Early Warning Intervention and Monitoring System
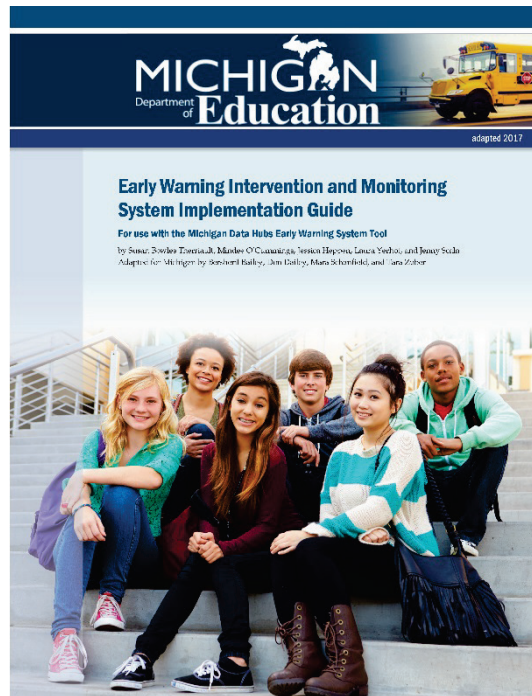
Facilitator's Guide for Training Videos

February 2019

GREAT LAKES
Comprehensive Center
at American Institutes for Research ■

www.air.org

About This Guide

This *Early Warning Intervention and Monitoring System (EWIMS) Facilitator's Guide for Training Videos* is intended for use with the Michigan Department of Education's EWIMS overview and training videos. The videos can be found at https://www.michigan.gov/mde/0,4615,7-140-81376_83587---,00.html.

Adapting This Guide

This material may be adapted to fit the needs and priorities of your context. If modifications are made, the Great Lakes Comprehensive Center requests that the following statement be included in the revised materials:

These materials were modified in whole or in part with permission from the Great Lakes Comprehensive Center.

Contents

Tables

Early Warning Intervention and Monitoring System Overview

An Early Warning Intervention and Monitoring System (EWIMS) is an ongoing cycle of examining data and making decisions about supports and interventions to help students get back on track and succeed. An EWIMS encompasses a data-driven decision-making process that helps educators systematically identify students who are showing signs of becoming—or of being—at risk of dropping out of school. Effectively applied, the process examines the underlying causes of risk and matches students' needs to appropriate interventions. Subsequently, the EWIMS process helps educators to monitor students' progress in the context of those interventions.

The aim of the EWIMS training videos is to provide an overview to schools and districts aiming to systematically identify students who are showing signs of struggling in school (an early indicator of risk), match those students with appropriate interventions, and monitor their progress during those interventions. The EWIMS process has seven steps:

- Step 1: Establish roles and responsibilities.

- Step 2: Use an early warning data tool.

- Step 3: Review early warning data.

- Step 4: Interpret early warning data.

- Step 5: Assign and provide interventions.

- Step 6: Monitor students and interventions.

- Step 7: Evaluate and refine the EWIMS process.
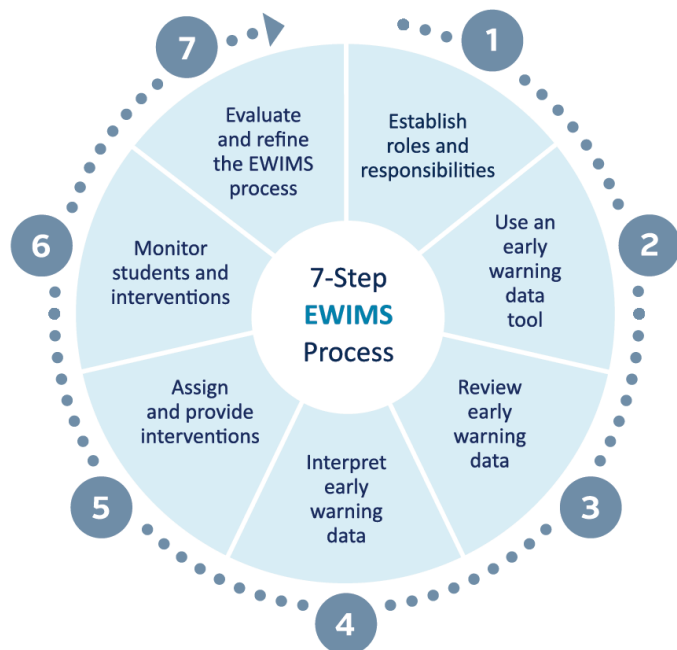
The Michigan Department of Education's (MDE's) EWIMS website (https://www.michigan.gov/mde/0,4615,7-140-81376_83587---,00.html) contains several resources including the *EWIMS Implementation Guide, EWIMS and EduPath Professional Development for Educators, Early Warning Signs Data Hub Resources,* and information about Michigan's Integrated Behavior and Learning Support Initiative. In addition, the site includes a series of training videos that should be used with this facilitator's guide, which was developed by the Great Lakes Comprehensive Center (GLCC). The guide is an information tool for middle and high school leaders whose staffs require a comprehensive understanding of the steps outlined in the EWIMS process. A common understanding of Michigan's EWIMS will enable its educator teams to better identify and support students who may be at risk of dropping out of school.

Using This Facilitator's Guide

This facilitator's guide provides:

- Suggestions for structuring the video viewings.

