

Lakeview Middle School Newsletter

End of Semester Edition
November 2007- January 2008

From the Principal – Focus on Failure

Yes, this is an odd title for a school newsletter, especially for the many students who are excelling at our school. However, there is a significant number of talented Lakeview students who are not living up to their potential and failing classes. A good portion of this newsletter is dedicated to the issue of student failures. I have written seven essays, each on a different perspective of the failing problem lead off this newsletter in an attempt to develop some common ground and agreed upon ideas to address this problem.

Steve Nauman, Ed.D.
Principal

Essay Number One The Milk Stool Story

Years ago, growing up in rural Missouri, I used to watch my grandfather milk cows in the barn. I was fascinated with the milking itself, but I was also drawn to object that was often taken for granted, the three legged milk stool. The milk stool was sturdy and the wood had a smooth surface from the daily use. It was just the right height and when my grandfather slipped it under him and edged up to the cow everything was in place to accomplish the task at hand.

Years later, I thought back on this milk stool as I was searching for an analogy for successful education. The milk stool had three legs and when all three legs were in place and sturdy, milking the cow was easily accomplished. On the other hand if one of the legs was shorter than the others, wobbly, or even missing, my grandfather would have had great difficulty in milking the cow. Three good legs lead to a sturdy milk stool that met the challenge daily. Less than three good legs meant success was not a foregone conclusion.

Education, like the milk stool, has three legs on which student success depends. There is the parent leg, the student leg, and the school leg. When all three legs of the education milk stool are in place student success occurs. Likewise, when one or more of the legs is deficient, lacking, or absent the likelihood of student success is greatly diminished.

Schools have to do their job. If they don't, who will lead the process? As the content of the curriculum becomes more challenging, fewer and fewer parents can be expected to teach their own children. Even those highly educated parents often would not have the large amount of time needed to lead their child's instruction.

When parents are not supportive of education the chances of a student reaching his/her potential drop significantly. Yes, there are cases where a student overcomes this deficiency and excels academically even when his or her parents are indifferent to their academic progress; but those cases are rare.

The last combination of legs – when the parents and the school want the student to succeed, and yet the student does not want to engage in his/her own education – is the most perplexing set of circumstances. The adults involved need to understand that even though they know what is best for the student and desperately want the student to succeed, secondary school students can sabotage the adults' best efforts by simply saying, "No, I'm not going to do it."

In dealing with student failures, one point of common understanding that needs to develop is the concept of the three legs of the educational milk stool. The truth of the analogy is that when students, parents, and educators are working together, great things can occur.

Essay Number Two The Power of Zero

Would you like a simple solution to a complex problem? Often times these do not exist, but in the case of student failures I can give you an easy answer even though the devil is in the details.

The complex question is, “Why do students fail?” The simple answer is, “They do not consistently complete their assignments.”

The answer seems so basic. Can it really be so simple? The answer is yes, although things begin to get tough when the secondary question of, “How do I get my child to complete his or her assignments?” comes up. Let’s look at some data that illustrates this point.

During the first six weeks of school 258 students failed one or more classes. When you add up all of the failed classes (taking into account that some students failed more than one class) Lakeview had a total of 535 failed classes. A grade analysis was conducted and only 13 students failed a class and yet completed and turned in each assignment during that six weeks’ grading period. A whopping 523 students, or 97.7% of the classes failed, had one, or more zeroes for grades.

So, going back to the original question of why students fail, the answer is very simple. Students don’t consistently do their work. In fact, if a student completes and turns in each assignment it is down right hard to fail. Data from the first six weeks at Lakeview point to the reality that when students turned in all assignments, they almost always pass the class.

If this is such a simple truth, why did 258 students fail one or more classes? The answers to this question are numerous, but let us focus on one of the possible answers – students do not understand the power of zero.

We will use the story of Johnny Student to illustrate the power of zero. Johnny starts off the six weeks in his class with a 100 on his first assignment. Johnny is happy, he brags to his parents, and his parents are pleased. Johnny keeps it going with the second assignment with another grade of 100. Johnny is now on a roll - two assignments, two 100s. Now comes the third assignment in the six weeks. Johnny got busy after school and didn’t get a chance to complete his assignment, but he reasoned that this is not a problem because he has two 100s in his first two assignments. Johnny doesn’t complete or turn in his third assignment but still expects to be holding a pretty high average based on his first two grades. Johnny is dead wrong. Johnny is now failing.

The proof is in the math. Let’s average Johnny’s three grades to this point. $100 + 100 + 0 = 200$ points. $200 \div 3 = 66.7$, or a failing grade. How can one missing assignment completely counteract the effect of two perfect assignments? That’s the power of zero.

Let’s look at this another way. How many 80s does one have to make to counter balance the effect of just one zero? Take a guess. It is four? No, four 80s and one zero average out to a 64. How about five? No, that only raises the average to 66.7. Six 80s and one zero average out to a 68.6. Only when you add seven 80s with one zero do we finally make it out of the failing grade area with an average of exactly 70.

