

Mitchell Elementary Comprehensive School Counseling Program Goals

2025-2026

[GISD Strategic Blueprint Work](#)

Strategic Priority Area 1.3

GISD students are prepared for post secondary education and the workforce.

Strategic Priority Area 2.3

Students feel GISD schools and classrooms are physically & psychologically safe.

Section One: Understanding the needs

When reflecting on your 24-25 CSCP Portfolio, what programming pieces stood out as elements of strength, build on, adjust, or abandon?
****Make sure to include celebrations from last year.***

The Comprehensive School Counseling Program continued to adjust and refine processes and procedures to meet the everchanging needs of students and families. We wish to continue to build Counseling Lessons conducted during the Specials rotation for 24-25. During EOY feedback, it was reported that while this allowed for a regular time for the counselor to see students, the ability to make up lessons should the counselor be needed elsewhere limited this arrangement, as well as limiting the counselor's ability to connect with individual teachers and classrooms to address student needs.

The Counselor and the School-Based Therapist increased the number of groups to assist students with interpersonal and intrapersonal skill building, as well as utilization of TheSPOT for emotional identification and regulation.

When working on your goal, what pieces of data did you consider?

Learner Profile Survey, current 6th grader responses in comparison to their responses from the previous year on the following questions specifically:

- Overall I feel successful at school
- An adult at my school cares about me.
- I have a core group of friends at school who care about me.
- When I have trouble with my school-work, I ask an adult on campus for help.

School Counselor CSCP Time tracking data was used to identify how we could intentionally add in a guidance lesson in January to support our 5th graders.

Qualitative feedback from 5th graders about uncertainty around middle school expectations.

Data considered and analyzed for goal setting:

- Campus EOY Learner Profile Survey from Students
- EOY Counselor survey from Teachers and Staff
- Attendance rates
- Discipline referrals
- Parent surveys
- Campus scores for STAAR, MAPS, and Academic gains and/or losses
- CSCP Time-Tracking data
- Qualitative Data from stakeholders, including parents, administration and community members.

	Qualitative feedback from Middle School stakeholders including teachers and school counselors, specifically around understanding letter grades, study skills, and organization	
Which campus, district, or community stakeholders provided you with input to highlight campus needs?	District EAF Steering Committee Elementary School Counseling Team	Mitchell Staff Community Volunteers, including Pet Partners Mitchell PTA 3rd-5th grade Mitchell Students
Between the data and stakeholder conversations, what stood out as <i>one</i> need you will focus on next year in each area?	<p>The elementary counseling services team would like to deepen 5th grade students' understanding of what to expect when transitioning from elementary to middle school, specifically around:</p> <ul style="list-style-type: none"> • Earning numeric grades for the first time • Middle School programs and resources offered • Time management, organization, study skills, etc. • Changes courses (and teachers) throughout the day • Who they can go to if they need additional support. 	<p>The data indicated a need to strengthen ties with parents in their student's academic lives and success in order to increase student confidence in school safety and efficacy. Information to be considered:</p> <ul style="list-style-type: none"> • Student's managing feelings and the effect on their learning • Creating positive relationships both inside and outside of the school environment • Increase parent confidence in how to help their student academically
Section Two: Setting the goals		
What is the outcome goal?	By the end of the 2025-2026 school year, 70% of GISD 5th grade students will have confidence level in transition to middle school of a 3 or higher on a scale of 1-5 (1 being least confident and 5 being most confident).	By the end of the 2025-2026 school year
What is your plan to address this area of need?	<p>The elementary school counseling team will create a pre and post assessment with confidence in plan as well as a 5th grade transition guidance lesson. Campus Elementary and Middle School counselors will review the 5th grade transition lesson plan and make any necessary adjustments in the fall.</p> <p>A timeline with all pieces will be pushed out to 5th grade administrators and teachers. The pre-questionnaire will be given prior to the lesson in January.</p> <p>The post-questionnaire will be given to students after course selection with the</p>	Mitchell Counseling will offer at least 3 trainings for parents to address Emotional regulation, assisting with academic success, and social safety

