

PLC Early Warning System Problem-Solving Process (K-9)

Problem Identification

Which students are identified as High Risk and/or Moderate Risk on the Early Warning System Indicators?

Step 1: Download the Early Warning System (Student Risk) report for your grade level from BIG (see BIG Access for Early Warning System Reports).

Step 2: List the students identified as High Risk and/or Moderate Risk (place the names of the students in each category below).

High Risk	Moderate Risk

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Problem Analysis

Why are these students identified as High Risk or Moderate Risk on the Early Warning System indicators?

Step 1: Analyze the reasons for the High Risk or Moderate Risk designation, based on the points assigned under each category (place the names of the students in each category below).

Attendance	Transiency
Retention	Suspension

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Plan Implementation—Step 1 of 2

What can we as a grade level do about the reasons that students are designated as High Risk or Moderate Risk on the Early Warning System indicators?

Step 1: Design universal interventions within your grade level and/or classroom for all reason for students identified as High Risk and Moderate Risk. (Refer to suggested behavior interventions for ideas under each category or your MTSS team for school-wide/classroom-wide PBIS intervention ideas, or community resources.)

Attendance	Transiency
(e.g., phone calls home when student is present; Check-In/Check-Out for attendance)	(e.g., adult/peer mentors, family involvement/outreach; community resources)
Retention	Suspension
(e.g., adult/peer mentors; continuum of academic and/or behavioral interventions)	(e.g., adult/peer mentors; academic and/or social skill interventions; Check-In/Check-Out)

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Plan Implementation—Step 2 of 2

What can we as a grade level do about the reasons that students are designated as High Risk or Moderate Risk on the Early Warning System indicators?

Step 2: Consider small group targeted interventions and/or individual interventions for students at High Risk. (Refer to suggested behavior interventions for ideas under each category or your MTSS team for school-wide/classroom-wide PBIS intervention ideas.)

*May need to refer to your MTSS Intervention Assistance Team (IAT) for resources and support.

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(e.g., phone calls home when student is present; Check-In/Check-Out for attendance)	(e.g., adult/peer mentors, family involvement/outreach; community resources)
Retention	Suspension
(e.g., adult/peer mentors; continuum of academic and/or behavioral interventions)	(e.g., adult/peer mentors; academic and/or social skill interventions; Check-In/Check-Out)

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Plan Evaluation

Is what we are doing working?

Step 1: Identify the source(s) of data to determine if the intervention is working. (This will be based on the intervention selected.)

Step 2: Collect and analyze the data to determine if the intervention is working.

Intervention	Data	Working (Y/N)	Why or Why Not? (use data to guide)

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