



Galena Park
Independent School District

MacArthur Elementary School
CAMPUS COMPREHENSIVE SCHOOL COUNSELING PROGRAM
2025-2026





MacArthur Elementary

Home of the Generals

Administrator: Dr. Victoria Garcia- Hernandez

Counselor: Jenniffer Kelley

MacArthur Elementary – 1801 N. Main Galena Park Texas – 832-386-4630

District Mission Statement

The mission of the Galena Park Independent School District (GPISD) Comprehensive Counseling Program is to nurture, empower and support every diverse learner to achieve educational success, personal social and emotional growth, and career readiness by developing collaborative relationships with students, parents, guardians, campus staff, district personnel, and community members. GPISD will continue to advocate for all student populations and strive to produce well-adjusted, lifelong learners.

Campus Mission Statement

The mission at MacArthur Elementary is to provide students with opportunities to perform and excel at their maximum potential by implementing an effective curriculum in a safe environment where each child is treated with love and respect.

Campus Program Definition

The MacArthur Elementary Counseling Program's primary focus is to facilitate instruction by removing impediments to student learning. Through responsive services, the guidance curriculum, individual planning, and system supports, the counseling program provides a proactive approach to enhance academic success, social and emotional growth, and career development. The Counselor, Administrators, Teachers, and Social Workers form a partnership that reinforces student success both emotionally and academically while guiding them to accomplish prospective career goals. Working with stakeholders we collaborate to create productive and responsible citizens of the world.

Campus Program Rationale

The rationale for MacArthur Elementary comprehensive school program is to work proactively and diligently in assisting with everyday challenges that students, families, and the Galena Park

community as a whole face. The goal of the program is to reach all students, regardless of their situation or background and empower students' to reach their potential with the belief in embracing the whole child . As part of a school support team, the school counselor delivers critical social, emotional, and academic support. The comprehensive counseling program uses research-based theories and practices for all students. The school counselor can aid in setting students on a path for postsecondary readiness and success. MacArthur Elementary counseling and support staff work collaboratively, in planning, creating, implementing, and evaluating our program to adjust to the needs of all our students.

Campus Counselor

COUNSELOR(S)
Jennifer Kelley

Support Staff

SOCIAL SERVICE SPECIALIST	VOCA	COMMUNITIES IN SCHOOLS
Mr.Buggs	Danique Michel	Danique Michel
Ms.Lewis		

Program Assumptions

Counseling Staff:

- The School Counselor will be highly qualified holding a master's degree in counseling from an accredited university and certified in the state of Texas.
- The School counselor remains committed to implementing a comprehensive school counseling program and obtaining CE hours to remain current on issues facing students in Texas schools.
- The minimum level of the school counseling program provides for each of the four delivery system components: guidance curriculum, responsive services, individual planning, and system support.
- All students, parents, teachers, and other recipients of the school counseling program will have equal access to the program.

Faculty/Staff Assumptions:

- School Counselors are highly qualified professionals with unique training to meet the needs of students in the areas of academic, career, personal and social development.
- Students are the priority of school counselors' time and efforts.
- The school counselor's time is spent in the most efficient and effective way through the implementation of a comprehensive school counseling program and concentrated efforts are based on data.

- School administrators understand the counseling program and its priorities, and they create procedures to support these priorities.
- Teachers and school counselors work collaboratively to integrate the academic and counseling curriculum.
- School counselors maintain ethical standards.
- All members accept responsibility for the school's goals and objectives.
- Relationships among staff members are characterized by respect, collaboration, and cooperation.

