

Tippit Middle School 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 1: 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.***

Strength:

- 8th grade advising went well; me individually with every student
- Strong with Responsive Services
- Prepared Guidance lessons were created with strong content and given time in Advisory to be presented to students
- Students under SPED increased in all four categories on LP survey

Adjustment:

- Not sure of the effectiveness of advisory lessons; actually presenting lessons was up to the teachers.
- Our 24-25 CCMR goal needs a new focus; increase our activity in that area.
- Overall, 7th grade data suggest a drop in 3 out of the 4 categories in the LP survey.
- Across all grade levels - friend groups and peer relationships/connections seem to be on the lower side.

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

Learner Profile Survey, current 7th grader responses in comparison to their responses from the previous year on the following questions specifically:

- Overall I feel successful at school
- I learned something this year that makes me excited about a possible career
- I am aware of my strengths

School Counselor CSCP Time tracking data was used to identify how we could intentionally plan for the [7th grade Future Ready Lesson](#) and extension lessons with 7th grade students throughout the year.

Qualitative feedback from Middle School stakeholders including future readiness vocabulary, academic skills for success, career exploration, connection to planning in middle school and student's future transition to high school.

We examined data from the 2024-25 Learner Profile Survey, and counselor time tracking data from the 2024-25 school year.

Qualitative feedback from staff, admin, and parents.

Which campus, district, or community stakeholders provided

District EAF Steering Committee
Middle School Counseling Team
High School Stakeholders

Students (Tippit and East View Learner Profile Survey); Tippit staff; Campus Advisory Committee

you with input to highlight campus needs?		
Between the data and stakeholder conversations, what stood out as <i>one</i> need you will focus on next year in each area?	The Counseling Services team would like to continue vertical alignment of career exploration and future ready planning, starting prior to PGP creation in 8th grade. Therefore, middle school counselors will push out targeted learning throughout the academic school year for our 7th grade students that focuses on future readiness vocabulary, academic skills for success, career exploration, connection to planning in middle school and student's transition to high school. There will be pre-questionnaires and post-questionnaires given to evaluate student growth. Our hope is to use this data to identify students who may need additional support in the future.	Peer-to-peer connections for students across all grade levels. Tippit Counselors would like to focus on creating opportunities for authentic peer interactions and connections. Counselors will look at creating: - Lunch Bunch Groups - Interactive Monday Advisory Lessons - Monitoring PAL involvement - Rainy/Cold day Game Days at lunch
Section 2: Setting the goals		
What is the outcome goal?	By the end of the 2025-2026 school year, 70% of GISD 7th grade students will demonstrate a confidence level of 3 or higher in their future career path.	By the end of the 2025-2026 school year, Tippit Middle School will meet or exceed the GISD middle school average for interpersonal indicators as measured on the Learner Profile Survey Results. Specifically, the measures of kindness, self-awareness and connection to school and others.
What is your plan to address this area of need?	The middle school counseling team will develop a plan to roll out the following this year: • 7th grade Future Ready Pre-survey • 7th grade Future Ready Lesson with exit ticket • 7th grade Future Ready extension mini- lessons • 7th grade Future Ready Complex visit and post-survey	We will develop a plan for: • Intentional discussion/interaction through Monday Advisory lessons • Game days during lunch • Lunch Bunch groups
Section 3: Aligning to the Texas Model For Comprehensive School Counseling		
Which delivery component(s) align to your plan?	Guidance & Advising • Large group Individual Student Planning Texas Model Delivery Components	• 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 I. B. ii Goal: Students will be able to develop a plan of action Post-Secondary Planning - III A. ii Students will take advantage of their academic opportunities - III B ii: Students will make connections between personal skills, interests and abilities, and career choices Texas Model Competencies: Elementary; Secondary	- 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 7th grade future ready lesson and learning throughout the year. Support from administration and teachers to incorporate these additional advising pieces to strengthen 7th graders connection to school and planning for their future after high school.	Dedicated time for Counselor Advisory Lessons.
Is your plan reflected on your CSCP Calendar?	Link to TMS CSCP Calendar	
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 their future career plan (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 middle school stakeholders (7th grade teachers, counselors, administrators, parents, and students).	
What is the evidence we are looking for as we evaluate these goals?	We would like to see student confidence in their future career plan grow throughout the year. In our pilot year, we are hoping to evaluate the impact and adjust for the following year. 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 planned their transition to high school.	
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>		

