

Massachusetts Accountability Report Card

A continuous improvement document for school counseling outcomes

M.A.R.C. Jr.

2017-2018 School Year



West Villages Elementary

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DISTRICT: Barnstable

GRADE LEVELS: K-3

ENROLLMENT: 425

SCHOOL YEAR: traditional

PRINCIPAL: Mr. Kirk Gibbons

Principal's Comments

West Villages Elementary is committed to the mental and emotional well-being of all students. The School Counselor, School Psychologist, and the school nurse lead all staff as a team to meet the individual needs of our students and families. By placing student support at the forefront of every decision, we work with building staff and administration to create an environment conducive to optimal achievement academically, socially, and emotionally.

The School Counseling program at West Villages Elementary continues to have a large impact on the school climate, through the use of data from our district, a social emotional screener and daily data. The school counselor intervenes with students on a regular basis. She provides problem solving strategies and social emotional support through Collaborative Problem Solving and other evidence-based strategies. The counselor is often found in the classroom intervening in hopes to prevent future office discipline referrals.

This allows classroom teachers to continue teaching the core curriculum and students are often able to return to their instruction in a short period of time.

The school counselor collaborates with the school psychologist, SEAD coach and the principal on a regular basis in order to best plan for the students well-being. The school counselor also works closely with families, school staff and community resources, in order to best assist the students within our West Villages Community. The connection between school and families is an integral part of creating the best possible environment for student growth and success. West Villages' staff changes the world one student at a time.

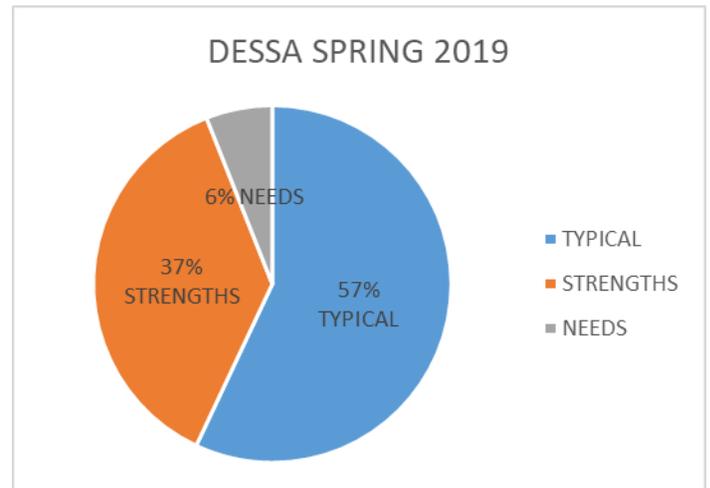
Student Results

The school counseling program at West Villages Elementary School provides services to students K-3. Currently we have one school counselor with a total school population of 425 students. The school

counselor supports the development of the whole child through personal, academic and social emotional education. The counselor collaborates with parents, teachers, staff and the community in hopes of meeting each students' individual needs.

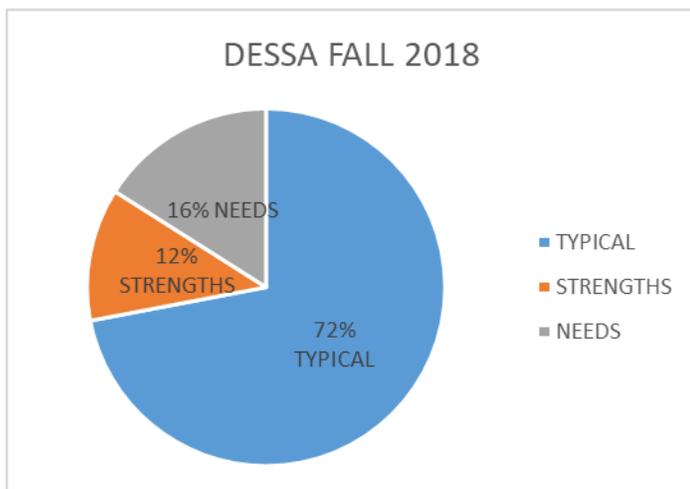
This year the school continued to focus on the The Devereux Students Strengths Assessment (DESSA) which is a data driven screener completed by the classroom teacher on every student. The DESSA measures skills within eight social emotional domains. They are; self-awareness, decision making, relationship skills, optimistic thinking, self-management, social awareness and personal responsibility. The DESSA provides a snapshot of each student's overall social emotional competence and identified students who had unmet social needs.

The first DESSA screener was completed in October 2018. The data provided by this screener, allowed the counseling department to focus on specific needs. Skills were taught in areas of weakness through small group instruction, individual counseling, whole class lessons, along with teacher support. These social emotional interventions were implemented over an eight week span and students were screened again in the Spring of 2019.



The results from the DESSA screener from Fall to Spring were quite significant with a large increase in students falling into the strengths range. West Villages will continue to use the information gathered from the DESSA screener to provide individualized skills training within the following social emotional domains.

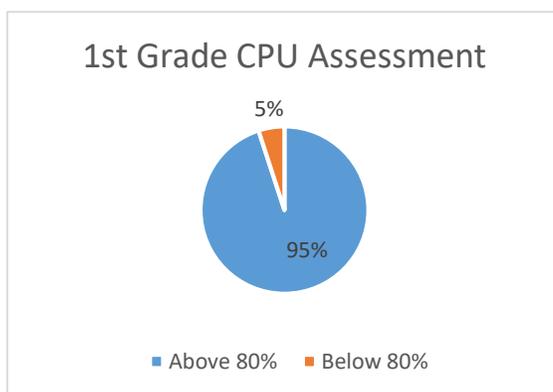
Social & Emotional Learning Core Competencies



One Tier 2 intervention that was implemented this year was the Check In, Check Out (CICO). This program is designed to provide additional social emotional support to students that were identified as falling in the needs range. Six students were paired with a staff member at

WVES to provide additional check in support. Specific goals were identified for these students and staff met with these students first thing in the morning and again at the end of the school day to track daily progress. This program not only helps the student to work toward specific behavioral goals, it also provides a sense of belonging and connection with the adult.

