

# A Parent's Guide to Goddard Middle School



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Littleton, CO 80123  
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**<http://goddard.littletonpublicschools.net>**

*"...the dream of yesterday, is the hope of today and the reality of tomorrow."  
—Robert H. Goddard*

Dear Goddard Parents and Guardians:

I am thrilled to welcome you to Goddard Middle School. I hope that this booklet will provide you with answers to many of the questions you will have about middle school in general and about Goddard in particular.

As principal, I always have five goals in mind for our work together at school:

1. To promote academic rigor and continuous growth in student achievement;
2. To support excellence in special instructional programs, including:
  - English as a Second Language
  - Gifted and Talented Education
  - Special Education
  - Technology
  - Experiential Education (Outdoor Education, Challenge Course, cultural outings, etc.)
3. To improve communications with parents and our community;
4. To improve the appearance and physical condition of our school building and campus;
5. To continue to provide a safe school environment.

I believe that these are the goals that build the foundation of an excellent school. I also believe that excellence happens over time, as the result of hard work, determination, and a focus on clear goals. Each year, I believe that we make progress in each of these areas, and I expect that we will continue in this direction in the coming years.

As you begin your middle school journey, I want you to keep some things in mind:

- **We are your partners.** Our mission is to work with you to provide the best education possible for your student.
- **We work as a team.** Each student has a support team including core and elective teachers, a counselor, and an assistant principal. If one person can't answer your question, someone else can. Typically, your questions will start with your student's teacher. But remember that your student also has a counselor and an assistant principal to help.
- **We communicate in many ways:** monthly newsletters, a comprehensive and current website, which includes our daily announcements, all-school phone messages, our Infinite Campus online grading system and daily assignments on teacher webpages. Please do your part by reading the information that we send, by checking your student's grades, and by visiting our website regularly.
- **Please be patient with us!** Technology and communications move at a 21st century pace, but the truth is that grading 120 language arts essays and getting those grades onto Infinite Campus takes some time.
- **Call us!** If you have a question, if something is unclear, if something doesn't seem right, or if you hear something that doesn't sound right, contact us right away!
- **Get ready for a wonderful and interesting time** in your child's development. Students' brains are incredibly active during their middle school years. They are going to learn and grow and change right before your eyes. We love working with children at this age and we welcome you to join in the journey!

Sincerely,



Kathleen Ambron  
Principal

## WHY CHOOSE GODDARD?

Littleton Public Schools is a district of choice, which requires that fifth grade parents consider which middle school will be the best fit for their students. We know that this choice is stressful for parents and we want to do all that we can to help parents find the best fit. Often, parents ask us what distinguishes Goddard from other middle schools in the area. We believe that there are five key attributes of our program that parents should consider:

- Goddard does an outstanding job meeting the academic needs of a diverse group of student learners.
- Goddard is responsive to the developmental needs of students and works to take care of the “whole child.”
- Goddard is a leader in instructional technology at the middle level.
- Goddard promotes student participation in and appreciation of the arts.
- Parents and community members are actively engaged at Goddard.



## ABOUT US

Built in 1968 and named for the father of modern rocketry, Robert Hutchins Goddard, Goddard Middle School serves 750 students in grades 6-8. Goddard has a faculty of 60 teachers, counselors, and administrators and a support staff of 32.

Our students come from five LPS elementary schools: Centennial, East, Field, Moody, and Wilder. Additionally, approximately twenty-one percent of our students come from other school districts. Goddard students travel on to Littleton High School and to Heritage High School.

We are the most diverse of the four LPS middle schools. Twenty-nine percent of our students are minorities and thirty percent qualify for free or reduced lunch.

The State of Colorado tracks school and individual student performance through a Growth Model. Goddard achieved “high growth” and “high achievement” for the 2008-2009 school year in Math and Reading. This is the most desired category in the Colorado Department of Education Growth Model. Writing achievement was “high achievement and low growth.” Writing is the focus of Goddard’s 2009-2012 School Improvement Plan.





## WHAT EXACTLY IS A MIDDLE SCHOOL?

Goddard is a traditional middle school. Students are organized into small learning communities called “cores.” Cores are representative of our diversity. Each sixth grade core will have a balance of girls and boys, special education students, gifted students, and English Language Learners, as well as a balance of students from our various feeder elementary schools.

Middle schools develop cores to make a large school more personalized. All students in a core share the same core teachers for language arts, social studies, science, and math. All students will go to Outdoor Education together. Because teachers have the same students in common, they can and do talk regularly about how their core students are doing.

Alongside this rich academic core, Goddard offers a wide array of elective classes so that students can explore their interests. By the time high school arrives, they will begin to narrow their choices; now the point is for them to consider them all. (Read more about electives on page 5.)

