

IDENTIFYING STRUGGLING STUDENTS

STUDENT A

Student is struggling because they failed one test, were absent, earned a sub-par grade on a major assignment, BUT the teacher and student knows **this is an anomaly and can be corrected with conversations** with student and/or parent.

NO SIF necessary!

Call home, conference with student, **make a plan for recovery.**

Student completes make-up work, studies better for next test, comes in for extra-help session; **improves grade.**

Hot diggity dog. 😊

STUDENT B

Student has **large number of absences** impacting his or her learning.

Contact student's grade-level administrator; the administrator will address the issue.

STUDENT C

1. Student shows **a pattern of failing or low grades** on test, quizzes, homework.
2. Student's **behavior interferes** with their learning.



Meet with student and **write a SIF together.** Agree upon a **maximum of two interventions** that the teacher and student can try together to find success. Remember the **interventions must be measurable and lead all parties to the goal.** Teacher calls family to let them know the plan.

Want **help coming up with interventions?** The learning support director's happy to collaborate. **Kiddo have an IEP?** This is a great place to get he case manager involved.

Send SIF form **to learning support director** and **IEP case manager**, if needed. (Either electronically or paper, both is not necessary.)

Monitor and collect data on interventions for several weeks. (3-5 weeks is a good gauge)

At the end of your data collection period, **send result to learning support director.**

SIF was successful, celebrate. 😊

SIF has not worked.

SIF has **not worked** in ONLY ONE or TWO classes, **teacher and student meet with LSD and counselor** to determine additional interventions or supports needed.

SIFs have been **unsuccessful** in ALL classes for student so a **GAP is convened.**

To SIF or not to SIF:



A flow chart

to help you sort it out.