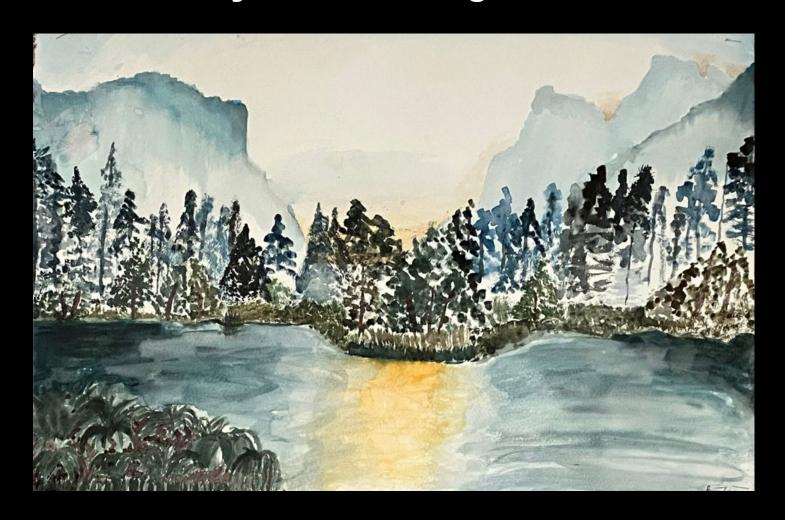
# **Ousley Junior High School**



# Student Planner 2022-2023

|--|

# Semester 1 Schedule

Period	Room #	Class	Teacher

# **Teacher Tutoring Schedules**

Teacher	Tutoring Days & Times



JULY	2022					
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### Legend

Legena	$\overline{}$
Student/Staff Holiday	()
First/Last Day of School	_
Semester Start/End	{}
Exams/Early Dismissal (secondary students)	@
Begin/End Grading Period	()
Teachers New to Profession Report	•
Teachers New to AISD Report	#
Student Holiday	<b>♦</b>
Teacher Prep./Student Holiday	^
Staff Exchange Days	
Inclement Weather Makeup for Staff	*
Early Dismissal (elementary students)	>
High School Open House	+
Junior High Open House	%
Elementary Open House	=
Important Dates	

### **Important Dates**

If school cancellations are not needed, students' last day will be May 23. May 24 and 25 will become teacher workdays.

### **School Hours**

Elementary (Pre-K4-6)8:10 a.m 3:35 p.m.
Elementary (Pre-K3 A.M.)8:10 a.m. – 11:20 a.m.
Elementary (Pre-K3 P.M.) 12:25 p.m. – 3:35 p.m.
Junior High (7–8)8:45 a.m. – 4:10 p.m.
High School (9–12)7:35 a.m. – 3 p.m.

### Early Release Hours

Larry reclease riours
Elementary (Pre-K-6)8:10 a.m. – 12:10 p.m.
Elementary (Pre-K3 A.M.)8:10 a.m. – 10:10 a.m.
Elementary (Pre-K3 P.M.) 10:10 a.m. – 12:10 p.m.
Junior High (7–8)8:45 a.m. – 12:45 p.m.
$High\ School\ (9-12)7:35\ a.m11:35\ a.m.$
First Semester Instructional Days81
Second Semester Instructional Days93
Total Instructional Days174

Approved 12/9/21

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### **OUSLEY JUNIOR HIGH SCHOOL**

950 Southeast Parkway Arlington, TX 76018

### **School Phone Number**

682-867-5700

### **School Fax Number**

682-867-5775

### **Attendance Office**

682-867-5702 or -5704

### **BELL SCHEDULE**

0 Hour	7:40 - 8:30
1 <sup>st</sup> Period	8:45 - 9:32
2 <sup>nd</sup> Period	9:36 - 10:26
3 <sup>rd</sup> Period	10:30 - 11:17
4 <sup>th</sup> Period/Lunch	11:21 - 12:26
5 <sup>th</sup> Period/Lunch	12:30 - 1:35
6 <sup>th</sup> Period	1:39 - 2:26
7 <sup>th</sup> Period	2:30 - 3:17
8 <sup>th</sup> Period	3:21 - 4:10

### **EXPECTATIONS OF EVERY OUSLEY STUDENT:**

- 1. Be Respectful!
- 2. Be Responsible!
- 3. Be Ready!

