



## SWIFT Data Snapshots

**School:**

**Date:**

What is right, useful, successful uniquely good or 'alive' that we can build upon in our school?		
	<b>Strengths</b> Identify strengths to build on	<b>Opportunities</b> Identify opportunities for growth
<b>Why</b> Reading: Math: Behavior: Ed Environment:		
<b>What</b> SWIFT-FIT Score: SWIFT-FIA Score:		
<b>How</b> Stage: Driver Summary: DCA:		
<b>Top School Priorities to Achieve Outcome Goals and School's Vision (for the next 6-12 months):</b>		



## Student Outcome Data Profile and Goal Setting

Why	% of All Students <i>On Track</i> (2-3 year trend)	% of Students with IEP <i>On Track</i> (2-3 year trend)	Change Beginning to End of Year <i>% On Track</i> Beg % ->End %	Noted Gaps by Grade, ELL, Race, SES, AA-AAS, IEP Category
Reading				
Math				
Behavior				
Ed Environment	80% or more in GEN  Tier 1 Reading Tier 1 Math			

### Goals Set By Schools

**Reading:**

- By Spring 20\_ the percentage of all students on track will increase to (no less than 3% above current).
- By Spring 20\_ the percentage of all students with IEPs on track will increase to (no less than 5% above current).

**Math:**

- By Spring 20\_ the percentage of all students on track will increase to (no less than 3% above current).
- By Spring 20\_ the percentage of all students with IEPs on track will increase to (no less than 5% above current).

**Behavior:**

- By Spring 20\_ the percentage of all students on track will increase to (no less than 3% above current).

**Educational Environment:**

- By Spring 20\_ the percentage of students with IEP, including those students who use the Alternate Assesment, who spend 80% or more of their day in general education settings will increase to (\_%).
- By Spring 20\_ the percentage of students with IEP, including those students who use the Alternate Assesment, who participate in Tier 1 Reading and Math will increase to (\_%) and (\_%), respectively.