

# Discovery Early Learning Center 2025-2026 SIP

## Audience & Purpose

This template is intended to be an optional working document to support implementation of school-level activities in each step of the ISS Protocol. The information gathered on this template can be used to coordinate annual state and federal requirements (see Appendix B in the ISS Implementation Guide) and implement the ISS Protocol with fidelity and intentionality. All schools, including schools identified for improvement supports (Tier 3 Plus, Tier 3, Tier 2, Tier 1), may use this template to support annual School Improvement Plan (SIP) requirements.

## Getting Started

### Implementation Teams

Resources: [Implementation Teams Overview](#), [School Team Membership](#), [Creating an Implementation Team](#), [Teaming Inventory](#)

Who are our school implementation team members? List Name and Title/Role.

Agustin Reynaga, Jr, Developmental Paraprofessional

Sara Esqueda, Developmental Teacher

Katie Rutger, Developmental Teacher

Margarita Pacheco, Developmental Paraprofessional

Alba Gutierrez, Dual Language ECEAP Teacher

Crystal Ancell, ECEAP Teacher

Noemi Carrasco, Instructional Facilitators

Lucas Jaeger, Principal



## Team Procedures

Resources: [Team Working Agreements](#), [Communication Protocols Worksheet](#), [Example Communication Protocol](#), [Selecting Useable Innovations](#), [Evidence-Based Interventions](#), [Data-Based Decision Making](#), [Data Teaming Tools](#)

### What are our team procedures?

#### Working agreements

- We will share with our team, collect input, and bring the input and data back to the ILT team.
- Honoring time; arriving and ending on time.
- Everyone has a voice, give everyone the opportunity to share.
- Be actively engaged; be present in the discussion.
- Endeavor to find a replacement if you know you're going to be absent and share with the ILT team.
- Come prepared with materials, devices, and evidence.
- Norm Keeper speaks to anyone separately about any norms regularly being ignored.
- Assuming positive intention.

#### Communication protocols

- Communicate (assuming) with positive intentions.
- ILT members will take information shared or discussed at ILT back to their represented team. PLT/Job Alike Teams will discuss and provide feedback to ILT representatives. ILT members will share the input from their team to the ILT.
- ILT members are responsible to communicate to their teams via email and/or at in person meetings.

#### Selection process for evidence-based practices and programs

Our school follows a collaborative, data-informed process to select evidence-based practices and programs that align with the goals of our School Improvement Plan and the Yakima School District's strategic initiatives. The selection process includes the following steps:

1. **Needs Assessment**  
We analyze multiple sources of data (including student performance, behavior, attendance, and stakeholder input) to identify priority areas for improvement.
2. **Research & Alignment**  
We identify practices and programs that are supported by rigorous research and meet the ESSA criteria for evidence-based interventions. All selected programs must align with district priorities, including educational equity, culturally responsive instruction, and social-emotional learning.



3. **Stakeholder Collaboration**

Input is gathered from key stakeholders—school leadership, instructional staff, families, and district specialists—to ensure that selected strategies are contextually appropriate and feasible for implementation.

4. **Review & Approval**

Potential programs are reviewed for their alignment with Yakima School District policy (e.g., Board Policy 0550 on Educational and Racial Equity) and existing frameworks such as PBIS, MTSS, and the Danielson Framework. Where applicable, district departments (such as Teaching & Learning or Special Education) are consulted for support and approval.

5. **Professional Development & Implementation**

Selected practices are paired with appropriate staff training and coaching to ensure fidelity of implementation. Professional Learning Communities (PLCs) are used to monitor progress and make adjustments as needed.

6. **Monitoring & Evaluation**

We regularly assess the impact of the implemented programs using both formative and summative data. This ensures that practices remain effective, relevant, and aligned with our continuous improvement goals.

### Data-based decision-making

At our school, data-based decision-making is a collaborative and intentional process that guides instruction, intervention, and school-wide planning. Our Instructional Leadership Team (ILT) has established the following procedures to ensure decisions are informed, equitable, and aligned with our continuous improvement goals:

1. **Data-Informed Decisions**

All instructional and programmatic decisions are grounded in data. We regularly review a variety of data sources—such as academic performance, behavior trends, attendance, and developmental benchmarks—to identify student needs and inform next steps.

2. **Multi-Tiered System of Supports (MTSS)**

Our school implements the MTSS framework to ensure that all students receive the appropriate level of support. Data is used to identify students in need of Tier 2 or Tier 3 interventions, monitor their progress, and adjust supports accordingly.

