



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, 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 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 the 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 they 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 six statements that make up the rationale for our CSCP:

1. Our school counseling program is an equal partner in the educational process. Its purpose is to support students' personal/social needs and facilitate and support academic success.
2. Students first need to acquire the intrapersonal/interpersonal competencies and the personal health/safety competencies to feel healthy and motivated enough to achieve the post-secondary/career readiness competencies. Our students need post-secondary education/career competencies to become successful future leaders and contributors to 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 to 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. Our school counseling program's current theories and professional trends include Solution-Focused Brief 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 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 the 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:

- Healthy coping strategies for home and life
- College and Career Readiness

Failure report - based on Spring Semester 2024

- credit/grade support

Data Points-we reviewed the following data points

- Student needs assessments
- Faculty needs assessments
- Parents Need Assessment
- Failure Report for 1st, 2nd and 3rd Nine 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 were analyzed at the end of the spring semester of 2024. The same students appeared in multiple failure reports.

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

- Based on spring semester 2024 failure reports, the number of students who fail three or more classes is ten percent.
- Based on needs assessment data, most students and teachers identified handling stress as a concern.
- Based on the limited needs assessment data, most parents identified college and career readiness as necessary for themselves and their students.

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

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



Program SMART Goals for the 2024-2025 School Year

#1—Fifty percent of the assigned credit recovery classes will be completed by the end of the 24-25 school year.

#2—Seventy-five percent of the students will be able to identify stressors and utilize 2 stress management strategies.

#3—Most students will be able to identify one or more careers of interest and the correct educational pathway for each.



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

Clients - ranked by importance according to our goals:

1. Students
2. Teachers
3. Parents
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. Intra-Inter Personal Skills
2. Post-Secondary Education/Career Readiness
3. Personal Health & Safety

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

1. Counseling (intervention for students' personal/social development, individual/group counseling)
2. Guidance (theories, planning lessons, groups, involving others)
3. Program Management (Plan / Implement CSCP)
4. Consultation
5. Coordination
6. Leadership
7. Advocacy
8. Professional Standards (Ethics)
9. 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 three 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 three or more classes will decrease by 10% from the first semester to the second semester.
- ★ Most students will be able to identify one or more careers of interest and the correct educational pathway for each.

2. Strategic Content Area - Intrapersonal Effectiveness

- Needs Assessment Findings -
 - Students / Staff note a high need for stress management.
- Guidance Curriculum Lesson Topic/s -
 - stress management and coping skills

SMART Goal -

- ★ Most students can identify stressors and utilize two 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 -
 - Anti-Victimization, bullying, abuse, and Internet safety

SMART Goal -

- ★ By the end of the 2024/25 year, most 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 -
 - The noted high need for strategies to handle harmful behaviors (suicidal thoughts and ideations / helping others)
- Guidance Curriculum Lesson Topic/s -
 - Signs of Suicide (SOS)
 - Stopping the Pain - self-injury

SMART Goal -

- ★ By the end of the 2024/25 school year, students will know how to ACT and seek help 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. Credit Recovery Contracts will be discussed and filled out with students assigned credit recovery.
- Outcome/Follow-Up - Failure report and transcript audits



Identified Need #2 - Student stress and anxiety

- Preventive, Remedial, or Crisis - remedial
 - Intervention/Plan of Action—Stress management groups. Some of the topics offered will be healthy coping skills, time management, study skills, healthy relationships, test-taking strategies, biological stress, and how the brain works.
- Outcome/Follow-Up - Group pre and post-test to determine the success of the 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 a four-year graduation plan based on their career interests. Present students with different career interests surveys to explore their interest options. Hold small group session/s about post-secondary and career readiness topics.
- Outcome/Follow-Up: A four-year graduation plan revision every spring. Group pre- and post-tests to determine the success of the above interventions.

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 Students will demonstrate awareness that education and training are needed to achieve career goals by accessing/modifying an 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 the 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 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 Distribution Chart from The Texas Model for Comprehensive School Counseling Program

PRINCETON

INDEPENDENT SCHOOL DISTRICT

LHS

2024 - 2025 Counseling Calendar

1st Semester

August

08th – First Day of School
13/14th – BOY Exams
16th – Last day to Request Schedule Change
20/23rd - (9th & 10th Grade) Counselor Introductions
21st - Parent Information Night (PHS Auditorium)
26th - TSI Registration Open
28th - Send Students/Teacher/Parents Needs Assessment
30th - Last day to register for PSAT 9

September

2nd - No School
3rd - Peanut Butter Drive starts
6th - Last Day to Drop Honors Classes
6th - Due Date for ALL Needs Assessments
20th - Early Release/Homecoming
26th - First CAT Meeting@5:30pm
27th - Last day of Peanut Butter Drive

October

Sept. 30th/Oct 4th - Mental Health Awareness Week
2/3rd - 1st Nine Weeks Testing
4th - End of 1st Nine Week
4th Guest Speaker #1 (TBD)
7th NO SCHOOL
9th Teacher Work Day
10th - Beginning of 2nd Nine Week
10th - 10th Grade Self-Harm Video (Pre & Post Assessment) (Alg 2 & Geo)
11th - PSAT 9
14th-18th - Failure Meetings
16th-17th - DC Student Info Mtg. (9th 2nd & 3rd period; 10th 2nd period)
17th - DC Parent Info Night (Hybrid-PHS)
21st - Staff Development
23rd - TSI Registration Closes
25th - Anti-Bullying Admin Video (Pride Time)
28/31st – National Red Ribbon Week
29/31st - SOS Presentation