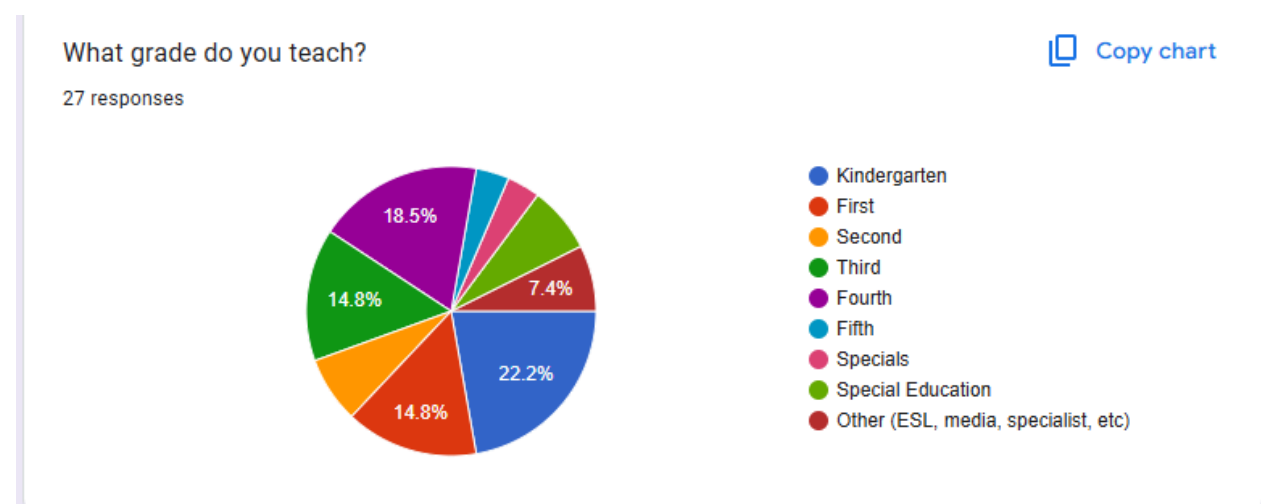
Assumptions for Parents/Guardians

- Parents/Guardians play a vital role in the educational success of their students. Parents/Guardians work together with school personnel to support the education of their students.
- Parents/Guardians assist in the educational opportunities provided to their students
- Parents will be full partners and collaborate with educators to create, implement, and evaluate the school counseling program.

Materials, Supplies, and Facilities Assumptions:

- A private office properly equipped with the consideration of the student's right to privacy and confidentiality.
- An operational budget to support the counseling program which meets the needs of students.
- A dedicated space for small group counseling and large group guidance sessions.
- Storage space for storing resources.
- An adequate space for outside agencies to provide crisis, in person or virtual counseling sessions

Needs Assessment Results



If you were here last year, what was the most challenging aspect of your job? If you were not here last year, please indicate.

21 responses

Time Management and Stress

Just finding the time to do everything

Not having enough time to complete everything.

The most challenging aspect of my job was keeping up with deadlines.

Student behavior and lack of parent support

behavior on of some students

Na

Not enough hours in the day

Learning a new grade level

Some behavioral issues at the beginning of the year, but it got better.

Lack of parent support student behavior

I had to balance a lot between work and home last year. But, I made it through!!

Balancing all of the students and classes I see

How to handle when a student who is being disruptive in a middle of my lesson/small groups.

Creating new assessments and assignments for first grade.

Learning the SPED expectations and rules and policies.

Assessing student needs

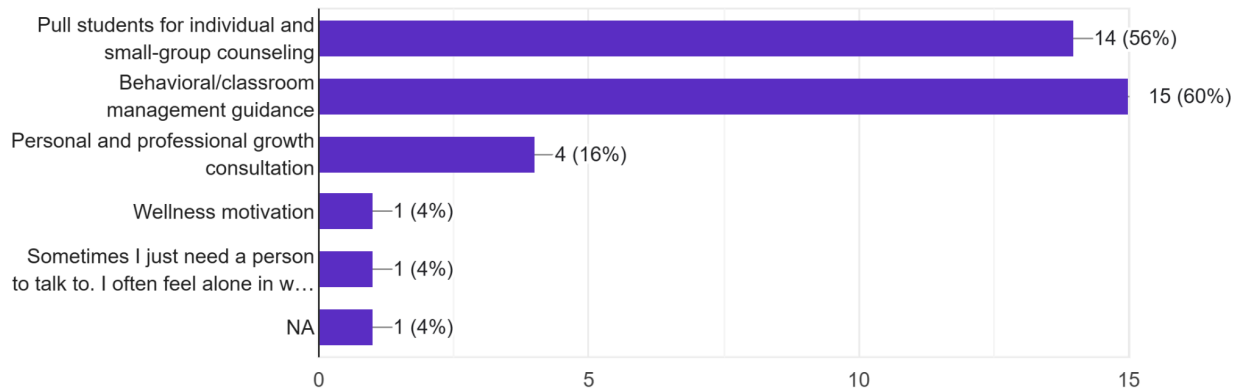
Staying on schedule

Getting familiar with MacArthur and GPISD expectations.

Time. Never enough

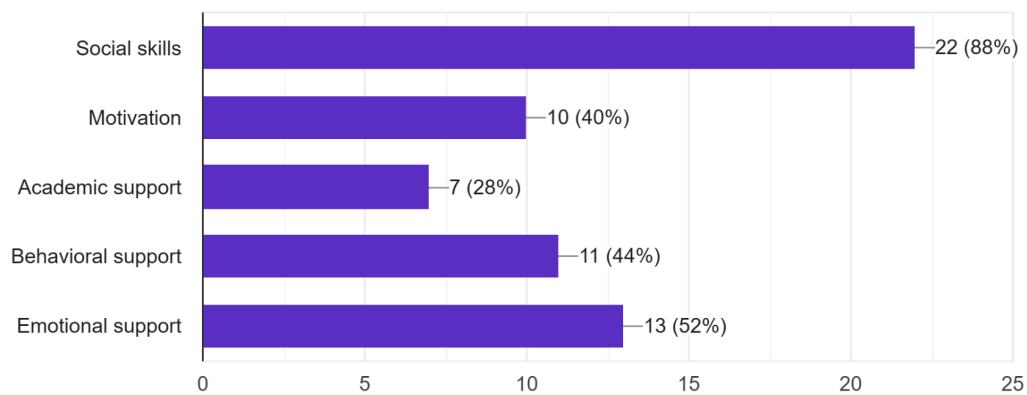
How can I best help you this school year? Check all that apply.