Completing and turning in each and every assignment is vital for student success. The power of zero is real and can easily wreck a good, passing grade. One only has to look at the 258 Lakeview students who failed a class during the first six weeks.

Essay Number Three

What Are the Common Traits of Successful Students?

Another way to look at the failing student problem is to look at the other end of the spectrum. 273 students, or 34% of Lakeview students not only passed all of their classes but also qualified for the Gold or Silver Clubs by making no grade lower than a 90 or 80 respectively. How are these students doing it? What do they have in common?

In a completely unscientific study, and based solely on my thirty-one years of educational experience, I would like to suggest that successful students have three things in common.

#1 – There is an agreed upon belief in the home that education is important and that this belief is not only stated, but acted upon. Let me give a parallel example of sports. If sports are important in the home, everyone in the family knows it. Sports are discussed, sports are viewed, and most importantly precious family time is dedicated to sports. Families make sacrifices to get kids to practice and to games. Some families will spend money on camps and specialized coaching because of this agreed upon

family belief. I have nothing against sports; sports has and continues to play an important part of my life, but the point here is that talk is cheap. Families sometimes voice that education is important, but their actions, their decisions, and their allocation of time often suggest differently.

#2 – Not only is education important in the home, but necessary supports are provided for the student learner. Using the sports analogy, families that value sports will make sure their child has the necessary equipment to be successful. Families structure the child's time so that the proper amount of discretionary time is set aside to support the sporting activity. In homes where education is important, the same is true. Students get the necessary educational supports and their parents insist on proper time allocation needed to study and complete assignments.

#3 – Overall, successful students are compliant children. Every child has a rebellious streak from time to time. That's how they test boundaries with their parents, but I believe that overall, successful students are children who obey their parents. Compliant children follow their parents' directives. When told to call home when you get to your friend's house, compliant children will do this. When told where to go after school and what time they are expected to be there, compliant children comply with their parents' directive. Parents who have children who obey have huge advantages when it comes to school tasks. When parents tell their child to bring home their assignments, their child does so. When parents tell their child to sit at the kitchen table and finish their homework before going to watch TV or text friends, they do so.

So, why is this important? Perhaps it's not, but it stands to reason that if the goal is to have successful students, and successful students have these common traits, then a family might target these traits in an attempt to emulate the successful students/families that they strive to become.

Essay Number Four The Late Work Trap

Essay number two examined the power of zero. Often students or parents understand the devastating effect that a zero can have, but even

so (for whatever reason) an assignment was not completed when due. The obvious recourse is to turn it in late. After all, that is better than nothing. While this is true, parents and students often find themselves frustrated by the school's late work policy.

At Lakeview assignments are expected to be completed and turned in on the due date. The reason for this standard is quite simple – students do better and learn more when they are current with their class work.

Using a math example, just think how difficult it would be for a student to be learning a new concept on Tuesday even though they have not mastered the lessons from Thursday and Friday of last week because they have not completed those assignments and gained the knowledge that was imbedded in those assignments. Students who procrastinate and get behind are going to have difficulty learning. Much of our curriculum builds on itself. It would seem silly for a student to take algebra II before they took algebra I. In much the same way students find it difficult to be successful in today's lesson when they haven't completed or mastered material that was covered previously.

Lakeview's late work policy understands this basic truth and expects students to complete assignments so they can stay on target and maximize their learning. A late work policy that accepts or permits late work (even with a grade penalty) ends up unwittingly supporting the concept of late work. Middle school students are especially bad at abusing late work provision. When assignments are accepted late, more assignments are delayed and then turned in late, working against what we know is in the student's best interest.

Even so, perfection is a high standard for anyone, let alone adolescents. Most of us will agree that every now and then something might come up when an assignment is forgotten or misplaced. With this reality in mind, Lakeview permits one assignment per subject per six weeks to be accepted as late. Teachers have the authority to assess up to a 30 point grade penalty on the late assignment. In this way, Lakeview's late work policy acknowledges that sometimes kids are just going to mess up and not get an assignment done on time while still maintaining the academically sound principle of completing assignments when due.

Essay Number Five

Getting Inside the Mind of Failing Students

We learned in essay number two of the power of zero. We also learned the simple truth that when students complete and turn in all assignments, they almost always pass. Given this, what are middle students thinking when they end up failing? Once again, based on nothing further than 31 years of observing adolescents, I believe there are three primary reasons (psychologically) that students fail in middle school.

#1 – Students fail to gain social recognition.

There are some capable students who choose to fail for social reasons. These students often have poor self concept and are struggling with the very important issue of social acceptance. In middle school there are all sorts of “groups” that students can “belong” to. Students are very adept at identifying these social groups and often give them names such as the preppy group, the nerds, the jocks, the bookworms, etc. An important psychological need for students this age is to belong. While middle school students can often be clicky even to the point of rudeness, each school has a group that extends an open invitation to membership. This is the group that elects to disengage from the academic world. Students in this group elect to fail by electing not to engage in the first place. Other anti-social or antagonistic behavior is often additionally associated with students in this group. Students who desire membership in this group simply have to pull away from the demands of school work to join. Thankfully, this group does not account for a large percentage of failing students.