In addition to our regular school day program, Goddard offers a wide array of after-school programs, including activities, athletics, and clubs. (Read more about after-school activities on page 17.)

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## A FOCUS ON CORE ACADEMIC KNOWLEDGE



Goddard students focus on four academic areas: Language Arts, Math, Social Studies, and Science. Our curriculum is based upon the Littleton Public Schools approved curriculum and on the Colorado State Standards. The LPS curriculum for middle school students is available on the District website: <http://www.littletonpublicschools.net>. Click the “for parents” tab, then click “Curriculum” from the menu on the left side of the page. Next, click on “Curriculum Guides” and choose the area that interests you.

## WE ARE A SCHOOL OF DIVERSE LEARNERS



Goddard is proud of the diversity of its student body. The 34 flags hanging on the wall of the gymnasium represent the birth nations of the students who come to Goddard. Your student will meet students from around the world and will be better prepared for high school and beyond because of this awareness and appreciation of diversity.

## ABILITY GROUPING AT GODDARD

Because we have such diverse learners, Goddard groups students in some content areas by ability:

- Language arts and math classes are grouped by ability level in all three grades.
- GMS offers honors science in grades 7 and 8.
- Honors French and Spanish are offered at grade 8.
- “Math Content Support” and reading electives offer students behind grade level a chance to catch up using interactive technology and small class sizes.
- Goddard has the largest English Language Acquisition Program in the district.
- A team of teachers from the departments of science, math, and language arts work with a building coordinator to meet the needs of gifted and talented students.



## ELECTIVES ALLOW STUDENTS TO EXPLORE THEIR INTERESTS

In addition to our focus on core academic areas, Goddard students experience a wide range of elective classes. The object of our elective program is for students to explore areas of interest. In sixth grade they explore many areas. By eighth grade, they begin to focus on areas of greatest interest.

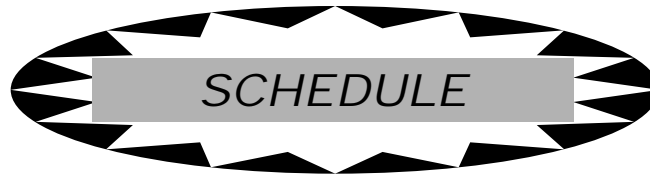
At sixth grade, Band and Orchestra are assigned by request, but students rotate through the other elective classes. Sixth grade electives may vary from year to year, but generally include the following classes:

Wood Tech	Choir
Orchestra	Spanish Culture
Computer Technology	Band
Modern Technology Lab	Family and Consumer Sciences
Art	
Physical Education (one semester required each year)	

Most sixth grade electives are nine weeks in duration. Physical Education is a semester. Band and Orchestra classes meet every other day all year alternating with Physical Education.

In seventh and eighth grade, Band, Orchestra, and Choir meet all year while P.E. meets for a semester. Spanish is a semester class in seventh grade. The other seventh grade electives meet for nine weeks. At eighth grade, some electives, such as Honors Spanish and Honors French, meet all year. The other eighth grade electives meet for a semester. We are pleased to provide a variety of elective options and formats for our students.





# SCHEDULE

All Goddard students have eight periods each day.

Core Plus Homeroom Per. 1	Start the day, get organized! Hear daily announcements. Organize Outdoor Education and the magazine sale. Attend school assemblies. Use Success-Maker math program. Watch Channel One. Health and Life Skills on Wednesday.
Elective Per. 2	The school year is 36 weeks long — four 9-week quarters. Sixth grade electives rotate by quarter. All students take physical education for 18 weeks (two quarters) and a variety of other electives (art, wood tech, choir, etc.)
Elective Per. 3	Sixth grade band and orchestra students have band or orchestra and physical education during one of their elective periods. They rotate every other day. That's why we have "A" days and "B" days at the sixth grade level.
Core Per. 4	Sixth graders have four core classes: math, science, social studies, and language arts. These four classes are taught by two, three, or four different teachers (depending on our staffing each year).
Core Per. 5	Math classes are grouped by ability. Students are in grade-level math or accelerated math. Students in accelerated math will complete four years of math in three years. Their last year is equivalent to Algebra.
Lunch Per. 6	Sixth graders have lunch as a group. This is a great time to see friends and to get some exercise. Students have a lunch account number and parents can designate what students purchase.
Core Per. 7	Language Arts classes are also grouped by ability. Students are in grade-level language arts, accelerated, or gifted and talented language arts. Some students leave their core for gifted and talented language arts.
Core Per. 8	Most students have general education core classes. Some Special Education students and English Language Learners will have pull-out core classes. Some students may drop social studies or science to pick up an English Language Acquisition class. Special Education students may have a study hall in place of an elective. We use every minute of the day to help our students.