Students and parents are encouraged to read and periodically review the AISD Code of Conduct Book regarding Levels of Student Misbehavior and Disciplinary Actions.

## **ADMINISTRATION AND COUNSELORS**

2022-2023

### **Amber Price** - Principal

Anamaria Mares	8th	Assistant Principal
Ty Whitmire	7th	Assistant Principal
Kiesha Edwards	7th/8th	Assistant Principal
Taffeta Green	7th/8th	Academic Dean
Sandy Emerson	7th/8th	Instructional Coach
Nisha Price-Marshall	7th/8th	Counselor
	8th	Counselor
Rene Demaree	7th	Counselor
Kalen Dermott	7th/8th	Restorative Practices Coach

### **OFFICE STAFF**

Abby Corral	Secretary
Liesl Parker	Data Clerk
Robin Kama	Front Office Clerk
Marissa Luera	Attendance Clerk
Terri Acosta	Family Engagement Liaison
Huong Pham	Nurse
Ashley Wagnon	Librarian
Shirley Ikhuenbo	or Security Officer
Thomas McLeod	Police Officer

### **Attendance Policy**

- It is the responsibility of the parent or guardian to CALL the school by 10:00 AM each day the student is absent. At the secondary level, notes will *not* be accepted for absences.
- Students who are unexcused will not be allowed to receive credit for any work given during the unexcused absence period.
- It is the student's responsibility to secure assignments and make up work when the absence is excused.
- Homework may be requested for a student who will be absent three or more days.

### **DRESS CODE**

### 1. Obscene and offensive apparel

- a. Any clothing, jewelry, accessories, or paraphernalia that may be considered obscene or offensive are not to be worn to school or to school-sponsored events. This includes any clothing, jewelry, accessories, or paraphernalia associated with gangs, drugs, sex, tobacco, or alcoholic beverages. Students may not possess or wear accessories that may be used as weapons.
- b. Transparent and/or see-through material is considered unacceptable, unless worn over another article of clothing that meets dress code.

### 2. Shirts and Blouses

a. Shirts/tops must touch the waist of pants/skirts, as measured when the student is standing.

### 3. Dresses, Shorts, Skirts, Skorts, Leggings

- a. The length of dresses, shorts, skirts, or skorts must be no shorter than the tip of the longest finger when the student's hand is fully extended down the side of the student's leg. Because the appropriate length of clothing may vary between students, administrators retain the discretion to request that a student change clothes.
- b. When measuring skirts, dresses, or skorts that have slits, the length will be determined by measuring from the top of the slit.
- c. Students wearing leggings must wear a top that is longer than their fingertips.

### 4. Pajamas

a. Students may not wear pajama pants with cuffs or pockets, sleepwear, or lounge wear.

#### 5. Jeans

a. Students may not wear jeans with rips or holes above the knee.

### 6. Sagging Pants

a. Students shall wear their pants, trousers, or overalls properly at the waist. No sagging.

### 7. Accessories

- a. Students must wear shoes at all times; house shoes and slippers are prohibited. Students participating in physical education class shall wear athletic footwear that is closed at the toe and heel and must be laced and/or velcroed to participate.
- b. Head coverings may not be worn without prior approval of campus administration.
- c. Students may request accommodations to the dress code for religious or medical reasons from campus administration.
- d. Proper undergarments should be worn but not visible.
- e. Heavy chains or spiked jewelry are unacceptable.
- f. Campus administration will determine the appropriateness of all piercings, gauging, and mouth "grillz."