- Notes on how to implement the suggested activities.

- Talking points to be used with the presentation.

The videos and this facilitator's guide may be used by any educator who wishes to train others on the EWIMS process. The materials will probably be most beneficial to proposed EWIMS team members or to educators striving to build their capacity to train others in the EWIMS process.

Intended Audience

While this facilitator's guide is designed with school-level leaders in mind, it is suitable for use by other educators. It is intended to support:

- **Facilitators**—who may include school-level leaders

- **Participants**—may include leaders and staff members from local schools, intermediate school districts, or school districts.

Timeframe

The videos are designed to be viewed over multiple sessions. In some cases, it may be important to allow time for implementation between sessions. For example, if you have not formed your EWIMS team, you may need to do so following Session 2—in which the videos address team roles and responsibilities—and before Session 3, during which the use of EWIMS tools is highlighted.

The material may be adapted, however, to fit the specific needs and priorities of your context. GLCC highly recommends covering all videos and training materials with ample time for discussion and reflection.

Groupings

Participants may be seated in small groups, pairs, or any configuration that works best for your circumstance. It is recommended that groups be configured in ways that best suit the school EWIMS team, particularly beginning with Session 3, and especially for implementation activities.

Before starting a session, facilitators should thoroughly familiarize themselves with this guide and should obtain the materials necessary to conduct each session.

General Supplies

The following supplies are recommended for each EWIMS training video viewing:

- Internet access
- EWIMS training videos
- Projector and screen
- Speakers
- Chart paper (preferably with adhesive backing)
- Permanent markers
- 5 x 7 sticky notepads
- Tables arranged to support small-group discussion
- A list of conversation norms and expectations (e.g., **Listen** actively. **Engage** completely. **Collaborate** productively. **Trust** the process.)
- Table tent cards (optional)

Viewing Plan

Table 1 below contains structured facilitation information for each session. The table includes the title of the session as well as information related to session length and recommended materials. The purpose of the Viewing Plan is to provide facilitators with a big picture of a multisession EWIMS workshop.

Ideally, professional learning around the EWIMS process is aligned with the academic calendar and is implemented within a single year. The Viewing Plan should be coordinated with the local implementation schedule for the EWIMS process, an example of which is found in *The Early Warning Intervention and Monitoring System Implementation Guide.*

Table 1. Viewing Plan

EWIMS Video	Session Length	Session Title	Materials
Overview	60 minutes	*Session 1: Overview of the Seven-Step Early Warning Intervention and Management System*	■ Projector/screen ■ Overview video (run time 21:00 minutes) https://www.youtube.com/watch?v=LegGG1UKztM ■ Chart paper with adhesive backing/tape ■ Permanent markers ■ *Early Warning Intervention and Monitoring System Overview Notetaking Template* (Parts I & II) handouts (see appendix) ■ List of conversation norms and expectations

EWIMS Video	Session Length	Session Title	Materials
Step 1 Establish Roles and Responsibilities	45 minutes	*Session 2: Introducing the EWIMS Team*	■ Projector/screen ■ Step 1 video (run time 16:15 minutes) https://www.youtube.com/watch?v=VBpvzCjsWrU&feature=youtu.be ■ Chart paper with adhesive backing/tape ■ Permanent markers ■ *Introducing the EWIMS Team* handout (see appendix) ■ List of conversation norms and expectations
Step 2 Use an Early Warning Data Tool	45 minutes	*Session 3: Early Warning Data Tools*	■ Projector/screen ■ Step 2 video (run time 13:14 minutes) https://www.youtube.com/watch?v=GSOwRgjb2ck ■ *Student Scenarios* handout (see appendix) ■ List of conversation norms and expectations
Step 3 Review Early Warning Data	40 minutes	*Session 4: Early Warning Data*	■ Projector/screen ■ Step 3 video (run time 11:00minutes) https://www.youtube.com/watch?v=cwBeCVcHgu0 ■ *Student Scenarios* handout ■ List of conversation norms and expectations
Step 4 Interpret Early Warning Data	50 minutes	*Session 5: Getting to the Root of It (Part I)*	■ Projector/screen ■ Step 4 video (run time 16:41 minutes) https://www.youtube.com/watch?v=XLxabI8MuoE ■ Chart paper with adhesive backing/tape ■ Permanent markers ■ *Getting to the Root of It* handout (see appendix) ■ List of conversation norms and expectations
Step 5 Assign and Provide Interventions	50 minutes	*Session 6: Getting to the Root of It (Part II)*	■ Projector/screen ■ Step 5 video (run time 18:59 minutes) https://www.youtube.com/watch?v=RKmEY-ipTo0 ■ Chart paper with adhesive backing/tape ■ Permanent markers ■ *Process Documentation Map* handout (see appendix) ■ List of conversation norms and expectations
Step 6 Monitor Students and Interventions	60 minutes	*Session 7: Using EWIMS in Your Context*	■ Projector/screen ■ Step 6 video (run time 21:49 minutes) https://www.michigan.gov/mde/0,4615,7-140-81376_83587---,00.html ■ List of conversation norms and expectations
Step 7 Evaluate and Refine the EWIMS Process	45 minutes	*Session 8: EWIMS: Reflections and Planning*	■ Projector/screen ■ Step 7 video (run time 11:56 minutes) https://www.youtube.com/watch?v=6INpGXyjjJw&t=17s ■ List of conversation norms and expectations

Training Videos

This guide is divided into eight sections covering the overview video and the videos for each step of the EWIMS process. The content of each session is outlined in the following format:

- Number and Title of Session

- Materials

- Proposed Session Length

- Session Purpose(s)

- Introduction to the Session and Video

- Reflection and/or Implementation Activities

- Wrap-Up

The videos may be retrieved at
https://www.michigan.gov/mde/0,4615,7-140-81376_83587---,00.html.