3. **Alignment with School Improvement Plan (SIP)**

Data review and decision-making processes are aligned with the goals and strategies outlined in our School Improvement Plan. This ensures coherence across all levels of planning and implementation.



4. **Use of TS GOLD and Developmental Data**

For our early learners, we utilize Teaching Strategies GOLD (TS GOLD) assessment data to inform instructional planning, monitor develop

***OSSI Identified Schools:** Evidence-based practices, or interventions, are defined in [OSSI's guidance](#) and aligned with the definition used for LAP supports and services.*



## Step 1: Assess Strengths and Needs

Resources: [Comprehensive Needs Assessment Toolkit](#), [Washington State Report Card](#), [PBIS Tiered Fidelity Inventory](#), [Reading Tiered Fidelity Inventory](#), [Washington 211 Resource Inventory](#), [Finding the Root Cause](#), [NIRN Root Cause Analysis](#)

### School-Level Data

*Which assessment did we engage in this year?*

€ Intensive review of our strengths and needs (every 3-5 years)

€ Focused review of our strengths and needs (yearly)

*What are the demographics in our school?*

*Total enrollment: 303*

*Gender: Male - 65%, Female 35%*

*Race/Ethnicity: Hispanic - 85%, White - 12%, All others - 3%*

*Program and characteristic:*

*Low Income - 87%*

*Homeless - 3%*

*SWD - 72%*

*Which data, disaggregated by student group and program, did we use to identify student strengths and needs in our school?*

€ [Attendance](#)

€ [WaKIDS assessment](#)



€ <a href="#">Behavior (discipline referrals, etc.)</a>	€ Academic screening
€ Student, family, and staff perception data (surveys, etc.)	€ <a href="#">State summative assessment</a>
€ Community data (i.e., poverty rates, insured rates, chronic health conditions, etc.)	€ <a href="#">On track for graduation</a> (if applicable)
€ <a href="#">Social, emotional, behavioral, and mental health (SEBMH) screening</a>	€ Support data across tiers (participation, pre/post data, impact data): Click or tap here to enter text.
€ <a href="#">WIDA assessment</a>	€ Other: Click or tap here to enter text.

What are the main trends in student data, disaggregated by student group and program, in our school?

<p>Strengths</p> <ul style="list-style-type: none"> <li>• Program Wide Expectations (PBIS)</li> <li>• Established Leadership Team (ILT)</li> <li>• Professional Development of Staff Support Plan</li> </ul>	<p>Needs</p> <ul style="list-style-type: none"> <li>• Greater collaboration with families regarding attendance</li> <li>• Procedures for responding to challenging student behaviors. Establish a MTSS and/or BSET team.</li> <li>• Monitoring implementation outcomes.</li> <li>• Math</li> <li>• Transition Mtg for Developmental to ECEAP (Spring)</li> <li>• Create &amp; Implement Family Perception Survey for Spring Conference</li> </ul>
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What are the root causes for the trends in student data, disaggregated by student group and program, in our school?



1. Absences, Poverty
2. 72% of students are on IEPs & a large number of ELL learners, they have greater struggles/barriers to be at grade level.
3. Only 10-15% Kinder students assessed come from DELC, lack of influence on the other 85-90%.

**OSSI Identified Schools:** All schools identified for improvement must review family engagement data and WSIF data accessed through the [Washington State Report Card](#) in their comprehensive needs assessment process.

### Priorities Aligned with Data Trends

*Based on our careful review of school-level data, what are our top priorities?*

1. MTSS & BSET Teams; procedures established and implemented
2. Monitoring implementation outcomes; BoQ checks in persons
3. Family Perception Survey for Spring Conferences

### Mapping Resources to Address Priorities

*What resources are available in the school, community and region to address our top priorities?*

Tier 1 (Universal)				
Staff	Instruction/Services	Tools/Materials	Professional Learning	Funding
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## Mapping Resources to Address Priorities

Tier 2 (Targeted)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
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Tier 3 (Intensive)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
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*What resources still need to be identified and secured to address our top priorities?*

Tier 1 (Universal)				
Staff	Instruction/Services	Tools/Materials	Professional Learning	Funding
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## Mapping Resources to Address Priorities

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<b>Tier 2 (Targeted)</b>				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
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<b>Tier 3 (Intensive)</b>				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
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**OSSI Identified Schools:** Schools identified for improvement must identify, examine, and address resource inequities.

## Step 2: Build Community Partnerships

Resources: [Creating Clear Agreements](#)



Who is our point of contact for partnerships at the school level? List Name and Title/Role.

Lucas Jaeger, Principal

Who is our point of contact for partnerships at the district level? List Name and Title/Role.

