



## **Lovelady High School COMPREHENSIVE SCHOOL COUNSELING PROGRAM**

### **Comprehensive School Counseling Program (CSCP) Mission Statement**

*The mission of Lovelady High School's (LHS) Comprehensive School Counseling Program is to support the academic success, the post-secondary/career preparation, and the personal/social development of our diverse student population using best practice school counseling strategies and a tiered approach in meeting the needs of all students. Together with our stakeholders, our tiered approach incorporates direct and indirect services ensuring equity and access for every student in order to help them become future leaders and contributors of a global society with 21st century skills. (TEA Example Template for CSCP)*



## **Program Definition**

Below are the defining elements of our CSCP:

- Delivery - Campus school counselors deliver the comprehensive school counseling program mainly to students, but also to families and staff, with support from administration and campus staff.
- Competencies - To plan, implement and evaluate the CSCP; to collaborate with and promote the CSCP to our stakeholders. Students will demonstrate Interpersonal Effectiveness, Intrapersonal Effectiveness, and Post-Secondary Planning.
- Clients - Students are our primary clients, but also include families, staff and faculty, and the community.
- Organizational Elements -
  - Master counselor yearly calendar
  - Follow the 5th edition TX Model for CSCP
  - Annual agreement with the principal
  - District counseling handbook for policies and procedures
  - Research based interventions such as Solution Focused Brief Counseling and Reality Therapy



## **Program Rational**

Below are the 6 statements that make up the rationale for our CSCP:

1. The importance of our school counseling program as an equal partner in the educational process is to support students' personal/social needs and to help facilitate and support academic success.
2. Students first need to acquire the intrapersonal/interpersonal competencies and the personal health/safety competencies in order to feel healthy and motivated enough to achieve the post-secondary/career readiness competencies. Our students need to acquire post-secondary education/career competencies in order to become successful future leaders and contributors of a global society.
3. The school counseling program will enable students to develop their full potential because our mission is to help students become future leaders and contributors of a global society.
4. Conclusions are based on previous Needs Assessments.
5. The goals of our campus are based on previous Needs Assessment data.
6. The current theories and professional trends of our school counseling program include Solution Focused Brief Counseling and Reality Based Counseling.



### **Program Assumptions**

- Professionally certified counselors are hired
- All students, parents, teachers, and other recipients have equal access to the program
- The work setting reflects:
  - Administrative commitment to and support of the program
  - A positive work environment
  - An adequate budget
- School administrators are working to understand and support the program's priorities and demands
- Program and Staff Development:
  - Time and opportunity are provided for designing and evaluation the program
  - Relevant training is available
- Budget: an adequate budget is established to support program needs and goals
- Materials, supplies and equipment: the school counselor has items necessary to support development and implementation of the program
- Facilities: the facilities accessible to the school counselor are sufficient and appropriate



## **Program Goals & Process**

Needs assessment Results - see Google Forms data; the most significant needs of staff/students/parents in needs assessment include:

- Handling stress healthfully
- College and Career Readiness

Failure report - based on Spring semester 2023

- credit/grade support

Data Points-we reviewed the following data points

- Student needs assessments
- Faculty needs assessments
- Parents-Failure Reports
- Failure Report for 1st, 2nd and 3rd Six Weeks
- Counseling time tracking

We found the following patterns in our data:

- Teachers and students both identified stress management as a top priority.
- Parents and students identified college and career readiness as a top priority.
- Failure reports analyzed at the end of fall semester 2021

We found the following areas of significance in our data points:

- Based on spring semester 2023 failure reports the number of students who fail 2 or more classes is identified as ten percent.
- Based on limited needs assessment data the majority of the students identified handling stress as a concern.
- Based on the limited needs assessment data the majority of the faculty identified handling stress as a concern for students.
- Based on the limited needs assessment data the majority of the parents identified college and career readiness as a need for themselves and their students.

