



# **GOLIAD**

**INDEPENDENT SCHOOL DISTRICT**

## **Comprehensive School Counseling Program 2025-2026**



## **Welcome and Introduction of Counseling Staff**

The counselors at Goliad ISD are committed to helping maintain the wellbeing of all students and staff. We strive to build strong community relations and to help families encourage their students to be lifelong learners. Please let us know how we can assist you.

Campus	Counselor(s)	Phone	Email
Goliad Elementary School	Alison Edwards	361-645-3206x8107	aedwards@goliadisd.org
Goliad Middle School	Marcela Gonzales	361-645-3146x7103	mgonzales@goliadisd.org
Goliad High School	Jody Price	361-645-3257x6102	jprice@goliadisd.org

### **Counselor Advisor Team Members:**

Alison Edwards-Elementary School Counselor

Marcela Gonzales—Middle School Counselor

Jody Price—Interim High School Counselor

Holly Birmingham—Elementary Principal

Shelby Taylor—Middle School Principal

Charles Henke—High School Principal

Kendra Butler—Elementary Nurse

Rebecca Duke—Middle School English teacher

Sarah Brandes--Diagnostician

## **FOUNDATIONAL COMPONENTS**

### **Mission Statement**

The mission of the Goliad ISD Comprehensive Counseling Program is to engage, elevate, and empower every student to achieve educational success, personal and social growth, and career readiness. By establishing collaborative relationships with students, parents/guardians, district personnel, and community members, we strive to advocate for all students.

### **Program Definition**

The Goliad ISD counseling program is an integral part of our student's overall academic foundation. Through responsive services, consultation, individual planning, and crisis management, the counseling program provides a proactive approach to enhance academic success, personal and social growth, and career development. The program is a systematic approach that is data driven to plan and deliver support services. We collaborate and facilitate with students, parents/guardians, community stakeholders, and district personnel to help foster student success.

### **Rationale**

Leadership plays a key role in carrying out and upholding a counseling program. GISD counselors strive to be responsive and proactive to the challenges school can face. By working collaboratively, we can plan, create, implement, and evaluate our program to adjust to the needs of all students.

GISD counselors are highly qualified mental health professionals who are skilled in delivering proactive and responsive interventions that address the challenges and concerns of students, parents/guardians, and educational stakeholders. GISD counselors develop and implement a comprehensive counseling program based on the Texas model of school counseling programs, 5<sup>th</sup> ed. Authorized by the Texas Education Agency and endorsed by the Texas Counseling Association.

## **Program Assumptions**

### **Counseling Staff:**

- The GISD Counseling staff will be highly qualified holding a master's degree or master's certification in counseling from an accredited university and certified in the state of Texas.
- The GISD Counseling staff remains committed to implementing a comprehensive school counseling program obtaining CE hours to remain current on issues facing students in Texas schools and with the intent to follow the 80%/20% rule.

### **GISD Administration:**

- The GISD Administration continues to support the counseling program through extending a budget to support the materials, supplies, equipment, and facilities needed to implement the program.

### **Student Assumptions:**

- Students have individual needs in areas of academic, personal, social, and career development. All areas should be considered for each individual to meet the needs of the whole person.
- All students have potential to learn.
- All students have access to the services of the counseling program and are served equally.
- Students have a responsibility to engage in the educational opportunities provided to them.

### **Parent/Guardian Assumptions:**

- Parents/Guardians play a vital role in the educational success of their students.
- Parents/Guardians support the educational opportunities provided to their students.
- Parents/Guardians work together with school personnel to advance the education of their students.

**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

## **Data Analyzed & Results**

- Data that is readily available through PEIMS
  - Attendance
  - Grade Reports
  - Behavior Reports
  - Demographics
  - Special Programs
  
- Needs assessment data
  - PEIMS Data
  - Eduphoria
  - State Assessments
  - Local Assessments
  - Community Trends
  - TAPR Reports
  - School Counseling Needs Assessment

## Counseling Goals

### **Goal One: Personal and Social Development**

To promote the personal/social development of students in a safe, inclusive learning environment; school counselors will provide individual and/or small group counseling, classroom guidance, prevention education and student-centered interventions that:

#### **Secondary**

Objective 1: Implement a district wide SEL curriculum on a monthly basis

- Strategy 1: Character announcements, lessons and activities
- Strategy 2: Campus counselors provide teachers with materials needed to deliver lessons

Objective 2: Provide a transition plan for students returning to school from an outside facility, DAEP, homebound, etc..

- Strategy 1: When a student returns to campus from DAEP, a meeting is held with administrator, student, and counselors.
- Strategy 2: Adjust schedules or strategies and communicate with teachers as needed.
- Strategy 3: Student is made aware that the counseling office is available for regular check ins.

Objective 3: Implement campus-wide initiatives focused on personal choices and development

- Strategy 1: Initiate learning opportunities for anti-substance abuse; alcohol, drugs and e-cigarettes.
- Strategy 2: Develop a positive digital footprint.

Objective 4: Objective 2: Implement small group counseling and prevention education lessons.

