

2018-2019 Climate Survey

Action Plan

Campus: SSG Manuel Puentes Middle School

Date: May 10, 2019

Campus	Item No.	Item	Score
Strength:	19	Students: My teachers set high standards of achievement in their classes.	3.50
Strength:	18	Students: My teachers have confidence in me.	3.44
Strength:	20	Students: My teachers care about me.	3.42
Strength:	51	Staff: My campus administrator represents the school in a positive manner.	3.42
Strength:	19	Parents: My child feels good about what he/she accomplishes in school.	3.39

Parents	Item No.	Item	Score
Area for Growth:	2	Students in my child's school respect each other's differences. (i.e. gender, race, culture, etc.)	2.95
<i>Strategy 1:</i>		Social Emotional Lessons will be created and presented weekly that teach about the differences of our population that make us all unique and the acceptance and understanding of different ideas and beliefs. The counselors, leadership team, and scholars on the Principal Advisory Committee will help create lessons that are needed at Puentes MS.	
Timeline:		Weekly, August 2019- May 2020	
<i>Strategy 2:</i>		The faculty will incorporate "Everyday SEL In Middle Schools: Integrating Social-Emotional Learning and Mindfulness into Your Classrooms" lessons (book was purchased for faculty and leadership). This will focus on setting routines for scholars that will teach them skills to deal with anxiety and stress.	



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		It also helps the educators build rapport with the scholars so that they have an outlet to talk to them about respect and embracing other's differences and cultures.	
Timeline:		Weekly, August 2019- May 2020	
Strategy 3:		Scholars that are struggling with respecting each other's differences will become part of a group that will meet and be counseled on the importance of embracing those differences and what is not acceptable social behavior when speaking about other's differences.	
Timeline:		August 2019- May 2020; Twice a month with Counselors	

Staff	Item No.	Item	Score
Area for Growth:	13	Professional development provided at my campus enhances my craft in teaching and learning.	2.66
Strategy 1:		Each department met as a PLC to look at what fundamental SE's scholars were not mastering and how they could improve their craft to help them be more successful. They created problem statements and root causes that would become part of the Campus Improvement Plan for the 2019-2020 school year.	
Timeline:		Was done on May 7 th , May 24 th , 2019 (May PLC;'s and May SIT meetings)	
Strategy 2:		In their PLCs they were asked what Staff Development would help them enhance their craft based on their problem statements. We will use this data to invite local instructional officers, peer educators, and or professional presenters to meet these needs.	
Timeline:		July 22 nd -26 th ; October 14 th , January 6 th & 7 th , March 23 rd , Daily PLC's as needed	
Strategy 3:		TTESS Walkthroughs/Powerwalks will look at the SE's, skills, or best practices being targeted.	
Timeline:		Weekly	



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Students	Item No.	Item	Score
Area for Growth:	30	In my classes, time is spent listening to the teacher talk.	3.28
<i>Strategy 1:</i>		We will have educators present hands on rigorous project-based learning they are using in their classroom to their peers in PLCs. We will invite instructional officers and our technology specialist to present different ideas on how to differentiate learning and make learning fun using research-based strategies and online programs. Educators will incorporate one of these strategies in their lesson plans at least once every three weeks. This in turn will allow the scholars to take more control of their learning.	
Timeline:		Bi-Weekly though PLC; Lesson Plans Every 3 week; August 2019- May 2020	
<i>Strategy 2:</i>		The SEL Middle school book will also be used to help educators build a safe learning environment needed give scholars a voice to express their needs both emotionally and academically.	
Timeline:		Weekly, August 2019- May 2020	
<i>Strategy 3:</i>		Reflection by educators on what is working and what is not will be discussed at PLCs using common assessment data they have reflected on. Educators will then be expected to discuss with their peers in their PLC's different strategies on how to reteach scholars that did not master concepts and how to enrich the curriculum for the scholars that did. This year all core educators will have a PLC period daily therefore there will be a calendar that will set dates to reflect using data talks. Educators will be expected to journal on their "glows" and "grows."	
Timeline:		Weekly, August 2019- May 2020	

Comments:

It will be important to look at data monthly in leadership to see if our strategies are working or need to be adjusted. This will become a permanent item on the leadership agenda.



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