GMS is the only middle school with honors 7th and 8th grade science.

## WHAT IS THE WHOLE CHILD, EXACTLY?

Schools that focus only on the academic development of students are missing a critical part of what children need. In addition to addressing academic needs, middle schools need to address the emotional, developmental, and social needs of children. This all-inclusive approach addresses the “whole child.”

At Goddard, we are very proud of our responsiveness to the developmental needs of students. We work hard to take care of the “whole child.” Many of the unique programs you will read about in this booklet reflect this philosophy:

- Goddard takes sixth graders to Outdoor Education partly for the science curriculum, but also for the team-building and development of strong social connections that come from this experience. GMS is the only LPS middle school with an outdoor education program! (See page 14 for more information.)
- Goddard teachers take students out on the low-ropes and high-ropes Challenge Course each year because of the life lessons about risk-taking, trust, and courage that come from this activity. GMS is the only LPS middle school with a Challenge Course onsite. (See page 15 for more information.)
- GMS has a full-time school psychologist, two full-time counselors, and a part-time school social worker on staff. These professionals devote all of their time to meeting the emotional and developmental needs of our students. GMS is the only LPS middle school with a social worker and the only middle school with a full-time psychologist.
- GMS has an adult mentoring program for at-risk students.
- The WEB (Where Everyone Belongs) Program trains eighth graders to welcome and mentor sixth graders throughout the year. This program teaches leadership skills to older students and creates a culture of empathy at school.
- Community Service Club, National Junior Honor Society, and Student Council offer students service learning opportunities. Middle school students are just coming into an age when they desperately want to make a difference in the world. These activities allow students to do just that.
- The Positive Behavior Support program addresses character education. At GMS we are positive, respectful and responsible or PR<sup>2</sup>. (See page 16 for more information.)



*“Middle school students are just coming into an age when they desperately want to make a difference in the world.”*

## SIXTH GRADE ESSENTIAL LEARNINGS

### MATHEMATICS

#### **Number Sense/Relationships**

- Demonstrate meaning of relationships by identifying, expressing, and ordering fractions, decimals, and percents.
- Develop, test, and explain conjectures about rational numbers.

#### **Algebraic Methods**

- Analyze and utilize linear relationships in problem-solving situations.

#### **Data Collection and Analysis, Statistics and Probability**

- Use data collection and statistical analysis in problem-solving situations and communicate the reasoning.
- Make predictions based on data obtained from simple probability experiments.

#### **Geometric Concepts**

- Communicate understanding and reasoning of geometric concepts, properties and relationships in problem-solving situations.

#### **Measurement**

- Use formulas and/or procedures to solve problems involving measurement.
- Estimate, determine, and use direct and indirect measurements to describe and make comparisons.
- Describe how a change in an object's linear dimension affects its perimeter and area.

#### **Computational Techniques**

- Develop and use appropriate computational techniques for use in problem-solving situations.

### LANGUAGE ARTS

#### **Students read and understand a variety of materials.**

- Comprehend a variety of genres including fiction, nonfiction, poetry, and reference materials.

#### **Students apply thinking skills to their reading, writing, speaking, listening, and viewing.**

- Use comprehension strategies to create meaning from a variety of texts.

#### **Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.**

- Comprehend a variety of genres including fiction, nonfiction, poetry, and reference materials.

#### **Students read and recognize literature as a record of human experience.**

- Use comprehension strategies to create meaning from a variety of text.

#### **Students write and speak for a variety of purposes and audiences.**

- Write with a persuasive intent, using main idea, supporting details, and elaboration.
- Write with an expository intent, using main idea, supporting details, and elaboration.
- Use the writing process to produce a complete final copy focusing on draft and revision.

**Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.**

- Apply correct punctuation, capitalization, grammar, and spelling to writing.

## **SCIENCE**

### **Physical Science**

- Compare and measure physical properties of matter including separating mixtures based upon those properties.
- Investigate and describe wave energy and describe energy transfers and transformations.

### **Life Science**

- Differentiate among various biomes and describe the flow of energy through food chains, food webs, ecosystems and biomes.

### **Earth and Space Science**

- Describe the composition and physical characteristics of the world's oceans including the features of the ocean floor, current and waves and the interaction of the ocean and the atmosphere.
- Describe the basic properties and structures of the atmosphere and explore large scale and local weather systems including global wind patterns. Observe, measure and record changes in weather conditions.

### **Science, Society, Technology**

- Investigate new technologies in environmental science and oceanography including how people use science and technology in these professions.
- Examine how the bank of scientific knowledge changes as new knowledge is acquired and describe historical contributions to science.

