PISD Elementary COMPREHENSIVE SCHOOL COUNSELING PROGRAM
Green Elementary

Written by Princeton ISD Elementary Counselors: Carrell-Katelyn Hoggatt, Godwin-LaCrissa Duvall, Green- Ashley Kulwicki, Harper-Amanda McIntire, James-Briana Jensen, Lacy-Lisa Frimpter-Rice, Lowe-Chelsea Parker, Mayfield-Madison Boger, Smith-Katie Aldridge

Foundation-Comprehensive School Counseling Program (CSCP) Mission Statement:

The mission of Green Elementary's School Counseling program is to help students create an anchor by fostering connection and a sense of belonging at school. The goals support engaging students, as well as parents and the community, with the tools and resources for academic, social and emotional success, college and career readiness.

Program Definition - Below are the defining elements of our CSCP:

Delivery

Princeton ISD Counselors 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 tasks

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.

Written by PISD Elementary Counselors

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.

Program Assumptions – see completed checklists in Texas Model Guide page 56.

Program Goals:

We reviewed the following data points:

- Behavior Incidents
- Attendance reports
- Student surveys (Beginning, Middle, and End of Year)
- BTA Reports
- Bullying Reports
- Counseling Notes
- Time tracking results

The following patterns will be evaluated in our data:

- Incident types

- Incidents by grade level
- Incidents by semester
- Attendance by nine weeks
- Types of non-counseling duties

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

- During the 2025-2026 school year, there were 0 cases reported of confirmed bullying.
- During the 2025-2026 school year, 3 Behavior Threat Assessments were completed, which discussed threats to others or the school.
- During the first semester of the 2025-2026 school year, there were 158 events including 86 students documented.
- During the second semester of the 2025-2026 school year, there were 101 behavior events including 51 students documented.
- During the first semester of the 2025-2026 school year, 95.57% of students in kindergarten through fifth grade in attendance.
- During the second semester of the 2025-2026 school year, 94.84% of students in kindergarten through fifth grade were in attendance.

During the beginning-of-year student survey, school connection/liking school, peer kindness, and classroom behavior were identified as areas of concern and were selected as priorities for the 2026–2027 counseling program.

- 38.7% of students responded negatively to “I like coming to school.”
- 33.1% of students responded negatively to “Students treat each other with kindness in person and online.”
- 40.5% of students responded negatively to “Students in my class behave so that teachers can teach.”

The beginning-of-year student survey included 163 students in grades 3–5. Negative responses represent students who selected “A little bit” or “Never.”

Program SMART Goals for the 2026-2027 Year

1. By May 2027, Green Elementary will achieve a 10% reduction from the previous school year's results in negative student responses related to liking school and school connection, as measured by the campus student survey, through targeted counseling interventions, guidance lessons and student success skills, student incentives, and restorative practices designed to strengthen students' sense of belonging, connection, and positive experiences at school.
   Supporting data: Student counseling referrals, attendance trends, and student feedback related to school belonging and engagement.
2. By May 2027, Green Elementary will achieve a 10% reduction from the previous school year's results in negative student responses related to peer kindness, as measured by the campus student survey and campus peer-conflict/bullying data, through targeted counseling interventions, guidance lessons

and student success skills, student incentives, and restorative practices that promote empathy, respectful communication, conflict resolution, and positive peer relationships.
Supporting data: Bullying reports, peer-conflict referrals, restorative conversations, and counseling referrals related to friendship or peer concerns.

3. By May 2027, Green Elementary will achieve a 10% reduction from the previous school year's results in negative student responses related to classroom behavior, as measured by the campus student survey and office referral/behavior data, through targeted counseling interventions, guidance lessons and student success skills, student incentives, and restorative practices that strengthen self-regulation, accountability, responsible decision-making, and positive classroom behavior.
Supporting data: Office discipline referrals, repeated behavior concerns, teacher referrals, and counseling referrals related to self-regulation and decision-making.

CSCP Design Priorities

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

1. Students and their families
2. Staff Members and Administrators
3. Stakeholders

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

1. Preventive Needs
2. Developmental Needs
3. Crisis Needs
4. Remedial 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
3. Advocacy
4. Consultation
5. Program Management
6. Professional Behavior
7. Professional Standards
8. Leadership
9. Coordination

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- Student survey results, behavior referrals, attendance data, counseling referrals, and teacher/community input indicate a need for increased self-regulation, responsible decision-making, and positive school connection.