Session 1: Overview of the Seven-Step Early Warning Intervention and Monitoring System

<table>
<tr><td colspan="2" align="center">Materials</td></tr>
<tr>
<td>

- Projector and screen

- Overview video:
  https://www.youtube.com/watch?v=LegGG1UKztM
  (run time 21 minutes)

- Chart paper (preferably with adhesive backing/tape)

- List of conversation norms and expectations

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- 5 x 7 sticky notes

- Multicolored permanent markers

- *Early Warning Intervention and Monitoring System Overview Notetaking Template* Parts I & II handouts (see appendix)

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Be certain that all technology (e.g., projector, volume, video links) is functioning properly before beginning the session. Seating arrangements should be conducive to notetaking and engaging in small- and large-group discussions.

Proposed Session Length

60 minutes

Session Purposes

- Provide an overview of the research base that supports the EWIMS process.

- Provide a guiding framework for schools and districts to develop a comprehensive and systematic dropout prevention process.

Introduction to the Session and Video

1. Provide an overview of the purposes of the session.

2. Give participants a snapshot of the session agenda and share details related to timing, materials, and any other information that is relevant to your setting. Answer any questions that participants may have.

3. Share the importance of conversation norms and expectations. Briefly elaborate on the four norms listed on the table tent cards. Invite participants to add one or two norms, as needed.

4. Distribute the Table 2 *Early Warning Intervention and Monitoring System Overview Notetaking Template* (Part I) handout. Invite participants to respond to key questions as they review the video. Participants may also use the handout to document questions they have about how EWIMS works, with the understanding that their questions may be answered in subsequent sessions.

Table 2. Early Warning Intervention and Monitoring System Overview Notetaking Template (Part I)

Early Warning Intervention and Monitoring System Overview Notetaking Template (Part I)	
QUESTION	**RESPONSE**
What is EWIMS?	
What are "the ABCs," and why are they important?	
How do student classifications and early warning indicators differ?	
What are the five things schools can do when red flags about students arise?	
Is there a step of the EWIMS process that you want to know more about? Why?	

Reflection and/or Implementation Activities

1. **Video Part I (0:00–1:57; 3:36–8:58):** Begin the video. Notice that you will pause the video at minute 1:57. Ask participants to listen to the next 1½ minutes for a research finding that most surprises or informs them. Ask them to be prepared to tell why.

2. Resume playing the video and pause again at minute 3:36. Ask volunteers to share three or four different findings: what and why.

3. Resume the video and play to minute 8:58 on the timer.

4. Lead the group in answering the questions located on the notetaking template. Discuss differences in responses and clarify responses where necessary.

5. **Video Part II (8:59–21:00):** Give participants the Table 3 *Early Warning Intervention and Monitoring System Overview Notetaking Template* (Part II) handout.

Table 3. Early Warning Intervention and Monitoring System Overview Notetaking Template (Part II)

Early Warning Intervention and Monitoring System Overview Notetaking Template (Part II)	
STEP	**ACTION**
Step 1	
Step 2	
Step 3	
Step 4	

Early Warning Intervention and Monitoring System Overview Notetaking Template (Part II)	
STEP	**ACTION**
Step 5	
Step 6	
Step 7	

1. Provide a foreword to this section of the video by explaining that it will cover the seven steps of the EWIMS process.

2. Place participants in seven separate groups and assign each group a numbered step in the EWIMS process. Ensure that each group keys up the video to its assigned step on a computer at its table.

3. Advise small-group members that they will be responsible for teaching their EWIMS step to the whole group at the end of the activity. As groups are teaching, participants can make notes about key actions on the Table 3 template.

4. Ask individual participants to prepare for their assigned steps of the Table 3 handout by watching the corresponding step in Part II of the EWIMS video and capturing key actions on 5 x 7 sticky notes—one idea/action per note. All handouts are in the appendix to this guide.

5. Ask each group to place the number of its EWIMS step at the top of its chart paper. Then, ask group members to work together to organize their sticky notes on the chart in order to provide a detailed overview of their step and a list of critical step considerations. Encourage the groups to be creative in their efforts to illustrate their messages.

6. Allot 10–15 minutes for groups to work on their assigned steps. Invite each group (or a group representative) to present its information to the whole group. Begin with EWIMS Step 1 and end with Step 7. Remind participants to use the notetaking template.

Wrap-Up

Review the purpose of EWIMS as outlined in this session and provide a prelude to the content of the next session, which is a deeper look at Step 1 of the EWIMS process: Establish Roles and Responsibilities.

Session 2: Introducing the EWIMS Team

Materials

- Projector and screen

- Establish Roles and Responsibilities video
  https://www.youtube.com/watch?v=VBpvzCjs
  WrU&feature=youtu.be
  (run time 16:15 minutes)

- Chart paper

- Permanent markers

- *Introducing the EWIMS Team* handout
  (see appendix)

- List of conversation norms and
  expectations

Step 1—Establish Roles and Responsibilities

Before this session begins, consider the guiding questions found on the slide at the minute 9:15 mark of the video. Preselect two of the more open-ended questions, responses to which you would like the whole group or small groups to brainstorm and develop during the first reflection activity.