## **SOCIAL STUDIES**

- Chart, compare, and contrast geographic features to understand the relationships between the human and physical geography of the world's seven major ancient civilizations.
- Use chronology to organize historical events and people of the world's seven major ancient civilizations to determine cause/effect and time/order relationships; explain patterns and identify themes.
- Analyze the ideals, purposes, and characteristics of the governmental structures of the world's seven major ancient civilizations to identify how people organized and governed themselves.
- Describe and analyze the development of the societal structure and the elements of cultural identity of the world's seven major ancient civilizations.
- Recognize the cultural contributions of the world's seven major ancient civilizations and their impact on today's society.
- Examine the development of early economic systems and scientific and technological developments in relation to the growth and impact on trade and expansion of the world's seven major ancient civilizations.

**Visit the Littleton Public Schools website for more detailed information about curriculum:**

**<http://www.littletonpublicschools.net>**



*The Gifted and Talented Program at Goddard focuses on the identification and encouragement of individual strengths and interests. Options are flexible and responsive to each student's needs, abilities, passions, and interests.*

*For more information, please visit our website, or contact our G/T facilitator at 303-347-7850.*



## KIDS NEED CHALLENGES

Many Goddard students need enrichment activities which challenge them to think at higher levels or in greater depth.

Goddard sponsors a variety of enrichment activities for students. Some meet during Core Plus or at lunch. Others meet after school. Most are open to any student who would like to join:

**Book Bunch:** students meet with our librarian to discuss award-winning works of literature for adolescents.

**Brain Bowl:** a competitive team event that tests student knowledge about a variety of topics.

**Chess Club:** students prepare for the District Chess tournament each fall.

**Community Service Club:** sponsored by the Littleton Kiwanis, this service club meets after school and is open to all.

**Computer Club:** students improve their computer skills in this after-school club.

**Destination Imagination:** students prepare for the South Metro and state competitions. This is sponsored by parent volunteers and meets off-site.

**Drama Club/School Play:** Goddard students try out for our annual musical or play.

**Encore Choir:** this select choir meets after school.

**Geography Bee:** students prepare for metro and state competitions.

**Jazz Band:** this select band meets after school.

**Math Counts:** all students are welcome to prepare for the state competition.

**National Junior Honor Society:** seventh graders are selected each spring based on grades and citizenship to participate in this service club as eighth graders.

**Spelling Club:** students compete in the fall and winter to participate in the district and state spelling bees.

**Science Fair:** eighth graders may enter this competitive event which is judged by outside professionals.

**Student Council:** one student from each Core Plus is selected as the representative, but any student may attend after school meetings.

**Talent Show:** students try out for this event which is held in the spring.

**Technology Student Association:** all students may join this club. GMS regularly wins the state competition and attends the national competition.

**Yearbook Club:** students participate in the process to publish our annual yearbook.

## KIDS NEED SUPPORT, TOO

While some students need enrichment, others need support. Often, students need both! That is why we have so many different programs that offer academic and behavioral support.

**Apollo Program:** This is a self-contained program for students with significant emotional needs in our special education department.

**Counseling:** Every core has a counselor who works directly with students to assist in grade level transitions and successes. Counselors can work with students individually, and sometimes in groups, on developing skills to support effective organization, study habits, and coping strategies related to their lives.

**Language X!:** This intensive reading program is for students who have significant deficits in reading.

**Math Workshop:** Students who are behind grade level may take this class in lieu of an elective.

**Reading Class:** Some students take a reading class as an elective.

**Social Work Help:** Goddard is the only LPS middle school with a social worker on staff. With her help, students access community support, including eye glasses, health care, etc.

**Special Education Services:** About 12% of our students qualify for special education services. These students have an "individual education plan" and receive interventions which range from self-contained classes in math or language arts to periodic check-ins or study halls.

**Study Club:** This after-school club meets twice weekly and gives students access to the computer lab and the library. A teacher is available for extra help.

**Study Hall:** Periodically, Goddard offers a study hall as an elective for students who need more time or help completing assignments.



## ADVANCEMENT VIA INDIVIDUAL DETERMINATION

AVID is a program for students with the ability to be college bound but who need extra support now to reach that goal. It is a year-long elective at seventh and eighth grade that students access through an application and interview process. AVID students pursue a curriculum with an emphasis on reading, writing, inquiry, and collaboration. Tutors work with AVID students twice weekly in small groups. AVID continues for high school students at Heritage High School. AVID is a program found across the nation. More information can be found at [www.avidonline.org](http://www.avidonline.org).



## GODDARD LEADS IN TECHNOLOGY



Many educators might say that the two greatest innovations for schools in the past thirty years are computers and the Internet. We know that our 21st century students will live and work in a world that is completely different from the world we remember as children. We take our obligation to prepare students for their new world (parts of which may not even have been invented yet) very seriously.