### 8. Identification Badges

a. All high school and junior high school students shall wear their AISD-issued student identification badges or temporary badges at all times while on a school campus or attending a school-related extracurricular activity. Badges must be on a lanyard and visible to AISD employees at all times. Badges cannot be worn underneath clothing and cannot be carried in a student's pocket, backpack, bag, purse, etc. Badges cannot be defaced and must be in good condition.

#### **Please Note:**

- Parents will not be called to bring up another set of clothes.
- Students out of dress code will go to the office to wear scrubs for the remainder of the day. Their cell phone will be confiscated and returned to the student at the end of the day. Scrubs must be returned in good condition (to be determined by administrator or designee). A \$2 fine will be charged to students who do not return scrubs at the end of the day OR attempt to return damaged scrubs. Noncompliance will result in disciplinary action.
- Students will not be allowed to go get appropriate clothing.
- Students will not be allowed to borrow other student's clothing.

<sup>\*\*</sup>The school administration shall have the right to consider any current fashion to determine its acceptability for school. Clarification regarding apparel should be obtained PRIOR TO WEARING IT TO SCHOOL; this can be obtained from the school administration.

### **CELL PHONE / Bring Your Own Technology (BYOT) POLICY**

Students may use personally owned mobile technology devices (smart phone, iPads, etc.) at school for educational purposes only when permission is granted by the applicable teacher. For students on school campuses, the school day is defined as from the time a student first enters the school building for the day until the last dismissal bell of the day. School personnel supervising such activities have discretion to determine when the school day begins and ends. A teacher/administrator may confiscate any technology device that is used for non-educational purposes during class or any device that is a disruption at any time.

**1st Offense:** Technology confiscated. Student will pick up device from the office after dismissal.

**2nd Offense:** Technology confiscated. There will be a \$15 charge to retrieve the cell phone, and a parent/guardian must be present.

**3rd Offense:** Technology confiscated. There will be a \$15 charge to retrieve the cell phone, and a parent/guardian must be notified. Loss of privilege to bring technology on campus. One day of ISS.

**4th Offense:** Technology confiscated. There will be a \$15 charge to retrieve the cell phone, and a parent/guardian must be present. Loss of privilege to bring technology on campus. Two days of ISS.

**5th Offense:** Technology confiscated. There will be a \$15 charge to retrieve the cell phone, and a parent/guardian must be present. Loss of privilege to bring technology on campus. Referral to DAEP.

- Any technology device used to bully, threaten, or endanger the physical safety or emotional well-being of others will be confiscated, held for disciplinary action, and if necessary, provided to law enforcement authorities.
- AISD employees and District will not be responsible for lost, damaged or stolen items.

**SUBJECT TO CONFISCATION** Items that may create a disruption of the educational environment will be subject to confiscation by the school staff are, but not limited to: Cell Phones, Headphones, Earbuds, Speakers, Radios, MP3 players, hats, sunglasses, hoodies, skateboards, scooters, stuffed animals, cameras and laser pens. Return of the items will be determined by school district policy. Failure to relinquish an item upon request will result in disciplinary action.

#### **CLINIC**

Students becoming ill during the school day should obtain a pass from their teacher and report to the nurse. If it is necessary to go home, the nurse will inform the parent and the student will be released from school to the parent. If this procedure is not followed and the student leaves without properly checking out, the student will be given an unexcused absence for classes missed.

\*ALL PRESCRIPTION MEDICATION SHALL BE LEFT WITH AND DISPENSED FROM THE CLINIC IN ACCORDANCE WITH DISTRICT POLICY.

#### BUSES

Students riding school buses are to conduct themselves in a manner that is not a distraction to the driver or does not jeopardize the safety of others. Students riding the bus are under the jurisdiction of the driver, but are subject to disciplinary action by the school. The privilege of riding the bus may be revoked if a student is inappropriate on the bus or at a bus stop.

### AISD SCHOOLS ARE DRUG FREE ZONES

No tobacco or vaping products are allowed on campus. No alcohol or controlled substances are allowed on campus. Possession of these items can result in serious consequences.