25 responses



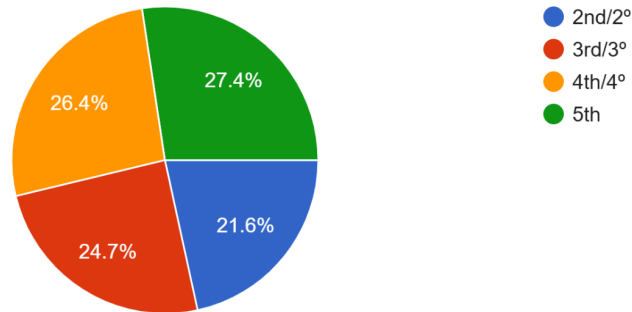
What do you think your students will need help this year? Check all that apply

25 responses



Grade/Nivel de grado

292 responses

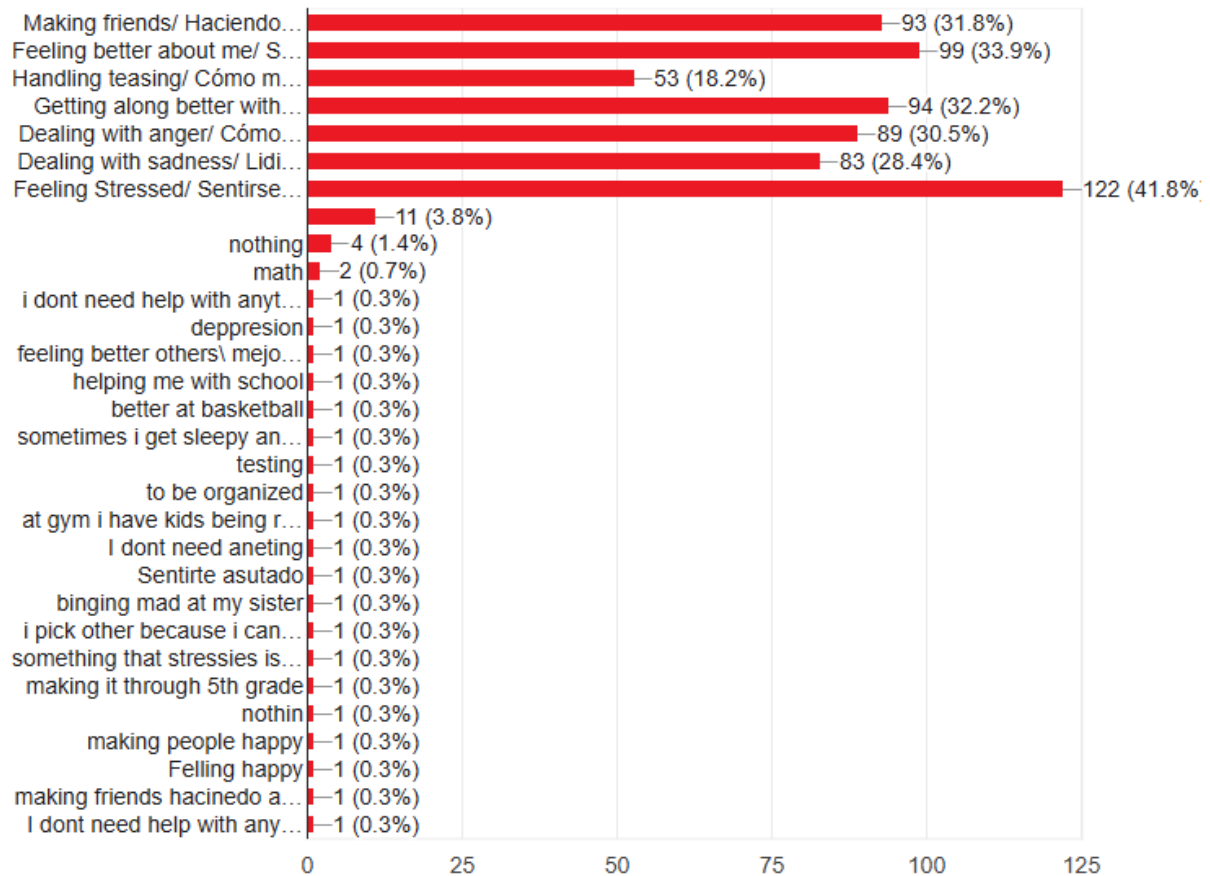


I need help with the following PERSONAL concerns...