You may also want to check *Tool 1: EWIMS Action Planning Tool* from Appendix B of the *EWIMS Implementation Guide* to determine if the format is helpful for Step 3 of the Reflection Activity below.

Proposed Session Length

45 minutes

Session Purposes

- Identify team members to concentrate on EWIMS implementation.

- Establish roles and responsibilities of team members and other key individuals who support the EWIMS team.

Introduction to the Session and Video

1. Display a slide when participants enter the room that asks them to sit with others from their school/district/region who may work together, directly or indirectly, on EWIMS. Be prepared to distribute participants who are not naturally affiliated with a local site among the tables.

2. Briefly review the prior session's events and learning. Then, provide a snapshot of the purposes and agenda of Session 2.

3. Give each participant the *Table 4: Introducing the EWIMS Team* handout Ask participants to use this handout during the video to compile useful information about the makeup of their EWIMS teams. All handouts are in the appendix to the guide.

Table 4. *Introducing the EWIMS Team* **Handout**

Introducing the EWIMS Team	
Who are the right people for the EWIMS team?	
An EWIMS team member should have…	
What is the role of the EWIMS team?	
List the EWIMS team member roles.	
How do you gain buy-in?	
How does the EWIMS team remind you of other teams or committees on which you may have served?	

Reflection and/or Implementation Activities

Video Part I (0:00–9:15)

1. Begin the video. Notice that you will only play the video to minute 9:15 on the timer. Following this period, you will facilitate a reflection and discussion activity on the two preselected open-ended guiding question(s).

2. Have groups on one half of the room consider the first preselected guiding question and groups on the other half of the room consider the second preselected guiding question found on the slide at the minute 9:15 mark. Ask groups to use chart paper to note members' responses to the question.

3. Then, ask groups to identify their most urgent or perplexing responses to their question and guide their development of a plan of action for addressing them. You may wish to use Tool 1 from the *EWIMS Implementation Guide* or something similar to structure the responses. Tool 1 asks participants: What do you have in place? What do you need? What are your next steps? Chart paper can be used to replicate the columns for Step 1. Individuals can capture ideas on 5 x 7 sticky notes—one idea per note—and post them on the designated chart paper, organizing their notes as they go (placing duplicates on top of one another and singular ideas alongside one another).

4. Ask one group to share its action plan for the first question and another group to share its action plan for the second question. Invite participants to look at the other action plans during a break.

Video Part II (9:17–15.27)

5. Cue Part II of the video, which reviews the challenges associated with insufficient buy-in to an EWIMS team and with disorganized meetings. Remind participants to use the note-taking template to capture big ideas while viewing the video.

Wrap-Up—Facilitator's Choice!

Provide 10 minutes for small groups to continue constructing Tool 1, Step 1 of the *EWIMS Implementation Guide* by choosing to address one of the challenges, using their notes to answer the plan of action questions on chart paper. Provide five to seven minutes for participants to peruse the work of other groups. Offer an opportunity to recap the striking ideas noted during the walk-around.

Video Part III (minutes 15:28–16:15) provides a segue to the next process step and talks about readiness and preparation of data. If that is consistent with what you want to do with this section, it may work with other sessions as well.

Depending on your audience, you may want to handle the wrap-up in different ways. Consider whether to focus primarily on the EWIMS team makeup or on ways to address disorganized, unproductive meetings (a topic that may apply to all manner of meetings throughout the organization). You may wish to document the wrap-up by requesting an exit ticket from each participant that addresses one of these questions and summarizes session highlights relative to that question; or you may wish to provide an overview of what participants might expect during the next training session.

Session 3: Early Warning Data Tools

<table>
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- Projector and screen

- Establish Roles and Responsibilities video
  https://www.youtube.com/watch?v=VBpvzCjs
  WrU&feature=youtu.be
  (run time 16:15 minutes)

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- Chart paper

- Permanent markers

- *Student Scenarios* handout (see appendix)

- List of conversation norms and
  expectations

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Step 2—Use an Early Warning Data Tool

Proposed Session Length

45 minutes

Session Purpose

- Understand the management of early warning data in the context of an early warning data tool.

Introduction to the Session and Video

The video will be shown in its entirety during Session 3, with a brief pause to review and address the session's Guiding Questions.

Stop the video during the "Guiding Questions" portion. Solicit responses and generate discussion. These questions may be answered differently by local teams. Therefore, it is useful to discuss the questions to acknowledge different perspectives and contexts.

Invite participants to discuss the data management system that their schools will use to flag students and track progress while leading them through a walk-through of the system.

Reflection and/or Implementation Activities

Provide each participant with the *Student Scenarios* handout. The purpose of the activity is to determine whether each student represented in each scenario **might** be flagged in an EWIMS system as at risk for dropout. The *Student Scenarios* handout is in the appendix to the guide.

We recommend that each participant complete the handout independently and then work with a neighbor to compare their responses to each scenario. It would be useful to walk around the

room as participants work. Take note of any questions or conflicting viewpoints that you observe. Use them as opportunities to generate whole-group discussion following the activity.