Tippit Middle School Comprehensive School Counseling Program Goal	
2024-2025	
Understanding the needs	
When working on your goal, what pieces of data did you consider?	We examined data from the 2023-24 Learner Profile Survey, East View's CCMR Indicator Report, and counselor time tracking data from the 2023-24 school year.
Which stakeholders provided you with input to highlight campus needs?	Students (Tippit and East View Learner Profile Survey); GISD Director and Coordinator for School Counseling (CCMR Indicator Data and Time Tracking data)
When reflecting on your 23-24 CSCP Portfolio, what programming pieces stood out as elements to build on, adjust, or abandon?	We want to increase our guidance percentage. For the 2023-24 year, our time tracking guidance decreased to 12%, which is in line with the district average but below the TSCA recommendation of 35-40%. EVHS's CCMR percentage for the 2023-24 school year was 75% college career and military readiness. We need to see an increase in this percentage. EVHS's LP survey indicated that 24% of students are undecided in their post graduation plans. We need to see a decrease in this number. The LP survey also indicated 25% of students are undecided in their high school endorsement. More students need to be familiar with endorsements and how they align with their post graduation plans. Two Tippit LP questions/responses stood out to us when thinking about a goal for the 2024-25 school year. We would like to see an increase in these averages. 1. I learned something this year that makes me excited about a possible career (average 1.79 out of 3). 2. I have set goals for myself and am working toward accomplishing them (average 2.1 out of 3). Another Tippit LP question/response that continues to be low year after year is: At my school students are kind (average 1.49 out of 3). We will continue to build on our kindness initiatives with weekly LP lessons (Tier 1); kindness and empathy directives through advisory classes (Tier 1); small groups based on MTSS data (Tier 2); and welcome boxes for new students/families to help them feel connected.
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?	We see a need to increase guidance offerings overall but in particular, we need to increase CCMR information and connections for 6-8th grades.	
Setting the goal		
What is your plan to address this area of need?	We will increase the number of guidance offerings through the following initiatives: 1. Weekly guidance lessons provided to staff for implementation during 2nd period advisory time. 2. Implement use of Eduthings (new tool) to increase CCMR awareness and connections at all grade levels. 3. Increase frequency of guidance with 6th - 8th grades. 4. Plan cross curricular guidance so students are using information in a meaningful way (Math - calculating rank and GPA, future budgeting, etc., Language Arts - resume writing). 5. Bring in speakers representing each endorsement each nine weeks. 6. Implement benchmarks to track students' CCMR awareness/understanding.	
Aligning to the Texas Model For Comprehensive School Counseling		
Which delivery component(s) align to your plan?	• 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 • Interpersonal • Post-Secondary Planning • Personal Health & Safety Texas Model Competencies: Elementary ; Secondary	
Is your plan reflected on your CSCP Calendar?	Link to TMS CSCP Calendar	
Resources Needed		
To enact your plan, what resources will you need?	Weekly guidance lessons provided to staff for implementation during 2nd period advisory time.	Time for lesson development; curriculum resources; and teacher and admin support
	Implement use of Eduthings (new tool) to increase CCMR awareness and connections at all grade levels.	Eduthings software and training; time to get into classrooms; teacher and admin support
	Increase frequency of guidance with 6th - 8th grades	Time to get into classrooms; teacher and admin support;

		Time for lesson development; Curriculum resources
	Plan cross curricular guidance so students are using information in a meaningful way (Math - calculating rank and GPA, future budgeting, etc., Language Arts - resume writing).	Planning time with teachers; PLC time; lesson development; teacher and admin support
	Bring in speaker from each endorsement each nine weeks.	Budget money; planning time; teacher and admin support; cafeteria during advisory
	Implement benchmarks to track students' CCMR awareness/understanding.	Time to develop benchmarks; student engagement
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 examine time tracking date (quantitative) at the end of the 2024-25 school year to see if our guidance increased. We will track EVHS's LP survey data over time to see if the undecidedness measure among students decreases and to see if the post graduation plan measure increases (quantitative). We will meet with EVHS counselors consistently to track progress of incoming Tippit students related to CCMR (qualitative). At the end of the 2024-25 school year, we will examine Tippit LP survey data to see if there has been an increase in the following two measures: 1. I learned something this year that makes me excited about a possible career (average 1.79 out of 3). 2. I have set goals for myself and am working toward accomplishing them (average 2.1 out of 3). We will use CCMR benchmark data to track understanding throughout the year (start with 8th graders).	
Annual Review of Campus CSCP		
Evaluation of this Goal	We've done a great job increasing CCMR connections/awareness via guidance, the EduThings tool, and EVHS and FRC visits. However, our guidance percentage actually decreased this year instead of increasing. Goal: We see a need to increase guidance offerings overall but in particular, we need to increase CCMR information and connections for 6-8th grades.This was a plus! We did this. Major obstacles: Time/competing with interventions and other	

	initiatives, collaboration with admin
Campus CSCP Portfolio <i>*Internal GISD only</i>	