- **Guidance Curriculum Topics:** Self-awareness, self-regulation, coping skills, growth mindset, goal setting, responsible decision-making.

- By May 2027, the school counselor will work to increase positive student behavior by providing individual, group, and whole group guidance lessons for the state recommended percentages, character programs and recognition, regulation checklists, and positive office referral incentives.

CSCP Goals Addressed:
Goal 1 – School Connection & Belonging
Goal 3 – Self-Regulation & Responsible Behavior

2. Strategic Content Area-Interpersonal Effectiveness
Needs Assessment Findings- Student survey data, peer-conflict referrals, bullying reports, counseling referrals, and teacher/community input indicate a need for positive peer relationships, empathy, communication, and conflict resolution.
Guidance Curriculum Lesson Topic/s- Respect, kindness, friendship skills, conflict resolution, empathy, bullying prevention, communication.

CSCP Goals Addressed:
Goal 1 – School Connection & Belonging
Goal 2 – Peer Kindness & Positive Relationships

3. Strategic Content Area-Personal Health & Safety- (Emotional Regulation)
Needs Assessment Findings- Behavior data, counseling referrals, teacher input, and student survey results indicate a need for emotional regulation, coping skills, healthy decision-making, and personal safety.
Guidance Curriculum Lesson Topic/s- Emotional regulation, coping skills, personal safety, safe touch, hygiene, puberty, drug prevention, and social media safety.

CSCP Goals Addressed:
Goal 3 – Self Regulation & Responsible Behavior

4. Strategic Content Area-Post Secondary Education and Career Readiness, Successful in 6th Grade (5th Grade)

Needs Assessment Findings- 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

CSCP Goals Addressed:

This area supports the overall CSCP mission and post-secondary readiness competencies.

Campus Responsive Services –

Identified Need #1- Emotional Regulation

Preventative, Remedial, or Crisis- Remedial & Crisis

Intervention/Plan of Action- Individual counseling, small-group counseling, regulation strategies, consultation, and referral when appropriate.

Outcome/Follow Up- Progress monitoring through student check-ins, teacher/family feedback, and counseling documentation as appropriate.

Identified Need #2- Anxiety

Preventative, Remedial, or Crisis- Preventative, Remedial, and Crisis

Intervention/Plan of Action- Individual counseling, small-group counseling, coping skills instruction, classroom guidance when appropriate, consultation, and referral when needed.

Outcome/Follow Up- Student check-ins and communication with family, teachers, and other appropriate supports.

Identified Need #3- Conflict Resolution

Preventative, Remedial, or Crisis- Preventative, Remedial, and Crisis

Intervention/Plan of Action- Individual counseling, small groups, restorative practices, conflict-resolution instruction, and guidance lessons.

Outcome/Follow Up- Student check-ins, teacher/family feedback when appropriate, and review of repeated peer-conflict referrals.

Individual Planning Priorities

Domain-Personal

Goal- Identify personal strengths, goals, and attributes that support achievement and growth.

School Counselor Considerations- Grade level diversification

Advocacy- Equity for all students

Domain- Education

Goal- Develop academic habits, goal-setting skills, and an understanding of how education supports future opportunities.

School Counselor Considerations- Grade level diversification

Advocacy- Equity for all students

Domain- Career

Goal: Introduce students to a variety of career pathways and help them connect personal interests and strengths to future opportunities.

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 see next page.

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:

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

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

Counseling Program Goals for the 2026-2027 Year

Goal 1: School Connection & Belonging

By May 2027, Green Elementary will achieve a 10% reduction from the beginning-of-year baseline of 38.7% in negative student responses to "I like coming to school," as measured by the campus student survey, through targeted counseling interventions, guidance lessons and student success skills, student incentives, and restorative practices designed to strengthen students' sense of belonging, connection, and positive experiences at school.

Goal 2: Peer Kindness & Positive Relationships

By May 2027, Green Elementary will achieve a 10% reduction from the beginning-of-year baseline of 33.1% in negative student responses to "Students treat each other with kindness in person and online," as measured by the campus student survey and supported by peer-conflict and bullying data, through targeted counseling interventions, guidance lessons and student success skills, student incentives, and restorative practices that promote empathy, respectful communication, conflict resolution, and positive peer relationships.