[Copy chart](#)

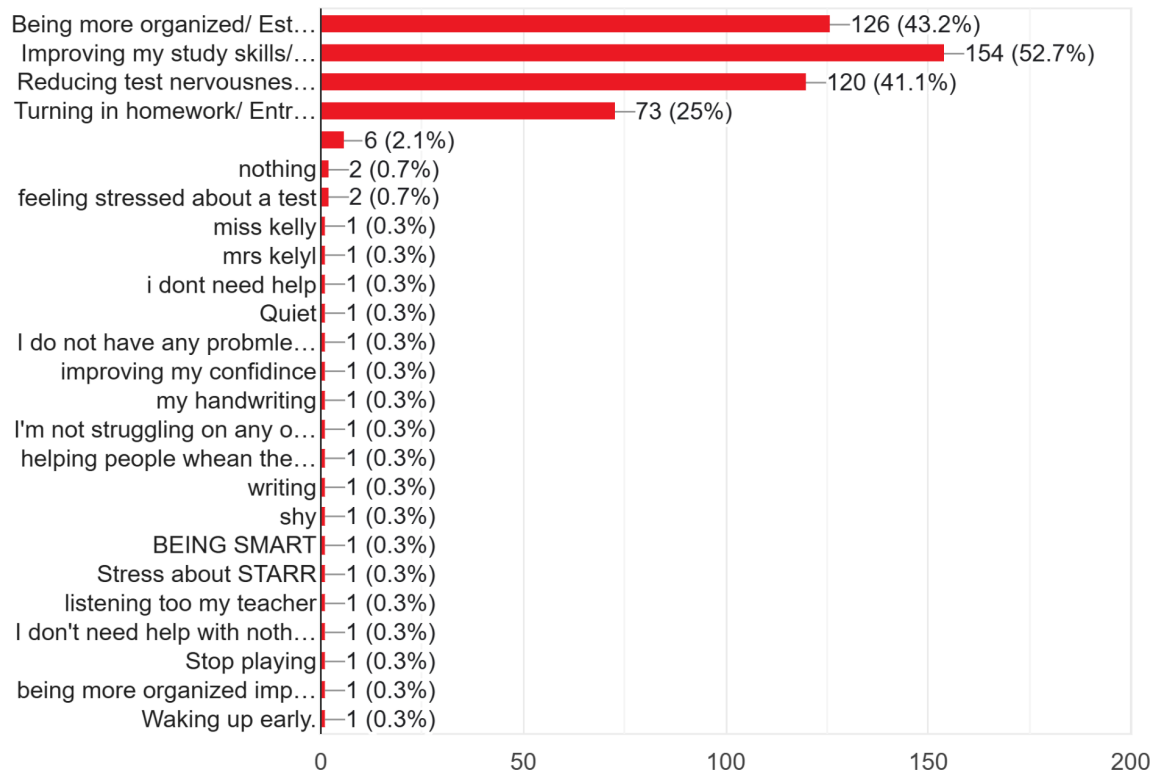
Necesito ayuda con las siguientes inquietudes PERSONALES...

292 responses



I need help with these SCHOOL concerns... Necesito ayuda con estas inquietudes ESCOLARES...

292 responses

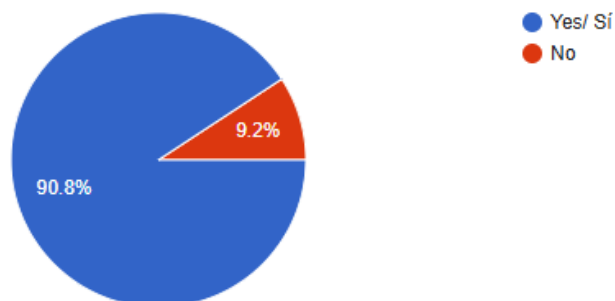


I feel comfortable seeing my counselor.

Me siento cómodo viendo a mi consejero.

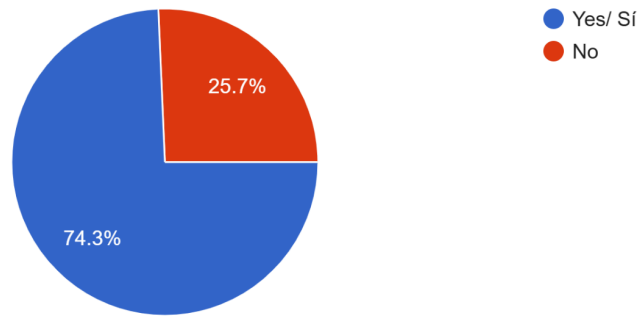
292 responses

 [Copy chart](#)



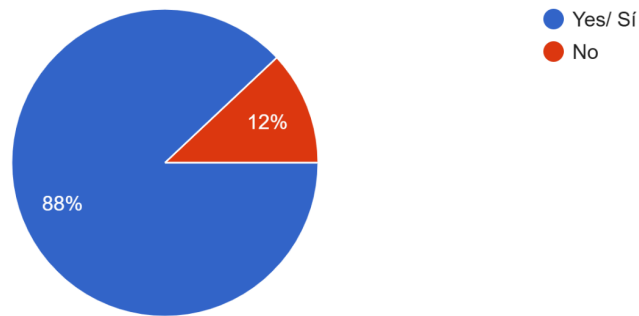
I like school. Me gusta la escuela.

