



## COMPREHENSIVE SCHOOL COUNSELING PROGRAM Clark Middle School

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

The mission of Clark Middle School Counseling Department is to provide to all students the opportunity for comprehensive counseling and guidance that promotes academic development, professional aspirations, and personal growth instilling in each student a passion for learning and a confidence for high achievement.

### Program Definition

Below are the defining elements of our CSCP:

- Delivery - CMS counselors are professional educators with a mental health perspective who understand and respond to the challenges faced by diverse student populations with the support of administration and campus staff.
- Competencies - CMS counseling department supports the academic, social-emotional, personal, and career development ensuring today's students become the productive, well-adjusted adults of tomorrow.
- Clients - CMS counselors spend the majority of time working directly with students, teachers, parents, and the community in responsive services, individual student planning, as well as providing guidance curriculum to support the challenges students face in schools today.
- Organizational Elements- Elements that go into making our school counseling program organized to help ensure that unnecessary elements are left out and needed elements are maintained are
  - District Improvement Plan
  - Campus Improvements Plan
  - Guidance Lessons
  - CMS Counseling Calendar, yearly and monthly
  - District Counseling Handbook along with district forms for policies/procedures
  - Time Tracker (not applicable for the 2022-2023 school year)
  - Monthly Counselor Academy
  - Weekly campus administrative/counseling meetings
  - Research-based academic and SEL interventions
  - Alignment with the *5th Edition TX Model for CSCP*

## Program Rationale

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

1. To ensure that all students are receiving direct and indirect support and guidance in academic, career, and social competencies.
2. In order for students to reach their full potential academically, professionally, and personally.
3. We utilize research based lessons and analyze campus data in order to address the needs of all of our students.
4. Based on observations and data analysis, we are able to determine if we are meeting our goals and if we need to make adjustments.
5. Support students in becoming go-getters, responsible citizens, involved members of the community, and critical thinkers.
6. Currently we are using the theories and ideas from CharacterStrong, Texas Model, and ASCA Mindsets and Behaviors, and our school motto of CREW (Community, Respect, Expectations, & Work Ethic).

**Program Assumptions** – see completed checklists in Texas Model Guide Pg. 56 (all conditions and resources being considered)

## Program Goals (highlighted) & Process

Needs Assessment Results:

- Our campus's current need for school counselors, based on the Campus Improvement Plan: anti-bullying program, attendance support, promote CATE courses, offer individual course planning, anger management counseling for students in ISS and DAEP, promote school/community pride and positive attitude, provide information on local resources, implement parent education programs, provide information about campus activities utilizing a variety of outlets, identify at-risk students, provide counseling services, academic remediation/summer school
- A continued need for a balanced service distribution, based on the recommended program balance service distribution for a middle school counseling program on page 125 of the Texas Model for Comprehension School Counseling Program (5th edition).

We reviewed the following data points for all grade levels:

- Clark Middle School Campus Improvement Plan
- Clark Middle School Time Tracker
- Clark Middle School Behavior Referrals
- Clark Middle School Counselor Requests
- Clark Middle School Failure Reports
- Campus Climate Survey - Students (BOY/EOY) and Parents

We found the following patterns in our data for all grade levels:

- Across all grades student need for peer conflict support
- Across all grades student need for coping with loss or illness of a loved one needing outside counseling support
- Across all grades student need support for Suicidal Ideation
- Across all grades student need support in regards to understanding, reporting, and getting support in bullying situations
- Students failing one or more classes each nine weeks grading period - academic support

We found the following areas of significance in our data points for all grade levels:

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- There is a disproportionate number of students who are failing one or more classes each nine week's grading period
- There is significant increase in behavior referrals and/or Counselor requests to previous school years due to peer conflict
- There is still an imbalance in the use of school counselors' time dedicated to components of the school counseling program

The most significant needs identified in needs assessments were for all grade levels:

- The need for targeting and addressing student academic concerns earlier in the school year.
- The need for targeting and addressing student behavior concerns earlier in the school year.
- The need for a better balance for the counselors' use of time towards the components of the comprehensive school counseling program.

Advisory council input/insight to be incorporated into CSCP goals:

- We will address the purpose of a Comprehensive School Counseling Program and how we can collaborate to achieve the goals of our program.

