



PISD Elementary COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Lacy Elementary

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Foundation

Comprehensive School Counseling Program (CSCP) Mission Statement

The mission of Princeton ISD's Counseling Program and Lacy Elementary is to help students create an anchor for life by connecting them, as well as parents, schools and the community, with the tools and resources for academic, social/emotional success, and college & career readiness success.

Program Definition

Below are the defining elements of our CSCP:

Delivery

Princeton ISD Counselors are lead on delivering the school counseling program along with the principal, assistant principal, teachers, paraprofessionals, guest speakers and parents. This is collaboratively done for the success of the school counseling program.

Competencies

Student Competency: Students have a positive self-concept

- Become aware of their personal traits
- Become aware of the importance of liking themselves

Student Competency: Students utilize effective executive functioning skills

- Become aware of the need to use time effectively
- Describe the steps in a goal - setting process

Student Competency: Students behave appropriately to the situation and environment

- Behave appropriately in various school settings
- Be able to follow rules and directions and complete task

Student Competency: Students incorporate wellness practices into daily living

- Describe feelings related to stress
- Identify healthy activities to do when alone

Student Competency: Students demonstrate resilience and positive coping skills

- Identify changes that have occurred in themselves
- Find strategies for feeling secure in a new class or school

Clients

On Princeton ISD Elementary School Campuses students are the primary focus. However, other clients that are served are parents and staff members.

Organizational Elements-

Princeton ISD Elementary Counselors focus on scheduling and planning prior to school starting. They track their time in the following program components: Guidance Curriculum, Individual Planning, Responsive Services and System Support. Princeton ISD counselors, teachers, parents and principals collaborate together to help create a fluid calendar.

Program Rationale

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

1. The comprehensive counseling program is an integral component of the school's academic mission. The comprehensive school counseling program, driven by student data, is based on standards in academic, career, and personal/social development, which promote and enhance the learning process for all students.
2. The school counseling program ensures equity and access to a comprehensive counseling program which is based on the TEA standards in academic, career, and personal/social development.
3. The comprehensive school counseling program is data-driven and provided by a state-credentialed school counselor who systematically delivers instruction to all students.
4. The rationale for the comprehensive counseling program can be determined by reviewing data, including but not limited to, needs assessment, behavior referrals, academic performance, and attendance.
5. Goals for the school counseling program include academic success, safety, acceptance, equity, empowerment, personal growth, and respect.
6. Current theories and professional trends of our school counseling program include Solution-Focused Brief Counseling, Play-Therapy, and Cognitive Behavior counseling, and other appropriate methods for school counselors.

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Updated: 8/11/2025

Program Assumptions - see completed checklists in Texas Model Guide on page 56

Program Goals (highlighted) & Process

Needs Assessment Results: Improve Student Behavior, Foster Emotional Resilience and Coping Skills, and Assess Program Balance using Time Tracking

We reviewed the following data points:

- Behavior incidents
- SSSP/BTA Data
- Student and Parent Campus Climate Survey
- Time Tracker Data

The following patterns will be evaluated in our data:

- Incident types
- Incidents by grade level
- Incidents by semester
- Student outlook of campus culture
- Parent outlook of campus culture
- Time tracker
- Types of non counseling duties

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

- **an emphasis on character traits and student development of interpersonal and intrapersonal skills**

The most significant needs identified in needs assessments were:

- **strengthen student's interpersonal and intrapersonal skills through a character education program that is implemented with fidelity**

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

- Continuation of a student leadership program (Student Council)
- Provide opportunities for students to take part in reconciliation and restorative practices

Program SMART Goals for the 2025-26 School Year

1. By May 2026, the school counselor will work to decrease the number of Full Threat Assessment Plans (reported by the BTA) by 10% through providing individual, group and classroom counseling sessions.

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2. By May 2026, the school counselor will work to decrease the number of confirmed bullying cases by 10% through implementing a check in system and through providing individual, group and classroom counseling sessions.

