



2024-2025



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LAKERIDGE ELEMENTARY PROFILE

Lakeridge Elementary School values diversity, equity, and inclusion, and developing the social identity and academic achievement of every child. 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.

Inclusion is achieved by creating opportunities for involvement, participation, and growth - nurturing the climate and culture of the school through professional development, education, policy, and practice. Equity requires mutual respect as we strive for fairness in the way people are treated within our school. Building on the rich cultural history, traditions, and diversity of the Puget Sound region, we are dedicated to educational opportunities and an environment that is empathic, celebratory and respectful of our individual and collective differences.



The 4 B's

In the Mercer Island School District, we believe in creating a deep sense of **BELONGING**, **BELIEF** in the limitless potential of every student, removing **BARRIERS**, and **BROADCASTING** student voice.



Administration

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2024-2025

Lakeridge Elementary MISSION



Our Mission

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 in pursuit of the District's core Values, Vision, and Mission.

Lakeridge supports diversity through various initiatives, including:

- Rich curriculum and classroom activities that reflect our diverse student population;
- School events that celebrate and honor our diverse student body and community;
- Staff development that enhances skill sets to meet the diverse needs of our learning community;
- Staff, student and parent involvement in committees and activities that study, suggest, and support diversity initiatives.

Lakeridge Elementary

SCHOOL IMPROVEMENT PLAN



Vision for 2024-2025

Building on insights from 2023-2024, we continue to integrate social-emotional-behavioral learning with academic growth, focusing on rigorous core instruction, targeted interventions, and data-informed, student-centered strategies. This approach ensures all students receive personalized support to reach their next learning level.

We will **make learning visible** by knowing our impact on student learning.

BELONGING + ENGAGEMENT = ACHIEVEMENT & GROWTH

Priorities for 2024-2025 (see Priority Actions below for more detail):

- Academic Growth: Math Ready Lakeridge (Grades 2-5)
- Academic Growth: Literacy Ready Lakeridge (Grades K-1)
- SEBL Engagement: Students Driving Their Learning
- SEBL Engagement: Brain Science of Social-Emotional-Behavioral Learning, Supports and Strategies

Summary of Lakeridge 24-25 School Improvement Plan:

If I had to summarize this year’s SIP for Lakeridge in two words, they would be **ENGAGEMENT** and **GROWTH**. Engagement combines cognitive, emotional, social, and behavioral skills essential for learning, while growth represents the journey from “not knowing” to “knowing.” Our goal is to meet students where they are and guide them to their next learning level, creating personalized learning environments where they can actively take charge of their growth. The first two priorities, Math Ready and Literacy Ready Lakeridge, are readiness models for personalizing instruction through rigorous, differentiated core and targeted support. This data-driven approach is designed to enhance student engagement and growth. Our main focus this year is math for grades 2-5 and literacy for grades K-1. The second two priorities, Students Driving Their Learning and Social-Emotional-Behavioral Learning, are also student-centered and data-informed. These focus on building mindsets and skills like self-regulation, executive functioning, and ownership of learning—essential tools that unlock each student’s learning potential.

Academic Learning Multi-Year Goal:

Students currently meeting grade level benchmarks in reading and/or math will make approximately **one year’s growth**, referred to as typical growth, as measured by SBA, iReady Math & Reading assessments, and/or Classroom- or School- Based measures. Students who are not currently meeting grade level benchmarks in reading and/or math will make **more than one year’s growth**, referred to as stretch growth, in reading and/or math to narrow or close achievement gaps also measured by SBA, iReady Math & Reading assessments, and/or Classroom- or School-Based Measures.

2-5 MATH Goal: “Math Ready Lakeridge”

- **Math Growth Goals:** By June 2025, growth data from iReady Diagnostic Growth Reports will show that 100% of students whose fall placement level was at/above grade level will have met **typical growth goals** in overall math performance. For students whose fall placement level was approaching or well below grade level, they will also have made 75% or better of their **stretch growth goal** for the year. Additionally, students with IEPs, Code 32/PES, and Hispanic/Latino students will narrow or close the gap with ALL.