292 responses



I feel safe at school. Me siento seguro en la escuela.

292 responses



Advisory Council/Site Based Input

Name:	Role:
Jenniffer Kelley	Counselor
Dr. Victoria Garcia-Hernandez	Administrator
Donna Herrick	PK Teacher
Jacky Dominguez	Kindergarten Teacher
Lashawn Williams	1st Grade Teacher
Kimone Singleton	2nd Grade Teacher
Sandra Garcia	3rd Grade Teacher
Perla Garcia/Kelly Kruzman	4th Grade Teacher
Yvette Valdez/Jami Jasso	5th Grade Teacher
Benita Cole	Special Education

Diana Lee	Instructional Leadership
Jeff Fleming	Enrichment
Alejandra Veja	Student
Sandra Garcia	Parent
Karen Diaz	Parent
Jeanette Garza	Parent

Program Goals

Goal1:Social Emotional Success	MacArthur Elementary will provide mental, physical and emotional safety and health for all students and staff.
Objective:	Implement Guidance curriculum along with supplemental SEL Curriculum on a monthly basis.
Strategy:	Campus counselor provides support with SEL lessons to the teachers when needed. The Campus Counselor will go into the classrooms to teach the SEL/Character ed. lessons to students.
Activities:	Classroom guidance lessons Counselor's Corner Wellness Wednesday Events/checkins
Goal1: Social Emotional Success	MacArthur Elementary will provide mental, physical and emotional safety and health for all students and staff.
Objective:	Implement small group and individual counseling and prevention education lessons.
Strategy:	Identify students to meet with through RTI and meet as needed for each student. Coordinate with campus staff to determine needs of the campus for prevention lessons. Student observations
Activities:	Small group Counseling Individual Counseling Counselor's Corner guidance lessons staff support
Goal 2: Academic Success	To improve student achievement to reach requirements for grade level promotion. School counselors will provide individual/small group counseling, classroom guidance, prevention education and student-centered interventions

Guidance Curriculum Program Component

The purpose of the guidance curriculum is to teach students skills that include character development and social emotional learning.

Campus Responsive Services

The purpose of responsive services is to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk.

Individual Planning Priorities

The purpose of individual planning is to guide all students as they plan, monitor, and manage their individual educational, career, personal, and social development.

System Support

The purpose of system support is to identify and coordinate resources and activities on campus and in the community that indirectly benefit students.

Campus Counseling Department Components and Content Areas

Component	%	Content Area
GC: Guidance	35-45%	Interpersonal Effectiveness Help students develop their full educational potential. Includes a social emotional learning curriculum at all grade levels
RS: Responsive Services	30-40%	Intrapersonal Effectiveness Addresses prevention, intervention and postvention levels on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk
IP: Individual Planning	5-10%	Personal Health and Safety Assists students in planning, monitoring, and managing their academic, personal/social, and career development goals.
SS: Support System	10-15%	Post-Secondary Planning and Career Readiness Includes program, staff, and school support activities and services to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students

Program Balance Chart/Weekly Schedule

*Subject to change based on needs of the campus.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-8:30	Individual Planning	Individual Planning	Individual Planning	Individual Planning	Individual Planning
8:30-9:00	System Support	System Support	System Support	Individual Planning	Individual Planning

9:00-9:30	Guidance	Guidance	Guidance	Guidance	Guidance
9:30-10:00	Guidance	Guidance	Guidance	Guidance	Guidance
10:00-10:30	Responsive Services	Responsive Services	Responsive Services	Responsive Services	Responsive Services
10:30-11:00	Responsive Services	Responsive Services	Responsive Services	Responsive Services	Responsive Services
11:00-11:30	Guidance	Guidance	Guidance	Guidance	Guidance
11:30-12:00	Guidance	Guidance	Guidance	Guidance	Guidance
12:00-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-1:00	Responsive Services	Responsive Services	Responsive Services	Responsive Services	Responsive Services
1:00-1:30	Responsive Services	Responsive Services	Responsive Services	Responsive Services	Responsive Services
1:30-2:00	Guidance	Guidance	Guidance	Guidance	Guidance
2:00-2:30	Guidance	Guidance	Guidance	System Support	System Support
2:30-3:00	System Support	System Support	System Support	System Support	System Support
3:00-3:30	Non- Counseling Duty	Non- Counseling Duty	Non- Counseling Duty	Non- Counseling Duty	Non- Counseling Duty
3:30-4:00	Non- Counseling Duty	Non- Counseling Duty	Non- Counseling Duty	Non- Counseling Duty	Non- Counseling Duty

