

Early Warning Intervention and Monitoring System (EWIMS)

Training Video Facilitator's Guide

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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/services/school-performance-supports/early-warning>

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.

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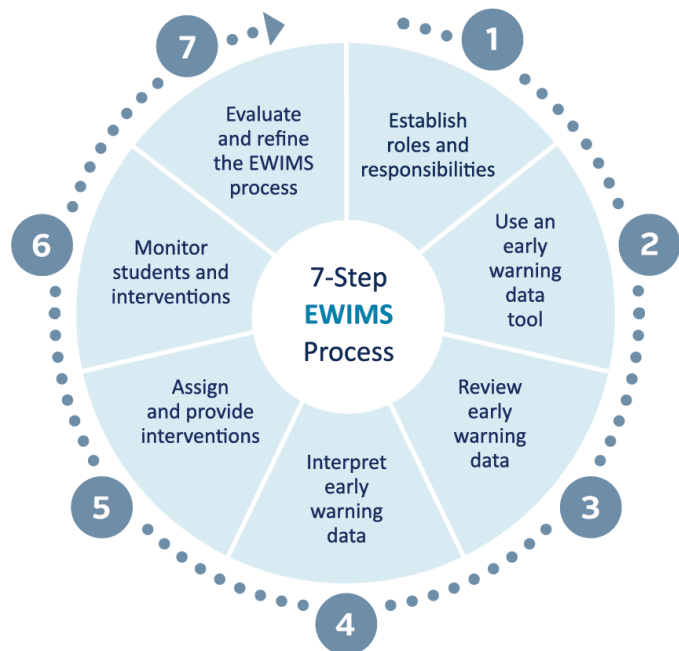
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Early Warning Intervention and Monitoring System Overview

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 have improved outcomes. 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 student's progress in the context of those interventions.

The intent 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 [Early Warning Intervention and Monitoring System \(EWIMS\) \(michigan.gov\)](https://www.michigan.gov/ewims) contains several resources, including the *EWIMS Implementation Guide and EduPaths Professional Development Courses for Educators*. In addition, the site includes a series of training videos that should be used with this facilitator's guide, which was developed collaboratively by the Great Lakes Comprehensive Center (GLCC) and the Michigan Department of Education (MDE). 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	<i>Session 1: Overview of the Seven-Step Early Warning Intervention and Monitoring System</i>	<ul style="list-style-type: none"> ■ Projector/screen ■ Overview video (run time 21:00 minutes) ■ EWIMS Overview - YouTube ■ Chart paper with adhesive backing/tape ■ Permanent markers ■ <i>Early Warning Intervention and Monitoring System Overview Notetaking Template</i> (Parts I & II) handouts (see appendix) ■ List of conversation norms and expectations

EWIMS Video	Session Length	Materials
Step 1 Establish Roles and Responsibilities	45 minutes	<ul style="list-style-type: none"> ■ Projector/screen ■ Step 1 video (run time 16:15 minutes) ■ EWIMS Step1 - YouTube ■ Chart paper with adhesive backing/tape ■ Permanent markers ■ <i>Introducing the EWIMS Team</i> handout (see appendix) ■ List of conversation norms and expectations
Step 2 Use an Early Warning Data Tool	40 minutes	<ul style="list-style-type: none"> ■ Projector/screen ■ PowerPoint Slides (No Video) ■ Handouts 1 & 2 ■ List of conversation norms and expectations
Step 3 Review Early Warning Data	40 minutes	<ul style="list-style-type: none"> ■ Projector/screen ■ Step 3 video (run time 11:00 minutes) ■ EWIMS Step 3 - YouTube ■ List of conversation norms and expectations
Step 4 Interpret Early Warning Data	50 minutes	<ul style="list-style-type: none"> ■ Projector/screen ■ Step 4 video (run time 16:41 minutes) ■ EWIMS Step 4 - YouTube ■ Chart paper with adhesive backing/tape ■ Permanent markers ■ <i>Getting to the Root of It</i> handout (see appendix) ■ List of conversation norms and expectations
Step 5 Assign and Provide Interventions	50 minutes	<ul style="list-style-type: none"> ■ Projector/screen ■ Step 5 video (run time 18:59 minutes) ■ EWIMS Step 5 - YouTube ■ Chart paper with adhesive backing/tape ■ Permanent markers ■ <i>Process Documentation Map</i> handout (see appendix) ■ List of conversation norms and expectations
Step 6 Monitor Students and Interventions	60 minutes	<ul style="list-style-type: none"> ■ Projector/screen ■ Step 6 video (run time 21:49 minutes) ■ EWIMS Step 6 - YouTube ■ List of conversation norms and expectations
Step 7 Evaluate and Refine the EWIMS Process	45 minutes	<ul style="list-style-type: none"> ■ Projector/screen ■ Step 7 video (run time 11:56 minutes) ■ EWIMS Step 7 - YouTube ■ 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

