Implementing an Early Warning System

Everyone Graduates Center
Johns Hopkins University
Agenda:

**Part I: EWI Research Overview**
- Introduction to the Early Warning System
- The Research
- Early Warning Indicators
- Data Collection & Analysis

**Part II: Resource Mapping**
- 3-Tier Interventions
- Creating a Resource Map

**Part III: Holding an EWI Meeting**
- Early Warning Indicator Meetings
- Mock Early Warning Indicator Meetings
The decision to drop out of school is the final step in a process that began years earlier.

Dropout prevention and intervention begins in preschool, extends beyond age 17, and involves families and communities.

Focus on key transition points in students’ school careers, beginning with the transition into kindergarten.
## Early Warning Systems

### Indicators
- Reliable, valid, and predictive
- Each indicator adds information for action
- Easily accessed and organized

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</thead>
<tbody>
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<tr>
<td>10</td>
<td>0</td>
<td>74%</td>
</tr>
</tbody>
</table>

### Support and response system
- Whole school/classroom, small group, and individual initiatives and interventions
- System for monitoring/follow-up
- Reflective processes

### Facilitation and Teams
What is EWS?

• EWS=Early Warning System

• EWIS=Early Warning Intervention System

• EWRS=Early Warning Response System

• EWI=Early Warning Indicator Meeting
  (refers to meeting)

• A tiered intervention system based on the research of Dr. Bob Balfanz, JHU.
3-Tier Prevention/Intervention

1. School-wide programs aimed at preventing 75% of the students from developing any of the ABC indicators.

2. Target interventions for those who develop an indicator despite school-wide prevention efforts.

2. Provide Intensive efforts involving specialists (counselors, social workers, teachers) for the 5% to 10% of the students who don’t respond to other supports.
Core Ideas of Early Warning Systems

1. To graduate, college- and career-ready, students need to successfully navigate several key transitions and acquire a set of academic behaviors - they need to learn how to succeed at school.

2. Students signal that they are on- or off-track toward these outcomes through their behaviors
Core Ideas of Early Warning Systems

3. By tracking Early Warning Indicators, it is possible to identify when students are beginning to fall off-track, providing time to intervene and alter their trajectory through school and beyond.

4. Using EWS, schools can be organized to apply school-wide preventative, targeted and intensive interventions until students are on-track.
• Provide the necessary means to unify, focus, and target efforts to improve attendance, behavior, and course performance

• Their fundamental purpose is to get the right intervention, to the right student, at the right time
EWS Overview

• How do we find those At-Risk students?

• What do we do once we find them?

• How do we keep an eye on those At-Risk students?
Next Steps...

• Philosophy of EWS and the work of Dr. Balfanz

• ABCs: Using data to target and support students in different ways.
Which of the characteristics below are indicators of Student Disengagement?

<table>
<thead>
<tr>
<th>Poor Attendance</th>
<th>Behavior Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overage: 1–2 years, 2 years+</td>
<td>Suspensions</td>
</tr>
<tr>
<td>Special Education, ESL</td>
<td>Standardized Test Scores, Gender</td>
</tr>
<tr>
<td>Course Failure</td>
<td>Socio-economic Status</td>
</tr>
<tr>
<td>Core Courses</td>
<td>Parental Education</td>
</tr>
<tr>
<td>Elective Courses</td>
<td></td>
</tr>
</tbody>
</table>
Early Warning Indicators of Student Disengagement – the ABCs

- Attendance
- Behavior
- Course Performance
The Indicators

- **Attendance**: Are they showing up?
- **Behavior**: How do they act when they get here?
- **Course Performance**: Do they understand and do the work?
Dropouts can be identified in as early as 6th grade

The Primary Off-Track Indicators for Potential Dropouts:

- **Attendance** - <80-90% school attendance
- **Behavior** - “unsatisfactory” behavior mark in at least one class
- **Course Performance** – A final grade of “F” in Math and/or English

Sixth grade students with one or more of the indicators have only a 10% to 20% chance of graduating from high school on time or within one year of expected graduation
What Intervention Looks Like

Interdisciplinary Teacher Team + Shared Cohort of Students

- Counselor
- School Psychologist
- Teacher 2
- Special Education Coordinator
- Facilitator
- JAG
- Destination Graduation Coach
- Tutor
- Social Worker
- Core Teacher
The Research
Table Activity

With a partner:

• Two questions for you to answer:

  What does it say?