Advisory Council input/significance to be incorporated into CSCP goals:

- We will share CSCP goals at the first leadership meeting to elicit revisions/additions.
- TBD through discussion of student concerns at counseling meetings and leadership meetings



## **Program SMART Goals for the 2023-2024 School Year**

**#1** - The percentage of students failing 3 or more classes will decrease by 10% from first semester to second semester.

**#2** - Seventy-five percent of 9th graders will be able to identify stressors and be able to utilize 2 stress management strategies.

**#3** - The majority of the 9th graders will be able to identify 2 careers of interest and the correct educational pathway for each.



## **CSCP Design Priorities** (1 is most important in all lists)

### Clients - ranked by importance according to our goals:

1. Students
2. Parents
3. Teachers
4. Administrators
5. Others

### Student Needs - ranked by importance according to our goals:

1. Prevention
2. Remediation
3. Crisis

### Student Competencies - ranked by importance according to our goals:

1. Post-Secondary Education / Career Readiness
2. Intrapersonal Skills
3. Personal Health & Safety
4. Interpersonal Skills

### School counselor Competencies - ranked by importance according to our goals:

1. Counseling (intervention for students' personal / social development, individual / group counseling)
2. Guidance (theories, plan lessons, groups, involve others)
3. Program Management (Plan / Implement CSCP)
4. Student Assessment
5. Consultation
6. Coordination
7. Leadership
8. Advocacy
9. Professional Standards (ethics)
10. Professional Behavior (relationships, use of time)

### Counselor Time/Program Component - ranked by importance according to our goals:

1. Individual Planning: 25 - 35 %
2. Responsive Services: 25 - 35 %
3. Guidance Curriculum: 15 - 25 %
4. System Support: 15 - 20 %



## Program Design Template

### Guidance Curriculum Services

1. Strategic Content Area - Post Secondary Education and Career Readiness  
Failure report findings - After analyzing the first six weeks failure report, counselors found a high rate of students failing 2 or more classes.  
Needs Assessment Findings - Parents note high needs for career exploration and post secondary planning  
Guidance Curriculum Lesson Topic/s - college and career readiness, planning, timelines, and time management.  
SMART Goal/s -
  - ★ The percentage of students failing 3 or more classes will decrease by 10% from first semester to second semester.
  - ★ The majority of the 9th graders will be able to identify 2 careers of interest and the correct educational pathway for each.
2. Strategic Content Area - Intrapersonal Effectiveness  
Needs Assessment Findings - Students / Staff note high needs for stress management.  
Guidance Curriculum Lesson Topic/s - stress management and coping skills  
SMART Goal -
  - ★ The majority of the 9th graders will be able to identify stressors and be able to utilize 2 stress management strategies.
3. Strategic Content Area - Personal Health & Safety  
Counselor observations, referrals and crises - Noted high need for strategies to handle harmful behaviors (bullying (neuroplasticity) / cyberbullying / suicidal thoughts and ideations / self harm) and abuse (dating violence / sexual abuse / neglect)  
Guidance Curriculum Lesson Topic/s - Dating Violence, bullying, abuse and internet safety  
SMART Goal -
  - ★ By the end of the 2023/24 year, the majority of the students will be able to identify resources to seek help for themselves or a friend facing one of these issues.





4. Strategic Content Area - Interpersonal Effectiveness

Counselor observations, referrals and crises - Noted high need for strategies to handle harmful behaviors (suicidal thoughts and ideations / helping others)

Guidance Curriculum Lesson Topic/s - Signs of Suicide (SOS)

SMART Goal -

- ★ By the end of the 2023/24 school year, students will become aware of how to ACT to support themselves and others.

## **Campus Responsive Services**

Identified Need #1 - Failure of courses / completion of graduation requirements

Preventative, Remedial, or Crisis - Preventative

Intervention/Plan of Action - Meet with students who fail to complete graduation requirements on their first attempts

Outcome/Follow Up - Failure report and transcript audits

Identified Need #2 - Student stress and anxiety

Preventative, Remedial, or Crisis - remedial

Intervention/Plan of Action - stress management group; healthy coping skills group; time management group; calming website resources

Outcome/Follow Up - Group post test to determine success of above interventions.

