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Lincoln Southwest High School

MTSS-B Newsletter / September 2021

MTSS-B is a positive school-wide Multi-Tiered System of Supports for Behavior that guides and supports SouthWEst High School to create a safe, successful, and positive learning environment and culture for everyone.

MTSS-B Common Lessons Data

Managing Anxiety (1391 students participated in the survey): 20.1% of students who took the lesson survey indicated that they wanted or possibly wanted to meet a Mental Health or Counseling Team member to help them come up with strategies for their anxious feelings.

Study Skills (1336 students participated in the survey): 91.6 % of the surveyed students believed that they already have adequate systems in place that help them become a successful learner throughout this term (for example, time management strategies, organization, study strategies, etc.).

Empathy and Perspective (1098 students participated in the survey): 51.8% of students agreed or strongly agreed that empathy is a skill that they could strengthen. 23.4% of the surveyed students indicated that they have not paid attention to developing empathy as a skill.

MTSS-B Lessons Dates

October 19 – Kindness November 16 – Gratitude December 7 – Academic Planning January 25 - TBA March 22 - TBA April 26 - TBA Student Ethnicity / Population at LSW

America Indian or Alaska Native: 0.3%

Asian: 3.8%

Black or African American: 3.9%

Hispanic: 9.5%

White: 76.9%

Two or More: 5.7%

LSWSOAR: Teachers recognize students

Teachers reinforce positive student behavior by acknowledging it and providing specific positive feedback to <u>each individual student</u> whom they recognize.

In September, we received 533 student recognitions for students' positive behavior!

LSWTEACH: Students recognize teachers

In September, students nominated 186 teachers for the Silver Hawks Teacher Recognition Blitz.

SILVER HAWKS TEACHER RECOGNITION BLITZ / SEPT 2021











Aaron Finley Courtney Monroe Sarah Morrow Tracy Piper Justin Schreiber

Feedback is essential for learning academic and social skills. At LSW we work on building trust with students by giving timely, specific, and usable feedback. When students are learning new social skills, we usually start with explicit teaching on how students can display expected behaviors. We encourage these positive behaviors to continue by giving specific praise. We want to provide a clear path for students on how to improve their social skills. Some students might need more opportunities for feedback to improve. We do this by building relationships and predictable routines for students to get regular feedback.