  Why?

• Now, find 3 other people with different pieces of data
  – Share what your data says
Four-Year Graduation Rates by Freshman Absence Rates


Percentage that Graduated in Four Years

Days Absent per Semester

Course cutting counted as partial days
Sixth grade students with one or more of the indicators have only a 10% to 20% chance of graduating from high school on time or within one year of expected graduation.

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*Note: Early Warning Indicator graph from Philadelphia research which has been replicated in 10 cities.*

- Robert Balfanz and Liza Herzog, Center for Social Organization of Schools at Johns Hopkins University;
- Philadelphia Education Fund
What Factors Predict High School Graduation in the Los Angeles Unified School District?

Silver, D., Saunders, M. (University of California, Los Angeles), Zarate, E. (University of California, Irvine)

Los Angeles Course Failure

Figure 1: Graduation Rates by Courses Failed

- Middle School
- High School

Overall Graduation Rate (48%)*

* Graduation rates in this report refer to first-time 9th graders in September, 2001 who graduated by June, 2005.
HS Freshman Grades Matter

Virtually all students with a “B” avg. or higher graduate in 4 years.

Virtually all students with less than a “D” avg. fail to graduate.

Prediction is less certain among students with D+, C- , C.

Success Factors – The A,B,Cs

• GPA and course passage are strong predictors of students’ success.
• A study in Chicago has shown that GPA is the strongest predictor of college graduation.
  – More than 60% of students who graduated with a 3.6 GPA or higher completed a four-year degree within six years compared to slightly more than a quarter with GPAs between 2.6 and 3.0
  – *Consortium on Chicago School Research, 2006
A student who can't read on grade level by 3rd grade is four times less likely to graduate by age 19 than a child who does read proficiently by that time.
Focus on Early Warning Indicators

ATTENDANCE
BEHAVIOR
COURSE PERFORMANCE
### Attendance

**Showing Up**

<table>
<thead>
<tr>
<th>Tracking</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off-Track</td>
<td>Less Than 90%</td>
</tr>
<tr>
<td>On-Track</td>
<td>Greater Than 90%</td>
</tr>
<tr>
<td>College Ready</td>
<td>Greater Than 95%</td>
</tr>
</tbody>
</table>

**Student Engagement**

- A
- B
- C
What Do we Know about Attendance Indicators?

• Attendance-students who are missing 10% or more of school need intervention.
• But it is the students who miss 5 or fewer days in the year who thrive.
• Thus some attention should be paid to students who miss more than 5 days but less than 10% (i.e. check in and monitor)
Behavior

Tracking Data

<table>
<thead>
<tr>
<th>Tracking</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off-Track</td>
<td>1 or More Suspensions And/or Mild Sustained Behavior</td>
</tr>
<tr>
<td>On-Track</td>
<td>No Suspensions</td>
</tr>
</tbody>
</table>

Behavior Social Skills

A

B

C

Student Engagement
What Do We Know About Behavior Indicators

- Behavior-students with sustained mild misbehavior fall off track in larger numbers.
- It is important to track more minor as well as major incidents.
- Students who are suspended once need intervention to make sure they are not suspended again.
## Course Performance

### Doing the Work

<table>
<thead>
<tr>
<th>Tracking</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off-Track</td>
<td>Failing ELA and/or Math</td>
</tr>
<tr>
<td>On-Track</td>
<td>Passing ELA and/or Math</td>
</tr>
<tr>
<td>College Ready</td>
<td>B or Better</td>
</tr>
</tbody>
</table>

### Student Engagement

- A
- B
- C
What Do We Know About Course Performance Indicators?

