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## Lakeview Junior High School

### February '26 Board Report

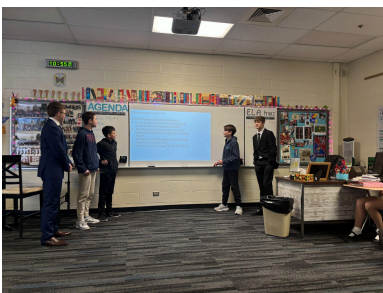
#### Goal One – Education

Our 7th grade students are currently hard at work on their National History Day projects, choosing to complete their work either individually or in small groups. These projects reflect not only a strong foundation of historical research and critical thinking, but also a remarkable level of creativity, innovation, and originality in their final presentations. Students are demonstrating high levels of engagement as they take ownership of their learning, working as self-directed learners, collaborators, innovators, and thoughtful risk-takers. The enthusiasm and focus observed in classrooms throughout this process has been impressive and speaks to the depth of learning taking place. We look forward to seeing their final projects and celebrating their hard work.

#### Goal Two – Essentials

We continue to seek meaningful opportunities for our students to become involved and serve in leadership roles beyond our building. Recently, our leadership team, led by Amy Mesker, traveled to Elizabeth Ide to support classrooms by pushing in and facilitating learning stations. Students took full ownership of the experience, designing the games, developing the materials, and leading the activities with enthusiasm and pride. This experience not only built a strong bridge between our learning communities, but also strengthened students' interpersonal skills, confidence, and sense of responsibility. It was a powerful example of student leadership in action.

In addition to the work of the leadership team, our 8th Grade Principal Advisory Committee (PAC) demonstrated strong leadership and collaboration while developing proposals for the 8th grade trip. PAC members met with Dr. Liles on multiple occasions to research potential options, review costs, and thoughtfully consider the diverse interests of their classmates. The group narrowed their work to two finalist options—Slick City and Topgolf—and then divided into two teams to create and deliver separate presentations to the 8th grade team. This process provided an authentic opportunity for students to build leadership capacity, practice decision-making and communication skills, and develop a strong sense of belonging and ownership within their school community.



### **Goal Three – Environment**

Our school community recently participated in Rachel's Challenge, a powerful program focused on building empathy, connection, and positive school culture. In addition to the student assemblies, an extended training opportunity was provided for members of Student Council, 6th, 7th, and 8th Grade Principal Advisory Committees (PAC), and the leadership team. During this training, students engaged in deeper conversations around kindness, inclusion, and peer leadership, and explored ways to model and promote positive behavior within our school. Following the program, all students participated in SEL follow-up activities designed to reinforce these messages and continue building a positive school climate and culture. This experience further strengthened our students' capacity to lead with empathy, foster a sense of belonging, and positively influence the culture of our learning community. A special thank you to Dr. Liles and Team 66 for their support and commitment in making this meaningful experience possible for our students.

