



Child Care Program Improvement Plan

School-Age Care Environment Rating Scale – Updated edition (SACERS-U)

Program Name: _____ Date: _____ County: _____

Street (Mailing) Address: _____ City: _____ State: ___ Zip Code: _____

Phone: _____ Email: _____

Room Name: _____ Name of person completing form: _____

This plan is to be used in programs serving school-age children, 5-12 years, during times children are out of school.

Directions:

- 1) For each item fill in the boxes. Use the SACERS-U book and self-assessment scoresheet as a guide. Be specific and give lots of detail.
- 2) In the **strengths** box, list 1-2 strengths. List the indicator number and the indicator description taken directly from the book. In parentheses, describe your current conditions (what you do now) that makes this a strength.
- 3) In the **area(s) for potential growth** box, list indicator number and description as taken directly from the book. In parentheses, describe your current conditions (what you do now).
- 4) Decide a **priority rating** for each indicator in the description of potential growth box. Write the priority rating in the box below the “P”. High, Medium, or Low.
- 5) **Changes I will Make**- list indicator for reference and describe what changes are needed to meet the best practice in the indicator. If no changes will be made, describe how you will maintain the current conditions.
- 6) List the types of **resources** you will need to make the improvements under “changes I will make”. If no changes will be made, list the resources you will need to maintain the current conditions. Resources might include money, volunteers, equipment or materials, support from the director, developing helpful hints, etc.
- 7) **Cost (C)**. Decide what the cost will be to make the improvements or maintain the current conditions. High, Medium, or Low.
- 8) **Expected completion date**. When you expect to complete the changes? Record in corresponding box.
- 9) **Follow-up** on your goals. Write the actual completion date and/or any progress or adjustments to the goal made.
- 10) **See Example** on page 2.

EXAMPLE

P (Priority): 1=High 2=Medium 3=Low*

C (Cost): H=High M=Medium L=Low*

SACERS-U Item 19: Arts and crafts		
<p>Strengths: 5.2 Individual expression and free choice encouraged. (Children are allowed to choose art materials and create their own projects. Very few teacher-directed projects). 5.3 Very few projects requires following an example. (Art projects that encourage children follow directions or copy an example used monthly or less).</p>	<p>Areas for Potential Growth: 5.1 At least one type from 3 different types of art materials accessibly every day. (markers, crayons, pencils, paper, watercolors accessible daily). 7.1 Variety of projects for children to learn new, more complex skills. (current art projects and materials consist of basic types of art- drawing and painting).</p>	<p>P: 2 2</p>
<p>Changes I will Make: 5.1 Add art materials from other art categories; such as collage, sculpture, or paints. 7.1 Research new art opportunities and add materials and projects, such as weaving, pottery, origami, jewelry making.</p>	<p>Resources I will need: 5.1 Money and support from director and co-teachers to purchase and add art materials to the classroom. Baskets and shelf space to store materials. Donations for recycled art materials (paper towel rolls, water bottles, plastic cups, 7.1 Time to research new ideas. Support and money for new art materials.</p>	<p>C: M M</p>
<p>Expected Completion Date: 5.1 04/01/22 7.1 07/01/22</p>	<p>Follow-up (changes made, date completed, what went well, what can we do better, etc.): 4/15/22 Added modeling clay, tissue paper, and some donated recyclable materials (paper towel rolls, cracker/ cereal boxes, water bottles).</p>	

SUBSCALE 1: SPACE AND FURNISHINGS*P* (Priority): 1=High 2=Medium 3=Low**C* (Cost): H=High M=Medium L=Low*

SACERS-U Item 1: Indoor space		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, what went well, what can we do better, etc.):	

SACERS-U Item 2: Space for gross motor activities		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SACERS-U Item 3: Space for privacy		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SACERS-U Item 4: Room arrangement		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SACERS-U Item 5: Furnishings for routine care		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SACERS-U Item 6: Furnishings for learning and recreational activities		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SACERS-U Item 7: Furnishings for relaxation and comfort		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SACERS-U Item 8: Furnishings for gross motor activities		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SACERS-U Item 9: Access to host facilities		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SACERS-U Item 10: Space to meet personal needs of staff		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SUBSCALE 2: HEALTH AND SAFETY