The Goddard staff takes pride in its work to integrate technology into classrooms and to use technology to improve the way we do business. Years ago, Goddard became the first middle school with 100% of teacher grades online. Today, Goddard teachers continue to post all grades online using Infinite Campus. Daily assignments for students are available on the teacher pages of the GMS website.

Goddard students and teachers have access to six computer labs during the day. Every teacher has a computer in the classroom as well as a computer projector and a Smart Board.

As part of the *Inspired Learning Project* every fifth, sixth and ninth grade language arts class in the district is equipped with Netbooks (student laptops). In the fall of 2009, LPS was awarded a \$190,000 grant that will add laptops to eighth grade language arts classrooms throughout the district.



### WHY SMART BOARDS?

Smart Boards are interactive white boards with unique software. Everything projected to the Smart Board is saved on our computer network. Anything drawn or written on the Smart Board by teachers or students can also be saved on our computer network.

Here is one example of how it works. In science, students can view a live plant cell through a digital microscopic camera, project the image to the Smart Board, label the parts of the cell, move parts of the cell outside of the cell, color-code them, and move them back into the image of the cell. All of this can be saved in the computer and reviewed the next day by a student who was absent from class.



### COMPUTERS FOR ALL

We truly believe that all of our students need to navigate the 21st century world of technology. That may be why GMS is the only secondary school in Littleton to have made and kept a pledge that all

students will have a computer at home for homework. Thanks to innovative community partnerships, Goddard identifies and interviews all students who say that they are in need. Those with no computer at home receive a recycled desktop computer with an internal modem and a flash drive. The computers run on a Windows operating system and use free software programs (“Open Office”) which are compatible with the programs in use at Goddard. As of November 2009, 285 computers have been given away.

### THE SUCCESSMAKER PROGRAM

In Spring 2006, Goddard was awarded a \$63,000 grant for the purchase of an interactive computer software program, called “SuccessMaker.” We think that the program is unique because it delivers individualized instruction at your student’s level in reading and math. The program starts students off with a 300-item test which gets harder or easier depending on your student’s level. At the end of the test, the program has figured out your student’s grade level in that subject area. It starts instruction at this level and adjusts up and down each day, depending on how a student is doing. It prints reports that show how students are doing each day and how much growth they are making over time. Our research shows that students who use SuccessMaker on a regular basis make more growth on their MAP tests than students who did not use this program.

Students use SuccessMaker at different times and in different ways. Sixth and seventh graders who are behind grade level in math will use it during Core Plus. Students in reading classes use the reading program each day as part of their class. Students in our Math Content Support class use this program daily.



### THE EARLY BIRD PROGRAM

Any other students who would like to use the program to build their skills may sign up for our “Early Bird SuccessMaker Program.” These students will be welcome in the computer lab every morning at 7:10 a.m. to use the program. Students must be in the computer lab no later than 7:25 a.m. (You would need to help get your student here by that time.) This program is overseen by our staff. Teachers will give students sign-up information at the start of the year.





*"Students spend just three days and two nights at Outdoor Education, but we think that the lessons can last a lifetime."*



## A GODDARD TRADITION

Each October, it is a school tradition that sixth graders travel to the YMCA Camp of the Rockies at Estes Park. Every sixth grader knows that every student attends, regardless of family finances. Sixth grade teachers spend the weeks prior to the trip getting students ready for this experience. Parents, teachers, counselors, and administrators come along as chaperones.

Goddard is the only LPS middle school to take students to Outdoor Education. Why?

When students go away from home (some for the first time) to a new place (some have never been to the mountains at all), they stick together. They rely on themselves and they rely on each other. They share their emotions — excitement, anticipation, awe, anxiety, delight, satisfaction, curiosity — with each other. The group becomes a bit like family. Students ride the bus together, bunk together, walk to dinner together, hike together, and play together. In addition to science lessons (elk ecology, the water cycle, wilderness survival, etc.), students learn life lessons:

- Don't pack so much that you can't lift your suitcase.
- Make sure you have dry socks.
- Drink water when you are in the mountains.
- Show some empathy for others.
- The best speller may not be the best hiker.
- Respect lights out.
- Clean up your part of the room.
- You might be surprised by who is a good leader for the night hike.
- Keep your day pack organized.
- Don't eat too much or you'll be sick to your stomach.
- When you are a hotel guest, be polite.
- Respect nature.
- Your teacher is a human being and he/she wears pajamas, too.
- Don't get too close to the elk. They have sharp antlers.
- Look under the bed and in the drawers before you check out of your room.
- You can learn, have fun, and build cherished memories with your middle school classmates and teachers.