- Course Performance is as important for student’s long term success as test scores.
- Students with multiple D’s and F’s seldom graduate.
- Students with B or better averages succeed in college.
Research Takeaways

• High achievement matters

• Students usually start with one indicator and develop more indicators over time

• **Good News:** Students are resilient and usually signal years before dropping out
## Metrics for on and off-track

<table>
<thead>
<tr>
<th></th>
<th>Attendance</th>
<th>Behavior</th>
<th>Course Perf.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Off-Track</strong></td>
<td>Less than 90%</td>
<td>1+ suspension and/or mild sustained behavior</td>
<td>Failing a course</td>
</tr>
<tr>
<td><strong>Sliding</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>On-Track</strong></td>
<td>Greater than 90%</td>
<td>No suspensions or mild misbehavior</td>
<td>Passing a course</td>
</tr>
<tr>
<td><strong>College Ready</strong></td>
<td>Greater than 95%</td>
<td></td>
<td>B or Better</td>
</tr>
</tbody>
</table>
Data Collection and Analysis
<table>
<thead>
<tr>
<th>Student</th>
<th>Attendance (13-14 year)</th>
<th>Behavior (referrals)</th>
<th>Course Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>13-14 year</td>
<td>Sept</td>
</tr>
<tr>
<td>#John</td>
<td>96%</td>
<td>5 days</td>
<td>7</td>
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<tr>
<td>#Adrian</td>
<td>93%</td>
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<td>2</td>
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<tr>
<td>#Samuel</td>
<td>99%</td>
<td>0, 10 tardy</td>
<td>14</td>
</tr>
<tr>
<td>#Erica</td>
<td>81%</td>
<td>5</td>
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</table>
Lets take a look at some Data!!!
## Talent Development

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<th>Gender</th>
<th>Grade</th>
<th>Absent</th>
<th>Tardy</th>
<th>Present</th>
<th>Suspensions</th>
<th>EA</th>
<th>Math</th>
<th>Science</th>
<th>Soc.Stud.</th>
<th>Education</th>
<th>Confidence</th>
<th>Connections</th>
<th>Stress</th>
<th>Well-Being</th>
<th>Motivation</th>
<th>Academic Risk Index</th>
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<tr>
<td>F</td>
<td>6</td>
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<td>3</td>
<td>1</td>
<td>60-69%</td>
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<tr>
<td>M</td>
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</tbody>
</table>
Data Analysis

What trends do you notice?

What supports or interventions would/do you use at your school?
Questions?
5 MINUTE
“Stretch”
BREAK
TIERED INTERVENTIONS & RESOURCE MAPPING
**Tier 3:** Provide intensive efforts involving specialists (counselors, social workers, etc.) for the 5% to 10% of the students who don’t respond to other supports.

**Tier 2:** Target interventions for those who develop an indicator despite school-wide prevention efforts.

**Tier 1:** School-wide programs aimed at preventing 75% of the students from developing any of the ABC indicators.
Multi-Tiered Support System

- Prevention/Intervention designed to support all students in the grade/school/classroom
  - Research based Curriculum implemented with best practice instructional strategies
  - Whole school recognition events
  - Regular team meetings to coordinate teaching of common skills
Small Group or Tier II: Interventions designed for a small group of students who are exhibiting some behavior issues (in any of the A,B,C’s) and have not been successful with Tier I may include:

- **Example 1:** Reading intervention lab for students behind grade level
- **Example 2:** Lunch group discussion for a group of students centering around empowerment, targeted for students who seem to be having self-esteem challenges
Multi-Tiered Support System

Intensive or Tier III: Interventions designed for individuals or a few students who are continuing to exhibit inappropriate behaviors (in any of the A,B,C’s) and have not made progress from previous interventions may include:

– **Example #1**: Anger management counseling
– **Example #2**: Home visits for chronic absenteeism
Finding a balance

Creating a system of tiered interventions that enables us to:

✓ provide the right interventions
✓ to the right students
✓ at the right time.
# Resource Map - Overview