Wrap-Up

Provide a recap of the sessions conducted thus far:

- Overview of EWIMS

- Step 1: Establish Roles and Responsibilities

- Step 2: Using Data as an Early Warning Tool

Introduce Step 3, Review Early Warning Data, and provide a brief overview of the session's purpose, which is identifying students who are at risk and understanding patterns of student engagement and academic performance within the school.

Session 4: Early Warning Data

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Materials

- Projector and screen

- Review Early Warning Data video
  https://www.youtube.com/watch?v=cwBeCVcHgu0
  (run time 11:00 minutes)

- Tables arranged to support small-group
  discussion

- *Student Scenarios* handout (see
  appendix)

- List of conversation norms and
  expectations

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Step 3—Review Early Warning Data

Proposed Session Length

40 minutes

It may be useful to begin this session with a review of Steps 1 and 2 of the EWIMS process.

Session Purposes

- Identify how early warning data are reviewed to identify students who are at risk.

- Detect and understand patterns of student engagement and academic performance within the school.

Introduction to the Session and Video

This video will be watched in its entirety at the beginning of the session.

Reflection and/or Implementation Activities

Assemble participants into pairs. Reference the *Student Scenarios* handout and give participants time to 'think, pair, and share' their original responses to the activity.

Afterwards, lead the whole group in reviewing and discussing the specific student scenarios. As the facilitator, provide guidance on how your school will interpret and respond to similar student scenarios within your context. This will serve as a useful way to promote a common understanding of data-driven decision-making related to the EWIMS process. Address questions, points of conflict, and areas for consideration. Most important is that there is consensus and a common understanding of how your school will most effectively implement your EWIMS.

Wrap-Up

Use this time to address or clarify any questions or concerns that participants may have. Conclude by introducing Step 4 of the EWIMS process, Interpret Early Warning Data.

Session 5: Getting to the Root of It (Part I)

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- Projector and screen

- Interpret Early Warning Data video
  https://www.youtube.com/watch?v=XLxabI8MuoE
  (run time 16:41 minutes)

- Chart paper

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- Permanent markers

- Tables arranged to support small group discussions

- *Getting to the Root of It* handout (see appendix)

- List of conversation norms and expectations

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Step 4—Interpret Early Warning Data

Proposed Session Length

50 minutes

Session Purposes

- Examine in greater depth the factors that may ***contribute*** to the at-risk status of a student who is flagged.

- Acknowledge that indicators of risk could signal deeper, more complex problems.

State the purpose of the video and session. Before beginning the video, check to see if participants recall Steps 1–3.

Introduction to the Session and Video

Part I (0:00–8:37)

Introduce the video. Explain that you will pause the video at its midpoint for a reflection and discussion activity.

Reflection and/or Implementation Activities

Ask participants to complete the *Getting to the Root of It* handout. All handouts are in the appendix to this guide. While reviewing the handout, ask participants to consider the following:

- Does a specific student come to mind when you consider at-risk indicators for dropout such as attendance, behavior, and/or course performance?

- What causes this student to come to mind?

- Considering the characteristics of the student, complete the visual as highlighted in the video. That is, what are the student's risk factors as well as the possible root causes and conditions that place the student at risk?

Share that this exercise is designed to serve as a personal reflection, without a requirement for sharing responses with others. Teachers may opt to complete this diagram for any student they suspect of being at risk for dropout as a personal, reflective exercise.

Video Part II (8:38–16:41)

Introduce the video. Explain that it covers the challenges associated with interpreting early warning data.

Select three to five challenges presented in the video that may be especially pertinent to the context of your school. Allow the groups to troubleshoot ways that the challenges may be addressed to make the best use of the EWIMS interpretive process.

Wrap-Up—Facilitator's Choice!

Depending on your audience, you may want to handle the wrap-up in different ways. Do you want to focus primarily on the challenges associated with interpreting data, or would you rather focus on how to consider and address the root causes of student challenges? Perhaps you simply hope to provide final thoughts on the content of the day's session. It's your choice!

Session 6: Getting to the Root of It (Part II)

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Materials

- Projector and screen

- Assign and Provide Interventions video
  https://www.youtube.com/watch?v=RKmEY-ipTo0
  (run time 18:59 minutes)

- *Process Documentation Map*
  (see appendix)

- List of conversation norms
  and expectations

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Step 5—Assign and Provide Interventions

Proposed Session Length

50 minutes

Session Purposes

- Provide information on making decisions about the allocation of available resources and strategies to support students identified as being at risk of dropping out of high school.

- Provide guidance on ways to systematically support identified students using a tiered approach.

State the purpose of the video and session. Before beginning the video, ask whether participants recall Steps 1–4 of the EWIMS process. Ask for a volunteer to share Steps 1–4 with the group.

Introduction to the Session and Video

Video Part I (0:00–8:37)

Introduce the video. Watch the video in its entirety.

Reflection and/or Implementation Activities

Considering the assigned scenario and previous session work on the symptoms and underlying causes of student challenges, complete the process documentation map. The documentation map may be found in the appendix to this guide.

Groups may submit their documentation maps to the meeting facilitator or school administrator.

Note that this exercise is intended to serve as an opportunity for personal reflection, without the requirement for sharing responses with others. Teachers may opt to complete this diagram for any student they suspect of being at risk for dropout as a personal, reflective exercise.