## THE CHALLENGE COURSE A GREAT EXPERIENCE FOR MIDDLE SCHOOLERS

Goddard is the only middle school in LPS with a Challenge Course onsite. Built in the early 1990s, it is the site for all students and staff who want an exciting and personally challenging experience. The program is designed to foster self-confidence and promote teamwork.

Our course consists of 17 low elements and seven high elements. Students go out on the course at least once each year with trained instructors, teachers, and counselors. Each time they visit the course they will have a different experience depending on which teacher takes them out and what the goals are for the day.

Challenge Course is included in the student fees you pay at the start of the school year. The course is managed by Outer Edge Performance through an annual contract with Littleton Public Schools. A Goddard Counselor oversees our school's participation.



## LIFE SKILLS TRAINING PROGRAM

In the aftermath of the 1999 tragedy at Columbine High School, community members came together to form the Greater Littleton Youth Initiative. This community group sought out research-based programs that reduce violence and promote healthy youth. Working with Dr. Delbert Elliot at the Center for the Study and Prevention of Violence at the University of Colorado, they learned about nine "blueprint programs."

One of these programs is "Life Skills." It is a drug and alcohol prevention program for middle school. The curriculum educates kids about alcohol and drug abuse and it teaches the healthy habits and attributes that help students resist drugs and alcohol. The program goes beyond what we remember from our health classes and addresses such topics as depression, the effect of media and advertising on our choices, and peer pressure.

Students participate in Life Skills at Goddard on Wednesdays during their Core Plus classes. Sixth graders spend a full year on the Life Skills program, seventh graders have one semester of lessons and eighth graders have about half a semester of lessons.





## GOOD BEHAVIOR MATTERS

Parents and students sometimes worry that middle school is going to be pretty rough. At Goddard, we are proactive in our approach to student behavior. Starting on the first day of school, students learn that we expect kids at Goddard to “BE NICE.” We do not tolerate bullying, “mean girl” behavior, playground games that exclude others, name calling, hazing, or the like. Outdoor Education is a great place to practice our good behavior.

All students at Goddard are governed by the LPS Student Code of Conduct. Students receive this at the start of the year. In addition, counselors and administrators visit with students throughout the year to reinforce behavior expectations.

Our Positive Behavior Support (PBS) program promotes positive, respectful and responsible or PR<sup>2</sup> behavior. Through this program, students are recognized and rewarded for acts of good behavior. This program is the result of research that suggests that students are more likely to change their behavior when they receive positive reinforcement rather than negative reinforcement. This year we have expanded our PBS program and are teaching a series of lessons on bullying.

For those students who need help correcting their behavior, our interventions range from lunch detentions to Saturday Schools to in-school detentions and out-of-school suspension.



## STUDENT DRESS STANDARDS



Part of how we behave is related to how we present ourselves at school each day. Student grooming and apparel must adhere to LPS standards of dress, must not pose a threat to public or personal safety or health, and must not be disruptive of or distracting to classroom activity or student behavior. Forms of dress which are **unacceptable include, but are not limited to:**

1. Clothing that is transparent or does not adequately cover the body (spaghetti straps, halters, midriff tops, muscle shirts, or low cut tank tops). Shoulder straps must be at least 2” (or three fingers) wide.
2. Short shorts and skirts are inappropriate. Shorts must have an inner inseam of 5” or more. For skirts, stand straight, drop hands straight to sides and add an inch of length.
3. Sagging pants.
4. Clothing with suggestive or offensive language or that advocates or represents drugs, alcohol, and/or gang affiliation.
5. Clothing inappropriate for specific classroom activity or that interferes with the overall educational process.
6. Outerwear (hats, coats, jackets, parkas, windbreakers, etc.) must be placed in lockers by 7:45 a.m. and may be removed at 2:43 p.m. Students may wear outerwear outside during lunch.
7. Sunglasses.
8. Wallet chains and/or spikes.
9. Body piercing that may create physical harm to oneself or others will result in a request that the student remove any implanted material.
10. Bandanas, baseball caps, hats.
11. Shoes with wheels.

## WHAT TO DO AFTER SCHOOL?

Something is always going on at Goddard. For academic enrichment activities, please see page 10. In addition to these programs, Goddard offers many sports and activities.

At seventh and eighth grade, several sports are sponsored at the district level. Teachers coach our athletic programs and students compete with other LPS students throughout the season. Each season concludes with a district tournament, usually held on a Saturday. The middle level athletics in LPS are:

Co-ed Track (early fall)	Girls Basketball (late fall)
Boys Basketball (early winter)	Girls Volleyball (late winter & spring)
Boys Wrestling (late fall)	

Other sports are sponsored just at the school level. We are particularly proud of these programs as these have been designed just for Goddard students based on the interest of our students and the talents of our adult coaches. They are co-ed Flag Football (6th graders only, fall) and co-ed Soccer.