Key

GC: Guidance Curriculum

RS: Responsive Services

IP: Individual Planning

SS: System Support

NCD: Non-Counseling Duties

Annual Counseling Calendar by Month

MacArthur Elementary Counseling Calendar by Month		
AUGUST	CALENDAR	Trait(a): Citizenship & School Pride
Component(s)	Event/Activity	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	What does the counselor do? Lesson PK-1	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Meet the Counselor/Meet the teacher	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Scheduling/Student Schedules	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	School supplies/Uniform needs	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Start process of Backpack Buddy	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Student, Parent, Staff Needs assessment (Aug-Sept)	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Family Friendly Schools	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	<u>T2/ T3 Intervention services</u> (student observations,small group counseling, small group guidance, Individual guidance, Individual counseling, Peer mediation, crisis intervention, guidance in advisory, social services (provide clothes,food,resources to families), and referrals to outside agencies.) All of the above can include Educational/ Academic, Personal, and Social counseling services.	
SEPTEMBER	CALENDAR	Trait(s): Citizenship & School Pride
Component(s)	Event/Activity	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Student, Parent, Staff Needs assessment	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	District Title 1 Meeting	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Grandparents' Day	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Hispanic Heritage Month (9/15-10/15) Dress up days and raffle Hispanic Heritage Books	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	College Night	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Fathers Take your child to school day	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Citizenship Character Cafe	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Title I Meeting (PM)	

<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Start Backpack Buddy Program	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Citizenship Awards Ceremony	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Pk-4 Social skill Groups	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Guidance Lesson: Character Trait of the Month	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Suicide Prevention month Wear Teal or Purple	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	<u>T2/ T3 Intervention services</u> (student observations,small group counseling, small group guidance, Individual guidance, Individual counseling, Peer mediation, crisis intervention, guidance in advisory, social services (provide clothes,food,resources to families), and referrals to outside agencies.) All of the above can include Educational/ Academic, Personal, and Social counseling services.	
OCTOBER	CALENDAR	Trait(s): Compassion & Tolerance
Component(s)	Event/Activity	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Backpackbuddy distributions Oct-May	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Breast Cancer Awareness Month (Pink out)	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Bully Prevention	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Drug Awareness	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Fire Prevention Week	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Hispanic Heritage Month (9/15-10/15) Dress up days and raffle Hispanic Heritage Books	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Title 1 AM Meeting	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Volunteer Meeting	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Boys and Girls Club Ceremony	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Red Ribbon Week	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	(Unity Day- wear orange)	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Tolerance and Compassion Character Cafe	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Tolerance and Compassion Awards Ceremony	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Pk-4 Social skill Groups	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	STAAR Night	

<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Book Character Parade	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Guidance Lesson: Character Trait of the Month	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	<u>T2/ T3 Intervention services</u> (student observations,small group counseling, small group guidance, Individual guidance, Individual counseling, Peer mediation, crisis intervention, guidance in advisory, social services (provide clothes,food,resources to families), and referrals to outside agencies.) All of the above can include Educational/ Academic, Personal, and Social counseling services.	
November	CALENDAR	Trait(s): Fairness
Component	Event/Activity	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	College Awareness/Financial Planning/ Goal Setting	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Fairness Character Cafe	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Fairness Awards Ceremony	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Native American Heritage Day raffle Native American Heritage Books/ Bulletin Board	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Thanksgiving Baskets (Turkeys) GiveAway	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Stuff the Turkey Food Drive	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	World Kindness Day	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Thanksgiving Luncheons	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Guidance Lesson: Character Trait of the Month	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Fall Festival	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Pk-4 Social skill Groups	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	<u>T2/ T3 Intervention services</u> (student observations,small group counseling, small group guidance, Individual guidance, Individual counseling, Peer mediation, crisis intervention, guidance in advisory, social services (provide clothes,food,resources to families), and referrals to outside agencies.) All of the above can include Educational/ Academic, Personal, and Social counseling services.	
December	CALENDAR	Trait(s): Integrity
Component	Event/Activity	