	middle school counselors have occurred before Spring Break.	
Section 3: Aligning to the Texas Model For Comprehensive School Counseling		
Which delivery component(s) align to your plan?	Guidance & Advising <ul style="list-style-type: none"> • Large group Individual Student Planning Texas Model Delivery Components	<ul style="list-style-type: none"> • Guidance& Advising (classroom or small group) • Individual Student Planning • Responsive Services • System Support Texas Model Delivery Components
Which competency content area(s) align(s) with your plan	Intrapersonal <ul style="list-style-type: none"> • I. B. ii Goal: Students will be able to develop a plan of action Post-Secondary Planning <ul style="list-style-type: none"> • III.A.i. Students will develop their own academic potential • III A. ii Students will take advantage of their academic opportunities Texas Model Competencies: Elementary ; Secondary	<ul style="list-style-type: none"> • Intrapersonal • Interpersonal • Post-Secondary Planning • Personal Health & Safety Texas Model Competencies: Elementary ; Secondary
Section 4: Resources & Supports Needed		
To enact your plan, what resources will you need?	Dedicated time to coordinate the different elements of the lesson (pre-questionnaire, transition lesson, 5th grade showcase, Middle School counselor visit to 5th grade classrooms, post-pre-questionnaire). Support from administration and teachers to incorporate these additional advising pieces to strengthen 5th graders confidence in transitioning to middle school.	
Is your plan reflected on your CSCP Calendar?	Link CSCP Calendar here	
Section 5: Measuring the impact		
What data will you consider (qualitative and/or quantitative) that will help you determine the impact of your plan in this focus area?	We will look at growth in student confidence in transitioning to middle school (on a 1-5 scale, 1 being least confident, 5 being most confident) from the pre-questionnaire to the post-questionnaire. We will also consider qualitative feedback provided by elementary campus stakeholders (5th grade teachers, counselors, administrators, parents, and	

	students).	
What is the evidence we are looking for as we evaluate these goals?	<p>We would like to see the confidence in plan grow for students transitioning to middle school.</p> <p>In our pilot year, we are hoping to evaluate the impact and adjust for the following year. Eventually, we would like to consider offering intervention and extension opportunities for 5th graders through a 5th grade transition group in the future.</p> <p>We would also like to see growth in certain elements of the Learner Profile Survey data in the Spring of 2027 to see if these lessons did support students as they transitioned to middle school.</p>	
Section 6: Annual Review of Campus CSCP		
Evaluation of the Goals	*** Completed at the end of the school year	*** Completed at the end of the school year
Campus CSCP Portfolio <i>*Internal GISD only</i>		

Mitchell Elementary Comprehensive School Counseling Program Goal 2024-2025	
Understanding the needs	
When working on your goal, what pieces of data did you consider?	Learner Profile Survey results, Discipline referrals, Teacher, Parent, and student self referrals, Admin referrals, Counseling Lesson Exit Tickets, Attendance data.
Which stakeholders provided you with input to highlight campus needs?	Teachers, parents, students, Student Leadership Group, District Counseling Leadership. Campus Leadership Team, Special area teachers
When reflecting on your 23-24 CSCP Portfolio, what programming pieces stood out as elements to build on, adjust, or abandon?	<p>Train 5th grade Leadership students in conflict resolution skills/peer mediation goal was not implemented. Although abandonment is not something we want to do, postponing for at least a year is probably in the best interest of time management</p> <p>Building on regulation skills that have already been learned and increase strategies and options.</p>
Identifying the focus	

Between the data and stakeholder conversations, what stood out as <i>at least one</i> need you will focus on next year?	Building on student peer relationships
Setting the goal	
What is your plan to address this area of need?	Increase the number of student small groups.
Aligning to the Texas Model For Comprehensive School Counseling	
Which delivery component(s) align to your plan?	<ul style="list-style-type: none"> • Guidance Advising (Classroom or small group) • Individual Student Planning • Responsive Services • System Support Texas Model Delivery Components
Which competency content area(s) align(s) with your plan	<ul style="list-style-type: none"> • Intrapersonal • Interpersonal • Post-Secondary Planning • Personal Health & Safety Texas Model Competencies: Elementary ; Secondary
Is your plan reflected on your CSCP Calendar?	Link CSCP Calendar here
Resources Needed	
To enact your plan, what resources will you need?	Structured time within the day and capacity for various groups to meet within the academic day. Group curriculums that apply to specific needs.
Measuring the impact	
What data will you consider (qualitative and/or quantitative) that will help you determine the impact of your plan in this focus area?	Discipline referral data, counselor teacher referrals; student self-referrals; Parent referrals; Staff feedback; campus staff capacity and availability, student learner Profile Survey Feedback; Exit ticket feedback from Counseling Lessons
Annual Review of Campus CSCP	
Evaluation of this Goal	<p>Counseling groups were established for grade levels K, 1st, 2nd, 3rd, 4th, and 5th to address Tier 2 and Tier 3 behavioral and social/emotional needs. These were shared between the school counselor and the school based therapist.</p> <p>The Counselor also facilitated Check in/Check out for tier 2 Behavior students in The SPOT, and the school counselor and the school based therapist conducted a Social Skill group each morning with designated students.</p>