CSCP Design Priorities

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

1. Students
2. Parents
3. Teachers
4. Administrators
5. Community Members

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

1. Developmental Needs
2. Preventative Needs
3. Remedial Needs
4. Crisis Needs

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

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

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

1. Counseling
2. Guidance & Counseling Curriculum
3. Advocacy
4. Consultation and Coordination
5. Program Management (managing all 4 components of the counseling program)
6. Professional Standards

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

1. Guidance Curriculum - 35-45%
2. Responsive Services - 30-40%
3. System Support - 10-15%

4. Individual Planning - 5-10%

Program Design

Guidance Curriculum Services

1. Strategic Content Area-Intrapersonal Effectiveness

Needs Assessment Findings- (through discipline referrals, and teacher/community input) indicates need for the following topics:

Guidance Curriculum Lesson Topics-Respect, Self-Respect, Anti-bullying, Hygiene, Puberty, Personal Safety/Safe Touch, Drug Prevention, College & Career lesson, Growth Mindset, Social Media Safety, and Executive Functioning Skills

2. Strategic Content Area-Interpersonal Effectiveness

Needs Assessment Findings- (through discipline referrals, and teacher/community input) indicates need for the following topics:

3. Strategic Content Area-Personal Health, Safety, and Emotional Regulation

Needs Assessment Findings- (through discipline referrals, attendance, and teacher/community input) indicates need for the following topics:

Guidance Curriculum Lesson Topic/s- Anti-Bullying, Hygiene, puberty, germs, personal safety/safe touch, drug prevention

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

Needs Assessment Findings- (through discipline referrals, attendance, and teacher/community input) indicates need for the following topics:

Guidance Curriculum Lesson Topic/s- College & Career lesson, Smart Goal/Growth Mindset

Campus Responsive Services

Identified Need #1- Emotional Expression and Regulation

Preventative, Remedial, or Crisis- Preventative, remedial, and crisis

Intervention/Plan of Action- counseling support through individual, group, and counseling lessons

Outcome/Follow Up- Open communication with family, teacher, and student to provide check-in as needed

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Updated: 8/11/2025

Identified Need #2- Anxiety and Coping Skills

Preventative, Remedial, or Crisis- Preventative, remedial, and crisis

Intervention/Plan of Action- counseling support through individual, group, and counseling lessons

Outcome/Follow Up- Open communication with family, teacher, and student to provide check-in as needed

Identified Need #3- Family Changes

Preventative, Remedial, or Crisis- Remedial & Crisis

Intervention/Plan of Action- Counseling services based on student need

Outcome/Follow Up- Open communication with family and student to provide check-in as needed

Individual Planning Priorities

Domain- Personal

Goal- Identify attributes for achievement and growth

School Counselor Considerations- Grade level diversification

Advocacy- Equity for all students

Domain- Education

Goal- Understanding the importance of education

School Counselor Considerations- Grade level diversification

Advocacy- Equity for all students

Domain- Career

Goal- Introduction to different options

School Counselor Considerations- Grade level diversification

Advocacy- Equity for all students

System Support Tools

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

Program Balance Chart/Weekly Schedule

Counseling Department Monthly Calendar

This calendar is based on the following guidelines.

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

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Components

Guidance Curriculum

Responsive services

Individual Planning

System Support

Content Areas

Interpersonal Effectiveness

Intrapersonal Effectiveness

Personal Health and Safety

Post-Secondary Planning and Career

Readiness

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

Counseling Program Goals for the 2025-2026 School Year

- 1. By May 2026, the school counselor will work to decrease the number of Full Threat Assessment Plans (reported by the BTA) by 10% through providing individual, group and classroom counseling sessions.
- 2. By May 2026, the school counselor will work to decrease the number of confirmed bullying cases by 10% through implementing a check in system and through providing individual, group and classroom counseling sessions.

3. 2025-2026 Campus Improvement Plan Goals:

Goal 1: Provide a safe, orderly, positive, and friendly climate conducive to learning.

Goal 2: Increase parental and community involvement.

Goal 3: Increase attendance.

