



LUFKIN ISD
*Comprehensive
School Counseling Program*



Table of Contents

Staff List

Primary & Elementary Counselors p. 3

Secondary Counselors p. 4

Mission Statement p. 5

Program Definition p. 5

Program Rationale p. 5

Assumptions

Assumptions for Students p. 6

Assumptions for Parents/Guardians p. 6

Assumptions for Staff p. 6

Assumptions About the Program p. 7

Program Goals

Goal One: Social-Emotional Success p. 8-9

Goal Two: Academic Success p. 10

Goal Three: Postsecondary Success p. 11-12

Desired Program Design Priorities p. 13

Counselor Time/Program Component p. 14

Counselor Duties p. 15

Primary & Elementary Calendar p. 16-17

Secondary Calendar p. 18-24

Program Evaluation p. 25

Staff List:

Primary & Elementary Counselors

Anderson Elementary Jessica Collins jcollins@lufkinisd.org	Brandon Elementary Jessica Barnett jbarnett@lufkinisd.org	Brookhollow Elementary Nicole Cordova ncordova@lufkinisd.org
Burley Primary Michelle Jay mjay@lufkinisd.org	Coston Elementary April Pleasant ajpleasant@lufkinisd.org	Dunbar Primary Andrea Walker awalker@lufkinisd.org
Garrett Primary Melissa Warnasch mwarnasch@lufkinisd.org	Herty Primary Heather Gilbert hrgilbert@lufkinisd.org	Kurth Primary Meghan Williams mkwilliams@lufkinisd.org
Slack Elementary Jennifer Oliphant jeoliphant@lufkinisd.org	Trout Primary Teshella Taylor ttaylor@lufkinisd.org	

Secondary Counselors

Lufkin Middle School		
Lufkin Middle School Director Garisa Spikes glspikes@lufkinisd.org	Lufkin Middle School 6th Grade Amy Anderson aanderson@lufkinisd.org	Lufkin Middle School 7th Grade Robert Leedy rleedy@lufkinisd.org
Lufkin Middle School 8th Grade Melinda Cole mcole@lufkinisd.org	Lufkin Middle School Special Education Sonjua Deason sdeason@lufkinisd.org	
Lufkin High School		
Lufkin High School Director Gabriela Murphy gmurphy@lufkinisd.org	Lufkin High School 9th Grade Angela Lewis aroberts@lufkinisd.org	Lufkin High School 10th Grade Calvasha Summers csummers@lufkinisd.org
Lufkin High School 11th Grade Autumn McDaniel amcdaniel@lufkinisd.org	Lufkin High School 12th Grade Amanda Savage asavage@lufkinisd.org	Lufkin High School SpEd Katie Kassaw kakassaw@lufkinisd.org
DAEP Campus		
ACE Amelia Cole acole@lufkinisd.org		

Mission Statement:

The mission of the Lufkin ISD comprehensive school counseling program is to provide developmentally appropriate support and guidance to all students to foster academic, social-emotional, and postsecondary success.

Program Definition:

The comprehensive school counseling program is delivered by school counselors along with faculty, administrative staff, and community agencies. The program is designed to educate students to demonstrate competencies in the five content areas of intrapersonal effectiveness, interpersonal effectiveness, postsecondary planning, career readiness, and personal health and safety. The program will serve students, families, school staff, and members of the community. Time and resources are devoted to ensuring an organized comprehensive school counseling program that includes planning, collaboration with invested partners, and establishing a multi-tiered system of support. Program evaluation will include consistent progress-monitoring and periodic review.

Program Rationale

The rationale for Lufkin's comprehensive school counseling program is to be proactive, responsive, and intentional to the challenges facing the students, families, educators, and the community of Lufkin. The emphasis is on reaching all students, regardless of their circumstances or background, and empowering students through direct and intentional instruction. The goal of Lufkin ISD's counseling program is to foster academic, social-emotional, and postsecondary success through guidance curriculum, responsive services, individual planning and system support.

School counselors are just one part — but an important part — of a system that ensures students have excellent educational experiences. As part of a school support team, school counselors provide critical social-emotional and academic support. Through a comprehensive school counseling program that utilizes research-based theories and practices for all students, school counselors can help set students on a path for postsecondary success.