Identified Need #3 - Post Secondary Education & Career Readiness

Preventative, Remedial, or Crisis - Preventative

Intervention/Plan of Action - Meet with individual students to complete 4 year graduation plan based on career interest

Outcome/Follow Up - 4 year graduation plan revision every spring.



## **Individual Planning Priorities**

Domain - Career

Goal - III.B.ii Students will make connections between personal skills, interest and abilities, and career choices

School Counselor Considerations - Conceptual Cube components of guidance curriculum and individual planning, high school, postsecondary

Advocacy - NA

Domain - Education

Goal - III.D.i Students will demonstrate awareness that education and training is needed to achieve career goals: access / modify endorsement / program of study to support career goals.

School Counselor Considerations - Conceptual Cube components of guidance curriculum and individual planning, high school, postsecondary planning and readiness

Advocacy - Educate parents/guardians on importance of Endorsements / Program of Study

Domain - Personal

Goal - III.C.iii Students will apply decision making skills to career planning, course selection, and career transition

School Counselor Considerations - Conceptual Cube components of guidance curriculum and individual planning, high school, intrapersonal skills postsecondary planning and readiness

Advocacy - NA



### **System Support Tools**

- Monthly calendar - see attached calendar at the end of this CSCP
- Program Balance Chart/Weekly Schedule



## 2023 - 2024 LHS Counseling Calendar

### 1st Semester

#### August

10- First Day of School  
18- Last day to Request Schedule Change  
15/17 - BOY Exams  
18 - Last day to register for PSAT 9  
30th - Students/Teacher/Parents Needs Assessment

#### September

4 - No School  
6 - Stressor Presentations  
8 - Last Day to Drop Honors  
15 - Early Release  
19/21 - SOS Presentations (W. Geo Classes)

#### October

2/6 - Mental Health Awareness Week  
4/6 - 1st Nine Weeks testing  
17 - PSAT 9  
23/27 - National Red Ribbon Week  
25 - Anti-Bullying Lesson (English class)

#### November

2 - DC Parent Info Night  
3 - DC Student Info Mtg.  
15 - Cyberbullying Lesson (Bio classes)  
20/24 - Thanksgiving Break

#### December

1/8 - Second Semester Schedule Change Request  
8 - Last Day to Request 2<sup>nd</sup> Sem. Schedule Change  
Career Inventory Presentation  
12/14 - 2nd Nine Weeks Testing  
18/Jan. 1 - Winter Break



### 2<sup>nd</sup> Semester

#### January

4 - Second Semester Begins  
5 - TSI Deadline  
8 - Course Selection Parent Mtg  
9 - 9<sup>th</sup> Grade Schedule Requests Video (Pride Time)  
10/19 - 9th grade Course Selection (W Geo Classes)  
15 - No School  
16 - 8th Grade Info Night  
23 - English 1 PSTAAR  
29/Feb. 2 - 8th Grade Course Selection

#### February

1 - DC Parent Update Night  
5/9 - Counselor Appreciation Week  
6 - English 1 Field test  
8 - DC Next Steps for Students Mtg  
15-16 - DC Application  
23 - Early Release

#### March

1 - DC Permission Form Due  
6/9 - 3rd Nine Weeks Testing  
8 - DC Deadline for All Steps  
11/15 - Spring Break  
21 - Bio PSTAAR  
26 - Alg 1 PSTAAR  
27 - Human Trafficking Statistics Video (Pride Time)  
28 - Child Abuse Workshop

#### April

1/5 - AP Appreciation Week  
6/10 - Teacher Appreciation Week  
10 - English 1 STAAR  
21/27 - Administrative Assistant Appreciation Week  
23 - Biology 1 STAAR  
30 - Algebra 1 STAAR