Tippit Middle School Comprehensive School Counseling Program Goal 2023-2024	
Understanding the needs	
When working on your goal, what pieces of data did you consider?	When working on our goal, we consider the Mood Meter and SES/LP survey data and the counselor request Google form.
Which stakeholders provided you with input to highlight campus needs?	The district counseling team (Dave and Amy) provided SES/LP survey results; campus SEL 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?	As a campus, next year's focus should include two primary areas: (1) Incorporating calming/coping strategies into everyday classroom practices with the goal of helping students achieve emotional self regulation and (2) providing guidance and opportunities for students to practice kindness and empathy.
Setting the goal	
What is your plan to address this area of need?	1. We will create and implement a multi-tiered system of support (MTSS) specifically for our counseling program to be more intentional in supporting students. We will focus on the two areas (above) through tiered interventions: a. During in-service, we will discuss brain breaks with teachers and direct them to our Tippit Counseling Hub, which is full of brain breaks and calming strategies for kids that can be used in a whole group or individual setting. b. For empathy building, we will organize weekly kindness initiatives with action items, continue to teach empathy lessons during SEL time, and create the Titan Locker student group as well as the Titan Ambassadors (who will welcome new students, sit with them at lunch, etc.). We will write a grant this year to create welcome boxes for new students and families. The boxes will include t-shirts, gift cards to community businesses, Titan t-shirts, and welcome letters from students. We will have the NJHS help put these together for volunteer hours. c. We will use Mood Meter and SES/LP survey data to drive MTSS (i.e., Tier 3: Red zone students/frequent flyers/SBT, Tier 2: small groups during advisory; Tier 1: Guidance - refer to a and b).
Aligning to the Texas Model For Comprehensive School Counseling	

Which delivery component(s) align to your plan?	• 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 • Interpersonal • Post-Secondary Planning • Personal Health & Safety Texas Model Competencies: Elementary ; Secondary
Is your plan reflected on your CSCP Calendar?	TMS CSCP Calendar
Resources Needed	
To enact your plan, what resources will you need?	1. Write a grant proposal for Titan Ambassador welcome boxes; 2. Need facetime with teachers and staff at in-service. 3. SEL lessons; 4. Advisory time for small groups; 5. Mood Meter; 6. Weekly kindness initiatives; 7. Possible incentives for students/staff.
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?	SES/LP survey data in Fall and Spring; Mood Meter responses; counselor request sign-in (who, what, when, why, and how many times).
Annual Review of Campus CSCP	
Evaluation of this Goal	1) What worked? We pushed out two SEL/LP lessons per week through advisory that focused on calming/coping strategies (TIER 1); we created a connections advisory small group based on recommendations from teachers and received wonderful feedback (TIER 2); and we referred students for SBT/Collab, PALS, and mentors, etc. as needed based on teacher and parent feedback/discussions as well as mood meter data (TIER 3). 2) What didn't work? We were limited with guidance in groups because of academic initiatives. We did not collaborate with admin on MTSS as we had hoped. 3) The barriers were academic initiatives tied to state testing and a lack of collaboration with our admin team. Our admin team also changed this year. We lost two APs and hired two new ones. We were without an AP for a while. 4) The main takeaway we have for next year is to be more diligent in creating time with our admin team to plan together for MTSS.
TMS CSCP Portfolio	