### SPECIAL EVENTS ARE PART OF LIFE AT GODDARD

In addition to our after school sports and enrichment activities, Goddard sponsors many other special events throughout the school year:

- **Cultural Field Trips:** Each grade takes a cultural outing to one of Denver's cultural sites each year. Past trips have included the Colorado Ballet, the Denver Center for the Performing Arts, The Colorado Symphony, "Encore" Theater Productions at the Paramount, and the Littleton Town Hall Arts Center.
- **In-School Special Events:** In addition to off-site trips, Goddard regularly hosts other special events, including science presentations, drama productions, the Central City Opera, and the like.
- **Magazine Sale:** All students are encouraged to participate in our PTO fall fundraiser each year.
- **Fall Party:** Our PTO sponsors an after-school carnival for all students each fall.
- **Red Ribbon Week:** PTO sponsors this drug-awareness week each fall.
- **Science Fair:** Eighth graders show their science acumen each spring.
- **Challenger Learning Center:** Seventh graders travel to this site in Colorado Springs to participate in a simulated space flight.
- **Goddard Gallop:** Goddard's fun run is held in the fall.
- **Career Day:** Eighth graders hear from community members about a wide range of career choices each spring.
- **8th Grade Dance:** Goddard eighth graders have an evening dance at the end of the year. It's a nice reward and great preparation for high school dances.
- **Viking Festival Day:** Sixth and seventh graders have an end of year field trip to Mr. Biggs, South Suburban's Family Sports Center, or similar venue for a terrific last day of school.
- **Elitch Gardens Field Trip:** Together with eighth graders from across the District, GMS students visit Elitch Gardens on their last day of school.





### **Administration**

- Kathleen Ambron, BA University of Northern Colorado; MA University of Phoenix; Administrative License University of Northern Colorado
- Travis Amonson, BA University of Northern Iowa; MA & Administrative License University of Northern Colorado
- Sarah Cramer, BA University of Denver; MA University of Northern Colorado; Administrative License University of Denver

### **Counseling**

- Sam Adams Berger, BA Illinois Wesleyan University; MA University of Chicago
- Karen Fowler-Smith, BS University of Southern Colorado; MSW Arizona State University
- Melisa Wesswick, BS Regis College; MAED University of Phoenix

### **6th Grade**

- Tom Andrews, BA Central Michigan University; MS University of South Dakota
- Liz Blei, BA CU Boulder; MA University of Denver
- Tammy Falcone, BS Colorado State University
- Linda Hanson, BA Minot State University
- Sandra Hosler, BA UC Santa Barbara; MA University of Phoenix
- Meghan Olsen, BA Purdue University
- Ilka Omdahl, BA CU Denver; MA Boston University; MA CU Boulder
- Mary O'Neil, BS University of Wyoming; MA Elms College
- Chris Pautler, BA Chapman University

### **7th Grade**

- Maggie Davison, BA Hillsdale College; MA University of San Diego
- Andrew Holbrook, BA University of North Carolina, Greensboro; MA Georgia Southern University

- Sandra LaBonville, BS Texas A & M University; Math Certificate, CU Denver
- Dan Lobb, BA Metro State College; MA Lesley University
- Kate Classick, BA Mesa State College
- Karen Embree, BA San Diego State University; MA Lesley College
- Yara Fedde, BS Metro State College; BS Colorado State University
- Jean Kavanagh, BS CU Boulder; MS CU Denver
- Holly Mena, MS University of Colorado; BS Metro State College
- Kari Rose, BS University of Colorado
- Mary Katherine Schenk, BA Middle Tennessee State University

### **8th Grade**

- Shannon Anderson, BA University of Nebraska at Kearney
- Genise Brothers, BS Eastern Michigan University
- Patricia Scott, MA University of New Mexico; MA University of New Mexico (2 MAs)
- Elena Jones, BS Louisiana Tech; MA Louisiana Tech
- Amber Oliver, BA University of Pittsburgh; MA Duquesne University
- Paula Stiles, BS Colorado State University; MA Colorado Christian University
- Lucy Turi, BA Elizabethtown College; MA The College of New Jersey
- Brian Vinson, BS Cal Poly-Pomona; BA Metro State College

### **Electives**

- Gayle Abe, BA Metro State College
- Michelle Bateman, BS Towson State University; MA Lesley University
- Curt Christensen, BA Mid American University; MA Lesley University
- Mike Farrell, BA University of Northern Colorado
- Amy Haselgren, BA University of North-



ern Colorado

- Jennifer Hughes, BA Adams State College; MA Colorado State University
- Jess Karet, BA Carroll College; MA University of Colorado Denver
- Barbara Mills, BS Arizona State University
- Kelly Seavall, BA University of Kansas
- Art Vigil, BS Adams State College