[Early Warning Intervention and Monitoring System \(EWIMS\)
\(michigan.gov\)](http://www.michigan.gov/ewims)

Overview of the Seven-Step Early Warning Intervention and Monitoring System (EWIMS)



Materials

- Projector and screen
- [EWIMS Overview](#) YouTube
- Chart paper
- List of conversation norms and expectations
- Sticky notes
- Permanent markers
- *Early Warning Intervention and Monitoring System Overview Notetaking Template* Parts I & II handouts (see appendix of Video Facilitator's Guide)



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. 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

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; 3:36–6:48):** 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 3:30**. Ask volunteers to share three or four different findings: what and why.
3. **Resume the video at 8:02 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 (8:58–21:00):** Give participants the Table 3 *Early Warning Intervention and Monitoring System Overview Notetaking Template (Part II)* handout.
6. During this section of the video, Step 2 includes viewing a screenshot of the Michigan Data Hub Early Warning Tool (10:23-11:10). **Share the following information with participants:** *In this section of the video there will be a description of each of the EWIMS steps. In Step 2 you will see a screen shot of the Michigan Data Hub Early Warning Tool as an example of a tool that generates student data. Please know that the Data Hub is no longer being used and that the implementation of EWIMS does not depend on a specific data tool.*

Table 3. Early Warning Intervention and Monitoring System Overview Notetaking Template

Early Warning Intervention and Monitoring System Overview Notetaking Template (Part II)	
STEP	ACTION
Step 2	
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. An alternative is to assign each participant one step. Ensure that each group or individual identifies key points from its assigned step.
3. Advise small-group members or individuals that they will be responsible for capturing and sharing key points about their assigned EWIMS step to the whole group at the end of the activity. As groups are sharing, 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.

Step 1: Establish Roles and Responsibilities



Materials

- Projector and screen
- [EWIMS Step1 YouTube: Establish Roles and Responsibilities](#)
- [EWIMS Implementation Guide](#)
- *Introducing the EWIMS Team* handout (see appendix of Video Facilitator's Guide)
- List of conversation norms and expectations



Before this session begins, ask participants to review the Step 1 Guiding Questions on page 12 of the EWIMS Implementation Guide. During the video, participants will take notes with their ideas on how to address those questions based on their school's context. After the video, participants will have time to share their ideas and action plan next steps for Step 1 of the EWIMS process.

GUIDING QUESTIONS FOR STEP 1

Short-Term Questions

1. What school, district, and ISD stakeholders should be represented on the EWIMS team (e.g., district administrators, counselors, teachers, support staff, technology specialists)?
2. If considering team members who are external to the school, how should these individuals be involved in the team? For example, should these members come to every meeting? Is it appropriate for team members who are external to the school to monitor student-level data? What is the commitment you expect from them?
3. Who will be responsible for importing information into the early warning data tool?
4. Does the EWIMS team have sufficient authority to make decisions about students based on early warning data?
5. How frequently should the EWIMS team meet?
6. What type of professional development is needed to train and support the school-level and district-level team(s)?
7. What additional resources are needed to support the team (e.g., access to student records, professional development)?

Long-Term Questions

1. Who will continue to be part of the EWIMS team the following year?
2. What are the key goals of the team? How are they measured?
3. What are the most significant challenges facing the team?
4. What are the important lessons learned? How will these lessons inform future work?
5. What, if any, additional resources are needed?
6. What types of professional development for team members should be planned to continue to build the capacity of the EWIMS team and other key and support staff?



You may also want to check *Tool 1: EWIMS Action Planning Tool* from Appendix B (page 43) of the *EWIMS Implementation Guide* to determine if the format is helpful. Another option is to ask the school if they have an action plan template they would like to use.