#2 – Students fail from a fear of failure.

Adolescents often associate failure with being a loser, and no one wants to be a loser. This fear to avoid being a loser sometimes warps itself into the philosophy that states, “School is stupid. I could do all that stuff if I really wanted to, but I don’t see the point.”

What these students are really trying to say is that the consequences of really trying to do well in school and actually not achieving is so scary that it is safer to just not try in the first place. I may fail, but it is because I don’t try. This becomes a much better option than trying hard to

succeed in school and then realizing that the school academic challenge is just too rigorous to master. We are also lucky that few middle school failures fall into this group.

#3 – Students fail simply because they can’t keep it all together. This is easily the largest group of student failures. These students are good kids. They really would like to pass. They don’t go out and intentionally fail. They simply have a hard time keeping it all together.

Adolescents, and in particular seventh graders, have so many things going on. The academic course work gets tougher, the social scene is blossoming, students often take on additional responsibilities such as sports or music programs, and all of this is going on at a time when parents sometimes let up on their supervision of these pre-teens and teenagers. Self discipline is a great quality to have and many middle school students simply have not mastered this personal trait. If given the choice to do their homework or text message a friend, the cell phone often wins out. Students tired from staying up late at night may not have the energy needed to sustain consistent academic success.

These three categories are not exclusive and obviously some overlap occurs. Each reason takes different approaches to correct and going back to essay number one, it takes all three legs of the educational milk stool to give us the best chance of success.

Essay Number Six

The Role of Communication

Getting back to the educational milk stool, it quickly becomes obvious that the three legs have to work together and this cannot happen without good communication. Communication problems are often embedded with failure stories, so it is helpful to first look at some ideal communication examples.

In a perfect world, students will listen to teachers. They will become aware of the teachers’ expectations and follow through by completing assignments. Students will also communicate with their parents letting them know what they are doing in school, what assignments they have and the time necessary to complete the assignments.

In a perfect world, parents will keep informed of what is going on in school. Parents will talk daily with their children inquiring what is going on in the classes and what assignments the student has to complete, both short term and long term. Parents will access the district's on-line grading system, monitor progress reports and report cards. Parents will email and call teachers when they have questions and ask for conferences when needed.

In a perfect world, teachers will be effective in letting students know what is expected of them. This includes not only the assignment itself but the rubric that will be used to grade the assignment. Teachers will keep students abreast of assignments and tests that are coming up so students can plan their time wisely. Teachers will meet the district's expectations and update the on-line grading system on the first day of each week. Teachers will accurately complete progress reports and report cards. Teachers will feel free to email or call parents as concerns arise and also to ask for a parent conference when needed. Teachers will promptly return calls and emails to facilitate the communications between the two adult legs of the educational milk stool.

We all know we do not live in a perfect world. In most cases the communication deficiencies we deal with in reality are a result of all three groups failing to live up to the perfect world standard. Adolescents, as they mature and their social circles widen, often communicate less with their parents. Distracted by all sorts of interests, students sometimes don't focus on their school work and the academic expectations.

Parents get busy and often find it difficult to keep up with their child's school work. As their child gets bigger and more and more like an adult parents can make the mistake of believing that their child is now ready to carry their educational burdens by themselves. Some parents feel intimidated by the school system and teachers in general often transferring some of their worst student-teacher experiences into the entire profession.

Teachers are not immune from contributing to the communication headaches. Yes, teachers are busy also, with school and their own families. Elementary teachers may have as few as 22 students to keep up with. Middle school teachers often have close to 150 students to monitor.

Teachers sometimes make incorrect assumptions about their students and their parents falling into the trap of thinking they don't care. While parents can sometimes be intimidated by the school, some teachers are hesitant to contact parents because they do not know how the parent will react. One ugly parent interaction can unfortunately impact a teacher's communication decisions for some time in the future.

Effective communications take a commitment and some basic people skills. The vast majority of parent-teacher communications are positive and productive. The same goes for student to teacher interactions. I often tell my teachers they should be glad that a parent conference is scheduled (no matter which party has requested the meeting). When parents and educators meet to discuss the success of children a lot of potentially good things can happen. While there is no guarantee that all parent-educator conferences are productive it is almost a sure bet that no progress will be made without communications.

Essay Number Seven How to Right the Ship

Failing students is a complex problem and complex problems usually require something other than a simple solution. Yes, we have identified the easy solution to good grades – simply do your school work and eliminate zeroes, this is often easier said than done.

We have examined the issue of student failures from several different angles with an attempt to understand each of them. Now it is time for action, but where do we start?

Keep in mind that each situation is different and unique because we are dealing with unique parents, unique students, and unique educators. Even so, let me suggest the following five steps for parents.

#1 – Make a commitment to dedicate the time needed to correct the problem. We have seen that students have to be consistent to make good grades. Even one zero takes seven 80s just to get the grade back to passing. Likewise, students need parents who are going to be there for the long haul, not just to ground them for a couple of weeks when report cards come out.