K-1 READING Goal: “Literacy Ready Lakeridge”

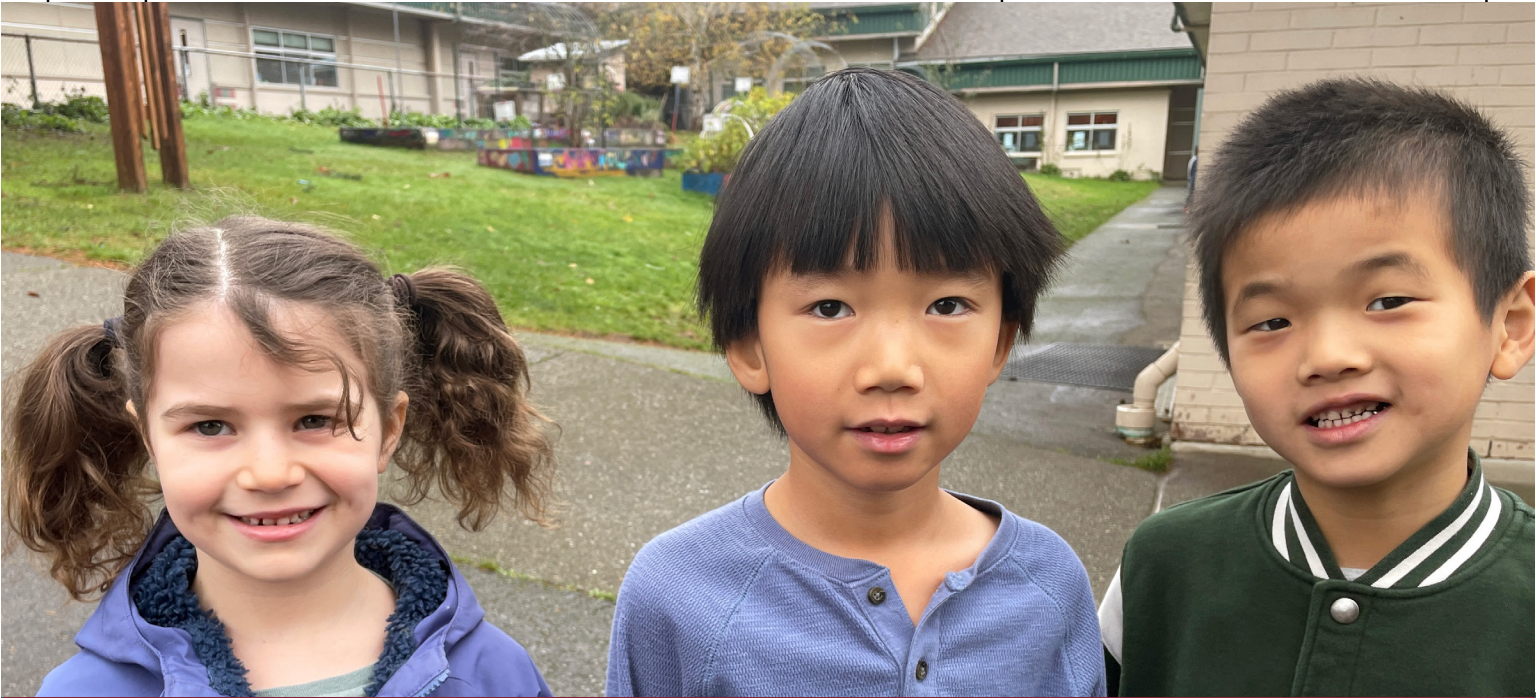
- **Reading Growth Goals:** By June 2025, growth data from iReady Diagnostic Growth Reports will show that 100% of students whose fall placement level was at/above grade level will have met **typical growth goals** in overall reading performance. For students whose fall placement level was approaching or well below grade level, they will also have made 75% or better of their **stretch growth goal** for the year. Additionally, students with IEPs and Hispanic/Latino students will narrow or close the gap with ALL.