Administrators will benefit by reviewing meeting participants' responses to the Reflection and/or Implementation Activity above. **Consider the following:**

- What did participants identify as root causes of issues?

- What did participants propose as appropriate interventions for the student?

- What processes must be put into place to make select recommendations a reality?

Insight into staff perceptions of the EWIMS process and the ways in which it works can help foster collaboration and buy-in, as well as help assess understanding of how the process works and what interventions may be most successful in addressing student needs—resulting in the need for clarification that can be addressed as needed.

Wrap-Up—Exit Ticket!

Close the session by asking the participants to complete the exit ticket, which includes the opportunity to independently reflect on the EWIMS process. A sample exit ticket may include the following questions for reflection:

- What do you think is the most important element of EWIMS?

- What do you think will be a challenge to implementing EWIMS in your school? How would you address this challenge?

- How might the EWIMS process have the greatest chance for success in your school?

Session 7: Using EWIMS in Your Context

<table>
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- Projector and screen

- Monitor Students and Interventions video
  https://www.michigan.gov/mde/0,4615,7-140-81376_83587---,00.html
  (run time 21:49 minutes)

- Tables arranged to support small-group discussion

- List of conversation norms and expectations

Step 6—Monitor Students and Interventions

Proposed Session Length

60 minutes

Session Purposes

- Learn how to identify and monitor flagged students.

- Determine ways to improve both individual student supports and available intervention systems.

Introduction to the Session and Video

Before beginning the video, point out that the video for Step 6 is longer (21 minutes) than other videos preceding it. Further, it is recommended that participants view the entire video in one session to support a cohesive conversation about how your school will use data to monitor flagged students to ensure that students get back on track and make the progress needed to graduate on time. Participants are strongly encouraged to take notes during the video, as these notes will help inform the discussion and brainstorming session that will be conducted following the video.

Reflection and/or Implementation Activities

At this juncture of the EWIMS process, it is critical that your school have specific systems in place to support successful EWIMS implementation. Whether your school will use the Michigan Data Hub or employ a different method for monitoring students, an organized means of tracking the development of flagged students and the fidelity with which plans have been followed is critical to determining whether interventions are working.

Now is the time for your EWIMS team to determine how you will go about doing so. Use this time as a planning period for determining the following Big Three Questions:

- **How will you determine if an intervention was delivered as intended?**

- **How will you determine if students are making progress?**

- **How will you know if an intervention is effective or if you need to make changes?**

We recommend posting each question on a large sheet of paper and engaging in a whole-group discussion. You may use this time to brainstorm how your school will address these issues, or you may use the time in any other way that work best and most productively for your context.

After these initial decisions have been made (timing will vary), you may also use a documentation map (located in the appendix) that supports decision making relative to **monitoring the facilitation** of interventions.

We also recommend that you facilitate a group discussion during this session to ensure common understanding of the plan and to refine ideas as needed. Please note that this session may take more time than is shown in this guide. This is not an issue; the objective of the session is to develop an effective system that works in your context. In addition, there may be—and probably will be—issues for consideration that are unique to your school and that deserve special attention.

Wrap-Up

To conclude this session, please take time to review plans for the Big Three Questions. Then, announce that Step 6: Evaluate and Refine the EWIMS, is the final video in the series. After establishing an EWIMS team, flagging students, and implementing an EWIMS plan, the final step involves reviewing and assessing the successes and challenges of EWIMS implementation and considering how to refine the system for more effective use.

Session 8: EWIMS: Reflections and Planning

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Projector and screen
Evaluate and Refine the EWIMS Process
https://www.youtube.com/watch?v=6INpGXyjjJw&t=17s
(run time 11:56 minutes)

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Tables arranged to support small-group discussion
Review Early Warning Data handout (see appendix)
List of conversation norms and expectations

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Step 7—Evaluate and Refine the EWIMS Process

Proposed Session Length

45 minutes

Session Purposes

- Provide an overview of how an EWIMS team can reflect on the effectiveness of EWIMS implementation.
- Offer suggestions for how to avoid common pitfalls in the future.

Introduction to the Session and Video

This video outlines how the EWIMS team should reflect on the EWIMS implementation process annually (at a minimum). The team should discuss what has worked, what should be modified, and what should be replaced or eliminated. The video will be viewed in two parts (0:00–7:51), and (7:52–11:57)

Reflection and/or Implementation Activities (Video Parts I and II)

View the first video segment (0:00–7:51) and then complete the following activity.

Consider the challenges that your school might have with EWIMS implementation, and spend time now circumventing those issues. According to research on schools that have implemented EWIMS, the most common implementation issues have included:

- Importing data into the tool
- Staff turnover and onboarding of new team members
- Limited staff time to fully implement EWIMS

Each of these challenges is listed in the handout titled *EWIMS in Your Context.* You will notice that the handout includes blank space for you to add challenges that you believe may become issues for your school. Give participants approximately 10 minutes to complete the handout in pairs. Then, ask each pair of participants to join another pair to discuss their responses, new ideas, and perceived future challenges. Another 10 minutes should suffice to complete this activity.

Show the final segment of the video.

Wrap-Up

Following the paired discussions, allow time for the groups to share out to the entire group. Allow participants to discuss whether their recommendations for addressing challenges are aligned with those presented in the video.

Ultimately, this exercise is a useful tool that provides school personnel with information about implementation fears that the staff may have and consider creative ways to solve them before they arise.