Studies have shown that students who have greater access to school counselors and comprehensive school counseling programs are more likely to succeed academically and behaviorally in school; this is particularly true for students in high-poverty schools.

Assumptions

Assumptions for Students

- Students have individual strengths and needs in areas of academics, personal, social, and career development.
- All students have equal access to the school counseling program.
- Students have a responsibility to engage in the educational opportunities provided to them.
- All students have potential to learn, and benefit from assistance in reaching their full potential.
- Parents and students have distinct and diverse cultures that need to be considered.

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.

Assumptions for Staff:

- Students are the priority of school counselors' time and focus.
- School counselors are vital to public schools.
- School counselors maintain ethical and moral standards.
- School counselors are highly qualified professionals with distinct training to meet the needs of students in the areas of academic, career, personal and social development.
- The school counselor's time is spent in the most efficient and effective way through the implementation of a comprehensive school counseling program based on student data.
- Teachers, administrators, and school counselors work collaboratively to integrate all components of the school counseling curriculum.
- School administrators understand the school counseling program and support its continuing development.

Assumptions About the Program:

- The school counseling program is in compliance with TEC Chapter 32 and based upon The Texas Model for Comprehensive School Counseling Programs, 5th Ed.
- The counseling program is a collaborative effort to ensure the maximum development of all students in the areas of academic success, personal and social development, and postsecondary college, career and military readiness.
- A comprehensive school counseling program is a necessary element of students' overall educational experiences.
- Program goals are based upon district and campus data and individual campus needs.
- The program includes accountability measures designed to evaluate the effectiveness of services and interventions.
- Service delivery is established by evidence-based practices.
- Guidance curriculum follows a structured calendar, designed to meet the campus needs of students in the career, academic, and personal and social domains.
- Time and opportunity for counseling program planning, implementation, and evaluation are provided.
- Appropriate resources and training are available to effectively implement the program.

Program Goals

Goal One: Social-Emotional Success

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:

Primary/Elementary	Secondary
Objective 1: Include SEL curriculum alongside regularly scheduled classroom guidance lessons.	Objective 1: Include SEL components in the regularly scheduled classroom guidance lessons.
<p>Strategy 1: School counselors will collect relevant data from a variety of sources. This data will be used to better identify strengths and needs and determine guidance focus. Data sources may include the following sources:</p> <ul style="list-style-type: none"> ● Teacher surveys ● Parent surveys ● Student surveys ● Counselor time and effort tracking of counseling and non-counseling duties including: <ul style="list-style-type: none"> ○ Total students seen by month ○ Reasons for student visit (crisis, academic, interventions, etc.) ○ Parent contact ○ Delivery components of the CSCP <ul style="list-style-type: none"> ■ Guidance curriculum ■ Responsive services ■ Individual planning ■ System support ● Academic data ● Discipline data 	<p>Strategy 1: School counselors will collect relevant data from a variety of sources. This data will be used to better identify strengths and needs and determine guidance focus. Data sources may include the following sources:</p> <ul style="list-style-type: none"> ● Teacher surveys ● Parent surveys ● Student surveys ● Counselor time and effort tracking of counseling and non-counseling duties including: <ul style="list-style-type: none"> ○ Total students seen by month ○ Reasons for student visit (crisis, academic, interventions, etc.) ○ Parent contact ○ Delivery components of the CSCP <ul style="list-style-type: none"> ■ Guidance curriculum ■ Responsive services ■ Individual planning ■ System support ● Academic data ● Discipline data
Strategy 2: As part of the trauma-informed compliance requirement, school counselors will provide staff	Strategy 2: As part of the trauma-informed compliance requirement, school counselors will provide staff

<p>training twice a year. Outcomes will be measured using staff surveys before and after training sessions.</p>	<p>training twice a year. Outcomes will be measured using staff surveys before and after training sessions.</p>
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Goal Two: Academic Success