	<p>Students had the option of self-referring for interpersonal and intrapersonal needs,</p> <p>(Final referral data to be added at the end of the school year)</p>
Campus CSCP Portfolio <i>*Internal GISD only</i>	

Mitchell Comprehensive School Counseling Program Goal	
2023-2024	
Understanding the needs	
When working on your goal, what pieces of data did you consider?	Learner Profile Survey results, Discipline referrals, Teacher, Parent, and student self referrals, Admin referrals, Counseling Lesson Exit Tickets, Attendance data.
Which stakeholders provided you with input to highlight campus needs?	Teachers, parents, students, Student Leadership Group, District Counseling Leadership. Campus Leadership Team
Identifying the focus	
Between the data and stakeholder conversations, what stood out as <i>at least one</i> need you will focus on next year?	<ol style="list-style-type: none"> 1. Student application of regulation strategies and self awareness to connect to learning for academic success. 2. Increase student healthy conflict resolution skills. 3. Trauma informed schools training for staff members
Setting the goal	
What is your plan to address this area of need?	<p>Continued regulation skill training with classes during guidance. Update Calm Boxes. Continued work for Regulation area "The SPOT"</p> <p>Train 5th grade Leadership students in conflict resolution skills/peer mediation</p> <p>Facilitate and/or support staff professional learning in trauma informed classrooms.</p>
Aligning to the Texas Model For Comprehensive School Counseling	
Which delivery component(s) align to your plan?	<ul style="list-style-type: none"> • Guidance Advising (Classroom or small group) • Individual Student Planning • Responsive Services • System Support <p>Texas Model Delivery Components</p>
Which competency content area(s) align(s) with your plan	<ul style="list-style-type: none"> • Intrapersonal • Interpersonal • Post-Secondary Planning • Personal Health & Safety

	Texas Model Competencies: Elementary ; Secondary
Is your plan reflected on your CSCP Calendar?	Mitchell CSCP Calendar
Resources Needed	
To enact your plan, what resources will you need?	Training time and materials for Conflict Resolution/Mediation; Materials for calm boxes and training in the use of them; Scheduled opportunities for staff learning concerning Trauma informed strategies.
Measuring the impact	
What data will you consider (qualitative and/or quantitative) that will help you determine the impact of your plan in this focus area?	Discipline referral data, counselor teacher referrals; student self-referrals; Parent referrals; Staff feedback; campus staff capacity and availability
Annual Review of Campus CSCP	
Evaluation of this Goal	<p>The counselor reviewed and retaught the mood meter in the September Guidance Lesson, to Kindergarten-5th grade, and reviewed in lessons throughout the year, adding coping strategies to the student list of strategies during the year. Mood meter posters with regulation strategies were created and posted in the building. Calming boxes were updated and distributed to all classroom teachers, as well as special area teachers and available in the office cubbies for student use. Counseling groups were established for grade levels K, 1st, 2nd, 3rd, 4th, and 5th to address Tier 2 and Tier 3 behavioral and social/emotional needs.</p> <p>Each homeroom had counselor lessons once a month, plus the Play It Safe lessons presented by Williamson County Child Advocacy Center. Mitchell SES results indicate that students feel that adults at school care about them, and will help them if they need assistance at school. In addition, a targeted Social Skill group was established to address needs in various grade levels.</p> <p>Based on the EOY LP Student Survey, we need continued work on How to effectively use regulation strategies and empathy/kindness. The lowest scores included lack of confidence when sharing in group work and in their school work, as well as students being kind to one another.</p> <p>Challenges:</p> <p>One challenge that we faced was an increase in new to campus and district students. Previous students have experienced our social-emotional learning over the last several years, but new students were unfamiliar with our previous learning and processes.</p> <p>Lack of time and staff capacity created a need to postpone goal 2 concerning Peer Mediation, but the school counselor and the School-based therapist worked with individual and pairs of students</p>

