

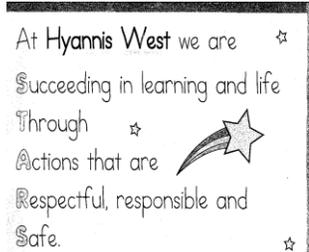


Massachusetts Accountability Report Card

A continuous improvement document for school counseling outcomes

M.A.R.C. Jr.

2018-2019 School Year



Hyannis West Elementary
 549 West Main Street, Hyannis, MA 02601
 Phone (508)790-6480 Fax (508)790-9844
www.barnstable.k12.ma.us/Domain/13
DISTRICT: Barnstable
GRADE LEVELS: K-3
ENROLLMENT: 345
SCHOOL YEAR: Traditional
PRINCIPAL: Kathi Amato

Principal's Comments

The Student Support Team at Hyannis West Elementary School provides an invaluable role for our school community. Our goal is to enhance students' academic, social and emotional success through various approaches. Utilizing Responsive Classroom, PBIS (Positive Behavior Intervention and Support), Collaborative Problem Solving (CPS) and Second Step practices, staff explicitly teach and model respectful, responsible and safe behaviors that are needed to access the learning. Additionally, we use a Multi-tiered System of Supports (MTSS) framework. This involves using a four-step problem solving process to identify lagging skills to develop appropriate interventions targeting those skills. Data is then used to closely monitor the effectiveness of those interventions.

I recognize that the students, staff, and families of Hyannis West benefit greatly from the support our team members provide.

Student Support Personnel Team

At Hyannis West, the Student Support Team consists of a full-time school counselor, school psychologist, principal, Multiage Classroom Teacher, school nurse and Elementary SEAD coach. The team works collaboratively with the students, staff, parents and community members to establish a respectful, responsible and safe school

environment. To complement this team, Hyannis West collaborates with Gosnold by housing clinicians at the school four days/week. The clinicians meet with students for weekly individual counseling sessions and communicates with the students' families.

Our Team Members are:

- Kathi Amato, Principal
- Stephanie Rausch, School Psychologist
- Beth Dolan, RN, School Nurse
- Jennifer Malone, School Counselor
- Jennifer Tolley, Multiage Classroom Teacher
- Kathleen Giorgio, Elementary SEAD Coach

Student Results

For the 2018-2019 school year we set a goal to continue our focus on SEL instruction. We utilized SEL assessments to guide our universal and tiered instruction and increased our CPS (Collaborative Problem Solving) knowledge. The 7 CPS team members completed the second tier of CPS training and an additional staff member joined the team completing the first tier of CPS training.

The CPS team provided training to staff members at staff meetings and at professional development trainings. We further explored the philosophy of CPS; "All kids do well if they can". If they aren't doing well then they don't have the skills to do so and it is our job as educators to provide the social

skill instruction. As a result, many staff members have changed their thoughts about challenging behaviors and are talking to students to better understand the situation. Using CPS has helped reduce challenging behaviors, build lagging skills and build healthy relationships between school staff and students.

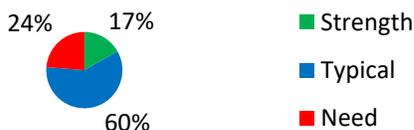
Additionally the Student Support Team amended the problem solving process at the school, led problem solving meetings and assisted staff members with student conversations using the CPS assessment model.

This year Hyannis West staff also expanded the Second Step curriculum by having classroom teachers teach the lessons in their classrooms with support from the SEAD coach. This allowed teachers to address all SEL competencies and then focus on the specific skills that their students need to strengthen. Having all classroom teachers instruct the SEL curriculum provided staff with common language regarding expectations and a greater understanding of how to improve social skills.

In order to assess the students social and emotional skills, Hyannis West utilized nationally standardized assessments developed by the Devereux Center for Resilient Children. Based on the results of the assessments we developed and delivered interventions to address the lagging skills identified in students.

The initial SEL assessment was administered in October 2018. All students at Hyannis West received universal instruction to build their SEL skills. Students with a Need rating (77, 24%) received Tier 2 & 3 targeted SEL interventions.

10/18 SEL Assessment Results



October 2018 SEL Assessment
 Number of Student Ratings 325
 Students with **Strength** Ratings 54 (17%)
 Students with **Typical** Ratings 194 (60%)
 Students with **Need** Ratings 77 (24%)

As a result of the universal instruction and targeted interventions, growth in SEL skills was evident in the post assessment that was administered in April 2019.

4/2019 SEL Assessment Results



April 2019 Post Assessment
 Number of Student Ratings 340
 Students with **Strength** Ratings 74 (22%)
 Students with **Typical** Ratings 209 (61%)
 Students with **Need** Ratings 57 (17%)

Enhancing our Tier I SEL instruction with the Second Step curriculum, progress monitoring targeted SEL interventions, and implementing the CPS model, provided more opportunities for staff to address students' social-emotional needs which in turn prepared students for academic success.

Focus for Improvement

For the 2019-20 school year we will focus on developing Tier 2 SEL interventions and address chronic absenteeism. Students with lagging SEL skills requiring more than Tier 1 instruction in their classrooms will be readily identified and start participating in more targeted interventions. We will utilize the problem solving process that was revamped this past school year to monitor interventions and evaluate their effectiveness in a timely manner. We will work as a team to utilize PBIS strategies to improve behaviors school wide with a focus on the bus, cafeteria and recess. Additionally, we will continue to build strong, positive relationships with families to improve attendance rates.