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

Primary/Elementary	Secondary
<p>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.</p>	<p>Objective 1: 100% of students will graduate high school.</p>
<p>Strategy 1: Check in with teachers regarding MTSS behavior students no less than once a month, to monitor students and provide follow up support.</p>	<p>Strategy 1: Monitor failing students systematically through semester audits and at each grading period.</p>
<p>Strategy 2: Develop positive school/study habits early.</p>	<p>Strategy 2: Senior counselor will evaluate graduation options according to each student’s particular situation.</p>
<p>Strategy 3: Monthly lessons provided in a systematic way.</p>	<p>Strategy 3: Pregnancy Related Services will be provided to both parents coordinated through counselors and the nurse.</p>
	<p>Strategy 4: Credit recovery courses and other non-traditional programs are available to students during the school year and throughout the summer.</p>
	<p>Strategy 5: Provide multiple certification programs that will benefit students after graduation.</p>
	<p>Strategy 6: All 8th graders will receive lessons on graduation requirements (attendance, credits, etc.).</p>

Goal Three: Postsecondary Success

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:

Primary/Elementary	Secondary
<p>Objective 1: Students will expand their world view of what is available to them after public education.</p>	<p>Objective 1: 100% of high school seniors will complete the FAFSA or submit Opt-out waivers.</p>
<p>Strategy 1: Promote college and careers on campus so that learning ties to something beyond the classroom.</p>	<p>Strategy 1: Go Center advisor initiates contact with all seniors to begin the FAFSA application process.</p>
<p>Strategy 2: Campuses will celebrate college week/career week each spring.</p>	<p>Strategy 2: Go Center advisor will coordinate scheduled on-campus help sessions with other higher-ed institutions and host a FAFSA parent night to present information and complete the FAFSA on site.</p>
	<p>Strategy 3: Go Center advisor will track FAFSA submission and provide assistance as needed.</p>
	<p>Objective 2: Increase College and Career Readiness to meet CCMR requirements.</p>
	<p>Strategy 1: Increase participation in Advanced, Advanced Placement and Dual Credit courses.</p>
	<p>Strategy 2: Provide multiple CTE courses and/or certification programs that will benefit students after graduation.</p>
	<p>Strategy 3: Utilize the College Go Center to complete college applications, help with FAFSA completion for both students and parents, and discuss scholarship opportunities. Invite representatives from</p>

	various postsecondary institutions and military branches to meet with students.
	Strategy 4: As funding allows, continue to provide transition coaches to current seniors to assist with their postsecondary plans.
	Strategy 5: Collaborate with local community agencies to provide on-campus opportunities to meet college, career, and military requirements.

Desired Program Design Priorities

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

1. Students
2. Teachers and parents
3. Administrators
4. Others

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

1. Prevention needs
2. Remediation needs
3. Crisis needs

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

1. Intrapersonal Effectiveness
2. Personal Health and Safety
3. Interpersonal Effectiveness
4. Postsecondary Education and Career Readiness

School Counselor Competencies - (each campus determines the prioritization):

1. Program Management (plan/implement CSCP)
2. Guidance (theories, plan lessons, groups, involve others)
3. Advocacy
4. Professional Standards (ethics)
5. Professional Behavior (relationships, use of time)
6. Consultation
7. Coordination
8. Leadership
9. Counseling (interventions for students personal/social development, individual/group counseling)
10. Student Assessment

Counselor Time/Program Component:

Guidance Curriculum	Responsive Services	Individual Planning	System Support
Provides guidance content to all students on how to develop transferable skills for daily living.	Addresses students' concerns that impact their educational, career, personal and social development.	Assists students in planning and managing their individual educational, career, personal and social development.	Includes indirect student services, program management, support activities beneficial to students and program accountability activities.
<p><u>Curricular Topics Addressed:</u></p> <p>Intrapersonal Effectiveness</p> <p>Interpersonal Effectiveness</p> <p>Personal Health & Safety</p> <p>Postsecondary Planning & College Readiness</p>	<p><u>Sample Topics Addressed:</u></p> <p>Academic Concerns</p> <p>Attendance</p> <p>Bullying/Harassment</p> <p>Child Abuse & Neglect</p> <p>Cross-Cultural Conflict</p> <p>Grief/Loss/Death Issues</p> <p>School Attitudes & Behaviors</p> <p>Suicide/Self-harm</p>	<p><u>Sample Topics Addressed:</u></p> <p>Educational: Strengths, Uniqueness, Challenges and Academic Planning</p> <p>Career: Career Interests, Options & Training, Interest Inventory Interpretations & Application</p> <p>Personal: Strengths & Talents, Leadership Skills & Assertiveness</p> <p>Social: Communications Skills, Social Assets, Responsibility & Accountability</p>	<p><u>Sample Topics Addressed:</u></p> <p>Program Management: Conduct Needs Assessment & Plan Program Accordingly; Plan Guidance Lessons</p> <p>Support Activities: Provide Relevant Parent Education & Teacher Professional Development</p> <p>Program Accountability: Collect & Report Data to Support Program Effectiveness; Seek Professional Development Based on Program Needs</p>
<p><u>TEA Recommended % for Guidance Curriculum</u></p> <p>Elementary: 35%-45%</p> <p>Middle School: 35%-40%</p> <p>High School: 15%-25%</p>	<p><u>TEA Recommended % for Responsive Services</u></p> <p>Elementary: 30%-40%</p> <p>Middle School: 30%-40%</p> <p>High School: 25%-35%</p>	<p><u>TEA Recommended % for Individual Planning</u></p> <p>Elementary: 5%-10%</p> <p>Middle School: 15%-25%</p> <p>High School: 25%-35%</p>	<p><u>TEA Recommended % for System Support</u></p> <p>Elementary: 10%-15%</p> <p>Middle School: 10%-15%</p> <p>High School: 15%-20%</p>