<table>
<thead>
<tr>
<th>Tier</th>
<th>Whole school</th>
<th>Small group</th>
<th>Most Intensive</th>
</tr>
</thead>
</table>
| **Attendance** | Weekly attendance recognition  
Perfect attendance celebration (monthly)  
Team competition for attendance | Check and Connect  
Wake up calls  
Buddy System with another student  
Recognition for improved attendance | Home visit by counselor  
Individual contract with student and parent |
| **Behavior** | Cardinal Cash (Caught you doing something good)  
Freshman Seminar lessons  
Academy meetings  
Outside Speakers  
Social skill courses | Peer Mediation group  
Daily Behavior contract  
In-class interventions (seating, pairing, activity | PREVENTION – Gang intervention group in the neighborhood  
Visit one on one with social worker  
Individual counselor sessions |
| **Course Performance** | Recognition for most-improved  
Focus on using engaging instructional practices  
Goal setting practices | Intervention lab  
Tutoring support  
Reading specialist  
Double does of a course | Tutoring support  
Learning logs  
Credit recovery  
Credit repair |
Activity – Resource Mapping

There are 3 stations around the room:

- On your table, there are envelopes with strips of paper in them with prevention activities/interventions on them
- Your task is to select which indicator this intervention is for and under what Tier this intervention belongs
Activity – Resource Mapping

• What trends did you notice when you were placing the sample interventions?

• Are there some interventions that could go in more than one place?

• Is one indicator or one level emphasized more than others?
<table>
<thead>
<tr>
<th>Resource</th>
<th>Description</th>
<th>ABC Target</th>
<th>Level</th>
<th>Frequency</th>
<th>Max Capacity</th>
<th>Contact</th>
<th>Special Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>After school “panthers” club</td>
<td>Focused on homework completion and exposure to career opportunities</td>
<td>Course Performance</td>
<td>Targeted Group</td>
<td>Tuesday, Wednesday, Thursday</td>
<td>30 students</td>
<td>Mr. Miller</td>
<td>Send referrals to Mr. Miller.</td>
</tr>
<tr>
<td>Drug and Alcohol counseling</td>
<td>Professionals who can talk with students about issues they are facing</td>
<td>A B or C</td>
<td>Intensive</td>
<td>As needed</td>
<td>~10 students per semester</td>
<td>Counselor</td>
<td>All referrals need to go through counseling office.</td>
</tr>
</tbody>
</table>
Creating a Resource Map

• What do we have available?
  – How do we access these supports?

• Who manages these supports or is the point person?

• How do I help people implement efficiently and effectively without being their manager?
### Examining Your Resource Map

#### Attendance

<table>
<thead>
<tr>
<th>Whole School</th>
<th>Needs/gaps:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Are our needs focused in one of the ABC’s?</td>
</tr>
<tr>
<td></td>
<td>• Do we have the strategies/responses to meet the needs of all of our students?</td>
</tr>
<tr>
<td></td>
<td>• If we have them, where are the gaps that we have in our strategies or supports?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Targeted</th>
<th>Capacity:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Do we have additional capacity or space in current strategies or interventions that we aren’t utilizing?</td>
</tr>
<tr>
<td></td>
<td>• Are we implementing our strategies to the intended level?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intensive</th>
<th>Effectiveness:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Are interventions having an impact on students’ ABC’s?</td>
</tr>
<tr>
<td></td>
<td>• Are some interventions having a greater impact than others?</td>
</tr>
</tbody>
</table>

#### Behavior (including effort)

#### Course Performance
5 MINUTE
“Stretch”
BREAK
EWI Meetings

Early Warning System
Student Cohorts

Tiered Interventions

Cohort A

Cohort B

Cohort C
An interdisciplinary teacher team meeting to coordinate, create, and monitor interventions for students who are exhibiting early warning indicators.
Goal: To coordinate and create interventions for students who are exhibiting early warning indicators and to closely monitor their progress so that students are successful.
Team Meeting Roles

• **Recorder** - Fills out action plans

• **Timekeeper** - Ensures that timing for protocol is being followed

• **Facilitator** - Ensures that norms for protocol are being followed

• **Everyone** – Is prepared to discuss details about their students, is aware of the resources available, and is looking for solutions.
Intervention Identification Protocol