Goal 3: Self-Regulation & Responsible Behavior

By May 2027, Green Elementary will achieve a 10% reduction from the beginning-of-year baseline of 40.5% in negative student responses to "Students in my class behave so that teachers can teach," as measured by the campus student survey and supported by office referral and behavior data, through targeted counseling interventions, guidance lessons and student success skills, student incentives, and restorative practices that strengthen self-regulation, accountability, responsible decision-making, and positive classroom behavior.

Campus Improvement Plan Goals:

The Green Elementary Comprehensive School Counseling Program supports the following goals and priorities identified in the 2026–2027 Campus Improvement Plan:

Goal 4: Provide a Safe and Orderly School Climate, Conducive to Learning

The counseling program supports this goal through guidance lessons and student success skills, anti-bullying education, conflict resolution, restorative practices, emotional regulation and de-escalation

strategies, counseling services, positive behavior supports, and efforts to increase students' sense of belonging and connection to school.

Goal 2: Increase Attendance
The counseling program supports attendance efforts by strengthening students' connection to school, identifying barriers to attendance, collaborating with families and staff, providing counseling support when needed, and promoting positive school experiences and student engagement.

Goal 5: Increase Parental and Community Involvement
The counseling program supports this goal through parent communication, parent education and resources, family engagement opportunities, community partnerships, and collaboration with families to support students' academic, social, emotional, and behavioral success.

The counseling program's 2026–2027 SMART goals for school connection and belonging, peer kindness and positive relationships, and self-regulation and responsible behavior directly support these campus improvement priorities.

CALENDAR

<u>August</u>

Content Area- Introduction to the Counselor & Counseling Program

CSCP Goals Addressed:

Goal 1: School Connection & Belonging

Goal 2: Peer Kindness & Positive Relationships

Goal 3: Self-Regulation & Responsible Behavior

Domain- Interpersonal Effectiveness, Intrapersonal Effectiveness

Guidance Curriculum Lesson Topics (GC)-Counselor Introduction, school counseling program, parts of the brain, self-regulation (K-5)

Major Projects/Events-

- Meet the Counselor at Meet the Teacher
- Self-Introduction to students through guidance lessons.

Individual Planning

- Time Tracking
- Counselor Bulletin Board
- BOY CAT/Anti-Bullying Meeting
- Character Trait Focus Board
- Create Materials for teachers to post the character trait posters
- Guidance Counseling Prep
- CAT/Anti-Bullying committee-Prep **Character Trait -** Respect (8/10-9/8)
- Student Success Skills provided for weekly morning meetings

Guidance Lesson

- **Name of Lesson:** Introduction to School Counseling Program/Parts of the Brain
- **Lesson Source:** Changemakers
- **Target grade(s):** K-2
- **Lesson Topic:** Parts of the Brain
- **Name of Lesson:** Introduction to School Counseling Program/Parts of the Brain
- **Lesson Source:** Changemakers
- **Target grade(s):** 3-5

Program Management/System Support:

- Time Tracking
- Guidance lesson preparation
- CAT/Anti-Bullying Committee Preparation
- Character trait materials for teachers

<u>September</u>
Content Area- Growth Mindset/Goal Setting
CSCP Goals Addressed:
Goal 1: School Connection & Belonging
Goal 3: Self Regulation & Responsible Behavior

Domain- Intrapersonal Effectiveness, Post-Secondary Education & Career Readiness
Guidance Curriculum Lesson Topics (GC)-
Growth mindset, goal setting, self-control, self-regulation

Major Projects/Events-

- Peanut Butter Drive
- Parent Newsletter about Self Control and Self Regulation
- Respect Character Traits Awards
- CAT/Anti-Bullying committee Meeting
- Homecoming Week Activities

Responsive Services/Student Support:

- Group counseling and individual student needs
- SST meetings as needed

Program Management/System Support:

- Time Tracking
- Create materials for teachers
- Guidance lesson preparation

Character Trait – Self Control

- Teachers will include Student Success Skills into their weekly morning routine for 5-15 minutes using counselor provided Google Slides.