CALENDAR

(subject to change)



Annual Calendar Template

School: Mrs. Alesha Love Academic Year: 2025-2026

A minimum of 80% of time recommended for direct and indirect student services and 20% or less in program planning and school support

Month:	Delivering		Program Planning and School Support <i>(Defining, Managing, Assessing, Fair-Share Responsibilities)</i>
	Direct Student Services Activities <i>(Include dates of school counseling initiatives or events, classroom and group activities, career or college nights, schoolwide academic support events, etc.)</i>	Indirect Student Services Activities <i>(Significant collaborations, leadership and advocacy activities)</i>	
August	Meet the Counselor Lessons, StuCo Membership Organization	Team Leader Meetings & PLC's begin District/State Compliance Video's	Morning/After-School Duty Faculty Meetings
September	National Suicide Prevention Month, National Suicide Prevention Week, Peanut Butter Drive, YES Anti-Bullying Assembly, Classroom Counseling Lessons, SEL daily announcements, Lunch Bunch groups begin, StuCo Membership Campaign	Parent University Begins Mentoring Program Attendance Team Meetings College Night PLC's 9-Week Assembly Organization BOY CAT Meeting	Morning/After-School Duty Faculty Meetings SBIC Team Meeting
October	National Bullying Prevention Month, Fentanyl Poisoning Awareness Month, Red Ribbon Week, Watch Dogs Begin, PALS referrals, Classroom Counseling Lessons, SEL daily announcements, Lunch Bunch groups, Student Council begins	LSSSCA Conference PISD StuCo Workshop ARD/504 Meetings Watch Dog Kick-off PLC'S Parent University BTA Meetings	Morning/After-School Duty Faculty Meetings
November	Classroom Counseling Lessons-Puberty & Healthy Habits, Lunch Bunch groups, Student Council, Can Food Drive, Angel Tree, Veterans Day, Thanksgiving Lunch	School Safety & Mental Health Summit Behavior Assemblies GLCT Meetings Holiday Help for Families Parent Night @ Wilson BTA Meetings	Morning/After-School Duty Faculty Meetings

December	Classroom Counseling Lessons, SEL daily announcements, Lunch Bunch groups, Mentoring program, Student Council	Parent University Holiday Help for Families 9-Week Assemblies Working Lunch Training-Supporting Families During the Holidays MOY CAT Meeting BTA Meetings	Morning/After-School Duty Faculty Meetings
January	Classroom Counseling Lessons, SEL daily announcements, Lunch Bunch groups, Mentoring program, Student Council, National Compliment Day	GLCT Meetings Black History Month Activities Attendance Meetings ARD/504 Meetings BTA Meetings	Morning/After-School Duty Faculty Meetings
February	Random Acts of Kindness/Friendship Week, National School Counselor Week, A.A. History Month, UIL, Classroom Counseling Lessons, SEL daily announcements, Lunch Bunch groups, Mentoring program, Student Council	Parent University Black History Month Activities Read Across America ARD/504 Meetings BTA Meetings	Morning/After-School Duty Faculty Meetings
March	Career Day, Read Across America Day, Classroom Counseling Lessons, SEL daily announcements, Lunch Bunch groups, Mentoring program, Student Council Week, Career Day	Parent University Attendance Meetings Growth & Development Talks ARD/504 Meetings BTA Meetings	Morning/After-School Duty Faculty Meetings
April	Trusted World Clothing Drive, EOY CAT Meeting, Teacher Appreciation, School Nurse Day, Classroom Counseling Lessons, SEL daily announcements, Lunch Bunch groups, Mentoring program, Student Council	Attendance Meetings ARD/504 Meetings Classroom Behavior Meetings BTA Meetings	Morning/After-School Duty Faculty Meetings
May	Mental Health Awareness Month, Nana Puddin, Classroom Counseling Lessons, SEL daily announcements, Lunch Bunch groups, Mentoring program, Student Council	Parent University Attendance Meetings Multicultural Night Field Day 9-Week Assemblies BTA Meetings	Morning/After-School Duty Faculty Meetings