#### **VISITORS**

Students are not to bring visitors to school. Parents are always welcomed, but are required to make appointments to see a teacher, counselor, or administrator. Upon entering the building, all visitors are required to register in the front office. A Visitor's Pass sticker will be provided, and it must be worn visibly while on campus.

\*\*Parents are to refrain from addressing students other than their own while on campus. Extreme cases may result in a Criminal Trespass Warning, which will prevent any future visits to the campus.

#### FOOD & DRINKS

All drinks must be in a clear container. No outside food or drinks are allowed in the building. We will ask students to throw the items away if they enter the building, in the morning, with them.

Food and drinks are permitted in the cafeteria area only. Food and drink items that are visible in non-designated areas will be confiscated and disposed of.

### **SELLING ITEMS AT SCHOOL**

Only school-approved fundraisers are permitted at school. No personal sales are permitted. All school fundraisers must have prior administrative approval.

<sup>\*\*</sup>Please refer to the District Code of Conduct for More Details.

# CAPTURING KIDS HEARTS



# **Campus Hand Signals**

\*These signals are used in all common areas and in the classrooms.

### Time-Out



- ★ Non-verbal signal to gain attention
- ★ Students mimic signal to let other know it's time to be quiet or come back together

# Check/Help a Friend



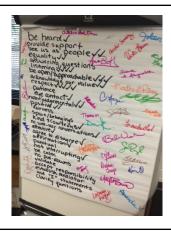
- ★ Non-verbal signal to help a friend make better choices
- ★ Encouragement to do the right thing
- ★ One and done
- ★ Adult will handle after one attempt is made

### Foul



- ★ Used sparingly when feelings are hurt
- ★ Can be called by an "upstander"
- ★ Give two put ups to start to rebuilding the relationship
  - Can be given after a break if needed

# **Social Contract**



- ★ One of the key pieces to Ousley's classroom culture
- ★ Built on 4 basic questions:
  - 1. How do you want to be treated by the teacher?
  - 2. How do you want to be treated by each other?
  - 3. How do you think the teacher wants to be treated by you?
  - 4. How do you want to treat each other when there is conflict?

# **Four Questions**

- 1. What are you doing?
- 2. What are you supposed to be doing?
- 3. Are you doing it?
- 4. What are you going to do about it?

# **Student Resources**



### How do I check my grades?

### Scan Here



### How do I reset my password?

### Scan Here



### How do I email my teacher?



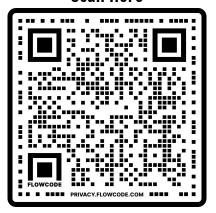
- 1. Go to www.gmail.com
- Your email address is your Rapid ID username (1<sup>st</sup>5letterslastnameID#) followed by @student.aisd.net
- 3. Your password is your Rapid ID password



Counselor	Grade Level/Teams
	<b>8<sup>th</sup> Grade</b> Oregon, Prairie View A&M, and Cornell
Mrs. Price Marshall	<b>7<sup>th</sup> Grade 8<sup>th</sup> Grade</b>
nprice@aisd.net	Michigan Florida
Mrs. Demaree	<b>7<sup>th</sup> Grade</b>
rdemaree@aisd.net	Yale, NYU, and LSU

# Request to see the Counselor

### Scan Here



\*In cases of an emergency (immediate safety issues) locate a Counselor or Administrator or even tell a teacher....do not fill out the form!

For all other requests, please allow 24 hours for the Counselor to respond to your request.

**Hotline for Crisis Counseling** 

**Suicide Hotline** 

**CPS - Texas Abuse Hotline** 

1-800-448-3000

1-800-273-8255

1-800-252-5400

# SCHOLAR RESOURCES



### Costa's Levels of Thinking and Questioning

### Level 3 - Applying

- Evaluate
- Judge
- Predict
- Imagine
- Hypothesize
- Imagine
- Speculate Forecast
- lf/Then
- Rate Choose
- Assess
- Conclude
- Summarize
- Prove your answer
- Support your answer
- Explain why or why not?
- Why do you feel that way?

