



**Hallsville I.S.D.
Comprehensive School Counseling
Program
2020-2021**

Welcome and Introduction of Counseling Staff

The counselors at Hallsville 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
East Elementary	Rachel Lacy	x1691	rlacy@hisd.com
North Elementary	Kendall Tomberlain	x1326	ktomberlain@hisd.com
Hallsville Intermediate	Victoria Downs	x2522	vdowns@hisd.com
Hallsville Jr. High	Carolyn Cole, A-L Jennifer Roberts, M-Z	x2014 x2063	ccole@hisd.com jroberts2@hisd.com
Hallsville High School	Angie Dockery - Senior Emily Lansdale - Soph. Kimber Rice - Freshmen Nancy White - Junior Aimee Lee - Assessment	x4022 x4014 x4011 x4012 x4013	adockery@hisd.com elansdale@hisd.com krice@hisd.com nwhite@hisd.com alee@hisd.com
HISD LPC	Donese Simmons	X5066	dsimmons2@hisd.com
TVAH	Carole Black Sandy Soltau Leslie Willeford	x5107	cblack@hisd.com ssoltau@hisd.com lwilleford@hisd.com

Hallsville Profile

Accountability rating : B

Enrollment Count	As of August 2020	
	HISD Brick and Mortar	TVAH
PK/Headstart	107	0
Kindergarten	319	0
1	363	0
2	376	0
3	368	82
4	335	229
5	359	302
6	374	422
7	387	609
8	398	681
9	381	962
10	366	847
11	369	867
12	318	792
Pathways	8	n/a

Student Ethnicity	2018-2019	
	HISD	State
AA	10.2	12.6
Hispanic	26.3	52.6
White	56.8	27.4
American Indian	0.3	0.4
Asian	1.2	4.5
Pacific Islander	0.1	0.2
Two or More Races	5	2.4

Student Groups	2018-2019	
	HISD	Texas
EcoDis	39.5	60.6
English Learners	3.5	19.5
At-Risk	54.4	50.1
Special Ed	10.2	9.6
Gifted Talented	3.8	8.1

Staff Demographics	2018-2019	
	HISD	Texas
AA	3.8	10.6
Hispanic	2.2	27.7
White	92.6	58.4
American Indian	0	0.3
Asian	0	1.7
Pacific Islander	0.3	0.2
Two or More Races	1.1	1.1
Male	18.6	23.8
Female	81.4	76.2
Years Experience	12.4	11.1
Years with District	7.6	7.2

FOUNDATIONAL COMPONENTS

Mission Statement

The mission of the Hallsville ISD Comprehensive Counseling Program is to 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 Hallsville 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. HISD 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 our students.

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

Program Assumptions

Counseling Staff:

- The HISD Counseling staff will be highly qualified holding a master's degree in counseling from an accredited university and certified in the state of Texas.
- The HISD Counseling staff remains committed to implementing a comprehensive school counseling program and obtaining CE hours to remain current on issues facing students in Texas schools.

HISD Administration:

- The HISD 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
 - DMAC
 - State Assessments
 - Local Assessments
 - Community Trends
 - TAPR Reports
- Discussion of conclusions drawn from the data
 - Due to Covid-19 the team did not feel the data was complete and will analyze current data and trends after the completion of 2020-2021 school year

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 district wide SEL curriculum on a monthly/bimonthly/weekly basis

- Strategy 1: Utilize School Connect SEL curriculum (High School) or Second Step (Junior High) curriculum to create lesson plans.
- Strategy 2: Campus counselors provide SEL teachers with a calendar and 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 focussed on personal choices and development

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

Elementary

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

- Strategy 1: Utilize Second Step curriculum to create lesson plans.
- Strategy 2: Campus counselors provide SEL teachers with a calendar and materials needed to deliver 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 RtI and meet as needed for each student.
- Strategy 2: Coordinate with campus staff to determine needs of the campus for prevention lessons (behavior team, needs assessment, etc.) and create a monthly presentation/lesson.

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

- Strategy 1: Work with campus administration to plan monthly themes/lessons/activities (anti-drug, anti-vape, Red Ribbon Week, DARE, 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: UT Tyler will send grad students to assist students in the Go Center
- Strategy 2: Google Classroom recording will be assigned to senior students and parents to view and complete.
- Strategy 3: Host a FAFSA parent night to present information and complete the FAFSA on site. (Pending COVID regulations.)
- Strategy 4: Senior counselor will deliver presentations to classrooms.
- Strategy 5: Go Center will be open for several days per month to assist students with completing the FAFSA.

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: Senior 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 5%
- Strategy 2: Increase the number of students taking Advanced Placement exams for college credit.
- Strategy 3: Provide multiple CTE certification programs that will benefit students after graduation.
- Strategy 4: Utilize the College Go Center 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 Rtl team once every 3 weeks to identify students. Follow up with teachers to offer support.

Objective 2: Develop positive school/study habits early.

- Strategy 2: Monthly lessons provided in a systematic way (7 habits, Core Essentials, Study Habits/Planners).

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 7th grade at the junior high school and 11th grade at the high school level.

- Strategy 1: Content teachers will facilitate career inventories in the Spring to all 7th grade students.
- Strategy 2: English 3 teachers will facilitate career inventories in the Spring to all 11th grade students.

Objective 2: All 8th and 11th grade students will participate in a career fair.

- Strategy 1: 8th graders will participate virtually in Career Inspire.
- Strategy 2: 11th graders will attend the Globe Scholar Career fair in the spring.

Objective 3: Increase student involvement in CTE courses.

- Strategy 1: Community representatives speak with junior high school students to present information about CTE related endorsements.
- Strategy 2: Increase the number of CTE courses available to junior high 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 Hallsville 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 Hallsville ISD Comprehensive Counseling Program shall include:

- A **Guidance Curriculum** to help students develop their full educational potential. Hallsville ISD delivers the School Connect Social Emotional Learning curriculum in grades 9-12 and Second Step Social Emotional Learning curriculum in grades PK-8.
- 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.