



PBIS is a positive school-wide multi-tiered student support system that guides and supports SouthWest High School to create safe, successful, and positive learning environment and culture for everyone.

PBIS UPDATE @ LSW

Lincoln Southwest High School

September 2017

Thank you for recognizing our students:

- | | | |
|-------------|----------|-----------|
| A. Brady | Kneifel | Payant |
| Bales | Knop | Powers |
| Carothers | Kramer | Schnell |
| Champoux | Kriefels | Scofield |
| Cornish | LeBlanc | Spivey |
| Henirichs | Lehn | Stopp |
| Hershberger | Lococo | Van Zandt |
| Hill | Mabry | Wichman |
| Hines | McCraine | Zeilinger |
| Holt | Munford | |

Referral Data:

During the period of Aug 14 - Sept 14, we had 66 referrals: 45 students referred by 24 teachers and 4 administrators.

2.3% of our student population were referred.

THAT MEANS...

that **97.7%** of our students are meeting our behavior expectations!

Remember to recognize your students for great things they do! The jump code to an electronic "You've been caught" card is RARC.

During the period of August 14 - September 21, we received

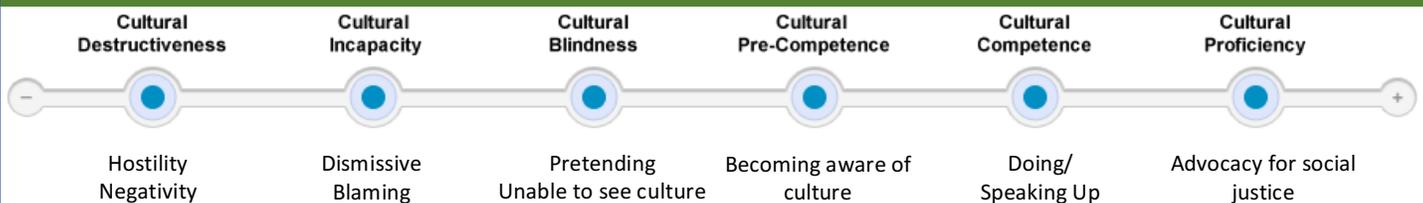
256 tickets.

Keep'em coming, Hawks!

GROWTH MINDSET - Thoughts and Quotes for your classroom

- **GROWTH VS. FIXED:** Individuals who believe their talents can be developed (through hard work, good strategies, and input from others) have a growth mindset. They tend to achieve more than those with a more fixed mindset (those who believe their talents are innate gifts). This is because they worry less about looking smart and they put more energy into learning.¹
- **ON RISK-TAKING:** In our classroom, we adopt Growth Mindset. This means that we encourage appropriate risk-taking, knowing that some risks won't work out. It's okay. We can learn from our mistakes. We are safe!²
- **ON FEEDBACK:** If, like those with the growth mindset, you believe you can develop yourself, then you are open to accurate information about your current abilities, even if it is unflattering.³

Cultural Proficiency



Cultural Proficiency is a journey **not a destination**.

The journey is not a straight line but is circular in nature.

Starting points **are different** for each person **and that is OK**.

Cultural Proficiency requires a **Growth** mindset.

A **Fixed** mindset inhibits culturally proficient thinking.



Learning new skills both behaviorally and academically requires lots of teaching. We help students by teaching and re-teaching expectations, giving them feedback, and allowing an opportunity to redo a skill correctly while strengthening our relationship. When guiding students to improve behavioral skills, we also reflect on ways to prevent unexpected behavior. *What routine or procedure do I need to reteach? Do I need to increase my active supervision? Am I acknowledging students frequently enough for showing the expected behavior?*

Here at LSW, we are focusing on various prevention strategies to increase the likelihood of appropriate behavior.

¹ Dweck, Carol. "What Having a "Growth Mindset" Actually Means." *Harvard Business Review*, 13 Jan. 2016, <https://hbr.org/2016/01/what-having-a-growth-mindset-actually-means>. Accessed 12 Sept. 2017.

² Adapted from: Dweck, Carol. "What Having a "Growth Mindset" Actually Means." *Harvard Business Review*, 13 Jan. 2016, <https://hbr.org/2016/01/what-having-a-growth-mindset-actually-means>. Accessed 12 Sept. 2017.

³ Dweck, Carol. *Mindset: The New Psychology of Success*. New York, Ballantine Books, 2008.