### Level 2 – Processing

- Compare
  - Sort
- Infer
- Contrast
- Distinguish
- Analyze
- Classify
- Explain
- (Why?)
- Diagram

•

- Use Compute/Solve
- Relate
- Illustrate
  - Translate
- Change
- Demonstrate
- Imply
- Apply Practice
- - Combine
  - Revise

Draw

Design

Modify

Suppose

Organize

- Operate
- Pretend Debate

### Level 1 – Gathering

- Define
- Repeat
- Name
- List
- State
- Describe
- Recall
- Memorize
- Locate Find
- Give examples Restate
- Discuss
- Express
- Rewrite
- Recognize
- Explain
- Report Review
- Match
  - Identify

Label

- Record Extend
- Summarize
- Paraphrase
- Tell
- Generalize

### 5 Phases of Focused Note Taking

- **I.** Choose a format and write an essential question.
- 2. Highlight/Circle important info.
- **3.** Write questions about and make connections to the new learning.
- **4.** Write a summary and/or reflect on the new learning.
- **5.** Reflect on how you have used or applied or used this new learning.

## WRITING

Ouickwrite Reflections Learning Logs

Peer Evaluation Focused Notetaking **Writing Process Graphic Organizers** Sentence Frames



# INQUIRY

Questioning Q.A.R. Research Investigations **KWL Chart** 

**Philosophical Chairs Critical Thinking** Levels of Thinking Socratic Seminars

**COLLABORATION** 

**Four Corners Shoulder Partner Jigsaw Socratic Seminars Gallery Walks** Think-Pair-Share **Small Groups Peer Editing** Stand-Up-Hand-Up-Pair-Up



# ORGANIZATION

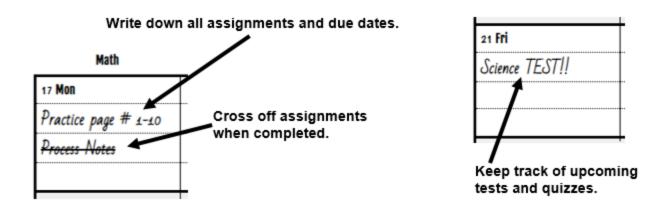
**Binders Project Planning** Focused Notes Interactive Notebooks **Graphic Organizers** Foldables **Planners Thinking Maps Notecards** Outlines

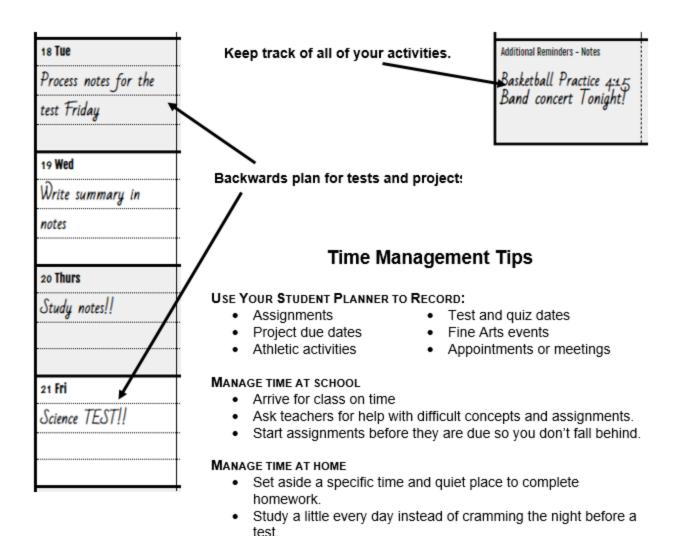
## READING

**Marking Text** Summarizing **KWL Chart** Read Aloud

Vocabulary Building **Reciprocal Teaching Graphic Organizer** Sentence Frames

# **USING YOUR PLANNER** -





Do the most difficult work first.
Avoid distractions while working.