Lucas Jaeger, Principal

What district policies and procedures do we need to follow for community partnerships?

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What partnerships have been built in our school, in collaboration with our district point of contact, to address our top priorities?					
<i>What is the name of the partner?</i>	<i>What services do they provide?*</i>	<i>How do these services align with the results of our strengths and needs assessment process?</i>	<i>What data sharing agreement is in place?</i>	<i>When did the school board approve the agreement?</i>	<i>Who (school staff, community partners, families, students) needs to be informed of this approved partnership?</i>
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### Step 3: Plan Integrated Student Supports

Resources: [Developing SMARTIE Goals](#), [Identifying Evidence-Based Practices and Programs](#), [Evidence-Based Interventions](#), [Planning Training and Coaching](#), [Coordinating State and Federal Funding Sources](#)

What is our vision and mission statement?

**CREATING AN ENVIRONMENT THAT FOSTERS A LOVE OF LEARNING FOR ALL**



What is our vision and mission statement?

**GROWTH:** Learning from others, pursuing knowledge, experimenting with strategies, and striving for improvement.

**TRUST:** We rely on others, trust their competence, believe in good intentions, and embrace challenges.

**RESPECT:** Acknowledge success, value opinions, use positive language, honor time.

**BELONGING:** Fostering a welcoming environment, valuing participation, satisfaction, and inclusivity.



What is our vision and mission statement?

**ADAPTABILITY:**  
Optimizing learning by flexibly tailoring tasks to engage students and embracing change fearlessly.

Use the questions below to outline the evidence-based practices/interventions, data measures, timeframe, lead, and resources to achieve each SMARTIE Goal aligned to your data-informed priorities, vision, and mission. SMARTIE Goals are specific, measurable, attainable, realistic, time-bound, inclusive, and equitable.

<u>Evidence-based practice</u> (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
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What is our vision and mission statement?				
<p><b>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</b></p> <p>What student groups will benefit and why?</p>	<p>What short-and long-term <b>data</b> will be collected to measure the extent to which this <b>evidence-based practice (intervention, activity, or strategy)</b> was implemented as intended?</p> <p>What short-and long-term <b>data</b> will be collected to measure the impact of this evidence-based practice (intervention, activity, or strategy)?</p>	<p>When will this <b>evidence-based practice (intervention, activity, or strategy)</b> occur?</p> <p>What was/is the projected length of time?</p> <p><b>When or how often</b> (please be as specific as possible) <b>will progress be monitored or data reviewed?</b></p>	<p>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the <b>evidence-based practice (intervention, activity, or strategy)?</b></p> <p>Who else will be involved?</p>	<p>What resources will be used to implement this <b>evidence-based practice (intervention, activity, or strategy)</b> (for example, professional development, extended time, curriculum, materials, etc.)?</p>

**OSSI Identified Schools:** Evidence-based practices, or interventions, are defined in [OSSI's guidance](#) and aligned with the definition used for LAP supports and services.

SMARTIE Goal #1: Discovery ELC scores reported for Using Letter-Sound Knowledge (16b) will improve 25% from the September assessment to the June assessment.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources



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<p><b>Funding:</b> List and describe funding source(s) associated with the activities described above.</p> <p><b>Reminder:</b> All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated for their schoolwide model. Programs available to consolidate: Basic Education; Title I, Part A; School Improvement; Title II, Part A; Title III; Title IV, Part A; LAP; Local Funds; Other funding sources.</p>				
1. Click or tap here to enter text.				
2. Click or tap here to enter text.				



**SMARTIE Goal #2: Discovery ELC scores reported for Follows Limits and Expectations (1b) will improve 25% from the September assessment to the June assessment.**

<u>Evidence-based practice</u> (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
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**Funding:** List and describe funding source(s) associated with the activities described above.

**Reminder:** All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated for their schoolwide model. Programs available to consolidate: Basic Education; Title I, Part A; School Improvement; Title II, Part A; Title III; Title IV, Part A; LAP; Local Funds; Other funding sources.

1. Click or tap here to enter text.
2. Click or tap here to enter text.



**SMARTIE Goal #3:** Discovery ELC scores reported for Quantifies (20b) will improve 25% from the September assessment to the June assessment.

20B (Quantifying) Goal 3  
25% growth from September data to June

<u>Evidence-based practice</u> (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
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**Funding:** List and describe funding source(s) associated with the activities described above.

**Reminder:** All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated for their schoolwide model. Programs available to consolidate: Basic Education; Title I, Part A; School Improvement; Title II, Part A; Title III; Title IV, Part A; LAP; Local Funds; Other funding sources.