<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Multiple agency Toy giveaways	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Honesty and Integrity Character Cafe	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Parent Meeting: Community Resources	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Negami Toy Drive	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	PAFE Documentation Due	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Honesty and Integrity Awards Ceremony	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Pk-4 Social skill Groups	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Guidance Lesson: Character Trait of the Month	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	<u>T2/ T3 Intervention services</u> (student observations,small group counseling, small group guidance, Individual guidance, Individual counseling, Peer mediation, crisis intervention, guidance in advisory, social services (provide clothes,food,resources to families), and referrals to outside agencies.) All of the above can include Educational/ Academic, Personal, and Social counseling services.	
January	CALENDAR	Trait(s): Perseverance & Courage
Components	Event/Activity	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Perseverance Character Cafe	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	NEHS Induction Ceremony	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Perseverance Awards Ceremony	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Health Meeting	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Pk-4 Social skill Groups	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Guidance Lesson: Character Trait of the Month	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	STREAM Night	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	<u>T2/ T3 Intervention services</u> (student observations,small group counseling, small group guidance, Individual guidance, Individual counseling, Peer mediation, crisis intervention, guidance in advisory, social services (provide clothes,food,resources to families), and referrals to outside agencies.) All of the above can include Educational/ Academic, Personal, and Social counseling services.	

February	CALENDAR	Trait(s): Responsibility
Components	Event/Activity	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input checked="" type="checkbox"/> SS	Black History Month raffle African American Heritage Books/ Bulletin Board	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	College and Career Awareness Meeting	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	School Counselor Appreciation Week	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Go Texan Day	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Kindness Week/ Friendship Week/ Friendship Lessons	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Responsibility Character Cafe	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	National School Counselors' Week	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Responsibility Character Parade	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Pk-4 Social skill Groups	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Guidance Lesson: Character Trait of the Month	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	<u>T2/ T3 Intervention services</u> (student observations,small group counseling, small group guidance, Individual guidance, Individual counseling, Peer mediation, crisis intervention, guidance in advisory, social services (provide clothes,food,resources to families), and referrals to outside agencies.) All of the above can include Educational/ Academic, Personal, and Social counseling services.	
March	CALENDAR	Trait(s): Respect & Gratitude
Component	Event/Activity	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Respect & Gratitude Awards Ceremony	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Respect & Gratitude Character Cafe	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Women's History Month raffle Women's History Books/ Bulletin Board	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Read across America Week	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Pk-4 Social skill Groups	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Multicultural Awareness	

<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Guidance Lesson: Character Trait of the Month	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Career Awareness / Interest Inventory	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Testing Anxiety Meeting (Student Lesson)	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	<u>T2/ T3 Intervention services</u> (student observations,small group counseling, small group guidance, Individual guidance, Individual counseling, Peer mediation, crisis intervention, guidance in advisory, social services (provide clothes,food,resources to families), and referrals to outside agencies.) All of the above can include Educational/ Academic, Personal, and Social counseling services.	
April	CALENDAR	Trait(s): Self-Discipline
Component	Event/Activity	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Child Abuse Prevention Month (Prevention Lessons)	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Arab American Heritage Month raffle Arab American heritage Books/ Bulletin Board	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Testing Anxiety Meeting (Student Lesson)	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Autism Acceptance Month- Wear Blue day	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Self-Discipline Character Cafe	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Self-Discipline Awards Ceremony	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Parent Volunteer Recognition Week	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Pk-4 Social skill Groups	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Volunteer Luncheon	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Guidance Lesson: Character Trait of the Month	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	STAAR Testing	
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	<u>T2/ T3 Intervention services</u> (student observations,small group counseling, small group guidance, Individual guidance, Individual counseling, Peer mediation, crisis intervention, guidance in advisory, social services (provide clothes,food,resources to families), and referrals to outside agencies.) All of the above can include Educational/ Academic, Personal, and Social counseling services.	

May	Trustworthiness
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	CPAC Meeting for Next School Year Compact, Policy
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Asian American and Pacific Islander Heritage Month raffle Asian American and Pacific Islander Books/ Bulletin Board
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	EOY Campus Awards
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Mental Health Awareness Month
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	PAFE Documentation
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Scheduling for the next school year
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Career Day
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Trustworthiness Character Cafe
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Trustworthiness Awards Ceremony
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Transition to Middle School Lesson
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Pk-4 Social Skill Groups
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	Guidance Lesson: Character Trait of the Month
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	STAAR Testing
<input type="checkbox"/> GC <input type="checkbox"/> IP <input type="checkbox"/> RS <input type="checkbox"/> SS	<u>T2/ T3 Intervention services</u> (student observations,small group counseling, small group guidance, Individual guidance, Individual counseling, Peer mediation, crisis intervention, guidance in advisory, social services (provide clothes,food,resources to families), and referrals to outside agencies.) All of the above can include Educational/ Academic, Personal, and Social counseling services.
Monthly or Bi-Monthly Campus Activities	
<ul style="list-style-type: none"> ● Backpack Buddy ● Community Referrals ● Consultations with Community Providers, SSS, CIS, Legacy Representatives, etc. ● Counselors' Corner ● Counselors' Website ● Crisis Counseling ● Individual, Small Group and Classroom Guidance Counseling Lessons 	

<ul style="list-style-type: none">● Scheduling/Student Schedules

Program Evaluation Information

School counselors will use targeted, yet focused data, to identify campus based and student needs and appropriately plan and execute programs that address all targeted goals. School counselors will collaboratively evaluate the impact of the programs through informal and formal program evaluations, and plan accordingly for continuous improvement. All evaluations, activities, and interventions will be in alignment with the district improvement plan.