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. Give each participant a copy of the *Introducing the EWIMS Team* handout (Appendix A). 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. 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. Stop the video and ask participants to share their notes for the Step 1 Guiding Questions, and ask them to document their responses. If participants don't have the decision makers for their school at the table, have them action plan when and who will meet with those who are in authority to make decisions about the EWIMS process.

2. Ask participants to identify their highest priorities from the guiding question and add to their action plan. Have teams use the Action Planning Tool 1 from the appendix of 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? As an alternative to this activity, 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).

Video Part II (9:17–15.23)

3. Start 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 15:24–16:15) 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.

Step 2: Use Early Warning Data Tools



Materials

- Projector and screen
- Step 2 PowerPoint
- [Handout #1](#)
- [Handout #2](#)
- List of conversation norms and expectations



For Step 2, the EWIMS video is outdated with language about the data tool and Michigan EWIMS thresholds. Therefore, there will be no video to show for this session. In its place there is a PowerPoint and an activity.

Proposed Session Length

40 minutes

Session Purpose

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

Reflection and/or Implementation Activities

1. The facilitator will share the EWIMS Step 2 PowerPoint and present slides 1 through 5. Slides 6 and 7 set up the activity for the participants. For this activity, participants will be divided into two groups (number 1s and number 2s). Each group will have 3 slides to review. Group 1 will use Handout #1 with three slides and Group 2 will use Handout #2 with three slides. The facilitator will also have access to the slides in the original PowerPoint. All the slides have presenter notes.

Wrap Up. Bring participants back together as a whole group to share out any questions or insights about the use of a data tool.

Step 3: Review Early Warning Data



Materials

- Projector and screen
- [EWIMS Step 3 YouTube: Review Early Warning Data](#)
- Tables arranged to support small group discussion
- List of conversation norms and expectations

Proposed Session Length

40 minutes

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

1. **Read the following bullet points to participants:**

There are some critical features of EWIMS Step 3:

- At this stage we stay focused on learning about the data that we have collected and are not yet ready to begin making any assumptions about what it means or how we will intervene. We will work to find out, what do the school level and student level data actually say vs. what do we think that they say? We don't want to make assumptions and start to plan interventions in this step.
- Look at student data for those students who have been flagged and ask questions to identify what additional information is needed.
- Look at the data as a whole to see if there are any trends or patterns.
- Step 3 focuses on data gaps and needs. What information is needed, or what additional data do we need to collect?

2. **Start the video at 1:06 and stop at 7:03 minutes.**

Reflection and/or Implementation Activities

- In small groups,
 - Say to participants:** *We will do an activity called the Questions Game. The activity allows us to practice being curious about a piece of information and responding to it with another question. We will continue to dig deeper rather than trying to analyze or make assumptions about what we heard.*
 - Play the ["Questions Game"](#)
 - Practice looking at student-level data and asking questions using this scenario. *John is flagged because he misses his first-hour math class every day.* What questions might you ask? What additional data might be needed?

- d. Practice looking at systems-level data using this scenario and asking questions. *69% of the students taking Algebra I in the district are failing.* What additional data might be needed? What questions might you ask?

2. Start the video at 9:27 and stop at 10:47 minutes.

Wrap-up

Ask participants to share one key learning from Step 3.

Step 4: Interpret Early Warning Data



Materials

- Projector and screen
- EWIMS Step 4 YouTube: Interpret Early Warning Data
- Chart paper
- Permanent markers
- *Getting to the Root of It* handout (see appendix of Video Facilitator's Guide)
- List of conversation norms and expectations

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 (0:33–8:37)

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 and copies will need to be made prior to the training. 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 implementation suggestions and some of the challenges associated with interpreting early warning data.

Ask participants to select one or two of the 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. The challenges and potential solutions can be written on the chart paper.

Wrap-Up

Ask participants to provide final thoughts on the content of the day's session.

Step 5: Assign and Provide Interventions



Materials

- Projector and screen
- [EWIMS Step 5 YouTube: Assign and Provide Interventions](#)
- *Process Documentation Map* (see appendix of Video Facilitator's Guide)
- List of conversation norms and expectations

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 (0:33–9:08)

Introduce the video.

Reflection and/or Implementation Activities

Refer participants to the documentation map found in the appendix to this guide. Individuals may complete the handout using the student identified in Step 3. An alternate option is for the facilitator to provide scenarios for small groups to work on together.

Ask one or two volunteers to share the following information:

- 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?

