

PISD Elementary COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Godwin Elementary

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

Foundation

Comprehensive School Counseling Program (CSCP) Mission Statement

The mission of Godwin Elementary's School Counseling program 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 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.

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 on page 56

Program Goals (highlighted) & Process

Needs Assessment Results: Improve Student Behavior, Increase Attendance, Assess Program Balance using Time Tracking

We reviewed the following data points:

- Behavior incidents
- Attendance reports
- Student Climate Survey

We following patterns will be evaluated in our data:

- Incident types
- Incidents by grade level
- Incidents by semester

- Attendance by nine weeks
- Types of absenteeism
- Types of non counseling duties

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

- Incidents by grade level is significantly high in 2nd Grade

The most significant needs identified in needs assessments were:

- Needing resources for parenting tips

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

- We will share 3 CSCP goals at our leadership meeting to elicit revisions/additions
- TBD through discussions of student concerns at RTI meetings, counselor academy, and leadership meetings.

Program SMART Goals for the 2026-2027 Year

1. By the end of the 2026-2027 school year, I will use a simple weekly time-tracking log to document my work activities in alignment with the Texas Comprehensive School Counseling Program, completing the log for 90% of the workweeks. At the end of each month, I will review my data to determine the percentage of time spent in each program component (Guidance Curriculum, Responsive Services, Individual Planning, and System Support) and identify one adjustment to better align my time with my time tracking goals.

2. By the end of 2026-2027 school year, I will implement the New Changemakers Curriculum by delivering at least one planned lesson or activity each month to the targeted grade levels, documenting the implementation for at least 70% of scheduled lessons as initiated on the time tracker.

3. By the end of the 2026-2027 school year, I will intentionally build relationships with students and staff conducting classroom visits, attending team meetings, participating in campus events, and completing informal assessments, documenting those activities for at least 90% of planned opportunities as documented in the process data on the time tracker.

CSCP Design Priorities

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

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

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

1. Developmental Need
2. Preventive Needs
3. Remedial Needs

4. Crisis Needs

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

1. Interpersonal Effectiveness
2. Personal Health and Safety
3. Intrapersonal Effectiveness
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- discipline referrals, attendance, and teacher/community input indicates need for the following topics

Guidance Curriculum Lesson Topic/s-Respect, Self-Respect, Anti-bullying, Hygiene, puberty, germs, personal safety/safe touch, drug prevention, College & Career lesson, Smart Goal/Growth Mindset, social media safety

SMART Goal/s-

- By May 2027, school counselors will increase the amount of time spent in whole group counseling to thirty percent, by incorporating monthly counseling lessons and teacher support.
- By May 2027, school counselors will decrease discipline referrals by ten percent by providing individual, group, and whole group guidance lessons.

2. Strategic Content Area-Interpersonal Effectiveness-(Anxiety)

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

Guidance Curriculum Lesson Topic/s- Respect, Conflict Resolution, Anti-bullying

SMART Goal/s-

- By May 2026, school counselors will increase the amount of time spent in whole group counseling to thirty percent, by incorporating monthly counseling lessons and teacher support.

3. Strategic Content Area-Personal Health & Safety-(Emotional Regulation)

Needs Assessment Findings- 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, social media

SMART Goal/s-

- By May 2027, school counselors will increase the amount of time spent in whole group counseling to thirty percent, by incorporating monthly counseling lessons and teacher support.
- By May 2027, school counselors will decrease discipline referrals by ten percent by providing individual, group, and whole group guidance lessons.

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

SMART Goal/s-

- By the end of the 2026-2027 school year, I will use a simple weekly time-tracking log to document my work activities in alignment with the Texas Comprehensive School Counseling Program, completing the log for 90% of the workweeks. At the end of each month, I will review my data to determine the percentage of time spent in each program component (Guidance Curriculum, Responsive Services, Individual Planning, and System Support) and identify one adjustment to better align my time with my time tracking goals.
- 2. By the end of 2026-2027 school year, I will implement the New Changemakers Curriculum by delivering at least one planned lesson or activity each month to the targeted grade levels, documenting the implementation for at least 70% of scheduled lessons as initiated on the time tracker.
- 3. By the end of the 2026-2027 school year, I will intentionally build relationships with students and staff conducting classroom visits, attending team meetings, participating in campus events, and completing informal assessments, documenting those activities for at least 90% of planned opportunities as documented in the process data on the time tracker.

Campus Responsive Services -

Identified Need #1- 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

Identified Need #2- Anxiety

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

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

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

Identified Need #3- Emotional Regulation

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

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

Outcome/Follow Up- Open communication with family, teacher, 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-

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:

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 2026-2027 Year

Goal 1: By May 2027, school counselors will increase the amount of time spent in whole group counseling to thirty percent, by incorporating monthly counseling lessons and teacher support.