Counselor Duties

Examples of appropriate activities for school counselors that count toward the 80% rule of defined counseling duties:

- Planning individual student academic programs
- Interpreting cognitive, aptitude and achievement tests
- Providing counseling to students who consistently exhibit at risk behaviors
- Collaborating with teachers to present school counseling core curriculum lessons
- Analyzing grade-point averages in relationship to achievement
- Interpreting student records
- Providing teachers with suggestions for effective classroom management
- Ensuring student records are maintained as required by state and federal regulations
- Helping the school principal identify and resolve student issues, needs, and problems
- Providing individual and small group counseling services to students
- Advocating for students at individual education plan meetings, student study teams, and school attendance review boards
- Collaborating with parents regarding student success

Examples of activities that do not count toward the 80% rule of defined counseling duties:

- Coordinating paperwork and data entry of all new students
- Coordinating cognitive, aptitude and achievement testing programs, or serving as testing coordinator
- Performing disciplinary actions or assigning discipline consequences
- Teaching classes when teachers are absent, tutoring/test prep groups
- Computing grade point averages
- Maintaining student records
- Supervising classrooms or common areas (duty)
- Keeping clerical records
- Assisting with duties in the principal's office
- Coordinating school wide individual education plans, student study teams, and school attendance review boards
- Serving as a data entry clerk
- Serving as LPAC, 504, and/or UIL Coordinator

Primary & Elementary Calendar:

[Click Here for Suggested Monthly Activities](#)

August *Numeric/alpha notations reflect student competencies as described in the Texas Model for Comprehensive School Counseling Programs	National Immunization Awareness Month
	Meet the School Counselor 3A. Succeeding in personal endeavors
September	Suicide Prevention Awareness Month Sexual Health Awareness Month
	1A. Students have a positive self-concept 1C. Students behave appropriately to the situation and environment
October	ADHD Awareness Month Bullying Prevention Month Domestic Violence Awareness Month National Book Month Positive Attitude Month
	2D. Students utilize effective conflict resolution skills 2E. Students develop healthy relationships
November	Adoption Awareness Month National Career Development Month Military Family Appreciation Month Picture Book Month
	4B. Students demonstrate resilience and positive coping skills 4C. Students possess assertiveness skills necessary for personal protection
December	Safe Toys and Gifts Month
	2A. Students interact effectively with a diverse population
January	Get Organized Month National Thank You Month
	1B. Students utilize effective executive functioning skills · Goal Planning

	4A. Students incorporate wellness practices into daily living
February	African American History Month Career and Technical Education Month International Boost Self-Esteem Month National Children’s Dental Health Month Teen Dating Violence Awareness and Prevention Month
	2B. Students utilize effective and appropriate communication skills
March	Music In Our Schools Week Women’s History Month Youth Art Month National Nutrition Month
	2C. Students recognize personal boundaries, individual rights, and privacy needs of others
April	Alcohol Awareness Month Autism Awareness Month Child Abuse Prevention Month Community Service Month Keep America Beautiful Month Sexual Assault Awareness and Prevention Month School Library Month
	3C. Students possess the knowledge and skills to gather information for the purpose of postsecondary education and career planning 3D. Students will demonstrate awareness of the importance of postsecondary education
May	Clean Air Month Mental Health Month National Bike Month National Physical Fitness and Sports Month
	3B. Students demonstrate career exploration skills 3E. Students will understand the relationship of academics to the world of work and to life at home in the community

