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Description automatically generatedA black background with a black square

Description automatically generated with medium confidence**Continuous Improvement Planner**

**What to do:** Use this planner to record your performance goals, how you’ll capture data to gauge progress toward those goals, and the outcomes upon completion of the program session or year. Review the examples provided in the first table, and use the blank planner on the last page for your program. As illustrated, consider listing your program goal (the outcome you’re striving for across your program) and your activity goals (what happens within activities to impact your program goal).

**Why it matters:** Your Continuous Improvement Planner is your program’s road map. It helps you and your staff know where to begin and where you’re headed so that you can monitor progress and decide what needs to happen next.

**Planner**

Continuous improvement is a systematic approach to identify areas for improvement, implement intended improvements, collect data related to implementation, study those data, and use the evidence to make the decisions.

| **Performance Measure** | **Measurement Tool(s)** | **Staff Assigned** | **Target Group(s)** | **Time Frame** | **Actual Outcome** |
| --- | --- | --- | --- | --- | --- |
| **Program Goal 1:** 85 percent of third-grade students who attend the full year of the program will demonstrate increased proficiency with fractions and measurement as measured by pre- and postsession assessments. | Pre- and postprogram benchmark assessments | Ms. Jones | Students | First and last weeks of program | 80 percent of third-grade students who attended the full year of the program demonstrated increased proficiency with fractions and measurement as measured by pre- and postsession assessments. |
| **Activity 1, Goal 1:** 80 percent of third-grade students who participate in the math intervention activity for the entire eight weeks will be able to solve fraction and measurement problems. | Teacher-reviewed math journal where students show their work and thought processes | Mr. Gonzalez | Students | Ongoing | 70 percent of third-grade students who participated in the math intervention activity for the entire eight weeks demonstrated that they could solve fraction and measurement problems as measured by the math journals. |
| **Activity 2, Goal 1:** All third-grade students who participate in gardening for eight weeks will demonstrate an understanding of how fractions and measurement relate to their lives. | Rubric (developed by staff and students) | Mr. Smith | Students | Presentations at culminating event | 90 percent of third-grade students who participated in gardening for eight weeks demonstrated an understanding of how fractions and measurement related to their lives, as measured using a rubric during individual presentations. |
| **Program Goal 2:** All students who attend the full year of the program will report an increase in physical activity and good nutrition habits. | Staff-created pre- and postprogram family and student surveys | Luiz | Students and family members | First week and last week of the program | 95 percent of students who attended the full year of the program reported an increase in physical activity and good nutritional habits as measured by pre- and post-surveys. |
| **Activity 1, Goal 2:** 85 percent of students who attend soccer for the first 16 weeks of the program will engage in 30 minutes of physical activity daily. | Staff-created exercise log | Luiz | Students | Daily and reviewed on last day of programming | 87 percent of students who attended soccer for the first 16 weeks of the program engaged in 30 minutes of physical activity daily. |
| **Activity 2, Goal 2:** All students who attend the cooking activity for eight weeks will demonstrate increased ability to select and create healthy snacks. | Student journals and portfolios | Cassandra | Students and family members | Ongoing | 90 percent of students who attended the cooking activity for eight weeks demonstrated an increased ability to select and create healthy snacks as demonstrated by student journals and portfolios. |

Customize this chart to create your own continuous improvement planner.

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| --- | --- | --- | --- | --- | --- |
| **Performance Measure** | **Measurement Tool(s)** | **Staff Assigned** | **Target Group(s)** | **Time Frame** | **Actual Outcome** |
| *Enter program and activity*  *SMART goals.* | *How will you measure effectiveness?* | *Who will collect or track data?*  *(Name or title)* | *Who’s being assessed?  (Name or group)* | *When will measurements be taken?* | *What did the data tell you?*  *Restate your SMART goal using actual measurements.* |
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**Note:** SMART goals are specific, measurable, achievable, relevant, and time bound.



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