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

#1. By May 2025, 6/7/8th graders will have increased access to the counselors due to the counselors allocating their time to being more closely modeled to the percentages set by S.B. 179, which states that counselors will spend at least 80% of their time on duties that are components of a counseling program and 20% of their total work time on duties that are non-counseling activities.

#2. By May 2025, teachers will increase their knowledge and abilities in working with students through interventions and accommodations due to counselors spending 5% of their total work time collaborating and supporting teachers in the classroom and providing professional development opportunities to enhance student learning.

#3. By May 2025, students will have an increase in direct services provided by school counselors due to counselors spending 5% of their total work time implementing small groups, and monitoring and addressing academic and behavior concerns.

#### **CSCP Design Priorities**

Clients- ranked by importance according to our goals (1 is most important):

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

Student Needs- ranked by importance according to our goals (1 is most important):

1. Guidance Services (individual & group)
2. Social Emotional Development/Behavior
3. Academic & Career Development

Student Competencies- ranked by importance according to our goals (1 is most important):

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1. Personal Health and Safety
2. Intrapersonal Effectiveness
3. Interpersonal Effectiveness
4. Post-Secondary Education and Career Readiness

School Counselor Competencies- ranked by importance according to our goals (1 is most important):

1. Counseling (interventions for students personal/social development, individual/group counseling, and advocacy for all students)
2. Guidance (theories, plan lessons, groups, involve others)
3. Professional Standards (ethics)
4. Professional Behavior (relationships, use of time)
5. Consultation and Coordination
6. Leadership
7. Student Assessment
8. Program Management (plan/implement CSCP)

Counselor Time/Program Component- ranked by importance according to our goals (1 is most important):

1. Guidance curriculum 35-40%
2. Responsive Services 30-40%
3. System Support 10-15%
4. Individual Planning 15-25%

## **Program Design Template**

### **Guidance Curriculum Services**

#### 1. Strategic Content Area-Personal Health & Safety

Needs Assessment Findings- Based on behavior referral reports and Campus Improvement Plan (bullying, cyberbullying and destigmatizing mental health needs).

Guidance Curriculum Lesson Topic/s- child abuse awareness, anti-bullying, Anti-Victimization

SMART Goal/s-

- By May 2025, students will have an increase in direct services provided by school counselors due to counselors spending 5% of their total work time implementing small groups, and monitoring and addressing academic and behavior concerns.
- By May 2025, 6/7/8th graders will have increased access to the counselors due to the counselors allocating their time to being more closely modeled to the percentages set by S.B. 179, which states that counselors will spend at least 80% of their time on duties that are components of a counseling program and 20% of their total work time on duties that are non-counseling activities.

#### 2. Strategic Content Area-Interpersonal Effectiveness

Needs Assessment Findings- Based on behavior referral reports and Campus Improvement Plan

Guidance Curriculum Lesson Topic/s- friendship, conflict resolution and dealing with change

SMART Goal/s-

- By May 2025, students will have an increase in direct services provided by school counselors due to counselors spending 5% of their total work time implementing small groups, and monitoring and addressing academic and behavior concerns.
- By May 2025, 6/7/8th graders will have increased access to the counselors due to the counselors allocating their time to being more closely modeled to the percentages set by S.B. 179, which states that counselors will spend at least 80% of their time on duties that are components of a counseling program and 20% of their total work time on duties that are non-counseling activities.

### 3. Strategic Content Area-Intrapersonal Effectiveness

Needs Assessment Findings- Based on failure and behavior referral reports and Campus Improvement Plan  
 Guidance Curriculum Lesson Topic/s- Internet Safety, Study Skills, Interventions and Accommodation  
 Implementation

#### SMART Goal/s-

- By May 2025, students will have an increase in direct services provided by school counselors due to counselors spending 5% of their total work time implementing small groups, and monitoring and addressing academic and behavior concerns.
- By May 2025, 6/7/8th graders will have increased access to the counselors due to the counselors allocating their time to being more closely modeled to the percentages set by S.B. 179, which states that counselors will spend at least 80% of their time on duties that are components of a counseling program and 20% of their total work time on duties that are non-counseling activities.

