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2025-2026 LAKERIDGE PROFILE

Lakeridge Elementary – home of the Lions! At Lakeridge, we believe that every child matters. Our motto, “Each Lion, Every Day, Happy and Proud,” speaks to our core values: each child is seen, valued, and celebrated; every day is an opportunity for growth and learning; and together we are united as one pride: strong, resilient, and inclusive.

At Lakeridge, we strive to “Be the Three”

“Be Safe, Be Respectful, Be Responsible, the LION Way.”

L = Lead with empathy

I = Include everyone

O = Own your learning

N = Notice and name your impact

These shared expectations help us build a positive learning environment where all students feel a sense of belonging and are empowered to reach their full potential — academically, socially, and emotionally.



Powering Our Students For The Future



The 4 Bs: 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.



Lakeridge is "phone free" from 9:15 AM - 3:45 PM daily

Administrative Team

Jennifer Cleaves - Principal

jennifer.cleaves@mercerislandschools.org

Julie Mattson (MIYFS) - Counselor

julie.mattson@mercerislandschools.org

Simone Carmel - Psychologist

simone.carmel@mercerislandschools.org

Kerri Goldner - Administrative Assistant

kerri.goldner@mercerislandschools.org

Greta Stednick - Secretary

greta.stednick@mercerislandschools.org

Academic Day

Regular Hours: 9:15 AM to 3:45 PM; Monday, Tuesday, Thursday, Friday.

9:15 AM to 2:05 PM Wednesday.

Parent Involvement

Strong partnerships between school and home are essential to student success. Parent voices, presence, and support help create the kind of school community where children flourish. Whether volunteering in the classroom, joining a school committee, attending events, or cheering from the sidelines—we are grateful for the many ways parents contribute.





LR 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.





LR Student Clubs



There are a number of opportunities for students to learn new skills, gain leadership experience and socialize with other Lakeridge students.

Chess Club

Our Chess Club is run by the PTA and is the largest program on Mercer Island with over 100 students from all grades participating. The Club meets on Fridays, right after school from 3:45-5:00 pm with amazing coaches who have many years of chess coaching experience. Our program runs from the end of September through early May. In March, our Chess Club will host a local tournament in which we encourage all members to

participate. Our season ends after the Washington State Elementary Chess Championships, for which many of our players qualify and attend. All players are welcome (grades K-5). No experience is necessary.

The Green Team

This is a teacher-led student club that works collaboratively with the Lakeridge Green Schools Program to support our recycling and composting programs, energy conservation, and the Learning Garden. Students also work on other projects to sustain, protect and educate fellow students about Earth stewardship. Green Team is open to 3rd through 5th grade students.

Lakeridge Learning Garden

The Lakeridge Garden is a special place where all students are invited to dig in, explore, and discover the joy of gardening during their Thursday lunch recess. Over the years, students have planted 600+ bulbs, thousands of seeds, 5 fruit trees, and countless vegetables, flowers, and fragrant plants. It truly is a garden grown by—and for—our kids!

Walkers Club (Recess)

Does your child like to MOVE? Come run or walk laps at lunch recess! Runners and Walkers Club is held during both lunch recesses on Wednesdays. This is a great activity for those looking to get some extra exercise or for those looking for something structured to do during recess.





2025-2026

LR School Improvement Plan

SMART+ER Goals

1 SMART+ER Goal #1

By June 2025, all students will demonstrate at least one year's growth, with particular attention to accelerating growth (achieving stretch growth goals) for students below grade level as measured by i-Ready diagnostic data, standards mastery, domain analysis data, progress report grades, and potentially interim block assessments. Growth will be achieved through high-engagement Tier 1 instruction emphasizing clarity, feedback, and student ownership of learning (Fisher & Frey's *Teaching Students to Drive Their Learning*).

Evaluation & Revision: Progress will be reviewed at each data cycle using i-Ready growth reports, formative assessments, and student engagement look-fors. PLCs will adjust instructional strategies and groupings quarterly based on data trends and student feedback.

As we progress as a newly formed team at LR, we will be able to

consider how to best ensure that we're triangulating the data with a variety of other tools. I anticipate that as we progress as a school, we will be able to articulate what tools would be best suited to measure growth for all learners, more specifically. Being new to this building, I am still working on developing a common understanding of what everyone is using in their own data analysis process. As we progress, our SIP will as well.

2 SMART+ER Goal #2

By June 2025, Lakeridge will decrease major behavior incidents by 20% and increase earned Lion Loot by 25%, reflecting stronger alignment with the "Be the 3 the LION Way" expectations. The Roar Store will serve as a tangible celebration of positive behavior, effort, and empathy, reinforcing a culture of belonging and community pride.

Evaluation & Revision: The MTSS team and the Student Support

& Engagement Committee will review PBIS and SEL data monthly, including Lion Loot distribution, behavior referrals, positive acknowledgments, and EES belonging indicators. Data will inform staff calibration on equitable recognition, reteaching of expectations, and refinement of Tier 1 strategies and Roar Store structures to promote inclusivity and continuous improvement in student belonging and engagement.