WEEKLY	
GOALS ☆	

Math	Elective	Science	Elective
15 Mon			
16 Tue			
17 Wed			
18 Thurs			
19 <b>Fri</b>			

20 Sat \_\_\_\_\_\_ 21 Sun \_\_\_\_\_

Currently	
READING	

Language Arts	Elective	History	Elective



<b>WEEKLY</b> –	
GOALS ☆_	

Math	Elective	Science	Elective
22 Mon			
23 <b>Tue</b>			
24 Wed			
25 <b>Thurs</b>			
26 Fri			

27 Sat \_\_\_\_\_\_ 28 Sun \_\_\_\_\_

Currently	
READING	

Language Arts	Elective	History	Elective

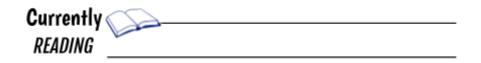


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WEEKLY	
GOALS 🏡	

Elective	Science	Elective

4 Sun\_



Language Arts	Elective	History	Elective
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WEEKLY	
GOALS 🏡	

Math	Elective	Science	Elective
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No	No	No	No
School	School	School	School
6 Tue			
7 Wed			
8 Thurs			
9 Fri			

10 Sat \_\_\_\_\_\_ 11 Sun \_\_\_\_\_

Currently	
READING	

Language Arts	Elective	History	Elective
No	No	No	No
School	School	School	School

<sup>&</sup>quot;Some people want it to happen, some wish it would happen, others make it happen." ~ Michael Jordan



WEEKLY	
GOALS ☆	

Math	Elective	Science	Elective
12 Mon			
13 Tue			
14 Wed			
15 <b>Thurs</b>			
16 Fri			

17 Sat \_\_\_\_\_\_ 18 Sun \_\_\_\_\_



Language Arts	Elective	History	Elective



WEEKLY	
GOALS ☆	

Math	Elective	Science	Elective
19 <b>Mon</b>			
20 <b>Tue</b>			
21 Wed			
22 Thurs			
23 <b>Fri</b>			

24 Sat \_\_\_\_\_\_ 25 Sun \_\_\_\_\_

Currently	
READING	

Language Arts	Elective	History	Elective



<b>WEEKLY</b> –	
GOALS ☆_	

Math	Elective	Science	Elective
26 Mon			
27 <b>Tue</b>			
28 Wed			
29 Thurs			
30 Fri			

1 Sat \_\_\_\_\_\_ 2 Sun \_\_\_\_\_

Currently	
READING	

Language Arts	Elective	History	Elective

WEEKLY .	
GOALS ☆	

Math	Elective	Science	Elective
з Mon			
4 Tue			
5 Wed			
6 Thurs			
7 <b>Fri</b>			
No	No	No	No
School	School	School	School
		_	
	•		

8 Sat \_\_\_\_\_\_ 9 Sun \_\_\_\_\_

Currently	
READING	

Language Arts	Elective	History	Elective
No	No	No	No
School	School	School	School

<sup>&</sup>quot;Our lives begin to end the day we become silent about things that matter." ~ Martin Luther King Jr.

WEEKLY -	
GOALS ☆_	

Math	Elective	Science	Elective
10 Mon			
No	No	No	No
School	School	School	School
11 Tue			
12 Wed			
13 Thurs			
14 Fri			

15 Sat \_\_\_\_\_\_ 16 Sun \_\_\_\_\_

Currently	
READING	

Language Arts	Elective	History	Elective
No	No	No	No
School	School	School	School

WEEKLY -	
GOALS ☆_	

Math	Elective	Science	Elective
17 Mon			
18 Tue			
19 Wed			
20 Thurs			
21 Fri			

22 Sat \_\_\_\_\_\_ 23 Sun \_\_\_\_\_

Currently	
READING	

Language Arts	Elective	History	Elective

<sup>&</sup>quot;A wise man told me don't argue with fools. Cause people from a distance can't tell who is who."  $\sim$  Jay-Z