- Strategy 1: Identify students to meet with through behavior Rtl, teacher and/or parent recommendation to meet the needs for each student.
- Strategy 2: Coordinate with campus staff to determine needs of the campus for prevention lessons (behavior team, needs assessment, etc.)

## **Elementary**

Objective 1: Implement character lessons on a monthly basis

- Strategy 1: Navigate 360 curriculum to create lesson plans and morning meeting powerpoints.
- Strategy 2: Campus counselors provide teachers with a calendar and materials to reinforce lessons.
- Strategy 3: Campus counselors provide support with SEL lessons to the teachers when needed.

Objective 2: Implement small group counseling and prevention education lessons.

- Strategy 1: Identify students to meet with through behavior Rtl, teacher/parent recommendation to meet the needs for each student.
- Strategy 2: Coordinate with campus staff to determine needs of the campus for prevention lessons (behavior team, needs assessment, etc.)

Objective 3: Implement campus-wide initiatives focused on personal choices and development

- Strategy 1: Work with campus administration to plan monthly themes/lessons/activities (anti-drug, anti-vape, Red Ribbon Week, Kindness Week, Anti-Bullying, etc.)
- Strategy 2: Develop a positive digital footprint.

## **Goal Two: Academic Achievement**

To enhance student achievement to reach requirements for high school graduation and post secondary success; school counselors will provide individual/small group counseling, classroom guidance, prevention education and student-centered interventions that:

### **Secondary**

Objective 1: 100% of high school seniors will complete the FAFSA.

- Strategy 1: Counselor will assist students.
- Strategy 2: FAFSA Resources will be available on Google Classroom for senior students and parents to view and complete.
- Strategy 3: Host a FAFSA parent night to present information and complete the FAFSA on site.

Objective 2: 100% of students will graduate high school.

- Strategy 1: Students will be provided with alternate makeup sessions to makeup attendance hours.
- Strategy 2: Monitor failing students systematically through semester audits and at each grading period.
- Strategy 3: Counselor will evaluate graduation options according to each student's particular situation.
- Strategy 4: Pregnancy Related Services will be provided to both parents coordinated through counselors and the nurse.
- Strategy 5: Credit recovery courses are available to students during the school year and throughout the summer.
- Strategy 6: Provide multiple certification programs that will benefit students after graduation.

Objective 3: Increase College and Career Readiness.

- Strategy 1: Increase participation in Advanced Placement and Dual Credit courses by 6%
- Strategy 2: Provide multiple CTE certification programs that will benefit students after graduation.
- Strategy 3 Utilize the counselor's office during lunches to complete college applications, help with FAFSA completion, and discuss scholarship opportunities.

Objective 4: Increase attendance percentage by 5%.

- Strategy 1: Phone calls home to students with multiple absences.
- Strategy 2: Provide opportunities for students to makeup hours.
- Strategy 3: File truancy on students who fail to attend.

### **Elementary**

Objective 1: Ensure that students identified as At-Risk of not graduating are placed in early intervention and/or identified as having a learning disability to ensure appropriate accommodations.

- Strategy 1: Meet with RtI team to identify students. Follow up with teachers to offer support.

Objective 2: Develop positive school/study habits early.

- Strategy 1: Group counseling sessions as needed to address.

### **Goal 3: Workplace Readiness/Career Awareness:**

To provide a foundation for students to understand their interests, abilities and challenges; school counselors will provide prevention education, individual/small group counseling, classroom guidance and student-centered interventions that allow students to:

## Secondary

Objective 1: 100% of students will participate in a career inventory in 6th grade at the middle school and 11th grade at the high school level.

- Strategy 1: Content teachers will facilitate career inventories in the Spring to all 6<sup>th</sup>, 8<sup>th</sup> and 11th grade students.
- Strategy 2: English 3 teachers will facilitate career inventories in the Spring to all 11th grade students.

Objective 2: All 11<sup>th</sup>-12<sup>th</sup> grade students will participate in a career fair.

- Strategy 1: 8<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> graders will participate virtually in career exploration.

Objective 3: Increase student involvement in CTE courses.

- Strategy 1: High school students will present information about CTE related endorsements to middle school students.
- Strategy 2: Increase the number of CTE courses available to middle school students.

## Elementary

Objective 1: Students will expand their world view of what is available to them after public education.

- Strategy 1: Promote college and careers on campus so that learning ties to something beyond the classroom. (college days, career highlights, etc)

### **Program Design Priorities/Delivery System**

The Counseling department at Goliad ISD, following the guidelines established by the Texas Legislature, requires all school counselors to assume responsibilities for working with school faculty and staff, students, parents and community to plan, implement, and evaluate our Comprehensive Counseling Program. The Goliad ISD Comprehensive Counseling Program shall include:

- A **Guidance Curriculum** to help students develop their full educational potential. Goliad ISD delivers
- A **Responsive Services** component 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.
- An **Individual Planning** system to guide a student as the student plans, monitors,

and manages the student's own educational, career, personal, social development, and academic success.

- **System Support 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 Evaluation**

School counselors collaboratively engage in a cycle of continuous improvement using data to identify needs, plan and implement programs, evaluate impact and adjust accordingly. Informal evaluations will occur within counseling common planning and campus common planning. Formal evaluations will occur in conjunction with the district improvement planning cycle.