Lakeridge Elementary

SCHOOL IMPROVEMENT PLAN



	Math Ready Lakeridge (2nd -5th)	Literacy Ready Lakeridge (K-1st)
What:	Readiness service delivery and instructional design model that meets ALL learners where they are at to get them to the next level through data-led and student-led rigorous differentiated core instruction and targeted small groups.	
Who:	MATH in 2nd-5th grade, with special emphasis on learners who are “ready” for intervention and extension.	READING in K-1st grade, with special emphasis on learners who are “ready” for intervention and extension.
Why:	<p>ALL: MATH 2nd-5th</p> <ul style="list-style-type: none">Baseline Diagnostic (Fall 2024):<ul style="list-style-type: none">67% of students (K-5) ready for on-grade-level instruction with as-needed extension.29% of students (K-5) ready for on-grade-level instruction with as-needed intervention.4% of students (1st-5th) ready for significant intervention <p>EXTENSION:</p> <ul style="list-style-type: none">25-27% of sts in GenEd 2nd & 3rd Grade identified as ready for extension.<ul style="list-style-type: none">2nd Grade: 59% at/above grade level (Fall 2024) with approx. 21% identified for PES (HiCap)3rd Grade: 67% at/above grade level (Fall 2024) with approx. 26% specifically identified in Math80%-90% + historically at/above standard on SBA by the end of 3rd- 5th <p>INTERVENTION:</p> <ul style="list-style-type: none">3-4% of students are <i>persistently at-risk</i> for not making growth that closes achievement gaps	<p>ALL: READING K-1st</p> <ul style="list-style-type: none">Reading (Literacy) is a foundational skill that must be emphasized in early grades. <p>EXTENSION & INTERVENTION:</p> <ul style="list-style-type: none">Baseline Diagnostic (Fall 2024):<ul style="list-style-type: none">79% of students (K-5) ready for on-grade-level instruction with as-needed extension.17% of students (K-5) ready for on-grade-level instruction with as-needed intervention.4% of students (1st-5th) ready for significant intervention



Lakeridge Elementary

SCHOOL IMPROVEMENT PLAN



Priority Actions for Academic Learning Goals

...Math Ready (2nd-5th) and Literacy Ready (K-1st) Lakeridge

Priority Action #1: Benchmark Assessments	
What:	<ul style="list-style-type: none">Implement Fall, Winter and Spring iReady Diagnostics for Math & Reading
Actions:	<ul style="list-style-type: none">Administer i-Ready Math & Reading diagnostics to all K-5 students at the start, mid-year, and end of the year to assess growth, track progress, and identify skill and achievement gaps and insure growth for every student.
Timeline:	<ul style="list-style-type: none">September 2024, January 2025, May/June 2025
Staff Responsible	<ul style="list-style-type: none">Classroom Teachers
Expected Outcomes:	<ul style="list-style-type: none">Teaching staff will identify strengths and needs for individual students as well as compare student daily progress to diagnostic results for trimester two and three. These actions will positively impact student academic achievement and growth.
Monitoring Tools:	<ul style="list-style-type: none">Benchmark diagnostic measures and related growth reports.Progress monitoring, instructional grouping and planning tools for tier one and two instruction, intervention and extension.



Lakeridge Elementary

SCHOOL IMPROVEMENT PLAN

Priority Action #2: Progress Monitoring: Classroom-based Formative Assessments

What:	<ul style="list-style-type: none"> Implement Pre/Plan/Post routines for every unit taught in math (gr 2-5) and reading (gr K-1).
Actions:	<ul style="list-style-type: none"> Math Ready LR (2nd-5th) <ul style="list-style-type: none"> Administer iReady unit and/or lesson pre-/post- assessments for every unit taught. Pre-assessment results will be used to plan for core instruction and form math groups for on-level, intervention & extension. Post-assessment results will be used to monitor student growth, plan for reteaching/intervention, and reflect on professional practices, including grouping strategies, in collective teacher teams (PLCs). Classroom teachers will record unit assessment scores in a central electronic location. Literacy Ready LR (K-1st): <ul style="list-style-type: none"> Administer Benchmark Advanced (or similar) pre-/post- assessments for every unit taught. Pre-assessment results used to plan for core instruction and form reading groups for on-level, intervention & extension. Post-assessment results used to monitor student growth, determine reteaching if needed, and reflect on prof practices, including grouping strategies, in collective teacher teams (PLCs). Classroom teachers will record unit assessment scores in a central electronic location.
Timeline:	<ul style="list-style-type: none"> Before and after each unit of instruction.
Staff Responsible	<ul style="list-style-type: none"> Classroom Teachers in PLCs (teams); site-based and shared Instructional Coaches; Support staff (cert & paras); Lakeridge IRT (RTI Team), Student Support, Data Leadership Teams; Principal
Expected Outcomes:	<ul style="list-style-type: none"> If we make the impact on learning visible through timely collection, analysis and use of student data to plan, implement, monitor and evaluate student learning and growth and the effectiveness of our teaching, then students are more likely to learn, achieve, and make adequate growth annually.
Monitoring Tools:	<ul style="list-style-type: none"> See "Actions" bullet points above