### 4. Strategic Content Area-Post Secondary Education and Career Readiness

Needs Assessment Findings- Based on Campus Improvement Plan, behavior referral and failure reports  
 Guidance Curriculum Lesson Topic/s- Four Year Plan for High School, CATE Program Presentation, Career  
 Inventories, SMART Goals

#### SMART Goal/s-

- By May 2025, students will have an increase in direct services provided by school counselors due to counselors spending 5% of their total work time implementing small groups, and monitoring and addressing academic and behavior concerns.
- By May 2025, 6/7/8th graders will have increased access to the counselors due to the counselors allocating their time to being more closely modeled to the percentages set by S.B. 179, which states that counselors will spend at least 80% of their time on duties that are components of a counseling program and 20% of their total work time on duties that are non-counseling activities.

### Campus Responsive Services

Identified Need #1 - Guidance Lessons supporting Anti-Bullying initiative

Preventative, Remedial, or Crisis- Preventative

Intervention/Plan of Action- Character Strong guidance lessons and Bully Prevention lessons.

Outcome/Follow Up- Decrease the number of students experiencing and reporting bullying.

Identified Need #2 - Self-Harm

Preventative, Remedial, or Crisis- Crisis

Intervention/Plan of Action- Notify parents, provide community resources

Outcome/Follow Up- Use the District Student Support Plan

Identified Need #3 - Academic Failures

Preventative, Remedial, or Crisis- Remedial

Intervention/Plan of Action- Placing student on Academic Contract and collaborate with teachers

Outcome/Follow Up- Check-In with students regularly and discuss required actions for success.

### **Individual Planning Priorities**

Domain - Personal

Goal - Provide resources and guidance for student intrapersonal skills

School Counselor Considerations- How does the student currently feel about him/herself? Does the student feel supported by family, friends, and the school community?

Advocacy - Help students become their own advocate.

Domain - Education

Goal - Provide academic support for students in danger of failing for the school year.

School Counselor Considerations- Is the student currently being served or should the student be considered for RTI, 504, or SPED services?

Advocacy - Make appropriate recommendations and referrals.

Domain - Career

Goal- Set up four year plans for 8th graders and provide career guidance lessons for 6th and 7th graders.

School Counselor Considerations- All grade levels will complete grade specific career exploration activities using online career assessment tools from O\*NET and Texas OnCourse.

Advocacy - Send home informational brochures to inform parents of the importance of Four-Year High School Plans.

### **System Support Tools**

Monthly Calendar- see attached calendar at end of this CSCP.

Program Balance Chart/Weekly Schedule- see next page.

PISD Time Tracker

### **KEY for the following tools:**

**GC: Guidance Curriculum**

**RS: Responsive Services**

**IP: Individual Planning**

**SS: System Support**

**NCD: Non-counseling duty**

### Program Balance Chart/Weekly Schedule Template

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8-8:30	Scheduling & System Support	Guidance Lessons (GC)	Student Concerns (RS)	Staff Referrals/SST (SS)	Weekly Leadership Team Meeting (SS)
8:30-9	Crisis Follow up (RS)	Guidance Lessons (GC)	Group Counseling (GC)	Group Counseling (GC)	Group Counseling (GC)
9-9:30	Group Counseling (GC)	Guidance Lessons (GC)	Group Counseling (GC)	Group Counseling (GC)	Group Counseling (GC)
9:30-10	Student Concerns (RS)	Guidance Lessons (GC)	Student Concerns (RS)	Student Concerns (RS)	Student Concerns (RS)
10-10:30	Weekly Counseling Team Meeting (SS)	Guidance Lessons (GC)	Crisis Follow up (RS)	Crisis Follow up (RS)	Crisis Follow up (RS)
10:30-11	Individual Counseling/Referrals (RS)	Individual Counseling/Referrals (RS)	Individual Counseling/Referrals (RS)	Individual Counseling/Referrals (RS)	Individual Counseling/Referrals (RS)
11-11:30	Counselor Corner during Student Lunches (RS)	New Student Scheduling/Advising (PT)	Counselor Corner during Student Lunches (RS)	New Student Scheduling/Advising (PT)	Counselor Corner during Student Lunches (RS)
11:30-12	Counselor Corner during Student Lunches (RS)	New Student Scheduling/Advising (PT)	Counselor Corner during Student Lunches (RS)	New Student Scheduling/Advising (PT)	Counselor Corner during Student Lunches (RS)
12-12:30	Counselor Corner during Student Lunches (RS)	New Student Scheduling/Advising (PT)	Counselor Corner during Student Lunches (RS)	New Student Scheduling/Advising (PT)	Counselor Corner during Student Lunches (RS)
12:30-1	In School Suspension Conference (RS)	Guidance Lessons (GC)	In School Suspension Conference (RS)	In School Suspension Conference (RS)	In School Suspension Conference (RS)
1-1:30	Student Concerns (RS)	Guidance Lessons (GC)	Student Concerns (RS)	Student Concerns (RS)	Student Concerns (RS)
1:30-2	Student Concerns (RS)	Guidance Lessons (GC)	Student Concerns (RS)	Student Concerns (RS)	Student Concerns (RS)
2-2:30	Sessions Follow Up/Record keeping (SS)	Guidance Lessons (GC)	Sessions Follow Up/Record keeping (SS)	Sessions Follow Up/Record keeping (SS)	Sessions Follow Up/Record keeping (SS)
2:30-3	Sessions Follow Up/Record keeping (SS)	Guidance Lessons (GC)	Sessions Follow Up/Record keeping (SS)	Sessions Follow Up/Record keeping (SS)	Sessions Follow Up/Record keeping (SS)
3-3:30	Sessions Follow Up/Record keeping (SS) Scheduling & System Support (Time Tracker)	Guidance Lessons (GC) Scheduling & System Support (Time Tracker)	Sessions Follow Up/Record keeping (SS) Scheduling & System Support (Time Tracker)	Sessions Follow Up/Record keeping (SS) Scheduling & System Support (Time Tracker)	Sessions Follow Up/Record keeping (SS) Scheduling & System Support (Time Tracker)

# Counseling Department Monthly Calendar Template

This calendar is based on the following guidelines.

## 1. The Texas Model School Counseling Program Guide Components and Content Areas of:

<u>Components</u>	<u>Content Areas</u>
Individual Planning	Personal Health and Safety
Responsive services	Intrapersonal Effectiveness
Guidance Curriculum	Interpersonal Effectiveness
System Support	Post-Secondary Planning and Career Readiness

## 2. The program goals of the Comprehensive School Counseling Program:

### Counseling Program Goals for the 2024-25 Year

#1. By May 2025, 6/7/8th graders will have increased access to the counselors due to the counselors allocating their time to being more closely modeled to the percentages set by S.B. 179, which states that counselors will spend at least 80% of their time on duties that are components of a counseling program and 20% of their total work time on duties that are non-counseling activities.

#2. By May 2025, teachers will increase their knowledge and abilities in working with students through interventions and accommodations due to counselors spending 5% of their total work time collaborating and supporting teachers in the classroom and providing professional development opportunities to enhance student learning.

#3. By May 2025, students will have an increase in direct services provided by school counselors due to counselors spending 5% of their total work time implementing small groups, and monitoring and addressing academic and behavior concerns.

## 3. Campus Improvement Plan Goals:

.Goal 4: Provide a safe and Orderly School Climate, conducive to learning

Goal 6: Provide for Special Populations

Goal 7: Provide for the growth and ever changing demographics of Princeton ISD



## CALENDAR

### August

#### **Content Area- Personal Health and Safety**

#### **CSCP Goals Addressed-1,2,3**

#### **Domain- Personal**

#### **Guidance Curriculum Lesson Topics (GC)-**

- Meet the Counselor, counselor request forms, incident reports with school marshall
- Crisis Prevention-child abuse awareness
- CharacterStrong (Welcome/Introduction)

#### **Major Projects/Events-**

- Plan Semester 1 guidance lessons (SS)
- Counseling program presentation to staff (SS)
- Parent/student schedule consults (IP)
- Create yearly counseling calendar (SS)

### September

#### **Content Area-Personal Health and Safety**

#### **CSCP Goals Addressed- 1,2,3**

#### **Domain- Personal**

#### **Guidance Curriculum Lesson Topics (GC)-**

- Crisis Prevention-destigmatizing mental illness
- Conflict Resolution
- CharacterStrong (Building Connections; Building Community)
- Study Skills/Organization
- Internet Safety-Common Sense Media
- Abstinence and Wellness-180 degree education program

#### **Major Projects/Events-**

- Student concern check ins (RS)
- National Suicide Prevention Week activities (GC)
- Plan/start Semester 1 group counseling (GC)
- Parent Night-Counselor Corner (SS)

### October

#### **Content Area- Personal Health and Safety**

#### **CSCP Goals Addressed- 1,2,3**

#### **Domain- Personal**

#### **Guidance Curriculum Lesson Topics (GC)-**

- Crisis prevention-anti bullying/substance abuse prevention
- Conflict resolution
- CharacterStrong (Community Agreements; Values and Dreams)
- Bully Prevention-Dynamic Influence

#### **Major Projects/Events-**

- Academic student concern conferences (RS)
- 1st semester group counseling (GC)
- Red Ribbon Week school wide activities (GC)

**November**

**Content Area- Personal Health and Safety**

**CSCP Goals Addressed-1,2,3**

**Domain- Personal**

**Guidance Curriculum Lesson Topics (GC)-**

- Crisis Prevention
- CharacterStrong (Planning Ahead; Exploring Emotions)
- Anti-Victimization-Dallas Child Advocacy Program

**Major Projects/Events-**

- SEL student conferences (IP)
- Document group/individual outcomes and refer/consult (IP)

**December**

**Content Area- Intrapersonal Effectiveness**

**CSCP Goals Addressed- 1,2,3**

**Domain- Personal**

**Guidance Curriculum Lesson Topics (GC)-**

- CharacterStrong (Building Listening Skills; Perspective Taking)

**Major Projects/Events-**

- PALS program (IP)
- 8th grade Signs of Suicide (SOS) presentation (GC)
- Plan 2nd semester guidance lessons (GC)
- Check ins with students

**January**

**Content Area- Interpersonal Effectiveness**

**CSCP Goals Addressed-1,2,3**

**Domain- Social**

**Guidance Curriculum Lesson Topics (GC)-**

- Crisis Prevention- social media awareness with School Resource Officer
- CharacterStrong (Practicing Regulation; Acting with Empathy)
- Career Guidance

**Major Projects/Events-**

- Advise 2nd semester student concerns (RS)
- Incoming 9th grade registration (IP)
- Start planning 2nd semester groups (GC)

**February**

**Content Area- Intrapersonal Effectiveness**

**CSCP Goals Addressed- 1,2,3**

**Domain- Academic/Social**

**Guidance Curriculum Lesson Topics (GC)-**

- Test Anxiety
- Stress Management
- Making and keeping friends
- CharacterStrong (Strengthening Friendships; The value of Teamwork)

**Major Projects/Events-**

- National School Counseling Week activities (SS)
- Academic concern student conferences (RS)

**March**

**Content Area- Intrapersonal Effectiveness**

**CSCP Goals Addressed-1,2,3**

**Domain- Academic/Personal**

**Guidance Curriculum Lesson Topics (GC)-**

- Monitor grades; using Google Calendar
- CharacterStrong (Assertiveness; Learning to Compromise)

**Major Projects/Events-**

- Continue 2nd semester group counseling (SS)
- SEL concern student conference (RS)

**April**

**Content Area- Post Secondary Planning/Career Readiness**

**CSCP Goals Addressed- 1,2, 3**

**Domain- Academic/Personal**

**Guidance Curriculum Lesson Topics (GC)-**

- CharacerStrong (Handling Conflict; Increasing Well-Being)
- Coping Skills

**Major Projects/Events-**

- Continue 2nd semester group counseling (GC)
- Student conferences for academic needs (GC)

**May**

**Content Area- Post Secondary Planning/Career Planning**

**CSCP Goals Addressed- 1,2,3**

**Domain- Career**

**Guidance Curriculum Lesson Topics (GC)-**

- 6th and 7th Career Guidance
- CharacterStrong (Building School Leaders; Final Reflections)

**Major Projects/Events-**

- PALS celebration (RS)
- Document student outcomes and refer/consult (SS)

**June**

**Content Area- N/A**

**CSCP Goals Addressed- 1,2,3**

**Domain- N/A**

**Guidance Curriculum Lesson Topics (GC)-**

N/A

**Major Projects/Events-**

- 2nd semester group data analysis (SS)
- Planning meeting with Administration (SS)
- Create/present next year's CSCP goals to leadership team for feedback/revision (SS)