#2 – Monitor your child’s grades. The on-line grading system is a great tool for parents. This system allows parents to chart how their kids are doing. The on-line system can sometimes cause frustrations when parents want it to do more than it is designed to do. The on-line grading system is not a day by day, minute by minute log. It gives accurate information at a minimum of once each week. Nevertheless this weekly snapshot is very valuable. Parents can see if their child is holding up their end of the bargain or falling behind. Likewise, the on-line system does not allow do-overs. Parents sometimes say that if they only knew a student did not turn in an assignment, they could do something about it. Unfortunately, until the on-line system begins to resemble a crystal ball and can predict, in advance, when a child will not turn in an assignment even daily updates will not provide parents with the opportunity to intervene proactively. Step number three gives parents the intervention opportunity.

#3 – Find out what is expected in terms of assignments. This is perhaps the most important tool a parent can possess. If a parent knows what assignments are due and when they are due, they can often take steps to ensure that their child completes the work on time. At this point we need to guard against the next logical step. In this world of multiple technologies it is possible for the adults involved (parents and teachers) to communicate almost without student involvement. Teachers could contact parents and give them their child’s assignments. Parents could even see that the assignments are returned on time to the teachers. So what is wrong with this picture? It’s missing a key ingredient, the student. Let’s keep in mind that the teachers have already gone through middle school as students; so have the parents. Now, it’s the student’s turn. Any solutions we look for must incorporate the student as part of the solution.

Ideally, the student as part of the educational process, needs to record his or her assignments so that required work can be completed on time. It is not unreasonable for parents to demand to see this list in whatever format is agreed upon by the family. Assignment sheets, assignment notebooks, or simple pocket calendars are all systems that can work. Each team at Lakeview posts a daily assignment sheet on the team bulletin boards. Students can even elect to pick up the daily team assignment sheet and bring

home, but the critical part is that the assignments get home so they can be monitored by parents.

So what if the student is just not responsible enough to accomplish this basic task? I would suggest that a secondary goal of becoming more responsible in this area become a family priority. One that may involve positive and negative reinforcement until the student grows into this responsibility.

How about the previously suggested system of the adults (parents and teachers) communicating assignments while by-passing the student? Obviously, this is not the goal, but desperate situations sometimes require desperate measures. I would not be opposed to teachers communicating assignments directly to parents as long as both parties agree that this arrangement is but a temporary solution as the family deals with the larger issue of the student being responsible for bringing assignment information home daily. I would be opposed to any assignment communication system that permanently excludes the student as part of the solution.

#4 – Keep the large goal in mind. When students are failing, things need to change. Students need to become more consistent. Student behaviors (attitudes, work ethic, time allotment, priorities, self discipline, and organization) often need upgrades. This is the real goal, and parents and teachers need to always keep this in mind.

It is easy to get bogged down arguing about whether a teacher should circumvent the late work policy and allow a student to complete an assignment and replace the devastating effect of a zero. That type of discussion often needs to be held, but more importantly both the parents and educators need to keep the big picture in mind. The real issue isn’t the zero and its possible replacement. If an agreement is reached to allow this to happen, how will this impact the big picture? Will this second chance effect the student behaviors that are at the root of the problem? Again, I am not opposed to teachers making individual decisions which are in the best interests of students. Sometimes a second chance on a missing assignment is in the student’s best interest, provided of course that the real issue of changing the student’s overall behaviors that have led to the zero, or zeroes in the first place is being addressed. I would be

opposed to any teacher consistently disregarding the campus' late work policy because we know that this practice, while it may initially improve grades, is not in the student's best interest (see essay number four).

#5 – Keep the communication flowing.

Respectful, honest communication among all three parties needs to flourish. Even when the information is a bit negative, having the knowledge in the first place is always a positive in dealing with the problem and its possible solution.

Lakeview Earns Gold Performance Acknowledgments

The Texas Education Agency recently awarded Lakeview Middle School with two Gold Performance acknowledgments based on the 2007 TAKS results. Lakeview earned the Gold in Reading and Social Studies.

In order to qualify for a Gold Performance award schools must have 25% or more of all students and all subgroups of students (African American, Hispanic, White, and Economically Disadvantaged) achieve the Commended Performance level on the TAKS test in that subject.

Congratulations to our reading teachers, our social studies teachers, and our students.

Beta Team Captures Top Honors in Team Pumpkin Contest

The Beta team's "Gone Fishing" pumpkin entry was named best overall in the annual team pumpkin contest held on October 26. This year each team's entry was restricted to a two foot by two foot square that had to include the pumpkin and all supporting props.

Other awards were as follows:
Dark Scary Night Award to the Kappa team's Raven entry.

The Scariest Award went to the Alpha team's "The Ring" entry.

The Best School Themed Entry was given to the Omega team for their Differentiated Instruction pumpkin display.

The Gamma team took honors in the Best Belly Ache Award with their Gamma Burger pumpkin.

The Classic Pumpkin Award went to the Thriller entry from the Delta team.

The Best Effort Award went to the Communications class for their "Free Jack" entry.

All pumpkin entries were on display at the Halloween dance the following night.