	<p>in group and individually on conflict resolution skills.</p> <p><u>Data:</u></p> <ul style="list-style-type: none"> • Discipline referrals-237 for 87 students (11% of students) • Counseling referrals-77 student self-referrals, 65 staff referrals and 18 parent referrals=160 referrals <ul style="list-style-type: none"> ◦ 138 individual students due to multiple referrals • Mitchell Leadership continued and grew <ul style="list-style-type: none"> ◦ 43 students (12 third grade, 11 fourth grade, 20 5th grade) ◦ Summer Leadership camp, ◦ Monthly Maverick time meetings ◦ Students Read to Pre-K, Kindergarten students ◦ Assisted with the Campus Garden ◦ greeted guests at events such as Literacy Night, Book Fair night, and School programs and activities, ◦ created posters to encourage positive attributes, including Capturing Kids Hearts traits and campus expectations of safe, respectful and responsible ◦ spoke at 5th grade graduation, and ◦ delivered Backpack Buddy Bags to classrooms each week. • The school counselor and the principal provided Health and Wellness information for staff in weekly newsletter, including emotional regulation, trauma informed information, as well as self-care. Additionally, learning opportunities were offered after school on Brain-Gut Connection and links to Anxiety.
<p>Mitchell CSCP Portfolio *Coming May 2024</p>	

<p>Mitchell Elementary Comprehensive School Counseling Program Goal</p> <p>2022-2023</p>	
When working on your goal, what data set(s) did you consider?	The following data sets were reviewed: GISD Spring 2022 Student Experience Survey, 21-22 School-Based Therapy statistics, CareSolace district dashboard, Campus/District MAP scores and annual Campus Behavioral Threat data, discipline data, retention data, EOY Teacher survey.
What other stakeholders provided you with input to highlight any needs?	Campus administrators and I discussed possible support for students returning in the fall. Teachers requested support for students for emotional regulation and completed a EOY Counseling Survey to highlight needs and request additional support. Parents reached out to request intervention for their child concerning anger, anxiety and grief management. Third-5th grade students completed an EOY survey to indicate needs.
Between the data and your stakeholder conversations,	<input type="checkbox"/> Teaching students emotional self-awareness and interpersonal management in a variety of situations, including with adults and peers focusing on empathy development toward self and others.

what stood out as <u>one</u> thing you will focus on next year?	
What is your plan to address this area of need?	<input type="checkbox"/> Implementing 3 week SEL lesson cycle in classrooms on Intrapersonal and interpersonal skills <input type="checkbox"/> Creating Kindness Crew with Monthly Random Acts of kindness challenges to the campus. <input type="checkbox"/> Continue application of mood meter use and calming boxes in classrooms. <input type="checkbox"/> Teaching targeted empathy lessons to staff and students. <input type="checkbox"/> Continue Mitchell ambassadors, a student Leadership and Service Group.
What data will you consider (qualitative and/or quantitative) that will help you determine the impact of your plan in this focus area?	Discipline referrals, SES survey results, repeat counseling referrals, either from teachers, parents or self-referrals from students, student exit tickets from counseling lessons, group pre and post surveys, attendance records
To enact your plan, what resources will you need?	Time to meet with staff to teach empathy awareness, \$ for Kindness Crew(a part of the Mitchell Ambassadors) activities and replenishing calming boxes, Time and space to meet with kindness Crew during the year. Social Skills tools and curriculum for Social Skill Groups.
Which delivery component does your plan fit into?	Guidance/ Advising, Responsive Service, System Support
Is your plan reflected in your CSCP Plan?	CSCP Plan here (calendar) Yes
Date that your principal agreement will occur to share your goal.	08/29/2022
When your plan has been completed, record your results here.	<p>The counselor reviewed and retaught the mood meter in the September Guidance Lesson, to Pk-5th grade, and reviewed in lessons throughout the year, adding coping strategies to the student list of strategies during the year. Mood meter posters with regulation strategies were created and posted in the building. Calming boxes were distributed to all classroom teachers, as well as special area teachers and available in the office cubbies for student use. Counseling groups were established for grade levels K, 1st, 2nd, 3rd, 4th, and 5th to address Tier 2 and Tier 3 behavioral and social/emotional needs.</p> <p>Each homeroom had counselor lessons once a month, plus the Play It Safe lessons presented by Williamson County Child Advocacy Center. Mitchell SES results indicate that students feel that adults at school care about them, and will help them if they need assistance at school. In addition, a targeted Social Skill group was established to address needs in Kindergarten and 1st grade. The establishment of the Kindness Crew was altered to Student Leadership character posters and the Great Kindness Challenge in January.</p> <p>Based on the EOY LP Student Survey, we need continued work on How to</p>