Conclude the session by thanking participants for their time and attention in learning about EWIMS. Provide participants with information about who they may contact with questions or comments related to EWIMS at their respective schools and/or districts. If there are school-level next steps related to EWIMS implementation, moreover, this will be a good time to share those steps as well.

Appendix. Early Warning Intervention and Monitoring Systems Training Video Handouts

Early Warning Intervention and Monitoring System Overview

Notetaking Template (Part I)

QUESTION	RESPONSE
What is EWIMS?	
What are the ABCs, and why are they important?	
How do student classifications and early warning indicators differ?	
What are the five things schools can do when red flags about students arise?	
Is there a step of the EWIMS process that you want to know more about? If so, which one, and why?	

Early Warning Intervention and Monitoring System Overview

Notetaking Template (Part II)

STEP	ACTION
Step 1	
Step 2	
Step 3	
Step 4	
Step 5	
Step 6	
Step 7	

Introducing the EWIMS Team

QUESTION	RESPONSE
Who are the right people for the EWIMS team?	
An EWIMS member should have…	
What is the role of the EWIMS team?	
List the EWIMS member roles.	
How should one gain buy-in?	
Does the composition of the EWIMS team remind you of other teams or committees you may have served on? Why or why not?	

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Early Warning Intervention and Monitoring Systems
Step 3—Student Scenarios

Karen is a student in your class who seems to be a hard worker. After failing the first major assignment in your class, Karen comes to talk to you about how she can improve. A few weeks later, she fails the second major assignment. This time, she does not come to talk to you about how she might improve. You realize that Karen might not have the skills needed to succeed in your class. You also learned that Karen was in a fight a few days ago and has been suspended for three days.

Should this student be flagged? Why or why not? _____

What intervention(s) might be useful to support this student? _____

Ever since the beginning of the year, Max has repeatedly asked for extensions on each out-of-class assignment. Even when given an extension, he rarely submits his work by those deadlines. He is late for class daily because he is responsible for making sure that his siblings reach school on time. Other teachers have had similar complaints about Max. During the last class session, Max mentioned that things are overwhelming at home and that he might consider taking evening classes and earn his GED so that he does not fail school.

Should this student be flagged? Why or why not? _____

What intervention(s) might be useful to support this student? _____

It is the fourth week of the term and Kevin has attended only about half of the class meetings. You would like to talk to him about it but when he does attend class, he arrives just as you are starting, and promptly leaves before you can catch him. Kevin has a small group of friends who have recently dropped out of school, and you worry that Kevin is next. He is failing your course.

Should this student be flagged? Why or why not? _____

What intervention(s) might be useful to support this student? _____

Although Jackie currently has an A in your course, she does not appear to be interested in class. You've noticed lately that her attendance has become inconsistent, and she falls asleep in class whenever she is there. Recently, she submitted an assignment that was of much lower quality than usual. After speaking with her about the assignment, she replies, "School is too easy. I'm bored. Sometimes I think it would make more sense for me to get a job doing things that I love to do. Besides, I recently found out that I'm having a baby, so I need to make a few changes." She has not been to school in two weeks.

Should this student be flagged? Why or why not? _____

What intervention(s) might be useful to support this student? _____

Sam is in your class and has been doing well but has begun to miss classes, fail to turn in assignments, and generally is falling behind. You approach Sam after class and set up a time to talk. During this conference, Sam reveals, "I'm feeling overwhelmed by everything lately. My job is really ramping up. I'm scheduled to work 20 hours a week, but lately it's more like 30 hours a week. I'm behind in all my classes, not just yours, and I have a math exam next week. Besides that, I had a fight with my boyfriend and I've had to move out of my apartment and find another place. On top of everything else, I have this chest cold—I feel terrible. I just don't know where to start, or what to do next. I feel like dropping out of school."

Should this student be flagged? Why or why not? _____

***What intervention(s) might be useful to support this student?*** _____

Getting to the Root of It

Directions: Using your group scenario, "get to the root" of the student's situation by determining the problem and possible root causes of the problem. Write directly on the graphic and discuss your ideas with the small group.

EWIMS Step 3 and Step 4
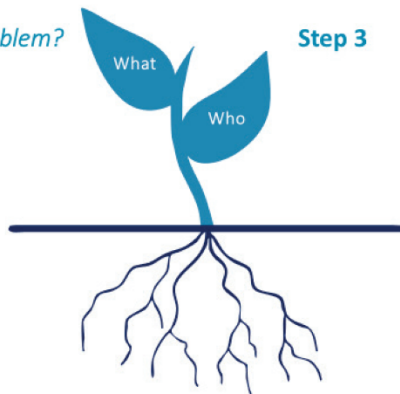
What is the problem?