Secondary Calendar:

AUGUST	
Guidance Curriculum	<p>LMS Tier 1-Class Visit #1- Introductory Panorama Student Surveys, Science or SS Classes Tier 2- Reset Guidance Lessons: Self-Management Tier 2- HS Credit Classes- Class meetings</p> <p>LHS Senior year timeline, SAT/ACT, ASVAB, School Day SAT dates.</p>
Individual Planning	<p>LMS ACE Visits- Weekly</p> <p>LHS Individual student schedule changes ACE visits</p>
Responsive Services	<p>LMS/LHS Individual short-term counseling and support; Small group, Consultation; Prevention and Early intervention services, crisis counseling and management, referral to school based community based services, dissemination of information.</p>
Program Management and Systems Support	<p>LMS Orientation-Cub Camp Finalizing Student Schedules, teaming and, balancing classes Teacher meetings - program explanation and support</p> <p>LHS Registration and freshman orientation Finalizing student schedules and balancing classes. Testing opportunities: SAT</p>

SEPTEMBER	
Guidance Curriculum	<p>LMS Tier 1-Dissemination of mini-lesson and/or information based on Panorama student surveys and other school data (discipline, academic, attendance) (via teacher lessons, technology, etc.) Tier 2- Reset Guidance Lessons : Responsible Decision Making Tier 2- Individual/Group skill building lessons by grade level based on Panorama student surveys and other school data (discipline, academic, attendance) (via teacher lessons, technology, etc.) Tier 2- HS Credit Classes- Class meetings continued</p> <p>LHS ApplyTexas applications Transcript evaluations for graduation credit requirements GPA, Attendance, STAAR requirements 6 year plans College Night Social Media and Mental Health</p>
Individual Planning	<p>LMS ACE Visits- Weekly Academic check-ins (2 or 3 more failures)</p>

	<p>LHS ACE visits Academic progress concern visit</p>
Responsive Services	<p>LMS/LMS Individual short-term counseling and support; Small group, Consultation; Prevention and Early intervention services, crisis counseling and management, referral to school based community based services, dissemination of information.</p>
Program Management and Systems Support	<p>LMS School Counseling Dept. - Mini-PD Ongoing Trauma Training</p> <p>LHS School Counseling Dept. - Professional Development Opportunities Ongoing Trauma Training for staff Testing opportunities: ACT</p>

OCTOBER

Guidance Curriculum	<p>LMS Tier 1-Class Visit #2</p> <ul style="list-style-type: none"> • 6th and 7th Mini Lesson:” Mental Health- Positive/Healthy Practices and How to Seek Help”“Conflict and Bullying” • 8th - High School- Important Things to Know Now! <p>Tier 2- Reset Guidance Lessons: Self-Awareness Tier 2- Individual/Group skill building lessons by grade level based on Panorama student surveys and other school data (discipline, academic, attendance) (via teacher lessons, technology, etc.)</p> <p>LHS 2023 Senior Class parent meeting Apply Texas applications FAFSA applications Angelina County College Night Graduation requirements, endorsements, & certifications GPA, Transcripts, Attendance, PSAT, Honors/NHS requirements Why Volunteer? ACT, SAT, Automatic Admission Policy, ASVAB, PSAT 5 Things to Know about Entrance Exams When Home Life is Hard</p>
Individual Planning	<p>LMS ACE Visits- Weekly 9 Week Check ins</p> <p>LHS Individual senior meetings ACE visits 9 week academic progress concern visit</p>
Responsive Services	<p>LMS/LHS Individual short-term counseling and support; Small group, Consultation; Prevention and Early intervention services, crisis counseling and management, referral to school based community based services, dissemination of information.</p>
Program Management and Systems Support	<p>LMS HS Credit Classes-Failure check School Counseling Dept. - Mini-PD</p>

