



# Lakeridge Elementary School Profile 2022-2023



## Lakeridge Elementary School

Lakeridge Elementary School values diversity, equity and inclusion. We are committed to building and sustaining a school community where teachers, parents, learners and support staff achieve the knowledge, skills and attitudes that value and embrace inclusiveness, equity and awareness as a way to unleash creativity and innovation.

We are committed to fostering an environment of diversity, equity, and inclusion, and developing the social identity and academic achievement of every child.

Inclusion is achieved by intentionally creating opportunities for involvement, participation, and growth from each of us - nurturing the climate and culture of the school through professional development, education, policy, and practice. Equity also requires mutual respect as we strive for fairness and justice in the way people are treated within our school. Building on the rich cultural history, traditions, and diversity of the Puget Sound region, the District, including its students, staff and school board, are dedicated to educational opportunities and school environments that are inclusive, empathic, celebratory and respectful of our individual and collective differences.

### LAKERIDGE ELEMENTARY ADMINISTRATION

**Heidi Christensen – Principal**  
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## 2022-2023 Lakeridge School Improvement Plan

### LR SIP LEADERSHIP –

Persons and groups responsible for leading in our School Improvement Plan work include:

- **Heidi Christensen (Principal)**
- **Instructional Coaches**

### Lakeridge/District 4Bs

- Creating a deep sense of **Belonging**
- **Belief** in the limitless potential of every student
- Removing **Barriers**
- **Broadcasting** student voice

### LR Goal Alignment:

Our stated goals align with the following:

- **WASA Inclusionary Practice Vision:** *In order to increase achievement for all students, eliminate inequities & barriers, promote safe and supportive learning environments, and provide challenging learning opportunities, Mercer Island School District will implement a multi-tiered system of support built on a foundation of Universal Design for Learning, that is inclusive of equity and access for all students, engagement with families and community, academic support, behavioral systems, and social-emotional learning.*
- **Mercer Island School District's Student-Focused Fundamentals**
- **District's Values, Vision, and Mission**

Although written separately as two distinct, separate goals, our intent is to weave together Goal #1: Social-Emotional Learning with Goal #2: Academic Learning with a “you-don't-get-one-without-the-other” approach. We will intentionally and strategically work to avoid compartmentalizing affective and cognitive teaching and learning.

# Goal #1

## Social-Emotional Learning

Weave together social-emotional-behavioral learning and academic learning, thereby creating an inclusive, equitable and welcoming school community of highly engaged, successful learners.

### 2022-2023 Student Outcomes:

We will increase emotional and cognitive student engagement, specifically by increasing students' agency in and ownership of their own learning. By June 2023, 100% of students will respond favorably to the survey statements below, as measured by the EES Student Social-Emotional and Wellness Surveys and/or similar school-generated survey designed to measure social-emotional student engagement in learning.

#### EES Statements:

**Statement 1:** Work I do in this school is useful and interesting to me (engaged learners).

**Statement 2:** My teacher(s) tell me the purpose for each lesson or activity (clear targets).

**Statement 3:** My teacher(s) often tell me how I am doing in their class (students owning their own learning).

### Anticipated Results for Goal #1

In examining the Spring 2022 EES Survey data, we identified a three-year average of 51% of students who answered positively that their "teacher/s tell me the purpose of each lesson", down significantly from the previous year's 73%. We also identified a three-year average of 63% of students who answered positively that the "work I do in school is useful and interesting", a slight increase from 61% last year. Finally, we also saw a drop in "my teacher tells me how I am doing" measure from 64% to 60% this year.

We expect the results of our 2022-2023 actions will be:

- Increases in student engagement and understanding of the purposes for learning
- Increases in student sense of self-efficacy and sense of ownership of their own learning.

- Increases in positive feelings about school being interesting
- Increase in positive feelings about school being useful

# Goal #2

## Academic Learning

Students currently meeting grade level benchmarks in reading (K-2) and/or math (3-5) will make adequate growth as measured by SBA, Aimsweb Plus, iReady Math (3-5) or Benchmark Literacy (K-2) assessments, and/or Classroom- or School- Based Measures. Students who are not currently meeting grade level benchmarks in reading and/or math will make stretch growth in reading and/or math to narrow or close achievement gaps as measured by SBA, Aimsweb Plus, iReady Math (3-5) or Benchmark Literacy (K-2) assessments and/or Classroom- or School- Based Measures. Definitions of adequate growth and stretch growth follow.

#### Definitions:

- **Adequate Growth** refers to the typical annual expected growth for **all** students. Every student deserves to make adequate growth every school year. This year, Lakeridge will work to clearly define adequate growth in measurable terms for each of our available assessment tools (listed above) for reading (K-2) and math (3-5). We will also closely monitor this growth data to ensure adequate growth for **all** students. While monitoring adequate growth is essential to guaranteeing growth for all, it is especially important for those students who generally perform at/above grade-level proficiency standards. These students are usually coded in green or blue bands. They could easily be overlooked because they do not require intervention to close an achievement gap, but Lakeridge wants to ensure that they too are growing and learning every year as well.
- **Stretch Growth** refers to the amount of growth that students who are not grade-level proficient need to make to narrow or close the gap between their current performance and grade-level proficiency. It is

often referred to as ambitious or gap-closing growth. The assessment tools we have currently for reading (K-2) and math (3-5) give us very good definitions, reports and tools in measurable terms that we will use to closely monitor students who are performing below grade-level proficiency standards, usually color-coded in yellow or red bands.

- Adequate ("Typical") Growth & Stretch Growth: Watch a video that gives a short description of what and how both adequate (or "typical") growth and stretch growth are used in monitoring student growth using our new iReady Math Diagnostic tool:

<https://videos.curriculumassociates.com/watch/wGRozUjoM77MgXVKD9UHA8?>

### Anticipated Results for Goal #2

We expect that our 2022-2023 action steps will result in:

- Narrowing the opportunity/achievement gaps for all students, especially students with disabilities
- Increased integration of support programs (special education, learning support, ELD, etc.) with/into general education
- Increased performance in Math and ELA for all students using existing assessment tools and adding new tools from curricula adoptions.
- Create an inclusive learning environment for all students regardless of demographics