WEEKLY .	
GOALS ☆	

Math	Elective	Science	Elective
24 Mon			
25 Tue			
26 Wed			
27 Thurs			
28 Fri			

29 Sat \_\_\_\_\_

30 **Sun**\_\_\_\_\_

Currently	
READING	

Language Arts	Elective	History	Elective



WEEKLY	
GOALS ☆	

Math	Elective	Science	Elective
31 Mon			
1 Tue			
2 Wed			
3 Thurs			
4 Fri			

5 <b>Sat</b>	6 Sun
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Currently	
READING	

Language Arts	Elective	History	Elective



WEEKLY	_
GOALS ☆	

Math	Elective	Science	Elective
7 Mon			
8 <b>Tue</b>			
9 Wed			
10 Thurs			
11 Fri			

12 Sat \_\_\_\_\_\_ 13 Sun \_\_\_\_\_

Currently	
READING	

Language Arts	Elective	History	Elective



WEEKLY	
GOALS ☆	

Math	Elective	Science	Elective
14 Mon			
15 <b>Tue</b>			
16 Wed			
17 Thurs			
18 Fri			

19 Sat \_\_\_\_\_\_ 20 Sun \_\_\_\_\_



Language Arts	Elective	History	Elective

<sup>&</sup>quot;Opportunity is missed by most people because it is dressed in overalls and looks like work." ~ Thomas Edison



WEEKLY	
GOALS ☆	

Math	Elective	Science	Elective
28 <b>Mon</b>			
29 Tue			
30 <b>Wed</b>			
1 Thurs			
2 Fri			

3 Sat 4 Sun	
-------------	--

Currently	
READING	

Language Arts	Elective	History	Elective



WEEKLY	 
GOALS ☆	

Math	Elective	Science	Elective
5 Mon			
6 Tue			
7 Wed			
8 Thurs			
9 Fri			

10 Sat \_\_\_\_\_\_ 11 Sun \_\_\_\_\_

Currently	
READING	

Language Arts	Elective	History	Elective

 $<sup>&</sup>quot;Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that." \\ \sim Martin Luther King Jr.$ 



WEEKLY	
GOALS ☆	

Math	Elective	Science	Elective
12 Mon			
13 <b>Tue</b>			
14 Wed			
15 <b>Thurs</b>			
16 Fri			
No	No	No	No
School	School	School	School

17 Sat \_\_\_\_\_\_ 18 Sun \_\_\_\_\_

Currently	
READING	

Language Arts	Elective	History	Elective
No	No	No	No
School	School	School	School

<sup>&</sup>quot;Education is the most powerful weapon which you can use to change the world." ~ Nelson Mandela

## Costa's Levels of Thinking: English Language Arts

LEVEL 1	LEVEL 2	LEVEL 3
What information is provided?	What would happen to you if?	Design a to show
<ul> <li>Locate in the story where</li> <li>When did the event take place?</li> <li>Point to the</li> <li>List the</li> <li>Name the</li> <li>Where did?</li> <li>What is?</li> <li>Who was/were?</li> </ul>	<ul> <li>Would you have done the same thing as?</li> <li>What occurs when?</li> <li>Compare and contrast to to</li></ul>	<ul> <li>Predict what will happen to as is changed.</li> <li>Write a new ending to the story (event).</li> <li>Describe the events that might occur if</li> <li>Add something new on your own that was not in the story.</li> <li>Pretend that you are</li> <li>What would the world be like if?</li> </ul>
<ul> <li>Illustrate the part of the story that</li> <li>Make a map of</li> <li>What is the origin of the word?</li> <li>What events led to?</li> </ul>	<ul> <li>What was the message in this piece (event)?</li> <li>Give me an example of</li> <li>Describe in your own words what means.</li> <li>What does 's character?</li> <li>What lines of the poem express the poet's feelings about?</li> <li>What is the author trying to prove?</li> <li>What evidence does he/she present?</li> </ul>	<ul> <li>Pretend that you are a character in the story. Rewrite the episode from your point of view.</li> <li>What do you think will happen to? Why?</li> <li>What is most compelling to you in this? Why?</li> <li>Could this story have really happened? Why or why not?</li> <li>If you were there, would you?</li> <li>How would you solve this problem in your life?</li> </ul>