Guidance Lesson

- **Name of Lesson:** Settle Your Glitter
- **Lesson Source:** Changemakers

Target grade(s): K-2

- **Lesson Topic:** Big Emotions and the Brain: Settling Our Glitter

<u>October</u>
Content Area- Growth
CSCP Goals Addressed:
Goal 1: School Connection & Belonging
Goal 3: Self Regulation & Responsible Behavior

Domain- Intrapersonal Effectiveness, Interpersonal Effectiveness, Personal Health & Safety
Guidance Curriculum Lesson Topics (GC)-
Drug prevention, personal safety, healthy choices, peer pressure, responsible decision-making

Major Projects/Events-

- Red Ribbon Week
- Parent Newsletter about growth
- Respect Character Traits Awards
- National Principal's Month
- National Boss' Day

Responsive Services/Student Support:

- Group counseling and individual student needs
- SST meetings as needed

Program Management/System Support:

- Time Tracking
- Create materials for teachers
- Guidance lesson preparation

Character Trait – Growth

- Teachers will include Student Success Skills into their weekly morning routine for 5-15 minutes using counselor provided Google Slides.

Guidance Lesson

- **Lesson Source:** Changemakers

Target grade(s): K-5
Lesson Topic: Growth mindset, how our brains grow through practice and learning, and using strategies when something feels difficult

November/December

Content Area- Responsibility

CSCP Goals Addressed:

Goal 1: School Connection & Belonging

Goal 3: Self-Regulation & Responsible Behavior

Domain- Intrapersonal Effectiveness, Interpersonal Effectiveness,

Guidance Curriculum Lesson Topics (GC)- Kindness, Respect, Anti-Bullying

Major Projects/Events-

- Parent Newsletter about Character Trait-Gratitude
- Responsibility Character Trait Award
- Canned Food Drive
- Veterans Day-Nov 11

Individual Planning

- Time Tracking
- BOY Teacher & Staff Compliance Trainings
- Create Materials for teachers
- Group Counseling/Individual Needs
- SST Meetings (as needed)
- Angel Tree Applications
- Thanksgiving Lunch
- Holiday Parties
- Holiday Character Dress
- Hygiene Video for 3rd and 4th graders
- Puberty Video for 5th graders

Character Trait - Gratitude (11/13-12/15)

Teachers will include Student Success Skills in their weekly morning routine for 5–15 minutes using counselor-provided Google Slides focused on empathy, kindness, and perspective-taking.

Guidance Lesson:

Lesson Source: Changemakers

Target Grades: K-5

4. **Lesson Topic:** Empathy, recognizing how others may feel, considering different perspectives, and responding with kindness and respect

WINTER BREAK

**Spring Semester is still being worked on and will be updated closer to the beginning of the semester.

<u>January TBD</u>
Content Area- Problem Solving
CSCP Goals Addressed-
Domain- Intrapersonal Effectiveness, Interpersonal Effectiveness, Personal Health & Safety
Guidance Curriculum Lesson Topics (GC)- Healthy Habits,
Major Projects/Events-

- Parent Newsletter about Character Trait-Cooperation
- Gratitude Character Trait Award
- CAT/Anti-Bullying committee Meeting
- School Board Appreciation Month
- Law Enforcement Appreciation Day-Jan 9th
- National Compliment Day-Jan 24th

Individual Planning ●
Time Tracking

- BOY Teacher & Staff Compliance Trainings
- Character Trait Focus Board
- Guidance Lesson
- Create Materials for teachers to post the character trait posters
- Group Counseling/Individual Needs
- SST Meetings (as needed)
- GEMs (Godwin Elementary Moms) Reading Program

Character Trait - Cooperation (1/4-2/2)
Guidance Lesson

- **Name of Lesson:**
- **Lesson Source:**
- **Target grade(s):**
- **Lesson Topic:**

Guidance Lesson

- **Name of Lesson:**
- **Lesson Source:**
- **Target grade(s):**
- **Lesson Topic:**

February TBD

Content Area- Friendships/Kindness

CSCP Goals Addressed-

Domain- Intrapersonal Effectiveness, Interpersonal Effectiveness, Postsecondary Planning and Career Readiness

