



Massachusetts Accountability Report Card

A continuous improvement document for school counseling outcomes

M.A.R.C. Jr.

2020-2021 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: 248 In Person, 53 Remote

SCHOOL YEAR: Traditional

PRINCIPAL: Kathi Amato

ASST. PRINCIPAL: Eric Currey

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 problem solving process to identify lagging skills and 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 (SST) consists of a full-time school counselor, .5 school counselor, school psychologist, principal, asst. principal, SEL interventionist, 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.

Our Team Members are:

- Kathi Amato, Principal
- Eric Currey, Asst. Principal
- Stephanie Rausch, School Psychologist
- Jennifer Malone, School Counselor
- Christine O'Gara, School Counselor
- Jennifer Tolley, SEL interventionist
- Kathleen Giorgio, Elementary SEAD Coach

Student Results

The 2020-2021 school year has been filled with new challenges for educators, families and students. This school year has looked and felt remarkably different as we navigated through a global pandemic. The sudden closing of schools in the spring of 2020 led us into uncharted times in education. Nevertheless, led by the Barnstable School District, the Hyannis West community found ways to collaborate in order to provide a safe and fun education for our students.

Students' social and emotional health was a top priority as we returned to school in the fall. We worked with our community to ensure all students and their families had the basic needs to access school (in person and remote materials, technology, food, supplies and transportation). We took the time to listen to our students and put several SEL practices in place to ensure it remains a priority along with academic instruction.

At Hyannis West, we utilize SEL assessments to guide our universal and tiered instruction. We use

nationally standardized assessments, Devereux Student Strengths Assessments (DESSA) developed by the Devereux Center for Resilient Children to assess students' social and emotional skills in the fall and spring each school year. The assessment results have guided the Student Support Team in developing and delivering tiered interventions to address the lagging skills identified in students.

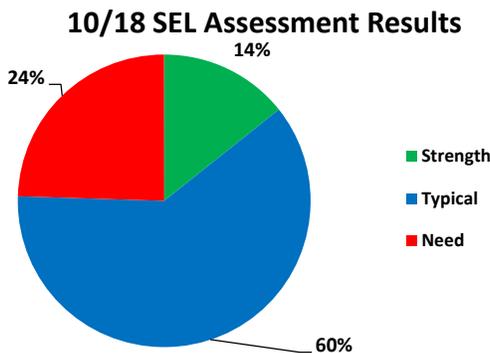
We have embraced school-wide universal SEL practices including, the CPS (Collaborative Problem Solving) philosophy; "All kids do well if they can". If students are struggling then they are lagging skills and it is our job, as educators, to build those competencies. The Student Support Team has trained our staff in the CPS Model and Responsive Classroom and they have designated support from our SEAD coach on instructing the Second Step SEL curriculum and embedding our PBIS Matrix and Star reinforcements into their classrooms in order to support students' SEL growth.

Incorporating and prioritizing these SEL practices (CPS, Second Step, Responsive Classroom and PBIS) have helped reduce challenging behaviors, build lagging skills and build healthy relationships between school staff and students. This growth and progress is evident in the data collected from the DESSA assessments over the past several years.

In the 2018-2019 school year, the initial DESSA was administered in October 2018.

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%)

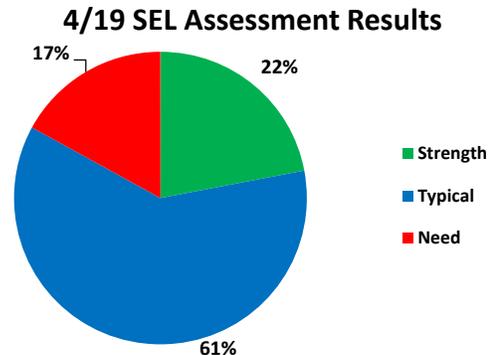


As a result of the universal instruction and targeted interventions, growth in SEL skills was evident in

the post assessment that was administered in April 2019.

April 2019 Post Assessment

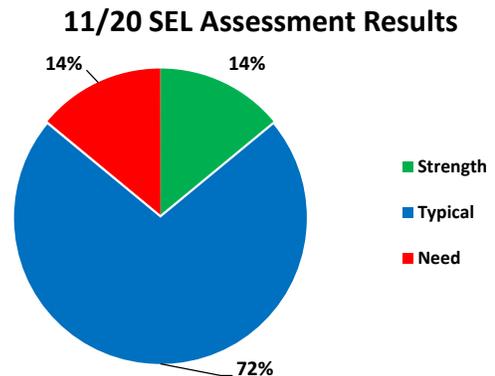
Number of Student Ratings 340
 Students with Strength Ratings 74 (22%)
 Students with Typical Ratings 209 (61%)
 Students with Need Ratings 57 (17%)



Unfortunately due to school closures in the 2019-2020 school year we were not able to administer the DESSA in the fall and spring and thus do not have data for that school year. However, the results of the 2020-2021 assessments demonstrate that the SEL practices we are utilizing are having a direct impact on our students' SEL growth over the years.

November 2020 SEL Assessment

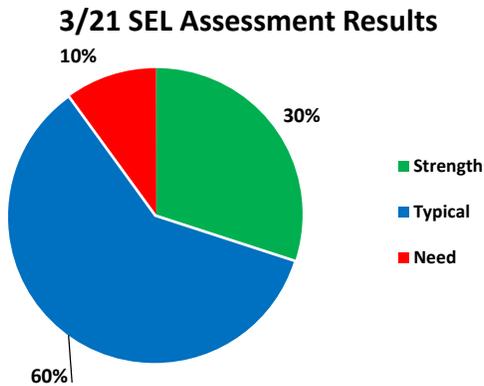
Number of Student Ratings: 200
 Students with Strength Ratings: 28 (14%)
 Students with Typical Ratings: 144 (72%)
 Students with Need Ratings: 28 (14%)



May 2021 SEL Assessment

Number of Student Ratings: 245

Students with **Strength** Ratings: 74 (30%)
Students with **Typical** Ratings: 147 (60%)
Students with **Need** Ratings: 24 (10%)



As the data shows, even with the unique learning environment this year, the SEL practices in place have allowed our students to continue their social and emotional growth. The May 2021 assessment has the lowest need rating since we started administering the assessments at 10% and the highest strength rating at 30%. That is a cause for celebration!

Although this data is specific to our in person learners this year, our students in remote school also received universal SEL curriculum and tiered interventions and support. We are excited to welcome all back to school next year and are confident with the SEL practices in place; we will continue to demonstrate social and emotional growth school wide.

Focus for Improvement

For the 2021 -2022 school year, we anticipate a continued need to prioritize SEL practices. We will have students returning from remote learning, new models for health and safety to adhere to and continued concern for the mental health of all (staff, students and families) as we move on from the global pandemic. In order to continue to demonstrate student SEL growth we will maintain the universal SEL practices in place (CPS, Responsive Classroom, Second Step and PBIS). Additionally, the Barnstable School District has recently collaborated with Care Solace, an organization determined to calm the chaos of

collaboration will help ensure those seeking mental

For the 2021-22 school year we are increasing our Student Support Team to have two full time school counselors in order to provide more targeted Tier 2 and 3 SEL interventions, and more support to staff delivering universal, school wide SEL curriculum. We will work as a team to continue to build strong, positive relationships with families in order to meet our school vision of “succeeding in learning and in life through actions that are respectful, responsible and safe”.