Show Video Part II (9:44–12:51)

Refer participants to Tool 2, Student Support and Intervention Mapping in the Appendix B of the [EWIMS Implementation Guide](#). Direct participants to discuss a few interventions for attendance, behavior, and course performance that could be added to the tool.

Show Video Part III (13:44–18:51)

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:

- Identify one thing you learned about assigning and providing interventions?
- What do you think will be needed for the EWIMS process to have the greatest chance for success in your school?

Step 6: Monitor Students and Interventions



Materials

- Projector and screen
- **EWIMS Step 6 YouTube: Monitor Students and Interventions**
- Chart Paper
- Permanent markers
- Notetaking Template (see appendix of Video Facilitator's Guide)
- List of conversation norms and expectations

Proposed Session Length

60 minutes

Session Purposes

- Learn how to identify and monitor flagged students and interventions.
- 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 than other videos preceding it. 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. Participants can use the Notetaking Template provided in the appendix of this guide and given to participants during the Overview section.

Show Video 0.0 to 18:15 minutes

Stop the video at the 18:15 minutes mark. The remainder of the video talks about the Michigan Data Hub Early Warning Data Tool which is no longer available.

Reflection and/or Implementation Activities

At this juncture of the EWIMS process, it is critical that your school has specific systems in place to support successful EWIMS implementation. 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 7: Evaluate and Refine the EWIMS Process, 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.

Step 7: Evaluate and Refine Your EWIMS Process



Materials

- Projector and screen
- [EWIMS Step 7 YouTube: Evaluate and Refine the EWIMS Process](#)
- Tables arranged to support small group discussion
- *Review Early Warning Data* handout (see appendix of Video Facilitator's Guide)
- List of conversation norms and expectations

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 (0:31–7:51), 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 identified in the impact study. 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

Post each challenge on chart paper around the room (one challenge per page). Divide participants into three groups. Direct each group to go to one of the charts with a challenge. Brainstorm and document on the chart ways to address the challenge. After 5 minutes, ask each group to move to the next chart, review what was documented, and add any additional ideas to the chart. Rotate again after 5 minutes.

View the second video segment (7:52–11:55)

Ask participants: Were there any suggestions in the video for addressing the challenges that were not documented on the charts?

Wrap-Up

Conclude the session by thanking participants for their time and attention in learning about EWIMS. Provide participants with how to contact the Michigan Department of Education (MDE) with questions or additional need for support. MDE-EWIMS@michigan.gov

Appendix. Early Warning Intervention and Monitoring Systems Training Video Handouts

Early Warning Intervention and Monitoring System Overview

Notetaking Template (Part I)

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

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

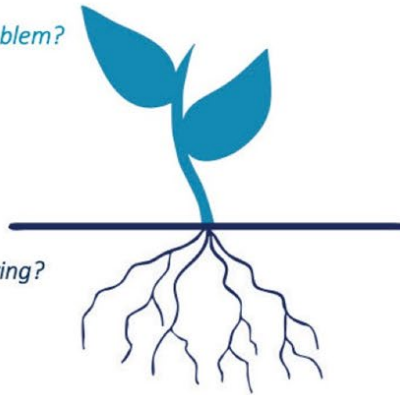
Getting to the Root of It

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?

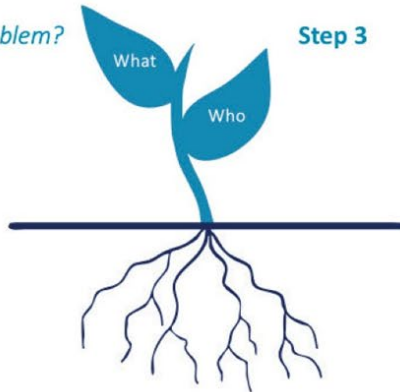


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Symptoms

What is the problem?