Lakeridge Elementary

SCHOOL IMPROVEMENT PLAN



Priority Action #3: Professional Practices: Core Instructional Design (Tier One)

Priority Action #4: Professional Practices: Targeted Intervention & Extension (Tier Two)

What:	<ul style="list-style-type: none"> Teachers will implement differentiated, data-informed core instruction, including flexible small groups, targeting students for on-level, intervention, and extension needs. Instructional groups will be organized based on ongoing formative assessment data, covering learning standards and specific skill areas. Teachers will meet in Professional Learning Communities (PLCs) to review data and adjust instructional design. Teachers and coaches will use the PLC agenda and meeting minutes form to document these discussions centered on data-informed instructional design and the monitoring of student learning.
Actions:	<ul style="list-style-type: none"> Yearlong Schoolwide PLC Book Study: <i>Teaching Students to Drive Their Learning: A Playbook for Engagement and Self-Regulation</i> District & Building Directed PD - Teachers will receive professional development on using data to create dynamic small groups and implement rigorous differentiated instruction, enhancing their confidence and skills in adapting instruction to student needs effectively. PLC Professional Growth Learning Cycles - PDSA cycles conducted in teams to develop teachers' competencies and confidence in quality implementation of a set of required professional practices that positively impact student learning. Common instructional blocks for math to allow for common planning time, maximized para support, and sharing of students (if needed) Targeted training for specific paraeducators as Reading LSS or Math LSS support staff; Training for all paraeducators in math and reading.
Timeline:	<ul style="list-style-type: none"> Bimonthly PLC meetings, PD sessions, and staff and PLC meetings ongoing from August 2024 to May 2025
Staff Responsible	<ul style="list-style-type: none"> Classroom Teachers in PLC Teams, LR Instructional Coach & Data Leadership team (Principal, LR Inst Coach, LR LSS Teacher), MISD Elementary Coaches
Expected Outcomes:	<ul style="list-style-type: none"> At midyear benchmark, 100% of students will show more than 50% of typical growth. Students whose fall baseline placement was below grade level, will have exceed 50% of stretch growth as measured by midyear iReady Diagnostics. By Spring 2025, 100% of students will meet typical growth and those whose fall baseline placement was below grade level will approach 85% of stretch growth.
Monitoring Tools:	<ul style="list-style-type: none"> Progress will be measured and monitored using iReady Diagnostic growth reports, classroom-based formative assessments, pre- and post-assessments, and regular tracking of student growth within each flexible group.

Lakeridge Elementary

SCHOOL IMPROVEMENT PLAN

Priority Action #5: Professional Development (PD)

What:	<ul style="list-style-type: none"> Teachers will receive ongoing PD on using data to design rigorous differentiated instruction and create dynamic small groups for on-level, intervention & extension, enhancing confidence and skills in adapting instruction to student needs effectively.
Actions:	<ul style="list-style-type: none"> iReady staff, instructional coaches, teacher leaders, and principals will provide ongoing PD on interpreting and using data to design and implement differentiated core instruction and small group instruction for on-level, intervention & extension. Teachers at 2nd-5th grades will implement new learning to their instructional design for math. Teachers at K-1st grades will implement new learning to their instructional design for literacy.
Timeline:	<ul style="list-style-type: none"> 9/25/2024: Small Group Instruction & Grade-Level Instructional Strategies 9/11, 12, 19/2024: Professional Growth Learning Cycles & Tier One & Two Professional Practices 10/11/2024: Analyzing Diagnostic Data to Plan for Instruction, Interventions & Extensions 10/16/2024: Learning Cycle #1: Pre/Plan/Post Routine & Academic Vocabulary 10/30/2024: Collaborative application and follow-up of 10/11 learning. 11/6/2024: Analyzing pre-assessment data and designing small group instruction 12/5/2024: Learning Cycle #2: Learning Intentions, Success Criteria & Clarity Questions 1/27/2025: Math Content Knowledge & Strategy Development. TBD: Learning Cycle #3: Engagement Continuum & Self-Regulation 3/19/2025: Continued focus on Differentiated Core & Small Group Instruction
Staff Responsible	<ul style="list-style-type: none"> i-Ready Consultants, site-based and shared Instructional Coaches, MISD Elementary Principals, and MISD Learning Services team.
Expected Outcomes:	<ul style="list-style-type: none"> Each training will equip staff with practical strategies to immediately differentiate core instruction and adapt flexible small groups for intervention and extension, guided by student readiness and performance data. These efforts will positively impact student learning and support progress toward our academic learning goals.
Monitoring Tools:	<ul style="list-style-type: none"> Assessments of staff confidence and understanding in implementing new practices, data from classroom walkthroughs, and feedback collection tools.