Why is it occurring?
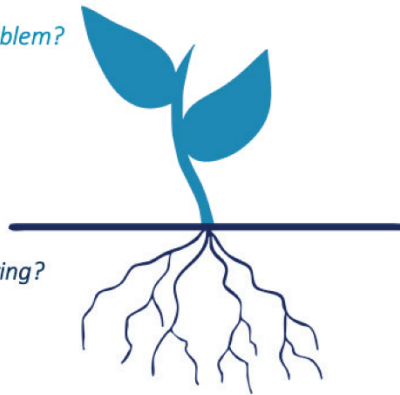
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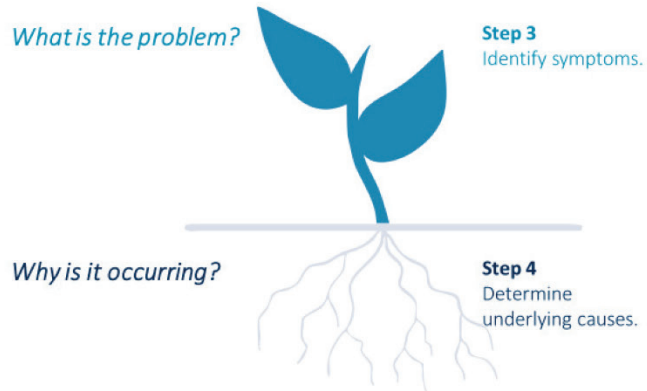
Symptoms

What is the problem?

Step 3

What

Who

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Getting to the Root of It—1
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Underlying/Root Causes
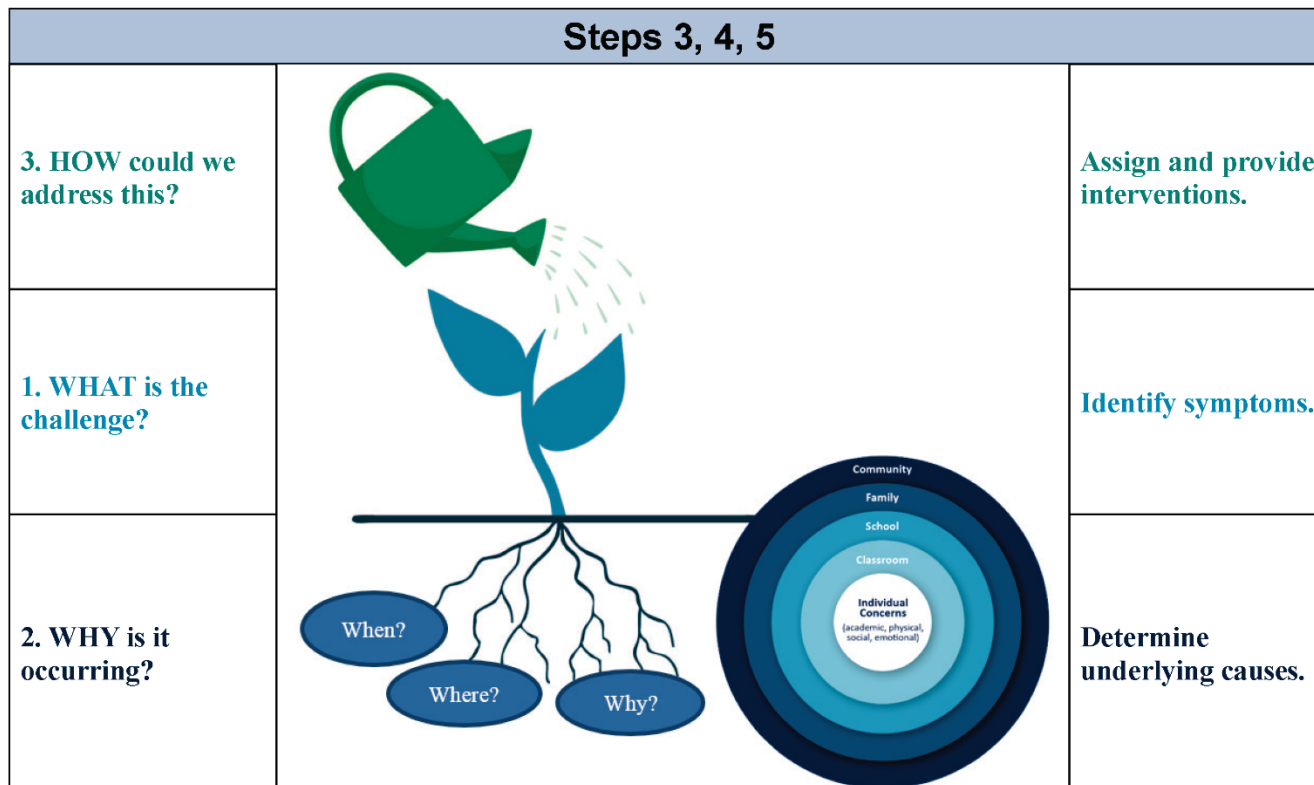
Why is it occurring?   Step 4

When
Where
Why

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Symptoms Versus Underlying Causes

What is the problem?   Step 3
Identify symptoms.

Why is it occurring?   Step 4
Determine
underlying causes.

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Great Lakes Comprehensive Center and Michigan Department of Education   Getting to the Root of It—2

Early Warning Intervention and Monitoring System
Steps 3–5 Handout

Steps 3, 4, 5

3. HOW could we address this?		Assign and provide interventions.
1. WHAT is the challenge?		Identify symptoms.
2. WHY is it occurring?		Determine underlying causes.

When?
Where?
Why?

Community
Family
School
Classroom
Individual Concerns (academic, physical, social, emotional)

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EWIMS Steps 3-5 Handout—1
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Step 5—Process Documentation Map

WHAT needs to improve and is within your control?		WHY might this be occurring?		HOW could we address this? Brainstorm ways to address each of the potential underlying causes you identified in the previous box.
	>		>	

Who will do what by when?

Student	Next Steps	Person Responsible	Completion Date	Follow-Up Date