Goal 2: By May 2027, school counselors will increase positive student behavior by twenty percent through positive office referrals, special recognition associated with monthly character traits, and morning announcements.

3. Campus Improvement Plan Goals:

Goal 1: Improve scores of the student population to reach 60% or above in Reading at Meets for 4th and 5th grade students.

Goal 2: Improve scores of student population to 59% or above in Math at Meets for 4th and 5th grade students. .

Goal 3: Improve scores of students in 4th and 5th grade for Academic Growth in Math to at least 74% or above.

CALENDAR

August

Content Area - TBD

CSCP Goals Addressed-

Goal 1: By May 2027, school counselors will increase the amount of time spent in whole group counseling to thirty percent, by incorporating monthly counseling lessons and teacher support.

Goal 2: By May 2027, school counselors will increase positive student behavior by twenty percent through positive office referrals, special recognition associated with monthly character traits, and morning announcements.

Domain- Interpersonal, Intrapersonal Effectiveness

Individual Planning -

- Time Tracking
- Counselor Bulletin Board

September**Content Area - TBD****CSCP Goals Addressed-**

Goal 1: By May 2027, school counselors will increase the amount of time spent in whole group counseling to thirty percent, by incorporating monthly counseling lessons and teacher support.

Goal 2: By May 2027, school counselors will increase positive student behavior by twenty percent through positive office referrals, special recognition associated with monthly character traits, and morning announcements.

Domain -**October****Content Area - TBD****CSCP Goals Addressed-**

Goal 1: By May 2027, school counselors will increase the amount of time spent in whole group counseling to thirty percent, by incorporating monthly counseling lessons and teacher support.

Goal 2: By May 2027, school counselors will increase positive student behavior by twenty percent through positive office referrals, special recognition associated with monthly character traits, and morning announcements.

Domain -**November/December****Content Area - TBD****CSCP Goals Addressed-**

Goal 1: By May 2027, school counselors will increase the amount of time spent in whole group counseling to thirty percent, by incorporating monthly counseling lessons and teacher support.

Goal 2: By May 2027, school counselors will increase positive student behavior by twenty percent through positive office referrals, special recognition associated with monthly character traits, and morning announcements.

Domain -

WINTER BREAK

January

Content Area - TBD

CSCP Goals Addressed-

Goal 1: By May 2027, school counselors will increase the amount of time spent in whole group counseling to thirty percent, by incorporating monthly counseling lessons and teacher support.

Goal 2: By May 2027, school counselors will increase positive student behavior by twenty percent through positive office referrals, special recognition associated with monthly character traits, and morning announcements.

Domain -

February

Content Area - TBD

CSCP Goals Addressed-

Goal 1: By May 2027, school counselors will increase the amount of time spent in whole group counseling to thirty percent, by incorporating monthly counseling lessons and teacher support.

Goal 2: By May 2027, school counselors will increase positive student behavior by twenty percent through positive office referrals, special recognition associated with monthly character traits, and morning announcements.

Domain -

March

Content Area - TBD

CSCP Goals Addressed-

Goal 1: By May 2027, school counselors will increase the amount of time spent in whole group counseling to thirty percent, by incorporating monthly counseling lessons and teacher support.

Goal 2: By May 2027, school counselors will increase positive student behavior by twenty percent through positive office referrals, special recognition associated with monthly character traits, and morning announcements.

Domain -

April

Content Area - TBD

CSCP Goals Addressed

Goal 1: By May 2027, school counselors will increase the amount of time spent in whole group counseling to thirty percent, by incorporating monthly counseling lessons and teacher support.

Goal 2: By May 2027, school counselors will increase positive student behavior by twenty percent through positive office referrals, special recognition associated with monthly character traits, and morning announcements.

Domain -

May

Content Area - TBD

CSCP Goals Addressed - TBD

Goal 1: By May 2027, school counselors will increase the amount of time spent in whole group counseling to thirty percent, by incorporating monthly counseling lessons and teacher support.

Goal 2: By May 2027, school counselors will increase positive student behavior by twenty percent through positive office referrals, special recognition associated with monthly character traits, and morning announcements.

Domain -

June

CSCP Goals Addressed - TBD

Goal 1: By May 2027, school counselors will increase the amount of time spent in whole group counseling to thirty percent, by incorporating monthly counseling lessons and teacher support.

Goal 2: By May 2027, school counselors will increase positive student behavior by twenty percent through positive office referrals, special recognition associated with monthly character traits, and morning announcements.

Domain -