

The Principal's Advisory
Committee:
Using Data and Student Voice
to Address Building Concerns



Session Outcomes

- Discover a different way of using data to address concerns and improve behavior on a Tier 1 level
- Understand the importance of student voice and buy-in with SW-PBS processes and behavioral expectations

"It is not enough to simply listen to student voice. Educators have an ethical imperative to do something with students, and that is why meaningful student involvement is vital to school improvement."

-Adam Fletcher

Hardin Middle School

Located in the City of St. Charles School District (St. Charles, MO)

7-8 Building

Approx. 700 students

FRL: 33.2%

SPED: 16.6%

White: 62.4%, Black: 16.5%, Hispanic: 10.2%

Proportional Attendance Rate: 75.4%

Transiency: As of March 4, 82 new students, 35 transferred out
(Data pulled from DESE Report Card 2023)

Background

- A little about me...
- Started PBIS
- A building inherited
 - Leadership turnover
 - Post COVID
 - Low staff morale - high turnover
 - High discipline
 - Unsafe environment - teachers, students, and parents



Our PBIS Journey

2022-2023

- Temporary behavior matrix (*Respectful, Responsible, Involved*)
- Attended PBIS district meetings - admin and RTI
- Formed committee (Dec. 2022) called "*Behavior Support Committee*"

- Committee met monthly with coach
 - Created flowchart
 - Permanent behavior expectations (*Respectful, Responsible, Safe*)
 - Attended conference
 - Summer workday

Our PBIS Journey

2023-2024

- Committee Continued
 - Ran by staff
 - Addressed real-time issues
 - Re-teaching expectations
 - Discipline Data
 - Observational Data
 - PAC Feedback

- First week of school
- Continued district meetings
- Mission, Vision, Values
- Up next: tangible reinforcement system - lunch recognitions, PAWSitivity Notes

Our
Mission,
Vision, and
Values -
WHAT
DRIVES
US

Hardin Middle School

Vision

Hardin Middle School will prepare students academically, socially, and emotionally for the future, and equip students with skills that will serve them for life.

Mission

The students, teachers, and families of Hardin middle school will work together to create a **safe** and positive school culture, where students achieve academic excellence and engage productively in our school community by demonstrating **respectful** and **responsible** behavior.

Our
Mission,
Vision,
and
Values -
WHAT
DRIVES
US

Hardin Middle School

Values

Culture

We commit to maintaining a positive school culture where students and staff feel connected, supported, and engaged.

Safe School Environment

We commit to promoting a safe working and learning environment.

Student-Centered

We commit to keeping students at the forefront of our decision-making.

Accountability

We commit to acting in accordance to what is stated in the mission, vision, and values.

Social-Emotional Wellness

We commit to providing opportunities for social-emotional learning.

Culture



Climate Questions	% Agreed 22-23	% Agreed 21-22	% Increase
At our school interactions with students are positive	92.70%	56.30%	36.40%
At our school interactions with families are positive	100%	65.60%	34%
At our school we celebrate success	100%	65.70%	34%
At our school we are kind to each other	90.20%	56.30%	33.90%
At our school we have difficult conversations and respect each other	85.30%	40.60%	44.70%
I feel safe in our school	90.20%	37.50%	52.70%
At our school we build trusting relationships with each other	90.20%	56.20%	34.00%
Our school is welcoming and inviting	90.20%	50.10%	40.10%
Our school promotes an environment of respect among students	85.40%	37.60%	47.80%
Our school communicates effectively with staff and parents	97.60%	50%	47.60%
I work in a supportive school environment	97.60%	62.60%	35.00%
Our building administrators foster shared beliefs and a sense of community cooperation	97.60%	46.90%	50.70%
Staff members have the opportunity to provide input and create school wide decisions and policies	85.40%	46.90%	38.50%
My school admin is visible, accessible, and cohesive in leading our school	97.60%	56.30%	41.30%
I feel comfortable address concerns with admin and/or the proper chain of command process	95.10%	71.90%	23.20%



Safe School Environment

- Discipline Data
 - 21-22 to 22-23 : a change of **-9.6%**
 - 22-23 to 23-24 3rd quarter : **-34.1%** through 3rd quarter
- Other Notable Discipline Improvements:
 - Fighting
 - 21-22: **47**
 - 22-23: **42**
 - 23-24: **5** (through 3rd quarter)
 - Drugs
 - 21-22: **13**
 - 22-23: **10**
 - 23-24: **3** (through 3rd quarter)



How is student voice being incorporated in your buildings?

A teal notepad with a white border and a white paperclip on the top right corner. The notepad has a row of small white circles along its top edge, suggesting it's a spiral-bound notebook. The text is written in a white, casual, handwritten font.

Principal's
Advisory
Committee

What does PAC look like?

1. Monthly meetings

- PAC representatives attend (one for 7th and one for 8th)
- Meeting agenda based on the current needs of the building and/or upcoming events
- Students give me feedback on agenda items and recount their presentations in ac labs

2. Students return to their ac labs and present/share the notes of our conversation with their ac labs - I provide the presentation

3. Meeting topics and feedback are shared with staff and families as necessary

Who is on the Principal's Advisory Committee (PAC)?

PAC students are chosen by their academic lab teacher as a representative for the class. In order to be selected for PAC the student must:

- Not have any D's or F's
- Be in "Good Standing" behaviorally
- Be willing to participate appropriately in PAC
- Be willing to present and share out information back to their ac labs
- Be willing to be a leader and model expected behavior at HMS

Monthly Meeting Agenda Topics

- Presentation feedback
- Discipline Data
 - What students can do to help? What do they need?
- Observational Data
- Summarize ac lab feedback and offer solutions
- Upcoming Events

Student Feedback Cycle

PAC Meeting

PBIS
Committee

Ac Lab
Feedback



Using the Data - Tardies and Hallway Behavior

Building Concerns

Incident Counts by Behavior

Date Range

25

Classroom Disruption

24

Conduct Prejudicial to Good Order

46

Disrespect

18

Disruptive Speech or Conduct

208

Excessive Tardiness

11

Horseplay/Scuffling

29

Inappropriate Physical Contact

26

Insubordination

13

Not Following Directions

11

Sexual Harassment

PBIS, PAC, and Academic Lab - Hallway Behaviors

1. PAC Meeting - Hallway behavior brought to our attention

- Students shared where more supervision was needed in certain areas.
- Specific behaviors were communicated:
 - Blocking the halls
 - Horseplay (especially on the stairs)
 - Running
- Discussion of solutions

2. PBIS Committee

- Reviews data
- Creates lessons for teaching, modeling, reteaching

Solutions:

- Counselors, RTI, Social Worker, SFO placed
- Staircase closed
- PBIS Lessons

3. Academic Lab Communication

PAC Meeting Presentation Slide

Disrespect

Issues:

- Jokes
- Intent vs. Impact
- What do you see? What are your concerns?
- How can students help with the problem?

Solutions?

Reporting and Mediations

What has some of the feedback looked like and how was it addressed?

Issues in the
halls

Teacher of
the Month

Can we have
phones at
lunch?

Cafeteria
Behavior

Dividers
needed in boys
bathroom

Bullying

What do the PAC leaders have to say?

(Videos included in
presenters version)

What do
the
teachers
have to
say?



(Videos included in
presenters version)

Looking Forward

- Changing PAC representatives at semester
- Incorporating them more in school leadership roles - assembly MCs, more feedback on what students will respond to with teaching behaviors, joining the PBIS committee
- Collected feedback at the end of the year

Questions?

Contact: sjewett@stcharlessd.org

*Please complete the session feedback survey in
Guidebook*