Tippit Middle School Comprehensive School Counseling Program Goal

2022-2023

When working on your goal, what data set(s) did you consider?	The following data sets were reviewed: Campus Spring 2022 Student Experience Survey, 21-22 District School-Based Therapy statistics, CareSolace district dashboard, annual Campus Behavioral Threat data, Campus Discipline records, and Campus Mood Meter data
What other stakeholders provided you with input to highlight any needs?	Campus administrators and counselors work closely together to highlight possible needs and supports for students during the 2022-2023 school year. Teachers also contribute through student referrals, meeting with counselors about student needs and concerns, and through input in the social & emotional design team. Parents & PTA provide feedback on their student and campus needs, and the SEL Team & Counselor Advisory Committee actively collaborate with counselors and the principal on ways to support student needs.
Between the data and your stakeholder conversations, what stood out as one thing you will focus on next year?	Our focus for the 2022-2023 school year, based on both qualitative and quantitative data, is to implement opportunities and instruction to foster respectful relationships amongst students, peers, and the adults on campus.
What is your plan to address this area of need?	• Implementation of student minute meetings • Increase in small groups • Increase guidance lessons on empathy, respectful relationships, conflict resolutions, & vulnerability • Implementation of advisory period with dedicated time for counselor guidance and SEL activities by classroom teacher • Revised Mood Meter implementation • Annual Kindness Campaign • Staff trainings focusing on implementation of SEL goals through Learner Profile attributes, and understanding executive functioning deficits
What data will you consider (qualitative and/or quantitative) that will help you determine the impact of your plan in this focus area?	Mood meter data (collects both qualitative and quantitative data), BOY student survey, EOY campus Student Experiences Survey, discipline data, and administrative, staff, and parent feedback
To enact your plan, what resources will you need?	Time during staff professional development, class time during classes to provide guidance lessons, dedicated advisory time for Mood Meter and SEL activities weekly, and flexibility to meet with students and staff.
Which delivery component does your plan fit into?	Guidance/ Advising & Responsive Service
Is your plan reflected in your CSCP Plan?	CSCP Plan here (calendar)

Date that your principal agreement will occur to share your goal.	Set a date in July or August to review your CSCP Plan and this goal document with your principal (see Principal Agreement below)
When your plan has been completed, record your results here.	***Implementing opportunities and instruction: 1. We tweaked the SEL lessons provided by Heather and added CKH concepts and feel good about the content provided—the lessons encouraged opportunities for building connections amongst students, peers, and adults. We can provide examples of the lessons. 2. Titan Welcome Camp 3. Turkey Trot SEL game day 4. Lunch bunches 5. 6th grade boy friendship group 6. Peer mediations Data: Our October Mini SES indicated a .81 increase over last spring's Interpersonal skill rating (last spring 2.18; October mini 2.99). Students rated speaking respectfully to classmates and adults higher for the Oct. 2022 survey. We were in the highest color bracket for interpersonal skills. We feel really good about the SEL lessons we provided but realize that we need to create other opportunities. The students really enjoyed the Turkey Trot SEL game day, and we feel good about the opportunities for engagement and connection we offered through the activities. One area of focus is to add an opportunity for adult connections. There was a lot of change this year that we had to adapt to and are looking forward to hitting the ground running next school year.
Annually Review and Adjust Plans	

Tippit Comprehensive School Counseling Program Goal	
2021-2022	
When working on your goal, what data set(s) did you consider?	The following data sets were reviewed: Campus Spring 2021 Student Experience Survey, 20-21 District School-Based Therapy statistics, CareSolace district dashboard, annual Campus Behavioral Threat data, 8th Grade Exit Survey, and Campus Mood Meter data
What other stakeholders provided you with input to highlight any needs?	Campus administrators and counselors work closely together to highlight possible needs and supports for students during the 2021-2022 school year. Teachers also contribute through student referrals, meeting with counselors about student needs and concerns, and through input in the social & emotional design team. Parents provide feedback on their student and campus needs, and the PTA actively collaborates with counselors and the principal on ways to support student needs.
Between the data and your stakeholder conversations, what stood out as <u>one</u> thing you will focus on next year?	Our focus for the 2021-2022 school year, based on both qualitative and quantitative data, is to improve connection and support between students, their peers, and the adults on campus.

What is your plan to address this area of need?	Gather data from the Mood Meter to identify specific students in need; Staff professional development; Student guidance lessons; Individual and small group counseling; SEL Days; Raise Craze (Kindness Campaign Fundraiser); Lunch Bunches
What data will you consider (qualitative and/or quantitative) that will help you determine the impact of your plan in this focus area?	Mood meter data (collects both qualitative and quantitative data), BOY and EOY campus Student Experiences Survey, and administrative, staff, and parent feedback
To enact your plan, what resources will you need?	Time during staff professional development, class time during ELA/SS classes to provide guidance lessons, 5 minutes a day for students to participate in daily mood meter check-ins, and flexibility to meet with students and staff.
Which delivery component does your plan fit into?	Guidance/ Advising, Responsive Service, & System Support
Is your plan reflected in your CSCP Plan?	Tippit CSCP Plan
Date that your principal agreement will occur to share your goal.	Set a date in July or August to review your CSCP Plan and this goal document with your principal (see Principal Agreement below)
When your plan has been completed, record your results here.	Our focus for the 2021-2022 school year was to improve connection amongst students, peers, and the adults on campus. Our methods included use of the Mood Meter, SEL Days, Kindness Campaign, and Lunch Bunches. Based on qualitative data collected from Lunch Bunches, parents, staff, and students, results indicate improved interpersonal relationships.
Annually Review and Adjust Plans	