Data Analysis

- **PEIMS**
 - Attendance
 - Grade Reports
 - Behavior Reports
 - Demographics
 - Special Programs
- **Needs Assessment Data**
 - PEIMS Data
 - District Benchmarks
 - Local Assessments
 - TAPR Reports

Program Evaluation Outcomes

The GPISD counseling program incorporates an evaluation component that consists of a continuous cycle of collaboration among school counselors and all support staff to use target, yet focused data to identify campus and student needs. This data will assist in appropriately planning and executing programs that address all targeted goals. These formal and informal evaluations will assist counselors in planning and delivering activities, interventions and skills that are in alignment with the district improvement plan.

Principle 1: As with other dimensions of their development, all students benefit from assistance in accomplishing the age-appropriate tasks related to their academic, career and personal/social development.

Principle 8: School counselors work with others in the school on behalf of students to support accomplishment of the school's mission and to assist in the removal of systemic barriers to student success.

Principle 15: Collaborative, cooperative planning with parents/guardians, teachers, administrators, staff and community members in developing a school counseling program results in the program

Principle 22: Explicit statements of the results desired for students better ensure the achievement of those results.

being effective and an integral part of the total school mission.

Principle 2: All students can benefit from interventions designed to assist their academic, career and personal/social development.

Principle 9: The work of school counselors should be organized as a program.

Principle 16: Effective school counseling programs are designed with awareness of local demographics and on student needs based on locally gathered data.

Principle 23: Evaluation of student results, school counselor performance and program completeness are essential to ensuring the effectiveness and relevance of school counseling programs, and it requires the collection and use of data.

Principle 3: Some students need more assistance in accomplishing the age-appropriate academic, career and personal/social developmental tasks. These students benefit from preventive or remedial interventions specially designed to help them achieve tasks appropriate to their developmental level.

Principle 10: The delivery component dividing program activities into program components of direct services (school counseling core curriculum, individual student planning and responsive services) and indirect services (referrals, consultation and collaboration) is the most effective and efficient means for organizing the program

Principle 17: Establishing priorities for and recognizing parameters within the program are critical to effective management and implementation of school counseling programs.

Principle 24: Evaluation of student results is based on established standards for the measurement of student development, growth and change.

Principle 4: School counselors are qualified to make contributions to all students' development in the areas of academic (educational), career and personal/social development.

Principle 11: The elements and strategies described as the delivery component for the school counseling program include all the means to have an impact on students' academic, career and personal/social development: direct student services (school counseling core curriculum, individual student planning and responsive services) and indirect student services (referrals, consultation and collaboration).

Principle 18: There are organizational procedures school counselors can use to manage implementation of their programs for effectiveness, efficiency and relevancy to the school.

Principle 25: Evaluation of school counselors' performance is based on the appropriate role of the school counselor.

Principle 5: School counselors can design and deliver interventions to meet students' developmental needs and to meet students' needs for prevention and remediation, thereby helping to close gaps between specific groups of students and their peers.

Principle 12: School counseling program activities can be designed that positively affect all students' academic, career and personal/social development and that help those students whose healthy academic, career and/or personal/social development is threatened or interrupted.

Principle 19: Accountability for student results, school counselor performance and program completeness are essential to ensuring the effectiveness and relevance of school counseling programs, and it requires the collection and use of data.

Principle 26: Evaluation of program completeness is based on alignment with the ASCA National Model and the local program design.

Principle 6: School counselors' interventions in students' academic, career and personal/social development help students acquire and apply knowledge, skills and attitudes promoting development in

Principle 13: Intentionally designed interventions targeting identified needs or specified goals and objectives are more effective than interventions that are not intentionally designed.

Principle 20: Leadership for school counseling programs is a shared responsibility between school counselors and school principals.

Principle 27: The purpose of evaluation is improvement.

those three dimensions of human growth.

Principle 7: School counselors can help other adults enhance their work with students' academic/educational, career and personal-social development and for the purpose of removing barriers to individual students' success.

Principle 14: A systematic approach to developing the school counseling program (i.e., planning and building the foundation, designing the delivery, managing the program, holding program staff accountable and evaluating the program) ensures its effectiveness and relevancy.

Principle 21: Having benefited from school counselors' interventions, students are more ready to learn academically and to be successful in school.