### Special Programs

- Nicole Avery, BA University of Iowa; MA University of Colorado
- Heather Beam, BS Clarion University
- Lisa Blackburn, Simon Fraser University British Columbia
- Janet Castleton, BA University of West Florida
- Barbara Donahue, BA University of Denver; MS University of Denver
- Lindsey Ervin, BA University of Northern Colorado; MS University of LaVerne
- Elizabeth Highgenboten, BS University of Texas Austin; MS Texas A&M Commerce
- Lisa Jackson, BA University of Texas San Antonio
- Lynn Knight, BS, BA and MA University of Kansas
- Marty Oliver, BA UC Berkeley; MA CU Boulder
- Susan Olsen, BS Colorado State University; MA CU Denver; Nat'l School Psych. License CU Denver
- Chip Reava, BS and MS Central Michigan University
- Carrie Seiferth, BS Colorado State University; MS University of Denver



### IT ISN'T LIKE ELEMENTARY SCHOOL!

One key to our success as a school (and as a school district) is a high level of parent engagement at school. We rely on and welcome parent participation at school.

Many parents notice that the opportunities to volunteer at school change as students get older. There are no room/class moms or dads in middle school. Parents tend to volunteer in other places and in other ways. You will see this trend continue as students head to high school.

### PTO REALLY NEEDS YOU

Goddard has an active PTO that is committed to working with administration and staff to support student programs. Over 200 volunteers come to Goddard each year as a result of PTO programs. We hope you will find one to support. Many others are available in addition to those listed below:

Magazine Sale (accounting, parties, prizes, etc.)  
 Student Directory  
 Staff Appreciation  
 School Store Help  
 Main Office Help  
 Cafeteria Support  
 Outdoor Education Chaperone  
 Red Ribbon Week  
 Science Fair  
 Career Day  
 Goddard Gallop  
 Student Parties  
 Continuation Reception

We are proud of the efforts of our PTO over the past several years.

In just two years, the GMS PTO successfully organized a fund drive that raised over \$40,000 for the purchase of Smart Boards. As a result, all Core classes, foreign language classes, English as a Second Language classes, and special education classes have a Smart Board for teacher and student use.

Students were greeted with a brand new Dell computer lab at the start of this school year thanks to funds raised by PTO.

## Table of Contents

Letter from Mrs. Ambron _____	Page 2
Why Goddard? _____	Page 3
About Us _____	Page 3
What is Middle School _____	Page 4
Academics _____	Page 4
Diverse Learners _____	Page 4
Ability Grouping _____	Page 5
Electives _____	Page 5
Daily Schedule _____	Page 6
The Whole Child _____	Page 7
Sixth Grade Curriculum _____	Page 8-9
Enrichment _____	Page 10
Extra Support _____	Page 11
AVID _____	Page 11
Technology _____	Page 12
Smart Boards _____	Page 12
Computers for All _____	Page 12
SuccessMaker _____	Page 13
Early Birds _____	Page 13
Outdoor Ed _____	Page 14
Challenge Course _____	Page 15
Life Skills _____	Page 15
Behavior _____	Page 16
After School _____	Page 17
Special Events _____	Page 17
2009-2010 Staff _____	Page 18
Volunteers _____	Page 19

## What Matters Most?

What really matters most in Middle School?

For students — getting their lockers open on the first day of school; figuring out how to go through the lunch line; finding their friends; having nice teachers; not getting lost; not missing the bus; feeling safe.

For parents — making sure that students feel safe; being sure that someone knows and cares about their student; making sure that their student's individual needs are met.

For teachers— having students who come to school every day ready to learn. Period. It's really that simple.

For counselors and administrators — making sure that students' needs are met and helping parents know that we are a team and parents are part of that team.



## Where Everybody Belongs WEB

Through the WEB Program, Goddard trains eighth graders to mentor and welcome sixth graders. Student mentors apply to be WEB leaders in spring of seventh grade. They complete three days of training in August with WEB sponsors from the Goddard teaching staff.

On the first day of school, sixth graders and WEB leaders spend the first three hours of the day together. All students participate in a welcome assembly. Then WEB leaders work with sixth graders in small groups to do getting-to-know-you activities, school tours, and so forth. The morning concludes with a picnic lunch to which parents are invited.

As the year goes on, WEB leaders meet periodically with sixth graders to answer questions and to keep them on track.

In this way, we teach students that eighth graders watch out for sixth graders. No bullying allowed!