

# Implementation Milestones Examples

## Short-term Goals/Target



**COLORADO**  
Department of Education

### Sample Implementation Milestones and Short-term Goals/Target

#### Purpose:

Implementation milestones and quarterly goals in the Unified Improvement Planning process are essential for monitoring progress and ensuring accountability. They provide a framework for regularly assessing and adjusting strategies related to systems, structures, and associated adult behaviors to achieve educational objectives. These tools facilitate transparent communication among stakeholders and help prioritize resource allocation. Overall, they ensure systematic progress towards improving student performance and school effectiveness.

| The improvement we expect to see                  | Pre-defined date beginning of year  | Pre-defined date middle of year   | Pre-defined date early spring  | Pre-defined date end of year  |
|---|---|---|--|---|
| <b>Improve Habits of Discussion in Classrooms</b> | 50% of teachers will demonstrate proficiency of Habits of Discussion as evidenced by walkthroughs.    | 60% of teachers will demonstrate proficiency of Habits of Discussion as evidenced by walkthroughs.                      | 80% of teachers will demonstrate proficiency of Habits of Discussion as evidenced by walkthroughs.               | 100% of teachers will demonstrate proficiency of Habits of Discussion as evidenced by walkthroughs.                 |
|   | 100% of classrooms will have Habits of Discussion sentence frames posted.                             | 80% of lesson plans will include scripted questions to promote Habits of Discussion as evidenced by lesson plan review. | 80% of teachers will demonstrate proficiency on Habits of Discussion as evidenced by walkthroughs.               | 100% of teachers will demonstrate proficiency on Habits of Discussion as evidenced by walkthroughs.                 |
| <b>Differentiated Instruction in Classrooms</b>   | 50% of teachers will implement personalized learning plans as evidenced by classroom observations.    | 70% of teachers will implement flexible grouping techniques as evidenced by classroom observations.                     | 80% of teachers will adjust instruction based on student progress as evidenced by formative assessments.         | 100% of teachers will demonstrate proficiency in differentiated instruction as evidenced by classroom observations. |
| <b>Integrating Technology in Classrooms</b>       | 50% of classrooms will have necessary technology tools and resources as evidenced by inventory check. | 70% of teachers will integrate technology into lesson plans as evidenced by lesson plan review.                         | 80% of students will demonstrate proficiency in using technology for learning tasks as evidenced by assessments. | 100% of teachers will demonstrate proficiency in technology integration as evidenced by classroom observations.     |



| The improvement we expect to see   | Pre-defined date beginning of year   | Pre-defined date middle of year  | Pre-defined date early spring   | Pre-defined date end of year  |
|--|--|--|---|---|
| <b>Effective Behavior Management Practices in Classrooms</b>   | 50% of teachers will implement positive reinforcement strategies as evidenced by behavior logs.  | 60% of teachers will implement positive reinforcement strategies as evidenced by behavior logs.  | 70% of teachers will implement positive reinforcement strategies as evidenced by behavior logs.                                       | 90% of teachers will demonstrate proficiency in behavior management as evidenced by classroom observations.                           |
|  | 40% of teachers will effectively address behavioral issues as evidenced by disciplinary records.   | 50% of teachers will effectively address behavioral issues as evidenced by disciplinary records.   | 60% of teachers will effectively address behavioral issues as evidenced by disciplinary records.                                      | 70% of teachers will effectively address behavioral issues as evidenced by disciplinary records.                                      |
|  | 100% of teachers will establish positive teacher-student relationships with at least 10 students as evidenced by student surveys.                            | 100% of teachers will establish positive teacher-student relationships with at least 15 students as evidenced by student surveys.            | 100% of teachers will establish positive teacher-student relationships with at least 30 students as evidenced by student surveys.     | 100% of teachers will establish positive teacher-student relationships with at least 50 students as evidenced by student surveys.     |
| <b>Decrease the number of students in grades K-3 on READ plans by 50% (from ___ to ___).</b>   | 55% of students in grades K-3 receiving the 95 Percent Group literacy intervention met their quarterly growth goal.  | 65% of students in grades K-3 receiving the 95 Percent Group literacy intervention met their quarterly growth goal.                          | 75% of students in grades K-3 receiving the 95 Percent Group literacy intervention met their quarterly growth goal.                   | Decrease the number of students in grades K-3 on READ plans by 50% (from 114 to 57).  |
| <b>6 of 8 data teams consistently follow the data meeting protocol through the “Do It” portion (planning &amp; practicing re-teach lessons).</b> | 6 of 8 data teams consistently bring grade-level standards- aligned student tasks sorted into “Got it,” “Almost Got It,” and “Not Yet” to each data meeting. | 6 of 8 data teams consistently follow the data meeting protocol through the “See It” and “Name It” portions (See the Success, Name the Gap). | 4 of 8 data teams consistently follow the data meeting protocol through the “Do It” portion (planning & practicing re-teach lessons). | 6 of 8 data teams consistently follow the data meeting protocol through the “Do It” portion (planning & practicing re-teach lessons). |
|  | 2 of 8 data teams consistently follow the data meeting protocol through the “Do It” portion (planning & practicing re-teach lessons).                        | 3 of 8 data teams consistently follow the data meeting protocol through the “Do It” portion (planning & practicing re-teach lessons).        | 4 of 8 data teams consistently follow the data meeting protocol through the “Do It” portion (planning & practicing re-teach lessons). | 6 of 8 data teams consistently follow the data meeting protocol through the “Do It” portion (planning & practicing re-teach lessons). |