P (Priority): 1=High 2=Medium 3=Low*

C (Cost): H=High M=Medium L=Low*

SACERS-U Item 11: Health policy		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SACERS-U Item 12: Health practices		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SACERS-U Item 13: Emergency and safety policy		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SACERS-U Item 14: Safety practice		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SACERS-U Item 15: Attendance		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SACERS-U Item 16: Departure		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SACERS-U Item 17: Meals/ snacks		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SACERS-U Item 18: Personal hygiene		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SUBSCALE 3: ACTIVITIES

P (Priority): 1=High 2=Medium 3=Low*

C (Cost): H=High M=Medium L=Low*

SACERS-U Item 19: Arts and crafts		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SACERS-U Item 20: Music and movement		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SACERS-U Item 21: Blocks and construction		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SACERS-U Item 22: Dramatic play/ theatre		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SACERS-U Item 23: Language/ reading activities		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SACERS-U Item 24: Math/ reasoning activities		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SACERS-U Item 25: Science/ nature activities		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SACERS-U Item 26: Cultural awareness		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SUBSCALE 4: INTERACTIONS

P (Priority): 1=High 2=Medium 3=Low*

C (Cost): H=High M=Medium L=Low*

SACERS-U Item 27: Greeting/ departing		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SACERS-U Item 28: Staff-child interactions		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SACERS-U Item 29: Staff-child communication		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SACERS-U Item 30: Staff supervision of children		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SACERS-U Item 31: Discipline		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SACERS-U Item 32: Peer interactions		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SACERS-U Item 33: Interactions between staff and parents		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SACERS-U Item 34: Staff interaction		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

P (Priority): 1=High 2=Medium 3=Low*

C (Cost): H=High M=Medium L=Low*

SACERS-U Item 35: Communication between program staff and children's classroom teachers		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SUBSCALE 5: PROGRAM STRUCTURE

P (Priority): 1=High 2=Medium 3=Low*

C (Cost): H=High M=Medium L=Low*

SACERS-U Item 36: Schedule		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SACERS-U Item 37: Free choice		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

P (Priority): 1=High 2=Medium 3=Low*

C (Cost): H=High M=Medium L=Low*

SACERS-U Item 38: Use of community resources		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SUBSCALE 6: STAFF DEVELOPMENT

P (Priority): 1=High 2=Medium 3=Low*

C (Cost): H=High M=Medium L=Low*

SACERS-U Item 39: Opportunities for professional growth		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SACERS-U Item 40: Staff meetings		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SACERS-U Item 41: Supervision and evaluation of staff		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SUBSCALE 7: SPECIAL NEEDS SUPPLEMENTARY ITEMS

P (Priority): 1=High 2=Medium 3=Low C* (Cost): H=High M=Medium L=Low*

SACERS-U Item 42: Provisions for exceptional children		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SACERS-U Item 43: Individualization		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SACERS-U Item 44: Multiple opportunities for learning and practicing skills		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SACERS-U Item 45: Engagement		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SACERS-U Item 46: Interacting with peers		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SACERS-U Item 47: Promoting communication		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

Based on the information in the SACERS-U program improvement plan (pages 3-27 of this document), detail the top three goals for the classroom. Discuss any differences and similarities in the goals, and plans to move forward. Determine who will take responsibility for moving the goal forward and put their initial next to each goal.

Director/ Supervisor’s Top 3 Goals for the Classroom	Date	Initials

Teacher’s Top 3 Goals for the Classroom	Date	Initials

**Subscale and Item names from:

Harms, T., Romano White, D., and Vineberg Jacobs, E. (2014). School-Age Environment Rating Scales, updated edition (SACERS-U), New York, NY: Teachers College Press.

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