Lakeridge Elementary

SCHOOL IMPROVEMENT PLAN



Priority Action #6: Family Engagement in Academics

What:	<ul style="list-style-type: none"> We will provide many two-way channels for parents to be involved with, have a voice in, and fully participate in their child's learning.
Actions:	<ul style="list-style-type: none"> Curriculum Night - all staff were given talking points for and were required to share how they intend to meet the needs of Code 32/PES and "ready for extension" students in math. Benchmark Diagnostics - results from Reading and Math iReady Diagnostics will be pushed out after Fall, Winter, and Spring diagnostics are completed. All staff sharing when appropriate ongoing formative data and performance with parents Parents invited to engage with staff in SST, BGT, 504 and ongoing dialogue with homeroom teachers and instructional support staff far beyond just scheduled events (like conferences) Beginning of year Math Parent Night delivered by iReady staff. Fall Conferences - all staff preparing for how to address the questions like "how is my student doing in..." and "what can I do at home to support my student?" Midyear Parent Information event for Code 32 Math, PES & students who are "ready for extension" co-led by principal, PTA leaders, teacher leaders, and instructional coaches. Variety of school tours for new and prospective students.
Timeline:	Ongoing throughout the 2024-2025 School Year
Staff Responsible	<ul style="list-style-type: none"> Homeroom, Math & Specialist Teachers, Instructional Support Staff and Coaches, PTA, Principal, MISD Learning Services teammates.
Expected Outcomes:	<ul style="list-style-type: none"> Families will report feeling more informed of their child's progress toward learning and growth. Families will report feeling more informed of their child's personalized learning services and programming. Families will report feeling more involved with school academic learning goals.
Monitoring Tools:	<ul style="list-style-type: none"> EES Survey statements regarding Feedback from events and through PAC meetings, PTA meetings, etc.



Lakeridge Elementary

SCHOOL IMPROVEMENT PLAN



Social Emotional Behavioral Learning (SEBL) Goal:

Social-Emotional-Behavioral Learning (SEBL) Multi-Year Goal:

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

2024-2025 (SEBL) Student Learning Goal: *Students Driving Their Learning*

- We will increase emotional and cognitive student engagement by increasing students' feelings of ownership of their learning. By June 2025, 100% of students will respond more favorably to survey statements related to student agency and ownership in learning, as measured by the EES Student SEL survey and similar school-generated student engagement surveys.

2024-2025 (SEBL) Staff Learning Goal: *Brain Science of SEBL Strategies & Supports*

- We will increase staff confidence and understanding in implementing the tier one and tier two social-emotional-behavioral learning, supports & strategies that positively impact student engagement and learning measured by assessments of staff confidence and understanding in implementing new practices, data from classroom walkthroughs, and feedback collection tools

	2024-2025 (SEBL) Student Learning Goal: <i>Students Driving Their Learning</i>	2024-2025 (SEBL) Staff Learning Goal: <i>Brain Science of Social-Emotional-Behavioral Learning Strategies & Supports</i>
What:	Success Criteria for SEBL Student Learning Goal: <ol style="list-style-type: none">Students can drive their learning.Students can gage their own levels of engagement with learning.Students can self-regulate to increase engagement with learning.	Success Criteria for (SEBL) Staff Learning Goal: <ol style="list-style-type: none">Staff report higher levels of confidence in understanding and implementing SEBL strategies and supports.Staff can articulate how Engagement + SEBL positively impacts learning using language of brain science.Student can show positive impact on student learning.
Who:	All K-5 Students	All Instructional Staff (Certs & Paras)
Why:	Data from the Spring 2024 EES Student Survey showed declines on statements related to feeling challenged and having the agency to overcome challenges. A sampling of this data rationale for this goal follows in the charts below.	Data from the Spring EES Staff Survey showed that instructional staff's understanding and use of social-emotional-behavioral learning strategies and supports needs attention. A sampling of this data rationale for this goal follows in the charts below.



