Medical Lake High School

Medical Lake School District

Every Student, Every Day

School Improvement Plan 2025-26

October 21, 2025

Comprehensive Needs Assessment

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2024-2025 Spring SBA Math & ELA Scores

2025-2026 Fall Map Scores (Alg 1, Reading 9 & 10)

2023-2024 and 2024-2025 Center for Educational Excellence Toolkit

2025-2026 BESS

Homeroom

Comprehensive Needs Assessment

SIP Goal #1 Academic

SIP Goal #2 Belonging

SIP Goal #3 Attendance

Comprehensive Needs Assessment - Academic

School Profile

Achievement Overview

MEDICAL LAKE HIGH SCHOOL | Algebra 1

Grade	Achievement Fall 2025-2026 Median and Distribution	Number of Students
All Grades	67th | 12% | 17% | 18% | 19% | 34%	265

Percentiles Key 1st - 20th | 21st - 40th | 41st - 60th | 61st - 80th | >80th

Rostered Fall 2025-2026
Tested Fall 2025-2026

School Profile

Achievement Overview

MEDICAL LAKE HIGH SCHOOL | Reading

Grade	Achievement Fall 2025-2026 Median and Distribution	Number of Students
All Grades	69th | 9% | 17% | 16% | 34% | 24%	211

Percentiles Key 1st - 20th | 21st - 40th | 41st - 60th | 61st - 80th | >80th

Rostered Fall 2025-2026
Tested Fall 2025-2026

School Improvement Plan Goal #1 - Academic

Focus on personalized instruction that is engaging, challenging, and relevant.

By June 2026, among 9th- and 10th-grade students currently performing within the 21st–40th percentile on the MAP Growth Assessment in ELA (n=35) and Math (n=44), at least 63% of ELA students and 67% of Math students will demonstrate growth into the 41st–60th percentile range as measured by spring MAP data. The identified students currently perform primarily within the 30th–40th percentile range.

School Improvement Plan Goal #1 - Academic

45-Day Plan (Cycle 1) - Focus Period: October 20 – December 17, 2025

Action Steps	Who Owns It	Evidence / Checkpoint
1. Identify and track target students. Create a shared list of the 79 identified students, disaggregated by grade, teacher, and subgroup.	Math & ELA Teachers Admin creates the form	Shared spreadsheet updated and reviewed by Oct 24
2. Analyze RIT bands and focus areas. Using fall MAP scores, ELA and Math teachers will: • Review RIT bands for each class and identify students performing in the 21st–40th percentile range. • For each identified student, open the student's MAP profile to review suggested areas of focus in the Instructional Area Key. • Identify the essential standards most in need of support based on these focus areas. • Develop classroom-based assessments aligned to those essential standards to monitor progress and guide instruction.	Teachers	Completed RIT analysis sheets and aligned assessments by Oct 31

School Improvement Plan Goal #1 - Academic

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Evidence of Progress (Cycle 1 Review) - December 17 Department Lead collaboration:

- Compare pre- and mid-cycle common assessment data for the 79 target students.
- Review non-ELA and Math lesson artifacts for literacy/numeracy integration.
- Gather brief teacher reflections: “What’s working to help our middle achievers move?”
- Identify next 45-day focus (Cycle 2), Mid-December 2025–February 2026.

School Improvement Plan Goal #1 - Academic

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*Are there other departments that can join in this work in their classrooms?

*How do we want to track CFA data?

*How can admin support?

*How will non-ELA and Math teachers support the goal?