Step 3



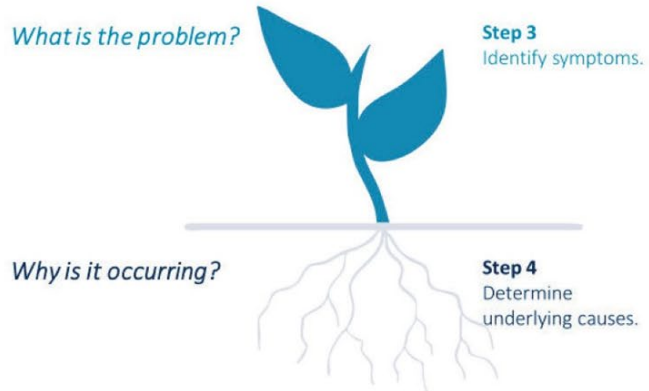
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Underlying/Root Causes



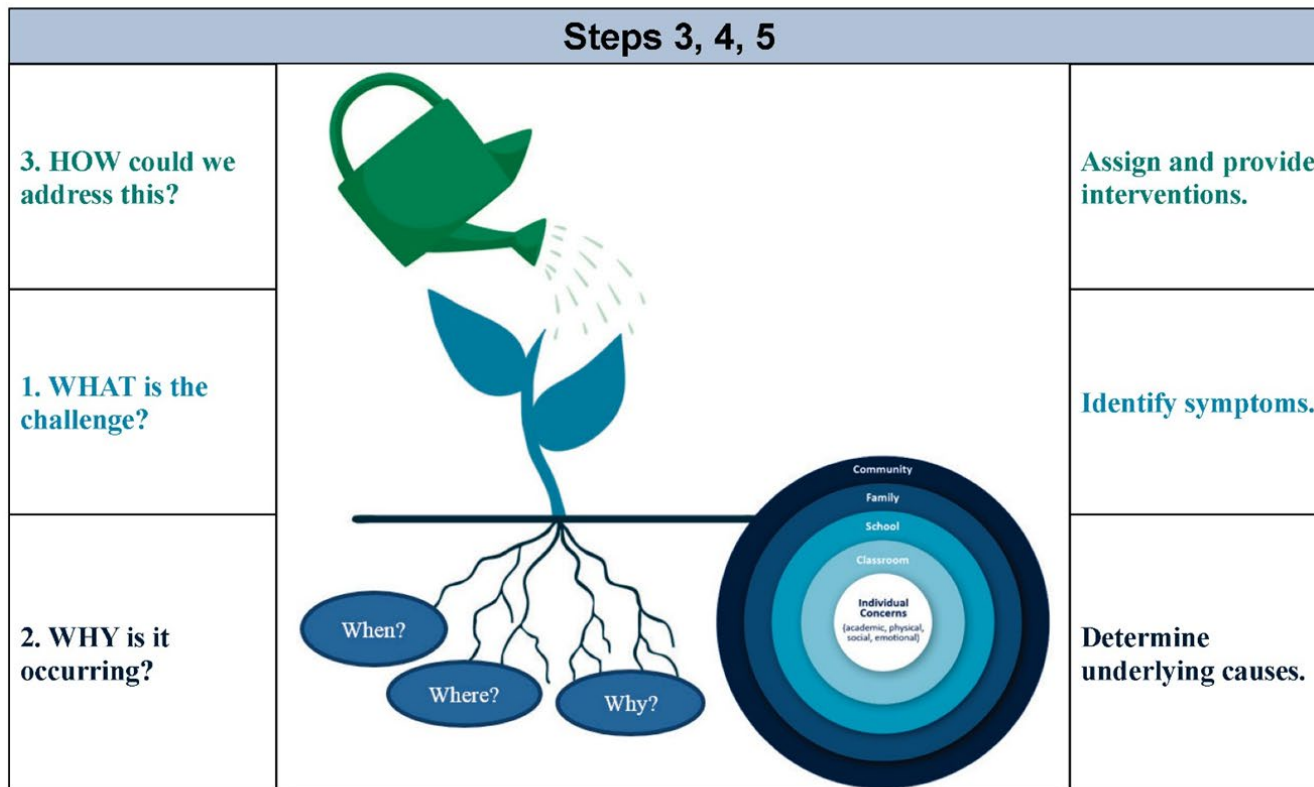
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Symptoms Versus Underlying Causes








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Early Warning Intervention and Monitoring System Steps 3–5 Handout



Step 5—Process Documentation Map

<p>WHAT needs to improve and is within your control?</p> <div style="text-align: center; margin-top: 100px;">  </div>		<p>WHY might this be occurring?</p> <div style="text-align: center; margin-top: 100px;">  </div>		<p>HOW could we address this? Brainstorm ways to address each of the potential underlying causes you identified in the previous box.</p> <div style="text-align: center; margin-top: 100px;">  </div>
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Who will do what by when?

Student	Next Steps	Person Responsible	Completion Date	Follow-Up Date