All District Orchestra Students

On September 29 Lewisville Independent School District orchestra students competed in the annual All-District Orchestra competition.

Sarah Tang tried out for high school division Philharmonic Orchestra and made first chair.

Other Lakeview students named to the middle school Chamber orchestra were Chris Martin, Eric Parker, Virginia Hernandez, Amber Jagt, and Jill Petersen on violin. Viola members were Diego Romo, Ben Gardner, Nicholas Walker, Nathaniel Doan, and Faith Bandy-Gerlman. Those making the Chamber Orchestra on cello were Adela Silva (first chair), Kristina Doan, and Kaitlyn Barfield. Chamber string bass members were Jonathan Gill and Aaron Olguin.

Several Lakeview students also made the All-District Concert Orchestra. On violin Lyenne Garcia (first chair), Beining Niu, Bailey McCawley, Angeli Norg, Martha Diaz, Alaina Spurr, Olivia Romo, Cristina Martinez-Zayas, and Tim Gibbs. Viola players included Mathew Such and Stormie Askew. Jasmyne Henry (first chair), Mary Gillam, Austin Cooper and Alexis Wise qualified on cello and Shawn Johnson, Peter Morgan, and J.C. Hopkins earned all district honors on bass.

All Region Orchestra

On October 13 several Lakeview students tried out for the All-Region Orchestra. Sarah Tang was named to the High School Philharmonic Orchestra on violin.

Several students qualified for the Concert Orchestra:

Martha Diaz, Lyenne Garcia, Mathew Royce, Beining Niu, Olivia Romo, and Alaina Spurr on violin; Alain Halderman on viola; Austin Cooper, Mary Gillam, Jasmyne Henry, and Alexis Wise on cello; and J.C. Hopkins, Shawn Johnson, and Peter Morgan on bass.

Among those students qualifying for the Chamber All Region Orchestra were violinists Virginia Hernandez, Chris Martin, and Eric Parker. Ben Gardner, Diego Romo, and Nicholas Walker were selected for viola. Kristina Doan and Adela Silva made the orchestra for cello and Jonathan Gill on bass.

Costume Contest Winners Named

Close to 500 students attended the Student Leader's annual Halloween dance on October 27. Over 430 students went through the scary side attraction called Lakeview Manor. Lakeview Manor challenged the students with a variety of fun and frightening scenes that included the mad scientist's lab, the lonely study, the wind tunnel, and the scarecrow room.

Many students came to the dance in costume and were automatically entered into the costume contest. This year's costume contest winners were:

Funniest – Quinn Holmes as the turkey rider.
Cutest – Shelby Koenig and Lindsey Lawson as ladybugs.
Most Creative – Gerald Thomas as the evil king.
Most Original – Kristina Taylor as a swashbuckler.
Best Overall – Roland Garza as Father time.

All District Choir Recognized

All district choir auditions were held on October 20 and eight Lakeview students were named to the honor group. Sixth graders included Israel English, Brooke Freeman, Holly Ha'ae, and Reese Sadler. Devyn Monnig and Kendall Young were named to the 7th grade group and Amanda Colegrove to the 8th grade all district choir.

All Region Choir Honors

All region choir competition was held on November 3 with four Lakeview students honored. Three girls were named to the Seventh Grade Women's Honor Choir – Victoria Bielstein, Devyn Monnig, and Kendall Young.

Soprano Ashley Whitaker was named to the Eighth Grade Women's Honor Choir.

Nurse's Notes

What is MRSA? How to prevent it.

Staphylococcus aureus, or staph, is a common germ that many people carry in their nasal passages, under fingernails or on their skin with no ill effects. MRSA is a type of staph that has developed antibiotic resistance (certain antibiotics are unable to kill the bacteria). Since staph is spread primarily by direct (skin-to-skin) human contact or with direct contact to wound drainage of someone who is carrying or infected with the bacteria, anyone with a break in his or her skin is at risk. MRSA may also occur less frequently through indirect contact with contaminated surfaces or items. MRSA is not spread through the air.

Staph infections begin abruptly. Symptoms may include a large area of redness on the skin, swelling and pain, followed by a pustule or abscess or boils and carbuncles (red, lumpy sores filled with pus). If left untreated, staph can infect blood and bones, causing severe illness that requires hospitalization.

Students and their family members should take the following precautions to help prevent skin infections:

- § Encourage frequent hand washing with soap and warm water.
- § Encourage students to keep their fingernails clean and clipped short.
- § Avoid contact with other people's wounds or anything contaminated by a wound.
- § Avoid sharing personal items such as razors, towels, deodorant, or soap that directly touch the body.
- § Clean and disinfect objects (such as gym and sports equipment) before use.
- § Wash dirty clothes, linens, and towels with hot water and laundry detergent. Using a hot dryer, rather than air-drying, also helps kill

bacteria.

§ Encourage students who participate in contact sports to shower immediately after each practice, game, or match.

§ Keep open or draining sores and lesions clean and covered. Anyone assisting with wound care should wear gloves and wash their hands with soap and water after dressing changes.