Comprehensive Needs Assessment - Belonging

Medical Lake High School | Medical Lake School District

		2024	2025
Staff	CIA — I understand instructional strategies to support social emotional learning objectives	57%	54%
	CSF — Staff I work with take responsibility for ensuring each student learns in our school	86%	84%
	FPD — I receive training on instruction to support social emotional learning	29%	26%
	MTL — I incorporate social emotional instruction into my daily instructional delivery	35%	50%
	SLE — Staff at this school value and respect all students	79%	94%
	SLE — Students believe the adults in this school genuinely care about them	76%	82%
	SLE — The development of students' social emotional learning enhances the learning environment in our classrooms	68%	77%
	SLE — This school has effective equity practices for all	64%	64%
Student	BELONG — I feel good about my cultural or ethnic background	87%	78%
	BELONG — There's at least one adult in this school I can talk to if I have a problem	81%	76%
	CSF — My teacher(s) believe student learning is important	93%	87%
	EL — If I want to talk with my teacher(s), they are available to me	81%	73%
	IS — Adults in this school help me plan and set goals for my future	69%	60%
	IS — Students are involved in solving problems in this school	64%	49%
	SLE — I enjoy coming to this school	51%	39%
	SLE — I feel safe at this school	66%	60%
	SLE — In this school, there is at least one adult who knows and cares about me	88%	83%
	SLE — This school has effective equity practices for all	77%	60%

School Improvement Plan Goal #2 - Belonging

Foster a safe and supportive learning environment through a culture of belonging.

By March 2026, increase the percentage of students who report that they enjoy coming to school from 39% (2024-2025) to at least 55% (up from 51% 2023-2024), as measured by the annual Center for Educational Effectiveness survey.

School Improvement Plan Goal #2 - Belonging

45-Day Plan (Cycle 1) - Focus Period: October 20 – December 17, 2025

Action Step	Who Owns It	Evidence / Checkpoint
1. Launch student voice focus groups. Host 3–4 small-group discussions with a diverse cross-section of students to identify barriers and bright spots for belonging. This will help determine action steps	Admin	Notes and summary themes shared with staff by Nov 4th
2. Based on student feedback from focus groups, develop schoolwide action steps.	Dept. Leads	Student responses from focus groups

School Improvement Plan Goal #2 - Belonging

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Evidence of Progress (Cycle 1 Review) - December 17 Department Lead collaboration:

- Review student focus group findings and pulse survey data.
- Review the action step(s) that were developed on Nov. 4.
- Identify next 45-day focus (Cycle 2), Mid-December 2025–February 2026.

Comprehensive Needs Assessment - Attendance

Current Year Tiered Attendance

Indicator Status	Student Count	
Tier I - Good Attendance (0-5% Absence)	196	37.84%
Tier I - Warning Absence (5-10% Absence)	119	22.97%
Tier II - Chronic Absence (10-20% Absence)	96	18.53%
Tier III - Extreme Chronic Absence (20%+ Absence)	107	20.66%

School Improvement Plan Goal #3 - Attendance

Promote hope and a vision for the future from early learning through post-secondary.

By June 2026, at least 48% of students currently classified as chronically absent (those in the 10–20% absence tier) will improve their attendance to move into the 5–10% absence tier, as measured by school attendance records.

School Improvement Plan Goal #3 - Attendance

45-Day Plan (Cycle 1) - Focus Period: October 20 – December 17, 2025

Action Step	Who Owns It	Evidence / Checkpoint
1. Implement tiered attendance interventions. Provide targeted support (check-ins, attendance trackers) for students with 10–20% absences.	Admin & Counseling Team	Weekly intervention tracker updates
2. Monitor and review data weekly. The leadership team reviews attendance trends, identifies patterns, and adjusts support.	Ms. McGirk & Attendance Secretary	Weekly dashboard shared at Monday SST/Attendance Meetings
3. Provide staff updates and highlight success stories. Share short data snapshots and "attendance wins" in weekly staff & family newsletter.	Dr. Vincent	Newsletters
4. Communicate with families when patterns emerge (Nov conferences)	Teachers	Tracking sheet provided by admin
5. Offer encouragement, highlighting progress through positive reinforcement. Instead of "Where have you been?" Say, "I'm glad you're here."	Teachers	

School Improvement Plan Goal #3 - Attendance

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Evidence of Progress (Cycle 1 Review) - December 17 Department Lead collaboration:

- Review pre- and mid-cycle attendance data for the identified students.
- Identify next 45-day focus (Cycle 2), Next Cycle Preview mid-December–February 2026