

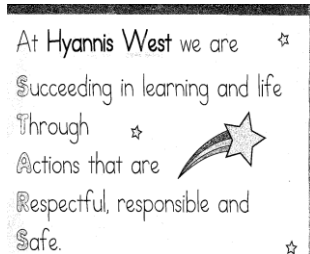


# Massachusetts Accountability Report Card

*A continuous improvement document for school counseling outcomes*

*M.A.R.C. Jr.*

*2017-2018 School Year*



## Hyannis West Elementary

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[www.barnstable.k12.ma.us/Domain/13](http://www.barnstable.k12.ma.us/Domain/13)

**DISTRICT:** Barnstable

**GRADE LEVELS:** K-3

**ENROLLMENT:** 353

**SCHOOL YEAR:** Traditional

**PRINCIPAL:** Kathi Amato

### Principal's Comments

The student support personnel 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 initiatives. Utilizing Responsive Classroom, PBIS and Second Step techniques and language school wide, 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 Personnel Team consists of a full-time school counselor, and a school counselor/health teacher, school psychologist, principal and school nurse. 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 an individual clinician at the school. The clinician meets with students for weekly individual counseling sessions and assists the students' families with additional mental health referrals.

Our Team Members are:

- Kathi Amato, Principal
- Stephanie Rausch, School Psychologist
- Beth Dolan, RN, School Nurse
- Jennifer Malone, School Counselor
- Jennifer Delaney, Health Teacher/School Counselor

### Student Results

For the 2017-2018 school year we set a goal to improve our commitment to SEL (Social Emotional Learning). In order to meet this goal, we implemented several SEL initiatives. All staff participated in Collaborative Problem Solving (CPS) professional development. The philosophy of CPS is "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. In addition to the all staff training, 7 Hyannis West Staff are participating in additional CPS training in order to lead the school in utilizing this model to assess and communicate with our students to reduce challenging behaviors.

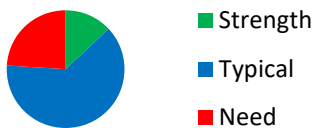
Another SEL initiative implemented at Hyannis West this year was expanding our Second Step curriculum. Second Step instruction has been in place through our Health and School Counseling classes. This year we took the same topics from these classes and focused on an SEL skill each week schoolwide. The skill was introduced during the Monday morning announcement and then it was reinforced and practiced during classroom activities, at special classes, in the lunchroom and at recess. This provided staff with common language regarding expectations and a greater understanding of how to improve social skills.

The other SEL initiative put into place this year at Hyannis West was an SEL assessment to identify students that need to improve their social and emotional skills. We 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 2017 and 80 students (24%) were identified with a Need rating, 44 students (13%) were identified with a Strength rating. All students at Hyannis west received Tier 1, universal schoolwide instruction and students with a Need rating received Tier 2 & 3 targeted SEL interventions.

October 2017 SEL Assessment  
 Number of Student Ratings 335  
 Students with **Strength** Ratings 44 (13%)  
 Students with **Typical** Ratings 211 (63%)  
 Students with **Need** Ratings 80 (24%)

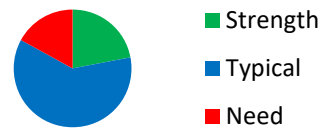
## 10/17 SEL Assessment Results



As a result of the universal instruction and targeted interventions when the post assessment was administered in April 2018 we saw growth in both categories.

April 2018 Post Assessment  
 Number of Student Ratings 348  
 Students with **Strength** Ratings 75 (22%)  
 Students with **Typical** Ratings 214 (61%)  
 Students with **Need** Ratings 59 (17%)

## 4/2018 SEL Assessment Results



Using this assessment tool, making SEL language more universal schoolwide and following the CPS model has provided more opportunities for staff to address our students' social and emotional needs making them more well-rounded and ready for academic success.

### Focus for Improvement

For the 2018-2019 school year we will continue to focus on SEL goals. We will utilize the SEL assessments to guide our universal and tiered instruction and we will increase our CPS (Collaborative Problem Solving) knowledge and staff participation. The 7 CPS team members will continue our professional development and also provide additional professional development to all staff members. Additionally we will lead problem solving meetings and assist staff members with student conversations using the CPS assessment model.