3 SMART+ER Goal #3

By June 2025, all Lakeridge grade-level and specialist PLC teams will implement a quarterly data-driven cycle of inquiry focused on student engagement, growth, and inclusion. Teams will use i-Ready, behavior, and EES data to design responsive Tier 1 and PRIDE Time supports.

Evaluation & Revision: PLC agendas and reflection tools will document cycles of inquiry, shared decision-making, and collaboration norms. Staff feedback and end-of-year reflection data will guide adjustments to the PLC process, ensuring sustained trust, efficacy, and alignment with the Five-Year Plan's collaborative learning goal.





2025-2026

LR School Improvement Plan

The Needed Knowledge, Skills, and Practices

What Knowledge and Skills Do These Groups Need?			
Students	Teachers	School Leaders	Families/Community
An understanding of:	An understanding of:	An understanding of:	An understanding of:
How to take ownership of their learning by setting goals, monitoring progress, and reflecting on their growth in math and behavior.	How engagement impacts learning and how to design high-quality Tier 1 instruction using Fisher & Frey's <i>Teaching Students to Drive Their Learning</i> . How to use student voice and evidence to adapt instruction	How to lead a cohesive MTSS system that integrates academic, behavioral, and SEL supports through PRIDE Time and PBIS.	PBIS, PRIDE Time, and Lion Loot work together to promote belonging, responsibility, and positive reinforcement.
An understanding of the "Be the 3 the LION Way" expectations and how they connect to academic and social success.	PBIS and SEL strategies that promote belonging, safety, and equity across all settings.	How to analyze i-Ready, behavior, and SEL data to drive continuous improvement and support teachers' collaboration in PLCs.	How to partner with the school through consistent communication, recognition systems, and participation in schoolwide events.
What Practices Need To Become Routine?			
Students	Teachers	School Leaders	Families/Community
The effective implementation of:	The effective implementation of:	The effective implementation of:	The effective implementation of:
Goal setting, self-monitoring, and reflection during math and PRIDE Time.	Engagement-based instructional practices and differentiated small-group instruction during Tier 1 and PRIDE Time.	Data-informed leadership through regular review of academic, behavioral, and SEL metrics to guide MTSS and PLC priorities.	Reinforcing positive behavior through Lion Loot acknowledgments, attending celebrations, and modeling the "Be the 3" values.
"Be the 3 the LION Way" expectations in all settings.	PBIS routines, SEL integration, and explicit teaching of expectations to build a consistent culture of belonging.	Systems that build trust and collaboration among staff and families through transparent communication and shared celebrations.	Partnerships that promote engagement—attending coffees, volunteering, and supporting student goal setting and reflection at home.



2025-2026

LR School Improvement Plan

Plan to Monitor, Re-evaluate, and Evaluate Improvement Efforts

SMART+ER Goal(s)	What will we do to know whether we are on track as we work to implement our SIP (Re-evaluation)?	How will we know we have achieved our goal at the end of the specified time-period (Evaluation)
Priority 1: Math Growth & Engagement for All By June 2025, 100% of K–5 students will make at least one year's growth in math, and those below grade level will make more than one year's growth as measured by i-Ready.	Conduct quarterly PLC data cycles to analyze i-Ready growth reports, lesson-embedded formative assessments, and engagement evidence. Use student goal setting and reflection tools to monitor progress and ownership of learning. Observe engagement using Fisher & Frey's <i>Teaching Students to Drive Their Learning</i> look-fors. Shared review at Cabinet and MTSS Team meetings.	i-Ready diagnostic reports show $\geq 100\%$ of students met or exceeded annual growth targets, with students below grade level making > 1 year's growth. Classroom observation and student reflections demonstrate increased engagement and self-directed learning.
Priority 2–Strengthen School Culture of Belonging, Safety, and Equity (PBIS) By June 2025, major behavior incidents will decrease 20% and Lion Loot earnings will increase 25%, reflecting stronger alignment with "Be the 3 the LION Way."	Review monthly MTSS/PBIS dashboards tracking behavior referrals, Lion Loot distribution, and EES belonging data. Use student and staff feedback surveys to identify patterns and reteach expectations. Hold PBIS team meetings to adjust recognition systems and equity in positive reinforcement. Shared review at Cabinet and MTSS Team meetings.	Behavior data show $\geq 20\%$ reduction in major incidents and $\geq 25\%$ increase in Lion Loot earned schoolwide. EES belonging items increase from fall to spring. Students and staff articulate and model "Be the 3 the LION Way."
Priority 3–Build Collaborative Capacity and Trust Among Staff (PLCs & PRIDE Time) By June 2025, all PLCs will implement quarterly inquiry cycles focused on engagement, growth, and inclusion, using PRIDE Time for differentiated supports.	Monitor PLC agendas and reflection tools each quarter for evidence of data analysis and shared planning. Conduct leadership team walk-throughs of PRIDE Time to observe engagement and differentiation.	Documentation shows 100% of PLCs completed four inquiry cycles aligned to engagement and MTSS goals. Student data (i-Ready, behavior, SEL) reflect improvement. Staff survey data indicate increased trust, collaboration, and shared efficacy.
	Collect staff feedback on collaboration, trust, and efficacy. Shared review at Cabinet and MTSS Team meetings.	

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

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.

