A purple rectangle with white background

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 (SMART) 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 here, and use the blank planner 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.

| **SMART Goals** | **Measurement Tool** | **Staff Assigned** | **Target Group** | **Time Frame** | **Actual Outcome** |
| --- | --- | --- | --- | --- | --- |
| **Program Goal 1:** 85 percent of third-grade students who attend the full year of the learning recovery 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 | **Program Goal #1 Outcome:** 80 percent of third-grade students who attended the full year of the learning recovery 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 journal work. |
| **Activity 2, Goal 1:** All third-grade students who participate in gardening for 8 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 8 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 learning recovery 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 learning recovery program |  |
| **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 |  |
| **Activity 2, Goal 2:** All students who attend the cooking activity for 8 weeks will demonstrate increased ability to select and create healthy snacks. | Student journals and portfolios | Cassandra | Students and family members | Ongoing |  |

**Note:** SMART goals are specific, measurable, achievable, relevant, and time bound.

Customize this chart to create your own continuous improvement planner.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Performance Measures** | **Measurement Tool** | **Staff Assigned** | **Target Group** | **Time Frame** | **Actual Outcomes** |
| *Enter program and activity*  *SMART goals.* | *What will be used to measure effectiveness?* | *Who will collect or track data?*  *(Include name or title.)* | *Who’s being assessed? (Enter name or group.)* | *When will measurements be taken?* | *What did the data tell you?*  *Restate your SMART goal using actual measurements.* |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Note:** SMART goals are specific, measurable, achievable, relevant, and time bound.

A white rectangular frame with purple border

Description automatically generated

This resource was developed in 2024 by the Nita M. Lowey 21st Century Community Learning Centers (21stCCLC) National Technical Assistance Center (NTAC), funded under a grant from the U.S. Department of Education (Department) and administered by Synergy Enterprises, Inc. under Cooperative Agreement No. 287E230009 with the Department’s Office of Elementary and Secondary Education. Opinions expressed herein do not necessarily reflect the position or policy of the Department, nor does mention of trade names, commercial products, or organizations imply endorsement by the Department or the federal government. This resource is in the public domain and is available at [21stcclcntac.org](http://www.21stcclcntac.org). Authorization to reproduce it in whole or in part is granted.