We encourage you to be vigilant in looking for signs and symptoms of staph infections. If you or any family member exhibits symptoms as described above, you are encouraged to contact your family doctor.

Attached you will find guidelines and procedures developed by the Texas Department of State Health Services to assist you with the prevention and spread of MRSA. Additional information about staph and MRSA can be found at <http://www.mrsatexas.org/>

Good Health Habits for Prevention of flu

The **single best way to prevent seasonal flu is to get vaccinated**

(<http://www.cdc.gov/flu/protect/keyfacts.htm>)

(<http://www.cdc.gov/flu/protect/keyfacts.htm>) each year, but good health habits like covering your cough and washing your hands often can help prevent respiratory illnesses like the flu.

There also are **flu antiviral drugs**(<http://www.cdc.gov/flu/protect/antiviral/index.htm>) (

<http://www.cdc.gov/flu/protect/antiviral/index.htm>) that can be used to treat and prevent the flu.

Avoid close contact.

Avoid close contact with people who are sick.

When you are sick, keep your distance from others to protect them from getting sick too.

Stay home when you are sick.

If possible, stay home from work, school, and errands when you are sick. You will help prevent others from catching your illness. Cover your mouth and nose.

Cover your mouth and nose with a tissue when coughing or sneezing. It may prevent those around you from getting sick. Clean your hands. Washing your hands often will help protect you from germs. Avoid touching your eyes, nose or mouth.

Germs are often spread when a person touches something that is contaminated with germs and then touches his or her eyes, nose, or mouth.

Practice other good health habits.

Get plenty of sleep, be physically active, manage

your stress, drink plenty of fluids, and eat nutritious food. Contact your physician or Denton County Health Department (940)349-2900 for flu immunization information.

Sherrie Breaux, RN

Lakeview MS

972)350-3119 Direct line

972)350-3150 Fax

All District Band Named

On October 27 LISD band students competed in the all district band selection process at Creek Valley Middle School. Lakeview's bands placed four members on the all district band. Justus Cann was named all district on tuba. Shelley Reeves was recognized on flute and Jesse Graciano and Michael Mendoza were both honored as trumpet players.

NJHS Penny War Names Pedi-Place as Charity Recipient

The National Junior Honor Society sponsored the annual Penny War from October 29 through November 5. The penny war pits each of the Lakeview teams against each other in a competition that benefits a charity selected by NJHS. Teams get a positive point for each penny collected in their team's jar. Teams get a negative point for any other currency (coins or paper bills) placed in their jar. The strategy for each team is to collect as many pennies as possible while handicapping the other teams by placing coins and currency in their jars.

This year's charity recipient is Pedi-Place. Pedi-Place is a Lewisville based health care provider that specializes in assisting children who do not have insurance or the financial means to secure medical care. All schools in LISD have taken a challenge from Superintendent Dr. Roy to hold a fundraiser that would benefit Pedi-Place since this organization supports so many of our district's students.

The Omega team held on to their Penny War Champion title by easily outdistancing the other teams. The final Penny War results were:

| | |
|-------------------------|---------|
| 1 st – Omega | +42,353 |
| 2 nd – Delta | +19,147 |
| 3 rd – Gamma | +4,226 |
| 4 th – Kappa | +1,154 |

5th – Alpha -159
6th – Beta -6,791

A grand total of \$1,303.45 was raised by the Lakeview students for this good cause.

School Fundraiser a Success

The Student Leaders sponsor an annual school wide fundraiser which was held in September. This year's effort produced a total profit of \$9,786. 232 Lakeview students (29%) participated in the fundraiser which earned money for a variety of school extras including Gold Club trip expenses, field trips, busses for music contests, team recognition, UIL T-shirts, teacher appreciation, and school decorations.

Students who achieved the top sales levels were treated to a ride in a limousine to Brahm's where ice cream treats were served on November 14. Also on that day many Lakeview students were rewarded for their fundraising efforts with an afternoon reward party which featured music, inflatable games, and laser tag.

The Student Leaders would like to thank all parents, friends, and students who helped support this year's fundraiser.

Staff Prevails in Volleyball Test

The Lakeview women's staff members took on the 8th grade girls volleyball team in the annual end of season contest on November 6. The staff members officially earned a 58-55 victory in the game played during study hall although some creative scorekeeping made the game closer than it would have been with regulation scoring.

The women staff members who played in the game included Ms. Morris, Ms. Quintanilla, Ms. Hall, Mrs. Hemlinger, Mrs. Lammert, Mrs. Foltermann, Mrs. Cowan, Mrs. Bedell, Ms. Davis, Mrs. Coskey, and Ms. Peterman.

Over 375 students attended the game by purchasing tickets as part of a fundraiser sponsored by the Student Leaders.

BLT News

Lakeview's Building Leadership Team (BLT) met on October 9. The BLT approved the campus' plan of action and emergency response

manual. Dr. Nauman took some time to explain Lakeview's Title I status and how the federal program works. The BLT also recommended to continue with the last day before Winter Break holiday music concerts that have been used in the past.