#### May

1 - Principal Appreciation day  
15/17 - EOY Testing  
23 - Last Day of School (Half Day)



## Guidance Curriculum Topics

- ★ Suicide Prevention - Mindwise Innovations - *Signs of Suicide (SOS)*
  - Students will watch age-appropriate video clips and participate in a guided discussion about depression, suicide, and what to do if they are concerned about a friend. Following the video, students will complete a response slip which asks if they would like to speak to an adult about any concerns. School staff will conduct brief meetings with any student asking to talk. After the discussion, students will complete a brief depression screening tool. This tool cannot provide a diagnosis of depression, but does indicate whether a young person should be referred for evaluation by a mental health professional.
  
- ★ Character Traits & Personal Skills - *Character Strong*
  - Character Ed. program that includes the following topics: courage; trustworthiness, including honesty, reliability, punctuality & loyalty; integrity; respect & courtesy; responsibility, including accountability, diligence, perseverance, self-management skills & self-control; fairness, including justice & freedom from prejudice; caring, including kindness, empathy, compassion, consideration, patience, generosity, charity & interpersonal skills; good citizenship, including patriotism, concern for the common good & the community, responsible decision-making skills & respect for authority & the law; school pride; and gratitude
  
- ★ Dating Violence - Hope's Door - *Decide, Don't Slide: The Dynamics of Dating Abuse*
  - Speaker facilitates interactive discussion on the definition, dynamics, characteristics and forms of abuse; abuser tactics; power and control; how to recognize abuse; and how to help oneself or others. This program includes discussions, video clips, games and activities.



- ★ Bullying Prevention - *Speak Up - A video lesson on bullying*
  - Students use Cartoon Network's "Stop Bullying: Speak Up Special" video to take structured notes from young people's real stories as they learn about the mental and emotional impact of bullying. Through group and class discussion, students will identify the "do's" and "don'ts" for helping prevent and respond to bullying and ways that they can be an ally to others. Ideas for developing a strategy and a support system are shared.
  
- ★ Child Abuse & Neglect, Human Trafficking, Family Violence - Dallas Children's Advocacy Center - *Child Abuse*
  - interactive discussions on the definition, dynamics, characteristics and forms of abuse; abuser tactics; power and control; how to recognize abuse; and how to help oneself or others. This program includes discussions, video clips, games and activities and can be facilitated with a small class, a combination of classes, or a grade-level assembly.
  
- ★ Internet Safety - Common Sense Education - *What You Send in "That moment when..."*
  - We've all faced thorny situations where what we say or do could potentially harm or hurt someone. Being honest is important, but is there such a thing as being too honest? Sometimes, innocent -- but insensitive -- comments or actions can easily escalate to digital drama or even cyberbullying. Help students recognize and navigate these types of situations that happen online.



## **Small Groups - Possible topics offered**

- ★ **Effective Time Management - *Counselor developed***
  - Group participants will learn ways they can improve their time management skills by reducing time wasting behaviors and thinking patterns, and increasing organization participation in hands-on activities that will help them practice skills to improve the time management. Participants will learn tips and tricks that can quickly save time and effort when trying to complete a packed schedule.
  
- ★ **Managing Stress - *Counselor developed***
  - Students will recognize that they often spend time worrying about things they cannot control. They will identify the differences between what they DO and DON'T have control over (Control: one's *own* choices, behaviors and attitudes / No Control: the past, *others'* choices, behaviors and attitudes). Students will acknowledge that it is a much better use of time and energy to focus on things that are *within* their control.
  
- ★ **Effective Communication - *Counselor developed***
  - The small group will focus on using communication skills to help resolve conflict – and prevent them from occurring, articulating messages with a pleasant attitude, and handling and communicating negative feelings in a positive way.

Note: *Students will be surveyed to determine other topics of interest.*