	<p>LHS School Counseling Dept. - Professional Development Opportunities Testing opportunities: PSAT, TSI, ASVAB (10-12th), SAT School Day (12th), ACT</p>
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NOVEMBER	
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Guidance Curriculum	<p>LMS Tier 1-Dissemination of mini lesson and/or information based on Panorama student surveys and other school data (discipline, academic, attendance) (via teacher lessons, technology, etc.) Tier 2- Reset Guidance Lessons : Relationship Skills Tier 2- Individual/Group skill building lessons by grade level based on Panorama student surveys and other school data (discipline, academic, attendance) (via teacher lessons, technology, etc.) Taste of LHS</p> <p>LHS 6-year plan presentations Pick Classes that Will Get You into College Dual credit, TSIA2, & TCCNS College readiness, FAFSA, & Paying for College Taste of LHS TSIA2 Pre-Assessment Activity for 11th grade</p>
Individual Planning	<p>LMS ACE Visits- Weekly</p> <p>LHS Continue individual senior meetings 6-year plan meetings FAFSA Help Wednesdays for individual students/parents Academic progress concern visit ACE visits</p>
Responsive Services	<p>LMS/LHS Individual short-term counseling and support; Small group, Consultation; Prevention and Early intervention services, crisis counseling and management, referral to school based community based services, dissemination of information.</p> <p>LHS Meningitis Shot Clinic</p>
Program Management and Systems Support	<p>LMS Taste of LHS- 8th grade School Counseling Dept. - Mini-PD Ongoing Trauma Training</p> <p>LHS Taste of LHS- 8th grade School Counseling Dept. - Professional Development Opportunities Ongoing Trauma Training for staff Testing opportunities: TSIA2 (11th), SAT</p>

DECEMBER	
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Guidance Curriculum	<p>LMS Tier 1- Panorama Student Surveys via class/teacher dissemination Tier 2- Reset Guidance Lessons : Social Awareness Tier 2- Individual/Group skill building lessons by grade level based on Panorama</p>
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	<p>student surveys and other school data (discipline, academic, attendance) (via teacher lessons, technology, etc.)</p> <p>LHS General Scholarship open Advanced Academics Night Innovation Night</p>
Individual Planning	<p>LMS ACE Visits- Weekly</p> <p>LHS ACE Visits General Scholarship meetings Wrap up individual senior meetings Continue FAFSA Help Wednesdays</p>
Responsive Services	<p>LMS/LHS Individual short-term counseling and support; Small group, Consultation; Prevention and Early intervention services, crisis counseling and management, referral to school based community based services, dissemination of information.</p> <p>LHS AC Registration Event at LHS for Early Grads</p>
Program Management and Systems Support	<p>LMS Semester Schedule changes</p> <p>LHS Testing opportunities: STAAR Re-testing, TSIA2 (12th), SAT, ACT</p>

JANUARY

Guidance Curriculum	<p>LMS Tier 1-Class Visit #1- Introductory Panorama Student Surveys, Science Classes Tier 2- Reset Guidance Lessons: Responsible Decision Making</p> <p>LHS PSAT results and College Board recognition Admissions Fact/Fiction Getting into College - Talk, Think, Ask, Learn 5 Things Admissions Looks For Transcripts, GPA, Rank, Attendance, and Denied Credits Honors, Graduation, and NHS Requirements 2024 Parent Night 2025 Parent Night Fitting In and Self-Esteem</p>
Individual Planning	<p>LMS ACE Visits- Weekly 2nd Nine Week- Grade Check HS credit classes check Course Selection meetings/parent info meeting 6/7 Elementary school visits, Course Selections</p> <p>LHS Semester academic progress concern visit (summer school) Semester schedule changes 2023-24 Registration and Course Requests</p>

Responsive Services	LMS/LHS Individual short-term counseling and support; Small group, Consultation; Prevention and Early intervention services, crisis counseling and management, referral to school based community based services, dissemination of information.
Program Management and Systems Support	LMS Collaboration - meeting with teachers Course Selection meetings/parent info meeting 6/7 Elementary school visits Course Selections Ongoing Trauma Training LHS Parent Nights by grade level for registration and course requests Ongoing Trauma Training for staff