	<p>effectively use regulation strategies and empathy/kindness. Our lowest average score was concerning kids at school being kind to each other and using calming strategies when big feelings occur.</p> <p>Challenges:</p> <p>One challenge that we faced was an increase in new to campus and district students. Previous students have experienced our social-emotional learning over the last several years, but new students were unfamiliar with our previous learning and processes.</p> <p><u>Data:</u></p> <ul style="list-style-type: none"> • Discipline office referrals- for 71 students, with 41 of these being single referrals and 30 students having more than one referral. • Counseling referrals-approximately 210 for 182 students (45 students had multiple referrals, either teacher, parent, or student self-referral) • Mitchell Leadership and Ambassadors continued and grew <ul style="list-style-type: none"> ○ 43 students (12 third grade, 11 fourth grade, 20 5th grade) ○ Summer Leadership camp, ○ Monthly Maverick time meetings ○ Students Read to Pre-K, Kindergarten students, ○ aided the Librarian, ○ greeted guests at events such as Literacy Night and Career Day ○ created posters to encourage positive attributes , ○ spoke at 5th grade graduation, and ○ delivered Backpack Buddy Bags to classrooms each week.
Annually Review and Adjust Plans	

<p>Mitchell Comprehensive School Counseling Program Goal</p> <p>2021-2022</p>	
When working on your goal, what data set(s) did you consider?	The following data sets were reviewed: GISD Spring 2021 Student Experience Survey, 20-21 School-Based Therapy statistics, CareSolace district dashboard, Campus/District MAP scores and annual Campus Behavioral Threat data, discipline data, retention data.
What other stakeholders provided you with input to highlight any needs?	Campus administrators and I discussed possible support for students returning in the fall. Teachers requested support for students for emotional regulation to enhance. Parents reached out to request intervention for their child concerning anger, anxiety and grief management.
Between the data and your stakeholder conversations,	<input type="checkbox"/> Teaching students emotional self-awareness and management in a variety of situations, including with adults, peers, and in new situations. <input type="checkbox"/> Re-establish Student Service group (Mitchell Ambassadors) on

what stood out as <u>one</u> thing you will focus on next year?	campus.
What is your plan to address this area of need?	<p>I will present to teachers in August on how to support students in coping with emotions and creating a space in their classrooms for emotional regulation. Using teacher referrals as well as data from the SES student survey, I will identify students and facilitate 1 lunch group a week for each of the following grade levels: 2, 3, 4, and 5 (4 total groups a week, 6-8 sessions each, at least 1 per semester). In addition, Classroom lessons in all grade levels to address emotional regulation and coping skills.</p> <p>The purpose is to provide support for students struggling to manage emotions that interfere with their academic learning.</p>
What data will you consider (qualitative and/or quantitative) that will help you determine the impact of your plan in this focus area?	<p>Discipline referrals, SES survey results, repeat counseling referrals, either from teachers, parents or self-referrals from students.</p> <p>Group pre and post surveys.</p>
To enact your plan, what resources will you need?	Materials for calming boxes for each classroom, scheduled time with teachers to discuss training, group time for 2nd-5th grade, Monthly scheduled counselor classroom visits.
Which delivery component does your plan fit into?	Guidance/ Advising, Responsive Service, System Support, Individual Planning
Is your plan reflected in your CSCP Plan?	Yes. See below
Date that your principal agreement will occur to share your goal.	August 4, 2021
When your plan has been completed, record your results here.	<p>Lessons on the mood meter were taught by the counselor in September to PK-5th grade, and reviewed in lessons throughout the year, adding coping strategies to the student list of strategies during the year. Calming boxes were distributed to all classroom teachers, as well as special area teachers and available in the office cubbies for student use. Counseling groups were established for grade levels K, 1st, 2nd, 3rd, 4th, and 5th to address Tier 2 and Tier 3 behavioral and social/emotional needs. Each homeroom had counselor lessons once a month, plus the Play It Safe lessons presented by Williamson County Child Advocacy Center. Mitchell SES results indicate that students feel that adults at school care about them, and will help them if they need assistance at school.</p> <p><u>Data:</u></p> <ul style="list-style-type: none"> • Discipline office referrals-81 for 48 students, with only 18 students having more than one referral. • Counseling referrals-approximately 300 for 155 students (66 students had multiple referrals, either teacher, parent, or student self-referral) • Mitchell Ambassadors re-established <ul style="list-style-type: none"> ○ 32 students (16 4th grade, 16 5th grade) bi monthly lunch meetings and 4 after school meetings in the Spring. Students Read to Pre-K, K and 1st grade students, aided the Librarian,

	helped in the hallway in the mornings, helped custodians by picking up trash in the afternoons, helped at car duty in the morning and afternoon, and delivered Backpack Buddy Bags to classrooms each week.
Annually Review and Adjust Plans	