Lakeridge Elementary

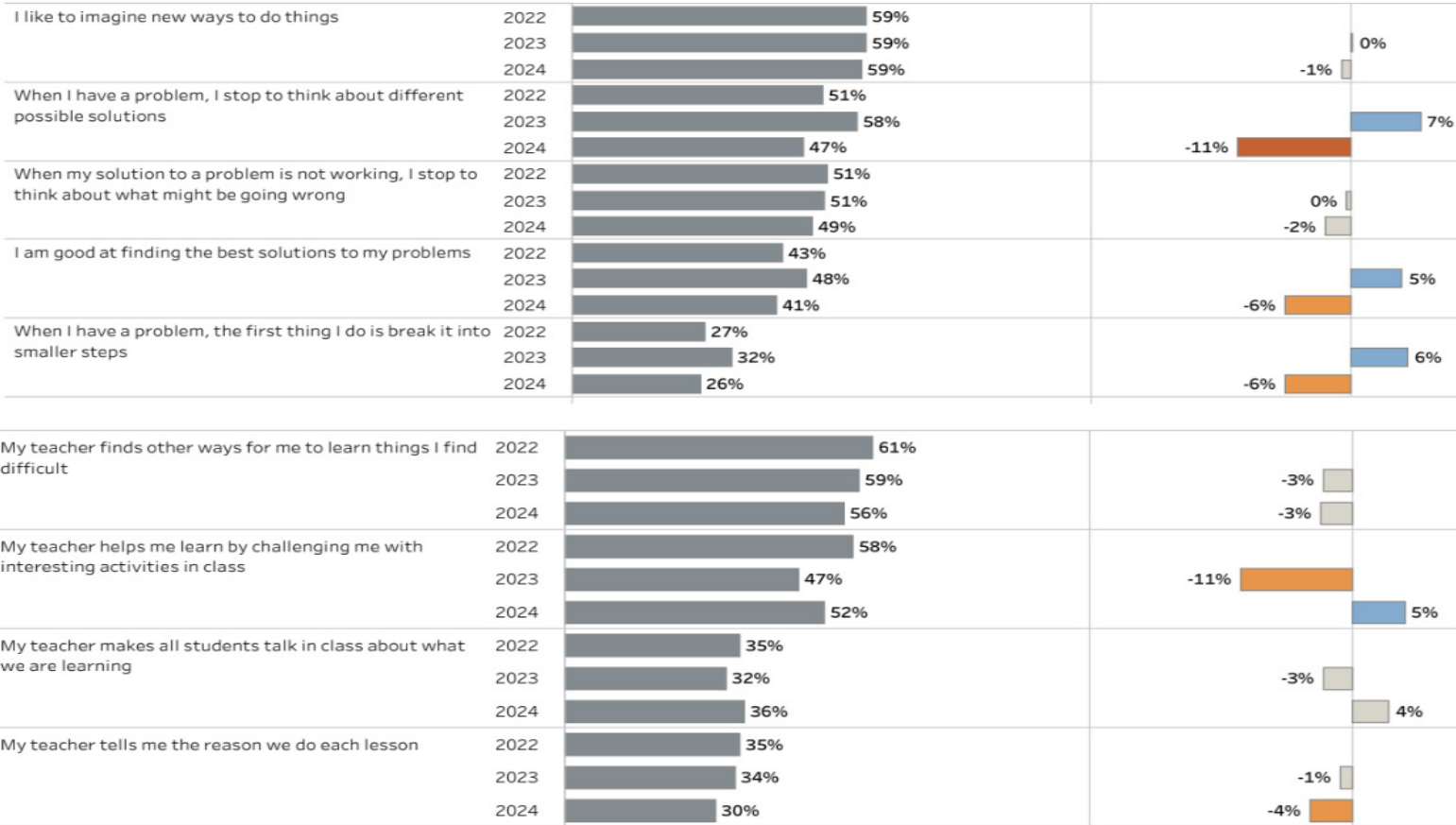
SCHOOL IMPROVEMENT PLAN



Data Rationale:
24-25 (SEBL) Student Learning Goal: *Students Driving Their Learning*
Spring 2024 EES Data - Student Survey

Critical Thinking

- **Metacognition**—Ability to reflect on one’s assumptions and thinking for the purposes of deeper understanding and self-evaluation.
- **Problem solving**—Generating and selecting from alternatives based on desired outcomes
- **Analytical thinking**—Separating problems or issues into their component parts

