

# Basic EWS Implementation Action Plan

Staff Capacity, Involvement, and Awareness				
	Current Status	Goal	Next Step	Timeline
<b>AWARENESS</b>				
All staff know about the Early Warning System implementation?				
Students and families know about EWS implementation?				
School partners aware of and participating in EWS implementation?				
<b>EWS Team</b>				
Created an EWS team? Regularly meets? When? Who attends?				
How are teachers involved?				
How are students referred to the EWS team?				
What challenges/barriers has the EWS team(s) faced?				
Data Capacity				
<b>Data Management &amp; Usage</b>				
Is there a data point person or data manager? Is there a back-up person?				
Do staff have access to the data? Is it real-time?				
Is ABC data used regularly as part of EWS meetings? What is the protocol?				
Is there evidence of ABC data in conversations with students?				
Do you have a "focus list" of the students who are off-track in each of the indicators				

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## Data Capacity (continued)

	Current Status	Goal	Next Step	Timeline
<b>Data Displays &amp; Visual Data</b>				
Are there displays that are visible to students and staff?				
Are students aware of what success in the ABCs means?				
Is there a common definition for on and off-track in each of the ABCs that is displayed?				

## Intervention System

<b>Resource Map</b>				
Have you created a resource map describing the interventions available at your school?				
If so...				
How do staff and students have access to these interventions?				
Does the resource map include internal and external interventions? Examples?				
Do you have a mix of Tier I, II, and III interventions? Which area is most prevalent? Needs additional interventions?				
Are there partnerships that you have with outside organizations, agencies, or volunteers? Are they included in the resource map?				
<b>Interventions</b>				
Where are interventions documented that are assigned to students?				
What process is in place for follow-up to assigned interventions? To modify interventions for impact?				