Gold Club to the Stockyards

On November 1, students who qualified for the Gold Club from the first six weeks of school were invited to a special recognition field trip to the Ft. Worth Stockyards.

The Gold Club students were treated to four different attractions at the National Historic Site. First, students got a chance to see what the real cowboy west was like with a presentation on the Ft. Worth Herd. Next up was a tour of the Stockyards which finished with one of the daily cattle drives right down the middle of Exchange Avenue. After lunch the students received a tour of the Cowboy Hall of Fame and then tested their puzzle solving skills with a trip to the Cattle Pen Maze.

Students qualify for the Gold Club by receiving no grade lower than a 90 on their report card along with no disciplinary problems from that six weeks' grading period. In the six weeks that follow the naming of the Gold Club students are treated to a special event or field trip in recognition of their accomplishments.

Students who qualify for the Gold Club from the second six weeks will be invited to a special ice skating trip at the Galleria on December 12.

Eighth Grade is Now a Texas Success Initiative Grade

The Texas School Success Initiative, which began five years ago require students in grades three, five, and eight to pass certain TAKS tests in order to be eligible for promotion. This year's eighth grade class is the first to reach the initiative's middle school years. All eighth graders must pass both the reading and math TAKS tests given this spring in order to be promoted to high school. Three opportunities are permitted on each test with the final testing chance scheduled for July of 2008.

All eighth graders will receive a brochure explaining the Texas School Success Initiative

attached to their report card which will be distributed on November 30. Please refer any questions you have about the state program to a counselor or the principal.

Lakeview Skating Night Set

For the second year in a row, Lakeview has rented the Interskate Skating Rink in Lewisville for a school wide social event. The skating event is scheduled for Wednesday, January 9 from 6:30 to 8:30. The event is for Lakeview students only and students are admitted free of charge with their Lakeview student ID. Lakeview students will receive standard skates free of charge, but may elect to upgrade to in-line skates for \$3.00.

As part of the school wide incentive program students must qualify to attend any Lakeview dance or social event. Students who have been suspended from school, assigned to DAEP or JJAEP are not eligible. Furthermore, students who have received two or more PAS assignments in the period of time since the last social event (Halloween Dance) are not eligible to attend this particular event.

The Student Leaders are sponsoring the event and have taken care of facility rental expenses from the various fundraiser activities the group is involved in. As with all social events, parents are invited to attend the skating event and skate with their child.

Parents are encouraged to car pool to help students get to the Lewisville facility; however, tickets for bus transportation from Lakeview will also be available for purchase in the days before the event.

Title I Annual Meeting Set

Lakeview Middle School is a Title I school. Title I is a federal program that is designed to assist children who may be experiencing educational difficulties. Title I requires an annual meeting to describe the Title I program and to discuss other related issues. Lakeview will hold its annual meeting at 6:45 on December 18 in the school's gym prior to the choir concert scheduled at 7:00.

Parents will find two Title I documents in this newsletter. One is Parent-Student-School

compact. The compact is designed to detail the various responsibilities each group has in the educational process. Parents are encouraged to go over the compact with their child and then returned the signed compact to the school's office as a acknowledgement and a commitment to supporting the school's educational efforts.

The second document is the Lakeview Parent Involvement Commitment. This document describes the various ways parents can become involved in their child's education here at Lakeview.

Volleyball Season Recap

The 2007-2008 volleyball season came to an end with the district tournament held on November 1-3. The seventh grade A team and both eighth grade teams ended their seasons with identical 5-3 records. The seventh grade B and C teams posted 4-4 records.

The coaching staff was very proud of all the girls in the program and their accomplishments in the season. The start of the season was a bit rocky. Many girls were being introduced to athletics for the first time, getting used to coaching styles, and adjusting to playing as a team. By the end of the season all girls had improved in the targeted areas of skills, team building, and sportsmanship. In the skill areas, the coaches were particularly pleased with the progress made in serving and passing.

Coach Morris and Coach Quintanilla both acknowledged the special support of the team managers for their organization and assistance. The coaches look forward to seeing some of this year's eighth graders playing at the high school in the future.

Seventh grade team members were:

A Team – Bailey McCawley, Kailee Jones, Kylie Covington, Lyenne Garcia, Ryan Lucca, Sara Weisman, Shelbi Featherston, Sylvie Morrow, Terra Ellison, and Tori Hawk.

B Team – Alexis Wise, Bryndis Grissom, Georgia Whitley, Haley Chapa, Jordyn Truss, Julieta Bellisonzi, Marissa Olivarez, Nicole Ellard, Olivia Romo, Rebecca Galat, Shelley Reeves, Sydney Lawrence, and Tania Shakouri.

C Team – Ashley Escobar, Ayanna Jackson, Caitlyn Street, Caroline King, Cassandra Wilson, Jennifer Reeves, Jessica Pena, Kendahl Maiden,

Lyndsee Wallentine, Mary Gillam, Michells Salazar, Nicole Hoag, and Victoria Rendon.