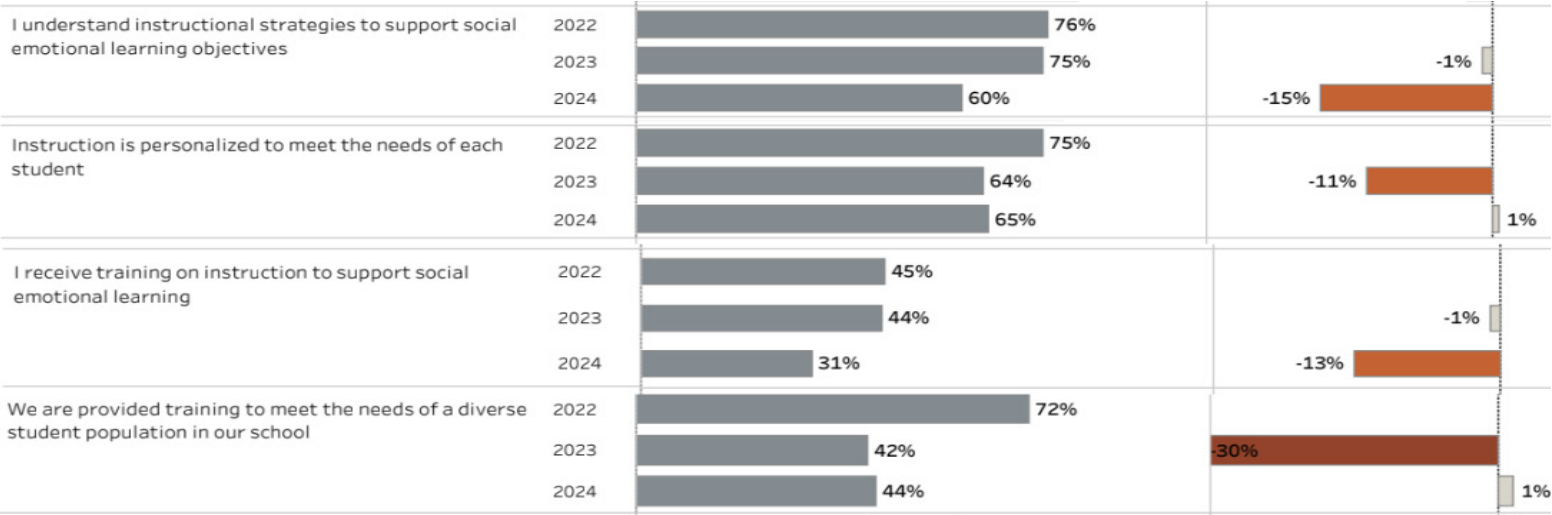


Lakeridge Elementary

SCHOOL IMPROVEMENT PLAN



Data Rationale:
24-25 (SEBL) Staff Learning Goal: *Brain Science of SEBL Strategies & Supports*
Spring 2024 EES Data - Staff Survey



Lakeridge Elementary

SCHOOL IMPROVEMENT PLAN

Priority Actions for Social-Emotional-Behavioral Learning Goals

Priority Action #1: Professional Development (PD) targeting Tier One and Two Social-Emotional-Behavioral Learning brain science, strategies and supports.

What:	<ul style="list-style-type: none"> Provide professional development focused SEBL brain science, strategies and supports that positively impact student learning, growth and engagement.
Actions:	<ul style="list-style-type: none"> iReady staff, instructional coaches, teacher leaders, and principals will provide ongoing PD on interpreting and using data to design and implement differentiated core instruction and small group instruction for on-level, intervention & extension. Teachers at 2nd-5th grades will implement new learning to their instructional design for math. Teachers at K-1st grades will implement new learning to their instructional design for literacy.
Timeline:	<ul style="list-style-type: none"> PD sessions on 8/27-28/2024, 10/16/2024, and additional Wednesday afternoons and Staff Meetings from October 2024 to June 2025 with teamwork targeted to support this SIP. Yearlong Schoolwide PLC Book Study: <i>Teaching Students to Drive Their Learning: A Playbook for Engagement and Self-Regulation</i> 9/25/2024: Small Group Instruction & Grade-Level Instructional Strategies. Series of three mini-PDs sessions about Brain Science & Self-/Co-Regulation w/Kelsey Campbell Mini-PD sessions delivered by guest speakers (coaches, MIYFS, teacher leaders, etc.) at Staff Meetings from October 2024 to June 2025
Staff Responsible	<ul style="list-style-type: none"> Site-based and shared Instructional Coaches, Guest Speakers, Teacher Leaders, Principal
Expected Outcomes:	<ul style="list-style-type: none"> Staff will have an even more robust selection of SEBL strategies and support to draw from when serving students with Tier One & Two supports and universally designing their classrooms and instruction to maximize positive impact on student learning.
Monitoring Tools:	<ul style="list-style-type: none"> Assessments of staff confidence and understanding in implementing new practices, data from classroom walkthroughs, and feedback collection tools.



