



**Lexington Trails Middle School  
Goals and Strategic Plan 2022-2023**

Vision

Lexington Trails Middle School staff will partner with students to teach them how to take ownership in their learning, allowing them to become healthy, happy, productive, service-minded citizens.

Mission

My attitude and effort determine my success.

Goal 1: Students will develop a sense of belonging and support within their school community.  
(Physical and Mental Health, Diversity Equity Inclusion, Art and Cultural Appreciation).

Action Plan:

Objective: During the 2022-2023 school year, 60% of 6<sup>th</sup> graders and 90% of 7<sup>th</sup> and 8<sup>th</sup> graders will participate in a cocurricular or extracurricular activity (club, sport, tutoring).

<b>Strategy #1 Increase club/sport opportunities for students to be involved.</b>					
<b>Rose Standard</b>	<b>Foundational Structure</b>	<b>Action Steps</b>	<b>Timeline</b>	<b>Staff</b>	<b>Progress</b>
4	3, 6	Offer morning and afternoon strength and conditioning opportunities for students.	September – May	Trained Coaches Sponsors	
4	3, 6	Add an E-sports team and curriculum in addition to other sports and activities.	September – May	Trained Coaches Sponsors	

<b>Strategy #2 Expand after school tutoring and academic opportunities for students.</b>					
<b>Rose Standard</b>	<b>Foundational Structure</b>	<b>Action Steps</b>	<b>Timeline</b>	<b>Staff</b>	<b>Progress</b>
1, 5	1, 3, 7	The Panther Success Program will expand to two days a week, allowing more students to be involved.	6 weeks each quarter	Grade Level Teachers	
1, 5	1, 3, 7	Exploratory content and tutoring opportunities will be added to the Panther Success Program.	6 weeks per Quarter	Exploratory Teachers	

Goal 2: Lexington Trails will support the personal development and well-being of students and staff.

*(Diversity Equity Inclusion, Physical and Mental Health, Family Community Business Partnerships, Postsecondary and Career Preparation).*

Action Plan:

Objective: One hundred percent (100%) of students and staff will improve academic, mental, and/or physical health during the 2022-2023 school year.
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<b>Strategy #1 Students will take ownership of their achievement. (Mastery of Knowledge and Skills, Character, High Quality Work)</b>					
<b>Rose Standard</b>	<b>Foundational Structure</b>	<b>Action Steps</b>	<b>Timeline</b>	<b>Staff</b>	<b>Progress</b>
4, 6	3, 4, 6, 8	Students will self-assess growth in three areas of student achievement.	Quarterly	Teachers	
4, 6	3, 4, 6, 8	Students will set goals based on areas for growth and work on those goals with designated staff/classes.	Quarterly	Teachers	

<b>Strategy #2 Staff will focus on healthy (mental and physical) lifestyle choices and work-life balance.</b>					
<b>Rose Standard</b>	<b>Foundational Structure</b>	<b>Action Steps</b>	<b>Timeline</b>	<b>Staff</b>	<b>Progress</b>
4	5, 6	One designated team planning period per week will be dedicated to mental/physical wellness (utilizing the new staff wellness room and resources).	Weekly	All Teachers	
4	5, 6	Professional development time will be dedicated to helping teachers manage the stress associated with work and home life.	Quarterly	Admin, Counselor, Special Service Providers	

<b>Strategy #3 Empower staff and students and develop interpersonal and intrapersonal relationships through community service.</b>					
<b>Rose Standard</b>	<b>Foundational Structure</b>	<b>Action Steps</b>	<b>Timeline</b>	<b>Staff</b>	<b>Progress</b>
2, 4	2, 3, 6	Students will participate in a community service project during the 2022-2023 school year.	Once per Year	Grade Level Teams	
2, 4	2, 3, 6	Staff will host a community event or service project each semester during the 2022-2023 school year.	Semester	All Staff	

Goal 3: Relevant, data-driven instruction and the PLC process will guide student achievement.

*(Professional Learning Community, Tiered Framework of Support, Basic Skills, Postsecondary and Career Preparation).*

Action Plan:

Objective: By the end of the 2026 – 2027 school year, Lexington Trails Middle School will have at least 60% of students score in levels 3 or 4 and less than 10% score in level 1 in both Math and English Language Arts on the Kansas State Assessment.

**Strategy #1 Student Collaboration Team (SCT) and Differentiation, Individualization, Personalization (DIP) meetings focus on Identifying and addressing student needs, both academic and social/emotional.**

Rose Standard	Foundational Structure	Action Steps	Timeline	Staff	Progress
1, 4, 6	1, 4, 8	Student Collaboration Team meetings will take place weekly to identify student need for extra support (Tier 2 and Tier 3) based on academic and behavioral data.	Weekly	Administration Counselor, Teachers	
1, 4, 6	1, 4, 8	Differentiation, Individualization, Personalization (DIP) meetings will take place bi-weekly to provide teachers with instructional strategies that will improve Tier 2 instruction within the classroom.	Bi-weekly	Administration School Improvement Specialist Teachers	
1, 4, 6	1, 4, 8	Special Education and English Language Learners (ELL) staff will collaborate at Differentiation, Individualization, Personalization (DIP) meetings to collaborate on differentiating, individualizing, and personalizing instruction <i>within</i> the general education classroom.	Bi-weekly	Teachers: Core Special Education English Language Learners	

**Strategy #2 Utilize KITE© resources and student goal setting.**

Rose Standard	Foundational Structure	Action Steps	Timeline	Staff	Progress
1	1, 4, 8	All students will take the KITE© Interim tests and teachers will review data as a team and with students.	October, December, February	Administration Teachers	
1	1, 4, 8	Teachers will use KITE-generated questions to create assessments based on student needs.	October - March	Math and English Language Arts Teachers	

1, 4	1, 4	Students will use classroom and KITE Interim Data to set goals for interim and state assessment performance.	October - March	Math and English Language Arts Teachers	
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<b>Strategy #3 Utilize Project Based Learning structure to develop project and/or problem-based learning opportunities.</b>					
<b>Rose Standard</b>	<b>Foundational Structure</b>	<b>Action Steps</b>	<b>Timeline</b>	<b>Staff</b>	<b>Progress</b>
1, 6, 7	1, 2, 4, 6, 8	Review current Project Based Learning (PBL) opportunities at each grade level, including Exploratory classes.	August	Teachers	
1, 6, 7	1, 2, 4, 6, 8	Using the 4T planner (topic, targets, texts, tasks), each teacher will develop at least one project/problem-based learning opportunity per semester.	Once per Semester	Teachers	
1, 6, 7	1, 2, 4, 6, 8	Teachers will create rubrics and provide feedback on student projects to help them move toward mastering a demonstration of knowledge.	Once per Semester	Teachers	