- **Identify Student (1 minute)**
  - Identifies which off-track behaviors the student is exhibiting
  - Identifies data supporting identification for intervention (from EWI report)

- **Team provides information (2 minutes)**
  - Team members share student strengths and impact of prior interventions and prior support of student.
  - Team members succinctly provide additional information about why off-track indicators may be present

- **Team members discuss intervention options (3 minutes)**
  - Consult resource map
  - Determine intervention and discuss who will champion follow up
  - Determine date for follow-up conversation
  - Determine communication with family
Viewing a Sample EWS Meeting

View the short video of a sample EWS meeting. As you watch, reflect on what you notice in the discussion.

- [https://www.youtube.com/watch?v=_UvSzMI_lyg](https://www.youtube.com/watch?v=_UvSzMI_lyg)
# EWI Data Tool

<table>
<thead>
<tr>
<th>Student</th>
<th>Attendance</th>
<th>Behavior (referrals)</th>
<th>Course Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#John</td>
<td>Sept 5 days</td>
<td>96%</td>
<td>68% B Prof. 77% A Prof.</td>
</tr>
<tr>
<td>#Adrian</td>
<td>0</td>
<td>93% 4, 1 Susp. 2</td>
<td>88% A Basic 53% C Basic</td>
</tr>
<tr>
<td>#Samuel</td>
<td>0, 10 tardy</td>
<td>99%</td>
<td>82% B Basic 55% D Below Basic</td>
</tr>
<tr>
<td>#Erica</td>
<td>5 days</td>
<td>81%</td>
<td>56% C Below Basic 87% B Prof.</td>
</tr>
</tbody>
</table>
Mock EWI Meeting Activity

*Select one student to discuss!
EWI Meetings - Rubric

- Schedule
- Teams
- Meeting/Facilitation Structures and Protocols
- Tiered Interventions
- Student Level Data/Tracking Tools
<table>
<thead>
<tr>
<th>Clear expectations for participation, roles and responsibilities</th>
<th>Implementation</th>
<th>Advanced Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-Emerging</td>
<td>Emerging</td>
</tr>
<tr>
<td>• Attendance is not consistent and not all staff (SPED, Counselor) are present</td>
<td>• Attendance is not consistent.</td>
<td>• All staff are in attendance.</td>
</tr>
<tr>
<td>• Staff do not offer interventions and are unsure when to offer input.</td>
<td>• Some staff offer intervention ideas.</td>
<td>• Staff provide input but are sometimes reporting to the facilitator, not working together.</td>
</tr>
<tr>
<td>• There are not clear roles for teachers.</td>
<td>• Some staff do not know some of the students.</td>
<td>• Norms are visible. Not always consistently followed.</td>
</tr>
<tr>
<td>• The group does not use norms for the meeting.</td>
<td>• Lack of understanding of purpose of EWI meeting and difference between other meetings.</td>
<td>• Roles are established for each team member.</td>
</tr>
<tr>
<td>• Norms are visible. Not always consistently followed.</td>
<td>• Facilitator, recorder, and time keeper roles are clear and fulfilled each week.</td>
<td>• Discussions are strengths-based, collaborative and solutions-orientated.</td>
</tr>
<tr>
<td>• Roles are established for each team member.</td>
<td>• Input and accountability (ownership) for student interventions are provided from each staff member.</td>
<td>• Group norms are established and followed.</td>
</tr>
<tr>
<td>• Discourses are strengths-based, collaborative and solutions-orientated.</td>
<td>• Facilitator, recorder, and time keeper roles are clear and fulfilled each week.</td>
<td>• There is a common vision among all team members.</td>
</tr>
</tbody>
</table>
EWS in Action

http://video.pbs.org/video/2257751072/
Questions?
• Please answer the following:

• 3 - List three things you’re taking away from today’s session

• 2 - List two things you and/or your school site might need support with based on today’s session

• 1 - List one question or concern that you still have
THANK YOU!