Lakeridge Elementary

SCHOOL IMPROVEMENT PLAN



Priority Action #2: Professional Learning (PL) for Students Driving Their Learning

What:	<ul style="list-style-type: none"> Provide professional learning on instructional design that gives students the skills and opportunities be drivers of their learning, with an emphasis on weaving together cognitive and emotional engagement.
Actions:	<p>Make Students Driving Learning Visible:</p> <ol style="list-style-type: none"> 1. Clear learning targets, 2. Informal formative assessment opportunities tightly aligned to #1, and 3. Opportunities to self-reflect on their own learning and progress toward #1 using information from #2. 4. Set their own learning goals, 5. Monitor their own progress toward those goals in #4, and 6. Discuss their data with their teachers, peers and/or parents.
	<p>Make LEARNING & ENGAGEMENT Visible:</p> <ul style="list-style-type: none"> Students demonstrate owning their own learning through student-led parent-teacher conferences Students have frequent and regular opportunities to own their learning through student-led growth cycles (the process outlined above). Schoolwide collective commitment to Community Circles/Meetings in every classroom, every week. Schoolwide collective commitments to greater clarity in the form of learning intentions, success criteria, and relevance by implementing the 3 Clarity Questions Schoolwide book study of Teaching Students to Drive Their Learning: A Playbook for Engagement & Self-Regulation Do TPEP Student Growth work & Professional Growth work in short-cycle Professional Growth Learning Cycles
Timeline:	<ul style="list-style-type: none"> PD sessions on 8/27-28/2024, and additional Wednesday afternoons and Staff Meetings from October 2024 to June 2025 with teamwork targeted to support this SIP. Yearlong Schoolwide PLC Book Study: <i>Teaching Students to Drive Their Learning: A Playbook for Engagement and Self-Regulation</i> PLC discussions and team take aways for 9 reading assignments on PLC Thursday mornings from September 2024 to June 2025. Professional Growth Learning Cycles: Instructional staff will participate in three 8-9 week learning cycles focused on the professional practices and instructional design that give students opportunities to grow their skills in driving their learning.
Staff Responsible	<ul style="list-style-type: none"> PLC Leads, Teacher Leaders, Principal, Site-based and shared Instructional Coaches
Expected Outcomes:	<ul style="list-style-type: none"> By learning how to drive their learning, students' feelings of agency, self-efficacy and abilities to problem-solve will increase as they learn to set goals and work toward reaching them.
Monitoring Tools:	<ul style="list-style-type: none"> Student engagement survey given at the end of each trimester and data from classroom walkthroughs including student interviews using clarity questions (Oct - June) and students gaging their own levels of engagement in learning (May/June)

Lakeridge Elementary School's goals for school improvement align with the following District governing guidelines:

MISD VALUES

Students are the priority. We believe in supporting the whole child, creating inclusive and equitable learning settings, ensuring our school communities are safe and supportive, and providing rigorous and challenging learning.



MISD MISSION

The District will foster learning by engaging students in thinking critically, solving problems creatively, and working collaboratively.

MISD VISION

Inspiring our students to be lifelong learners as they create their futures.

MISD STUDENT FUNDAMENTALS

Fundamental 2 - Maintain the highest learning standards in the areas of fine arts; health and physical education; English language arts; mathematics; financial education, science; environment and sustainability; social studies, world languages; computer science and educational technology.

Fundamental 3 - Develop self-awareness, empathy, emotional/social intelligence, responsible decision-making and citizenship.

Fundamental 5 - Foster and embrace diversity, inclusiveness, and equity with a focus on respect and acceptance of every student.



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.