FEBRUARY	
Guidance Curriculum	LMS Tier 1-Class Visit #1- Introductory Panorama Student Surveys, Science Classes Tier 2- Reset Guidance Lessons: Self-Management LHS 2026 Parent Night 2027 Parent Night Endorsements, Registration, Course Selection LHS Programs and Overview for incoming 9th grade General Scholarship Application Due Losing Someone You Care About
Individual Planning	LMS ACE Visits- Weekly LHS ACE visits 2023-24 Registration and Course Requests 9 week academic progress concern visit
Responsive Services	LMS/LHS Individual short-term counseling and support; Small group, Consultation; Prevention and Early intervention services, crisis counseling and management, referral to school based community based services, dissemination of information.
Program Management and Systems Support	LMS Finalizing Student Schedules, Teaming and, balancing classes Collaboration - meeting with teachers Course Selection meetings with Students parent info meeting 6/7 Elementary school visits Course Selections LHS Course requests meetings with students/parents Parent outreach for registration and course requests Testing opportunities: ACT, TSI Saturday

MARCH	
Guidance Curriculum	<p>LMS Tier 1-Class Visit #1- Introductory Panorama Student Surveys, Science Classes Tier 2- Reset Guidance Lessons: Self-Awareness Tier 2- HS Credit Classes- Class meetings</p> <p>LHS Wrap up course requests</p>
Individual Planning	<p>LMS ACE Visits- Weekly</p> <p>LHS ACE visits 9 week academic progress concern visit (summer school) CCMR Individual visits</p>
Responsive Services	<p>LMS Individual short-term counseling and support; Small group, Consultation; Prevention and Early intervention services, crisis counseling and management, referral to school based community based services, dissemination of information.</p> <p>LHS Meningitis Shot Clinic</p>
Program Management and Systems Support	<p>LMS Collaboration - meeting with teachers Ongoing Trauma Training Future Scheduling</p> <p>LHS Testing opportunities: SAT School Day (11th)</p>

APRIL	
Guidance Curriculum	<p>LMS Tier 1-Class Visit #1- Introductory Panorama Student Surveys, Science Classes Tier 2- Reset Guidance Lessons: Social Awareness Tier 2- HS Credit Classes- Class meetings</p> <p>LHS Complete 6-year plans with 9th grade Revisit endorsements College Week TSIA2 Pre-Assessment Activity for 11th grade</p>
Individual Planning	<p>LMS ACE Visits- Weekly</p> <p>LHS ACE visits Academic progress concern individual visit CCMR individual visits</p>
Responsive Services	<p>LMS Individual short-term counseling and support; Small group, Consultation; Prevention and Early intervention services, crisis counseling and management, referral to school based community based services, dissemination of information.</p>

	<p>LHS AC Registration, SFA Signing Day, Commit to Graduate, College “Sign”ing Day, Superintendent’s Breakfast</p>
Program Management and Systems Support	<p>LMS STAAR Test Future Scheduling</p> <p>LHS Testing opportunities: ACT, TSIA2 (11th)</p>

MAY	
Guidance Curriculum	<p>LMS Tier 1-Class Visit #1- Introductory Panorama Student Surveys, Science Classes Tier 2- Reset Guidance Lessons: Relationship Skills Tier 2- HS Credit Classes- Class meetings</p> <p>LHS Apply Texas, College Visits, What to Expect Senior Year</p>
Individual Planning	<p>LMS ACE Visits- Weekly</p> <p>LHS ACE visits 2023-24 course request changes CCMR individual visits</p>
Responsive Services	<p>LMS/LHS Individual short-term counseling and support; Small group, Consultation; Prevention and Early intervention services, crisis counseling and management, referral to school based community based services, dissemination of information.</p>
Program Management and Systems Support	<p>LMS STAAR</p> <p>LHS Testing Opportunities: SAT, TSIA2 (12th)</p>

Program Evaluation:

Lufkin ISD evaluates the effectiveness of the school counseling program to ensure that each of the foundational components and the program goals are sound and in line with the needs of students and the direction of the campuses. Methods of evaluating the program for effectiveness include, but are not limited to, surveys of stakeholders, program audit, and reexamining data points. Regardless of the method, evaluating the school counseling program is a critical step in continuing to serve the needs of the students and campus, and to sustain the excellence and integrity of the school counseling program over time.

School counselors collaboratively engage in a cycle of continuous improvement by using data to identify needs, plan and implement programs, evaluate impact and adjust accordingly. Informal evaluations will occur as appropriate according to each campus. Formal evaluations will occur annually, in order to improve the comprehensive school counseling program.