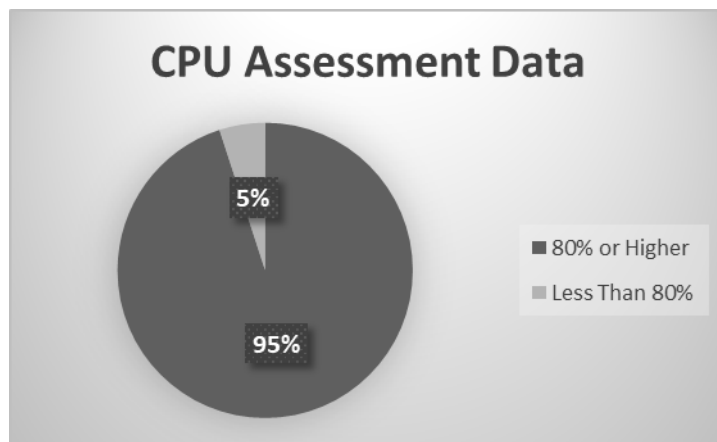
CICO Intervention

Student	Fall DESSA	Spring DESSA	Change
3rd grader	36	48	+12
3rd grader	38	40	+2
3rd grader	39	50	+11
2nd grader	37	41	+4
3rd grader	39	40	+1
3rd grader	39	50	+11
2nd grader	38	41	+3
3rd grader	38	50	+12

This year the Barnstable elementary school counselors started Child Protection Unit lessons through our evidence based Second Step program. “These lessons combined with the Second Step social emotional lessons provide a comprehensive approach to help children feel safe and supported.” The lessons build on the foundations of social and emotional assertiveness skills by teaching children to recognize safe and unsafe situations, and encourages children to report to adults.

As the school counselor, I had the great opportunity of teaching these lessons to every classroom at Centerville. Students and staff were very receptive and respectful of this sensitive information, and post test results showed understanding or knowledge gained from every grade level.

The included chart documents one first grade classroom’s results on the Child Protection Unit assessment results. The goal of 80% of students at Centerville receiving a grade of 80% or higher on the post assessment was achieved. These results proved the effectiveness of the age appropriate lessons taught.



Focus for Improvement

The team at Centerville Elementary take great pride in the positive climate and culture that surrounds Centerville staff and students. For the past 2 years, nine staff members have been trained in Collaborative Problem Solving (CPS), an evidence-based approach to understanding and helping children and adolescents with behavioral challenges. These nine staff members have taken the lead in teaching all of the staff at Centerville on Collaborative Problem Solving. In the next year we hope to continue this diligent work in supporting students social needs, and working through a sensitive lens of teaching students through practice and skill building.

The CPS model focuses on the whole child by using core values to support social and emotional learning for all children. The values shown in the diagram below encourage educators to work with each child’s individual needs, and to enhance skill building with practice and collaboration.



In the coming year we hope to continue this important collaborative work with all staff members and become experts in helping.

At Centerville Elementary our school wide expectations of respectful, responsible, safe and ready to learn guide day to day practice. Currently, the Centerville team recognizes students who are caught “BEE-ing” good with bees! Each month we focus on an expectation such as “responsible” or “hardworking”, and students are recognized for their efforts. The staff had the great opportunity of collaborating during a professional development training. During this time staff members came up with creative ideas of supporting social and academic expectations which will be put into place in the coming school year.

- Holeigh Morin, M.Ed, School Counselor
- Matthew Scheufele, Principal
- Linda Mayers, RN MSN, School Nurse
- Kathleen Giorgio, SEAD Coach
- Sarah Haskell, School Psychologist

Student Support Personnel Team

The Centerville Elementary School Counselor works with a team of professionals who are supportive, and collaborate regularly. The support personnel within the school district include the Director of Student Services, the Centerville Elementary Principal, School Psychologist, SEAD coach (social, emotional, academic development) School Nurse, a full time counselor, and Barnstable District School Counselors.

This year the team welcomed a new SEAD coach into the school who provided incredible supports to staff in the area of social, emotional and academic learning. The SEAD coach provided staff training in our Second Step program, as well as Responsive Classroom, and Collaborative Problem Solving. We look forward to the amazing work that our SEAD coach continues to do to support students and staff.

The counselor also collaborates with community members to provide a comprehensive school counseling program. This year in particular Centerville Elementary has connected with organizations such as; The Department of Children and Families, Barnstable Police Department, Child and Family Services, Katelyn’s Closet, Family Continuity, Big Brother Big Sister, Cape Kid Meals, and the Cape Cod Family Resource Center. The School Counselor continues professional development through seminars, continuing education courses, as well as professional memberships with the American School Counselor Association, The Cape and Islands School Counselor Association, and the Massachusetts School Counselors Association. The professional team includes the following: