



Princeton High School COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Comprehensive School Counseling Program (CSCP) Mission Statement

The mission of the Princeton High School Counseling Program is to provide a proactive, comprehensive, and developmentally appropriate program to address students' academic and career goals in addition to supporting their personal and social needs. This is accomplished through a partnership with parents/guardians, staff, and community members to ensure all students become successful, productive, contributing citizens and lifelong learners in a diverse and changing world.



Program Definition

Below are the defining elements of our CSCP:

- Delivery - Campus school counselors deliver the comprehensive school counseling program with support from administration and campus staff.
- Competencies - The CSCP will assist students in developing positive self-concepts; emotional regulation techniques; effective communication skills; and self-advocacy skills, all of which will lead to healthy interpersonal relationships. Students will also possess the knowledge and skills to gather information for the purpose of postsecondary education and career planning.
- Clients - Students are served through our campus with the possibility to expand to the families and community, as needed and supported.
- Organizational Elements-
 - The master counseling yearly calendar
 - Following the *5th Edition TX Model for CSCP*
 - Monthly Counseling Calendars and Newsletters
 - Annual Needs Assessment
 - Weekly Counseling Meetings
 - TX Model guidance lesson curriculum indicators / goals
 - District Counseling Handbook and Policies and Procedures
 - Research-based interventions such as Solution Focused Brief Counseling



Program Rationale

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 that must be met before students can achieve 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 education/career readiness competencies. Our students need to acquire postsecondary education/career readiness 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 *ensure all students become successful, productive, contributing citizens and lifelong learners in a diverse and changing world.*
4. The rationale for the SC program can be determined by reviewing several data sources. The conclusions we can draw from our various data sources are: a high percentage of students are dealing with stress (55.2% self-identified); many students and parents would like more information on post-secondary planning (career exploration and program/college information); and teachers are seeking resources and ways to support students in new and different ways not only academically, but also socially and emotionally.
5. The goals of our campus include: providing safe and secure schools and providing for the growth and ever-changing demographics of PHS.
6. Current theories and professional trends of our school counseling program include Solution Focused Brief Counseling



Program Assumptions

- Professionally certified school 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 evaluating 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 (highlighted) & Process

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

- Exploring post-secondary options
- Obtaining information on programs / colleges
- Dealing with anxiety
- Dealing with / managing stress
- Addressing student academic failures
- Accepting differences in others
- Study Skills
- Bullying & Cyberbullying
- Body image, weight, and eating concerns

We reviewed the following data points:

- Student Needs Assessment
- Faculty Needs Assessment
- Parent Needs Assessment
- Failure Reports
- Counseling Notes
- Counseling Time Trackers

We found the following patterns in our data:

- All counselors are lower than the TEA recommended percentages of 15-25% for guidance curriculum
- Academic data showed more failing data as year progressed
- Faculty Needs Assessment showed overall high marks for school counseling program
- Students are facing stressors more than in previous years

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

- 55.2% of students identified a need for ways to deal with / manage stress
- Counselors spend a significant amount of time on system support and individual planning

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

- We will share 3 CSCP goals at first Leadership meeting to elicit revisions / additions
- TBD through discussion of student concerns at weekly PLC meetings and monthly Leadership meeting



Program SMART Goals for the 2023-2024 Year

#1. By the end of the 2024-2025 school year, counselors will meet with 95% of students who failed 2 or more courses within a nine weeks grading period.

#2. By the end of the 2024-2025 school year, the counseling department will hold at least 5 workshops for students wanting assistance with college and career information.

#3. By the end of the 2024-2025 school year, the counseling department will hold at least 5 workshops to assist students with coping strategies for anxiety and stress.



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

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

1. Individual Planning: 35 %
2. Guidance Curriculum: 15 %
3. Responsive Services: 30 %
4. System Support: 20 %



Program Design Template

Guidance Curriculum Services

1. Strategic Content Area-Post Secondary Education and Career Readiness

Needs Assessment Findings- Students / parents / staff note high needs for career exploration and post secondary planning

Guidance Curriculum Lesson Topic/s- college and career readiness, planning, and timelines / FAFSA and financial aid /

SMART Goal/s-

- ★ By the end of the 2024/25 school year, students will be offered at 5 workshops on college and career planning.
- ★ By the end of the 2024/25 school year, the number of students completing the FAFSA / TASFA will increase by 5%.

2. Strategic Content Area-Intrapersonal Effectiveness

Needs Assessment Findings- Students / parents / staff note high needs for stress management, coping skills, and conflict resolution.

Guidance Curriculum Lesson Topic/s- stress management, coping skills

SMART Goal/s-

- ★ By the end of the 2024/25 school year, each counselor will meet with students placed at DAEP 6 times a nine-weeks.
- ★ By the end of the 2024/25 school year, students will be offered at least 5 workshops on stress management and coping skills.

3. Strategic Content Area-Personal Health & Safety

Needs Assessment Findings- Students / parents / staff noted high need for strategies to handle: harmful behaviors (bullying / sexting / cyberbullying / suicidal thoughts & ideations / self-harm) and abuse (physical / sexual abuse / neglect / domestic or dating violence) and destigmatizing mental illness.

Guidance Curriculum Lesson Topic/s- human trafficking, child abuse violence, dating violence, suicidal thoughts / ideations and self-harm, and destigmatizing mental illness

SMART Goal/s-

- ★ By the end of the 2024/25 school year, 85% of students will be able to identify resources to seek help for themselves or a friend facing one of these issues.
- ★ By the end of the 2024/25 school year, the counseling department will host a Mental Health Awareness week.



4. Strategic Content Area- Interpersonal Effectiveness

Needs Assessment Findings- Students / parents / staff noted high need for conflict resolution and accepting differences in others

Guidance Curriculum Lesson Topic/s- Conflict resolution, accepting differences

SMART Goal/s-

- ★ By the end of the 2024/25 school year, counselors will assist in sponsoring 4 awareness weeks.

Campus Responsive Services

Identified Need #1- Student crisis outcries

Preventative, Remedial, or Crisis- Crisis

Intervention/Plan of Action- Apply the PISD Crisis protocol steps

Outcome/Follow Up- See protocol, meet with students to do a day-after-crisis incident check in.

Identified Need #2- Student stress and anxiety

Preventative, Remedial, or Crisis- remedial

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

Outcome/Follow Up- Group post tests to determine success of above intervention

Identified Need #3- 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- Transcript audits and continuing to check progress



Individual Planning Priorities

Domain- Career

Goal- III.B.ii Students will make connections between personal skills, interests 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 Student will demonstrate awareness that education and training is needed to achieve career goals: assess/modify endorsement / program of study to support career goals.

School Counselor Considerations- Conceptual Cube components of individual planning, high school, postsecondary planning & readiness

Advocacy- Educate parents/guardians on importance of Endorsements / Programs 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 individual planning, high school, Intrapersonal skills and Postsecondary planning and readiness

Advocacy- NA

System Support Tools

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

Program Balance Chart/Weekly Schedule- see next page- Time Tracker Example.

KEY for the following tools:

GC: Guidance Curriculum

RS: Responsive Services

IP: Individual Planning

SS: System Support

NCD: Non-counseling duty



PRINCETON
INDEPENDENT SCHOOL DISTRICT

Month	Individual Planning	Guidance	Responsive Services	System Support	Non-Guidance
Dates	Enter in Minutes				
Extra Days Total Time					
Total					



2024-2025 Counseling Calendar

August	
8th	First Day of 2024-2025 School Year
9th	Class Meetings @ PT
	Last Day to Request Schedule Change
13th	BOY Testing
14th	BOY Testing
19th	Zoom- DC Orientation - 6pm
20th	SR. Timeline Presentations thru English
21st	SR. Timeline Presentations thru English
	PHS Meet the Teacher 5-6:30pm
	Protective Parent Information Night - 6-8pm
22nd	JR. Timeline Presentations thru English
23rd	JR. Timeline Presentations thru English
	Last Day to Drop AP / Honors Courses
26th	DC Classes Begin
	SR. Meetings Begin
28th	411 Group @ PT
29th	Zoom - Post-Secondary Plans for Seniors - 6pm
September	
3rd	Truth about Alcohol & Sex (JRs. A - L @ PT)
4th	SR. Parchment Accounts thru English



5th	SR. Parchment Accounts thru English
	Truth About Alcohol & Sex (JRs. M - Z @ PT)
9th	Counseling Advisory Committee Mtg @ 5pm
10th	College / Career Group @ PT
11th	TACRAO College Fair (9-11am)
12th	College / Career Group @ PT
	ZOOM - Financial Aid Information - 6pm
17th	411 Group @ PT
20th	Early Release
	Homecoming
23rd	College Application Night 5:00 - 7:00pm
24th	Life Group @ PT
25th	SR. FSA IDs thru English
26th	SR. FSA IDs thru English
27th	"Dead on Arrival" @ PT
October	
1st	ACT School Day
2nd	9 Weeks Testing
3rd	9 Weeks Testing
11th	PSAT / NMSQT for JRs
	College / Career Group @ PT
15th	SAT School Day
	ZOOM - YES! Presentations Preview (6pm)
17th	DC Interest Meetings
22nd	Determined to Succeed - JRs (2nd & 3rd)



24th	Freedom to Succeed - SRs (2nd & 3rd)
	411 Group @ PT
28th	No Place for Hate Assembly
28th - 31st National Red Ribbon Week	
30th	Life Group @ PT
November	
4th	TSI Pre-Admin in JR. Eng
5th - 8th	Jr TSI Testing
8th	411 Group @ PT
11th	Operation Prevention - JR @ PT
12th	College / Career Group @ PT
14th	Body Boundaries @ PT
18th	ASVAB
	Zoom - YES! Preview for Parents - 6pm
19th	Life Group @ PT
	Focus on Success (1st, 2nd, 3rd, & 4th)
21st	Opioids. Real People. Real Stories. - SR @ Pt
December	
2nd	College / Career Group @ PT
	Counseling Advisory Committee Mtg @ 5pm
3rd	English I EOC
4th	Biology & US History EOC
5th	English II & Algebra I EOC
	FAFSA Workshop - 5:30 - 7:30pm



7th	FAFSA Workshop - 9:30am - 12:00pm
10th	Life Group @ PT
12th	411 Group @ PT
	FAFSA Workshop - 5:30 - 7:30pm
16th	"Who's looking at your digital footprint" @ PT
	FAFSA Workshop - 5:30 - 7:30pm
17th	9 Weeks Testing
18th	9 Weeks Testing
19th	Early Release
20th	Teacher Work Day - Finalize Grades
January	
8th	First Day of Second Semester
9th	Course Request Video - JRs @ PT
	Zoom - Course Request Info - 6pm
10th	College / Career Group
15th	TSI Results due for DC
16th	"The change you want to see" - SRs. @ PT
21st - 28th JR Course Requests for 25/26	
21st	DC Classes Begin
23rd	411 Group @ PT
30th	Life Group @ PT
February	
7th	Credit by Exam
10th	College / Career Group @ PT



11th	Project Starfish @ PT
19th	My Next Move thru JR. Eng
20th	My Next Move thru JR. Eng
21st	Life Group @ PT
25th	411 Group @ PT
27th	DC Paperwork Due to Counselors
28th	Early Release
March	
3rd	411 Group @ PT
4th	ACT School Day
5th	U.S. History PSTAAR
7th	College / Career Group @ PT
10th	9 Weeks Testing
11th	9 Weeks Testing
26th	SAT School Day
27th - 28th	U.S. History Interim Testing
27th	Life Group @ PT
April	
2nd - 4th	Mock AP Exams
8th	College / Career Group @ PT
9th	English I EOC
10th	English II EOC
14th	"What is Depression" - JR @ PT
15th	Life Group @ PT



17th	"Post-HS Mental Health Resources" - SR @ PT
22nd	Biology EOC
23rd	U.S. History EOC
25th	411 Group @ PT
29th	Algebra I EOC
May	
5th	AP Biology Exam (8am - 12pm)
6th	College / Career Group @ PT
7th	AP Eng. Lit Exam (8am -12pm)
	AP Comp. Sci Exam (12pm - 4pm)
8th	Life Group @ PT
9th	AP U.S. History Exam (8am - 12pm)
12th	AP Calc. AB Exam (8am-12pm)
14th	AP Eng. Lang. Exam (8am-12pm)
	EOY Testing
15th	AP Span. Lang. Exam (8am -12pm)
	EOY Testing
16th	AP Physics A Exam (8am-12pm)
	AP Span. Lit. Exam (8am-12pm)
19th	411 Group @ PT
22nd	Last Day of 24-25 School Year