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**SMARTIE Goal #4:** Discovery ELC scores reported for Interacts with Peers (2c) will improve 25% from the September assessment to the June assessment.

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
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<p><b>Funding:</b> List and describe funding source(s) associated with the activities described above.</p> <p><b>Reminder:</b> All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated for their schoolwide model. Programs available to consolidate: Basic Education; Title I, Part A; School Improvement; Title II, Part A; Title III; Title IV, Part A; LAP; Local Funds; Other funding sources.</p>				
3. Click or tap here to enter text.				
4. Click or tap here to enter text.				



*What supports are available to meet the identified needs of students? Outline the following for optimal coordination of academic and nonacademic supports.*

- **Area of focus:** identified need (academic skills, nonacademic barriers, etc.)
- **Decision rules:** data-based criteria for entrance and exit to supplemental supports
- **Supports to be provided:** specific supports, academic or nonacademic, to be provided if student meets criteria
- **Duration and frequency:** how long and often supports should be provided
- **Time of day:** when supports occur (before school, during intervention block, after school, weekend, etc.)
- **Location:** where supports occur
- **Staff:** support lead and contact
- **Progress monitoring:** tool used to assess student progress and implementation of supports
- **Communication:** plan to communicate with staff, partners, and families

**Tier 1 (Universal)** - *What do all students have access to in Tier 1?*

**Academic**

Click or tap here to enter text.

**Nonacademic**

Click or tap here to enter text.

**Tier 2 (Targeted)** - *What do some students, based on data-informed needs, have access to in Tier 2?*

<i>Area of focus</i>	<i>Decision Rules (Entry &amp; Exit Criteria)</i>	<i>Support to be provided</i>	<i>Duration &amp; Frequency</i>	<i>Time of Day</i>	<i>Location</i>	<i>Staff</i>	<i>Progress Monitoring</i>	<i>Communication</i>
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<b>Tier 3 (Intensive) - What do a few students, based on data-informed needs, have access to in Tier 3?</b>								
<i>Area of focus</i>	<i>Decision Rules (Entry &amp; Exit Criteria)</i>	<i>Support to be provided</i>	<i>Duration &amp; Frequency</i>	<i>Time of Day</i>	<i>Location</i>	<i>Staff</i>	<i>Progress Monitoring</i>	<i>Communication</i>
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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Communication	Method(s)	Date Received and/or Approved
School board	Click or tap here to enter text.	Click or tap here to enter text.
School staff	Click or tap here to enter text.	Click or tap here to enter text.
Community partners	Click or tap here to enter text.	Click or tap here to enter text.
Families	Click or tap here to enter text.	Click or tap here to enter text.



## Step 4: Deliver Integrated Student Supports

Resources: [Understanding Implementation Fidelity](#), [Monitoring Implementation of Planned Supports](#), [Implementing Evidence-Based Practices with Fidelity](#)

How are we tracking implementation within the school?
Documentation of communication ( <i>to share implementation progress, barriers, etc.</i> ): Click or tap here to enter text.
Documentation of data-based decision-making process ( <i>to ensure timely access to supports</i> ): Click or tap here to enter text.
Documentation of planned and implemented supports (tracker, portal, etc.) aligned with evidence-based practices in SMARTIE/strategic goals:  Planned: Click or tap here to enter text.  Provided: Click or tap here to enter text.
Documentation of materials, training, and coaching to ensure fidelity of implementation: Click or tap here to enter text.



## Step 5: Use Data to Drive Continuous Improvement

Resources: [Using Improvement Cycles](#), Data-Based Individualization (DBI) [Steps](#) and [Resources](#), [SIP EOY Rubric and Feedback Template](#)

Based on the data outlined in Step 3 and gathered in Step 4, what is our data-based action plan?					
<b>Date of Review:</b>	<b>Data Review &amp; Evaluation:</b>	<b>Action Items:</b>	<b>Lead:</b>	<b>Timeframe:</b>	<b>Communication:</b>
<i>When did the data review take place?</i>	<i>What is the impact, or student response, to provided supports?  Which factors might have contributed to the student response?  Was the plan for implementation followed? If not, why?</i>	<i>What adjustments need to be made to improve our impact on student learning? (e.g., changes for students - initiate, continue, intensify, fade, or discontinue supports - and/or changes for adults - training and coaching, scheduling, etc.)</i>	<i>Who is responsible for each action item?</i>	<i>When do these action items need to be completed?</i>	<i>What communications need to occur related to these action items? Who, what, how?</i>
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Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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