The 8th grader teams were composed of:

A Team – Alyssa Ledesma, Amanda Colegrove, Andrea Robinson, Dalia Fraire, Hannah Salmon, Jessica Wingate, Megan Francisco, Rachel Neel, Stacey Koch, and Taylor Waite.

B Team – Aaliyah Hackshaw, Alicia Hardage, Brittany Kellaway, Carolyn LeBlanc, Daniela Ruelas, Jasmine Moore, Lauren Hull, Melissa Gonzales, Morgan Smith, Natasha Hymes, Nicole Flores and Samantha Shelton

Team managers were Leticia Aguilar, Brittney Broumley, Adrienne Curry, and Alyssa Switzer.

Science Olympiad Approaches

The Lakeview Science Olympiad will be a little different this year. The Pre-AP classes will compete during the school day with an audience of their peers to cheer them on.

The Pre-AP classes participate each year in a building project. This assignment promotes creative thinking, effective planning, and actual construction of a device that has a goal. This year the sixth graders will create and build a Kinetic Car. The car will use the force of gravity for its propulsion and the goal is distance. The car must be completely made by the students with no pre-made car pieces.

Seventh graders are tackling launchers that will throw a Hershey's Kiss accurately on the scoring bulls-eye of a target 3 meters away. However, this time they will build two launchers giving the students the opportunity to try different designs. The launcher must fit inside a copy paper box and is limited in what it can be made from.

Marble machines are the projects for the eighth grade this year. The machine must be small and fit inside a predetermined box size. The goal is to build a machine that will keep the marble rolling downward for as long as possible.

Competition will occur during classes during the week of December 17-20. Winners from the Lakeview contests will compete against other LISD students at the district Olympiad in February.

Yearbook Sales

Yearbooks will be on sale for \$40 during the week students return from Thanksgiving break and again at a time to be determined later in the spring. Any questions about yearbook sales can be addressed to Mr. Mennsfield, the yearbook sponsor.

Assembly Held for 8th Graders

On November 8 several TCHS freshmen made their way back to Lakeview to speak to this year's 8th grade class. The annual program is held to assist with the transition from middle school to high school. Such topics as block scheduling, orientation, homework, lockers and lunches were discussed.

TCHS counselors will coordinate 9th grade schedules and host an 8th grade parent night during the second semester.

School Report Card Meeting Set

By law each year schools must set a time to discuss the academic excellence report with their parents and community. Lakeview will hold its "school report card" meeting on Monday, January 28 at 7:00 in the school library. Information and data generated by last year's TAKS tests and other school information will be shared at that time.

Basketball Schedules

7th Grade Girls

Nov 26 at Arbor Creek
Dec 3 home, Creek Valley
Dec 10 home, Huffines
Dec 17 at Delay
Jan 7 home, Killian
Jan 14 at Griffin
Jan 23 home, Durham
Jan 28 home, Arbor Creek

8th Grade Girls

Nov 29 home, Arbor Creek
Dec 6 at Creek Valley
Dec 13 at Huffines
Dec 20 home, Delay
Jan 10 at Killian
Jan 17 home, Griffin
Jan 24 at Durham

Jan 31 at Arbor Creek
Feb 7-9 District Tournament

7th Grade Boys

Dec 3 at Creek Valley
Dec 10 at Huffines
Dec 17 home, Delay
Jan 7 at Killian
Jan 14 home, Griffin
Jan 23 at Durham
Jan 28 at Arbor Creek
Feb 4 home, Creek Valley

8th Grade Boys

Dec 6 home, Creek Valley
Dec 13 home, Huffines
Dec 20 at Delay
Jan 10 home, Killian
Jan 17 at Griffin
Jan 24 home, Durham
Jan 31 home, Arbor Creek
Feb 7 at Creek Valley
Feb 14-16 District Tournament

21 Early release (12:30)
24-2 Winter break

January

3 School resumes
9 Lakeview skate night at Interskate
11 All district band clinic and concert
12 All region choir clinic and concert
14 Reading and elective semester exams
14 LISD board meeting, 7:00
15 Math and science semester exams
16 English and social studies exams
17 End of six weeks and first semester
17 Early release (12:30)
18 Teacher work day
21 No school, holiday
22 First day second semester
22 Cross country at Five Star
24 Report cards
28 Parent school report card meeting, 7:00
30 Cross country at Rosemeade

Semester Exam Schedules

January 14 – Reading and Electives
January 15 – Math and Science
January 16 – English and Soc. Studies
January 17 – Make up exams
January 17 – End of semester

Calendar

November

19-23 Thanksgiving break
30 Report cards
30 7/8 choir to skating and movie

December

7-8 Orchestra all region clinic and concert
8 All region band at Colleyville
10 New gold and silver clubs
10 LISD board mtg., 7:00
11 Band concert at TCHS, 7:00
11 Orchestra concert, gym, 7:00
12 Gold club ice skating
14 6th choir to movie
14 Beginning band dinner recital, 6:30
17 Holiday halls judging
17, 18, 20 Science Olympiad
18 Progress reports
18 Title I parent meeting, 6:45
18 Choir concert, gym 7:00
18 Symphonic band concert, TCHS 7:00