Guidance Curriculum Lesson Topics (GC)- Careers

Major Projects/Events-

- Parent Newsletter about Character Trait-Cooperation
- Cooperation Character Trait Award
- National School Counseling Week- Feb 5-9th
- School Bus Driver Appreciation Day Feb 22nd
- African American History Month
- National Random Acts of Kindness Week
- American Heart Month
- UIL

Individual Planning

- Time Tracking
- MOY Teacher & Staff Compliance Trainings
- Guidance Lesson
- Create Materials for teachers
- Group Counseling/Individual Needs
- SST Meetings (as needed)
- UIL

Character Trait -

March- TBD

Content Area- Anti-Victimization

CSCP Goals Addressed-

Domain- Intrapersonal Effectiveness, Interpersonal Effectiveness, Postsecondary Planning and Career Readiness

Guidance Curriculum Lesson Topics (GC)- Careers

Major Projects/Events-

- Parent Newsletter about Character Trait-Cooperation
- GEMs (Godwin Elementary Moms) Reading Program
- Empathy Character Trait Award
- Maintenance Worker Appreciation Day-Mar 1st
- National Employee Appreciation Day-Mar 1st
- Read Across America Day-March 2nd

Individual Planning

- Time Tracking
- Guidance Lesson
- Create Materials for teachers
- Group Counseling/Individual Needs
- SST Meetings (as needed)

Character Trait -Perseverance (3/19-4/19)

Guidance Lesson

- **Name of Lesson:**
- **Lesson Source:**
- **Target grade(s):**
- **Lesson Topic:**

April TBD

Content Area- Test Anxiety, Personal Safety

CSCP Goals Addressed-

Domain- Intrapersonal Effectiveness, Interpersonal Effectiveness, Personal Health and Safety

Guidance Curriculum Lesson Topics (GC)- Test Anxiety, Personal Safety

Major Projects/Events-

- Parent Newsletter about Character Trait-Cooperation
- Perseverance Character Trait Award
- Paraprofessional Day-Apr 3rd
- School Librarian Appreciation Day Apr 4th
- National Assistant Principal Week Apr 7th-14th
- National Volunteer Recognition Week Apr 14th-20th
- National Administrative Day Apr 24th
- Trusted World Clothing Drive

Individual Planning

- Time Tracking
- Guidance LessonCreate Materials for teachers
- Group Counseling/Individual Needs
- SST Meetings (as needed)

Character Trait -Creativity (4/22-5/23)

Guidance Lesson

- **Name of Lesson:**
- **Lesson Source:**
- **Target grade(s):**
- **Lesson Topic:**

Guidance Lesson

- **Name of Lesson:**
- **Lesson Source:**
- **Target grade(s):**
- **Lesson Topic:**

May TBD

Content Area- Careers

CSCP Goals Addressed-

Domain- Intrapersonal Effectiveness, Interpersonal Effectiveness, Personal Health and Safety

Guidance Curriculum Lesson Topics (GC)- Test Anxiety, Personal Safety

Major Projects/Events-

- Parent Newsletter about Character Trait-Cooperation
- Creativity Character Trait Award
- EOY CAT/Anti-Bullying Committee Meeting
- School Principals Day May 1st
- School Lunch Hero Day May 3rd
- Teacher Appreciation Week May 5th-11th
- School Nurse Day May 8th
- National Speech Pathologist Day

Individual Planning

- Time Tracking
- Guidance Lesson
- Create Materials for teachers to post the character trait posters
- Group Counseling/Individual Needs
- SST Meetings (as needed)
- College and Career Week

Character Trait -Creativity (4/22-5/23)

Guidance Lesson

- **Name of Lesson:**
- **Lesson Source:**
- **Target grade(s):**
- **Lesson Topic:**

Guidance Lesson

- **Name of Lesson:**
- **Lesson Source:**
- **Target grade(s):**
- **Lesson Topic:**

<u>June</u>

Content Area- Review Data and prepare for new school year

CSCP Goals Addressed- Review data, determine growth achieved

Domain- Intrapersonal Effectiveness, Interpersonal Effectiveness, Personal Health and Safety, Postsecondary Planning and Career Readiness

Guidance Curriculum Lesson Topics (GC)- Review

Major Projects/Events- Planning, modifications, and adaptation of lessons to meet the goals of the upcoming school year. Revision of CSCP.