November

1st - CBE Testing
5/7th - TSI DC Testing
11/15th Anti-Bullying Lesson (Eng. class) (Pre & Post Test)
18th - Fall Attendance Meetings
20th - Guest Speaker #2 (TBD)
25/29th - Thanksgiving Break

December

2/6th - Second Semester Schedule Change Requests
3rd - English 1 STAAR Retake
4th - Biology STAAR Retake
5th - Algebra 1 STAAR Retake
10th - Career Inventory Presentation (Pride Time)
13th - Career Inventory Post-Test Due
16th - Final Attendance Meeting
17/18th - 2nd Nine Weeks Testing
19th - End of 2nd 9-Weeks (Early Release)
22/Jan. 6th - Winter Break (Jan. 8th Students Return)

PRINCETON

INDEPENDENT SCHOOL DISTRICT

2nd Semester

January

7th – Middle School Counselor Course Request Training
7/8th - GPA Verification
8th – Second Semester Begins
9th - Course Selection Parent Mtg (Hybrid)
9th - 9th & 10th Grade Schedule Requests Video (Pride Time)
13/17th - 10th Grade Course Selections (Science)
15th - TSI Deadline
20th - No School
21/24th - 9th Grade Course Selections (World Geo Classes)
30th - Midyear CAT Meeting

February

3/7th - 8th Grade Course Selection
3/7th - Counselor Appreciation Week
7th - CBE Testing
11th - Practice STAAR Test English 1
12th - Practice STAAR Test English 2
12th - 9th Grade DC Application Day
13th - 10th Grade DC Application Day
14th - NO SCHOOL
17th - NO SCHOOL
18/Mar 3rd - TELPAS Testing Window
19th or 20th - Guest Speaker #3 (TBD)
27th -Dual Credit Paperwork Deadline
28th - Early Release

March

3/4th - Dual Credit Status Check
4th - ACT 10th Grade
5th - Biology STAAR Practice
6th - Algebra STAAR Practice
10/11th - 3rd Nine Weeks Testing
12th - End of 3rd Nine Week
12th - DC Deadline for All Steps
13th - Staff Development
14th - Teacher Work Day
17/21st - Spring Break
24th - Spring Attendance Meeting
25th - Guest Speaker #4 (TBD)

April

1st - 10th Grade PSAT
7/11th - AP Appreciation Week
9th - English 1 STAAR
10th - English 2 STAAR
17th - Guest Speaker #5 (TBD)
18th - NO SCHOOL
22nd - Biology 1 STAAR
23rd - Administrative Assistant Appreciation Week
29th - Algebra 1 STAAR

May

1st - Principal Appreciation Day
5th/9th - Failure Meetings
5/9th - Teacher Appreciation Week
8th - Spring CAT Meeting
9th - CBE Testing
12th - Final Attendance Meetings
15th - AP Spanish Lang. (PHS)
16th - AP Spanish Lit. (PHS)
19/20 - EOY Testing
22nd - Last Day of School (Half Day)
27th-30th - Summer School Notifications



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 that 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.
- Human Relation Media - *Stopping the Pain*
 - The number of adolescents who participate in acts of self-injury is growing exponentially. The forms and severity of self-injury can vary, although the most commonly seen behaviors are cutting, burning, and head-banging. At the core of the behavior is the overwhelming need for relief from extreme tension, anxiety, or overwhelmingly painful feelings. In this program, several teens describe what led them to self-injury, how they got help, and how they found healthy ways to deal with their problems. Identifies some reasons why young people self-injure: to punish themselves for not being “perfect,” to relieve emotional stress, to feel less numb, and to feel in control when everything else in their lives seems out of control. Emphasizes that it is possible for self-injurers to address their problems in more healthy ways and to learn coping skills. Advises viewers on how they can help friends or classmates who self-injure.

★ Character Traits & Personal Skills -

- *Jostens Renaissance*
 - The program helps schools build a culture and climate that encourages educators' morale and retention, academic achievement, and character development.



- ★ Grief-Informed and Trauma-Informed Practices / Anti-Victimization (Prevention of Child Abuse, Family Violence, Dating Violence & Human Trafficking)
 - Hope's Door - *Decide, Don't Slide: The Dynamics of Dating Abuse*
 - The 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.
 - Hunt County Child Advocacy Center Adaptation: *"Body Boundaries"*
 - Body Boundaries introduces the basics of recognizing, resisting, and reporting. The curriculum activities build upon these concepts and include identifying welcome and unwelcome touches, demonstrating basic resistance skills, recognizing personal safety zones/personal space, and identifying people to tell.
 - 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.

- ★ Bullying/Cyberbullying Prevention, Intervention & Postvention -
 - *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.



- Human Relation Media - *I was Cyberbullied*
 - The program presents three real-life stories from kids who were targets of cyberbullying attacks and offers viewers practical suggestions for how to avoid being victimized by this new, rapidly spreading type of bullying. Each story highlights important tips such as: only posting the type of information online that you would be comfortable with others seeing; remembering that once an email or photo is posted online, you can't take it back; avoiding responding to vicious texts or emails that might escalate a situation further; and know when to turn to a trusted adult for help. Renowned "bully coach" Joel Haber leads a discussion on how severe and damaging cyber bullying can be and touches upon recent cases of children committing suicide after being cyberbullied. This timely program will strike a chord with all viewers—those who may have been victimized as well as those who may have thought that cyberbullying was "no big deal."

- ★ 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 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.



- Common Sense Education - Curated Lives
 - Social media allows us to choose how we present ourselves to the world. We can snap and share a pic at the moment or carefully stage photos and select only the ones we think are best. When students reflect on these choices, they can better understand the self they are presenting and the self they aim to be.

Small Groups - Some of the 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 their 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 positively.

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