Second Step continued to be taught in all the grades this year the only difference being that the classroom teachers taught the weekly lessons. This year the school counselor taught a second step program called the Child Protection Unit (CPU). This was taught to all grade levels and the focus was on teaching students to recognize unsafe situations, learn to be assertive and refuse when someone is breaking a rule, and report to an adult. The students, staff and families were very responsive to some sensitive topics and I was pleased by how well this program was received. At the end of each grade level unit, I assessed the students on their knowledge with my goal being that 80% of students would receive a grade of 80% or more. The data I collected did show that all students reached this goal as seen by the results from one of the first grade classrooms.



The school counselor along with four additional staff members, attended ongoing

Tier 2 trainings on the use of the Collaborative Problem Solving Model (CPS). This is a district wide initiative that is currently being integrated into all the schools. The philosophy behind Collaborative Problem Solving is that “Kids do well if they can”. This approach to addressing challenging behaviors allows us to identify specific lagging social emotional skills and through relationships and collaboration, provide specific interventions to build the skills and address the behavior. Our commitment to addressing the whole child through Collaborative Problem Solving is a priority and resulted in three additional staff members beginning the Tier 1 CPS training with our SEAD coach. The team has started to provide staff wide training on CPS and will continue to work closely, with the support of our SEAD coach, in beginning to implement the use of CPS in our Child Study/Problem Solving Team.

At West Villages, we continue to have school wide expectations of being respectful, responsible, and safe. These expectations are recognized daily and students receive “drops in the bucket” for going out of their way to meet these expectations.

The counseling department along with the SEAD, coach have continued to support the teachers in Responsive Classroom. All West Villages classrooms are actively participating in the practices of Responsive Classroom and this has made a difference in creating a cohesive classroom community. Morning meeting is an integral part of every day at WVES and it has really helped set the tone for a positive start to the day.

The current school counseling program uses the following evidence based programs;

Second Step, Skillstreaming and PATHS as the foundation for most small group interventions. Classroom teachers, the school counselor, the school psychologist, the school nurse and the principal progress monitor these students throughout the school year through child study team meetings, monthly referral meetings, teacher reports and office discipline referrals.

Focus for Improvement

Looking ahead, the school counseling department would like to continue our focus on the whole child. The district continues to place a large emphasis on social emotional learning and many new initiatives in this area, have been introduced over the last few years. Our goal is to continue to see growth in our understanding and practice in these initiatives, but also make the connections and incorporate a process that flows in order to best meet the needs of our students.

We will continue to access our professional development presentations focusing on the implementation of social emotional learning, not only through the counseling department, but also by all staff members within the school. Staff was educated on the social emotional domains and continue to incorporate this aspect of learning into their everyday work in the classroom, through Responsive Classroom, morning meeting and Second Step lessons.

We would like to continue to highlight the expected behaviors throughout the various areas of the building and review our PBIS expectations frequently throughout the school year. Emphasizing our behavioral matrix and examples of expected behavior is important for all students to be continuously hearing and recognized when meeting or exceeding the expectations.

West Villages began implementing the Check In, Check Out (CICO) Tier 2 intervention this year. Going forward, we would like to spend some time training staff on the proper implementation of this intervention. The school counselor has begun to create a CICO manual that would be used in training teachers and staff on CICO and how to progress monitor students on this plan.

One goal for West Villages is to restructure our current Child Study Team (CST) process by using our Collaborative Problem Solving Team. Ultimately, we would like to create a new identification and referral process for our Problem Solving Team using the CPS assessment tool. We would like to incorporate the CPS approach and practice into our interventions for students. This practice will allow us to look at the whole child, identify their needs and collaboratively problem solve and build upon the students lagging skills. The counseling department would also eventually restructure the discipline referral process using elements of Collaborative Problem Solving. With the support of our SEAD coach, we hope to regularly train staff on the CPS approach and actual day to day practice. We hope to continue to build relationships and improve social emotional skills through the daily use of CPS by all staff members.

Student Support Personnel Team

West Villages Elementary currently has one school counselor, one school psychologist and one school nurse that provide services to all 425 students. The counseling and health department often work closely together and meet regularly to discuss students/families of concern. This department also has a part

time administrative assistant who oversees the scheduling of all special education and ISIP meetings. This year we also welcomed a new SEAD coach. The SEAD coach provides social, emotional, and academic support to the staff. She is involved in monthly meetings and trainings in Second Step and Responsive Classroom. She continues to support the counseling department in all social emotional trainings and practices. We look forward to her continued support.

- Debbie Garrity – School Counselor
- Kate Hefty – School Psychologist
- Kathleen Giorgio – SEAD Coach
- Christy Farrenkopf – Admin. Asst.
- Gayle Tracy – School Nurse

This year the school psychologist has chaired (146) IEP meetings, (21) 504 meetings and an additional (68) meetings about students (ISIP, conferences, etc). Additionally, the counseling department participated in two full weeks of Child Study Team meetings (29 meetings) for each grade level; one in October and the second round in February. The school counseling program also attends transition meetings on all 3rd grade students along with placement meetings for grades K-2. In addition to working directly with the families, the school counselor will often refer families to some of the local agencies for a more comprehensive approach. Some of the local agencies the counselor works with regularly are; The Department of Children and Families, Family Continuity Program, Gosnold, JRI, The Cape Cod Family Resource Center, Child and Family Services and the District Attorneys office.