## **Costa's Levels of Thinking: Math**

LEVEL 1	LEVEL 2	LEVEL 3
<ul> <li>What information is provided?</li> <li>What are you being asked to</li> </ul>	What additional information is needed to solve this problem?	Predict what will happen to as is changed.
<ul><li>find?</li><li>What formula would you use in this problem?</li></ul>	Can you see other relationships that will help you find this information?	<ul><li>Using a math principle, how can we find?</li><li>Describe the events that</li></ul>
What does mean?	How can you put your data in graphic form?	might occur if
What is the formula for?	What occurs when?	<ul><li>Design a scenario for</li><li>Pretend that you are</li></ul>
List the	Does it make sense to?	
Name the	Compare and contrast     to	<ul><li>What would the world be like if?</li></ul>
Where did?	·	<ul> <li>How can you tell if your answer is reasonable?</li> </ul>
• What is?	What was important about?	What would happen
When did?	What prior research/ formulas support your	to if (variable) were increased/decreased?
Explain the concept of	conclusions?	How would repeated trials
Give me an example of	How else could you account for?	affect your data?
Describe in your own words what means.	Explain how you calculate	<ul> <li>What significance is this formula to the subject that you're learning?</li> </ul>
To what mathematical concepts does this problem connect?	What equation can you write to solve the word problem?	What type of evidence is most compelling to you?
Draw a diagram of		
Illustrate how works.		

## **Costa's Levels of Thinking: Science**

LEVEL 1	LEVEL 2	LEVEL 3
<ul><li>What information is provided?</li><li>What are you being asked to</li></ul>	What additional information is needed to solve this problem?	Design a lab to show      Predict what will happen
<ul><li>find?</li><li>What formula would you use in this problem?</li></ul>	Can you see other relationships that will help you find this information?	to as is changed.  • Using a math principle, how can we find?
What does mean?	How can you put your data in graphic form?	Describe the events that might occur if
What is the formula for?	<ul> <li>How would you change your procedures to get better results?</li> </ul>	Design a scenario for
List the		Pretend that you are
Name the	<ul><li>What method would you use to?</li></ul>	What would the world be like if?
• Where did?	Compare and contrast     to	How can you tell if your answer is reasonable?
• What is?	·	allswel is reasonable:
• When did?	Which errors most affected your results?	What would happen to if (variable)
Describe in your own words what means.	What were some sources of variability?	were increased/decreased?
To what science concepts	How do your conclusions	How would repeated trials affect your data?
does this problem connect?	support your hypothesis?	What significance is this formula to the subject that
Draw a diagram of	<ul> <li>What prior research/ formulas support your</li> </ul>	you're learning?
Illustrate how works.	conclusions?	What type of evidence is most compelling to you?
	<ul><li>How else could you account for?</li></ul>	Do you feel that     experiment
	Explain the concept of	is ethical?
	Give me an example of	Are your results biased?

# **Costa's Levels of Thinking: History**

LEVEL 1	LEVEL 2	LEVEL 3
What information is provided?	What would happen to you if?	• Design a to show
<ul> <li>What information is provided?</li> <li>What are you being asked to find?</li> <li>When did the event take place?</li> <li>Point to the</li> <li>List the</li> <li>Name the</li> <li>Where did?</li> <li>Who was/were?</li> <li>Make a map of</li> </ul>		<ul> <li>Predict what will happen to as is changed.</li> <li>What would it be like to live?</li> <li>Write a new ending to the event.</li> <li>Describe the events that might occur if</li> <li>Pretend that you are</li> <li>What would the world be like if?</li> <li>How can you tell if your analysis is reasonable?</li> <li>What do you think will happen to? Why?</li> <li>What significance is this event in the global perspective?</li> <li>What is most compelling to you in this? Why?</li> <li>Do you feel that</li> </ul>
	<ul><li>Explain the concept of</li><li>Give me an example of</li></ul>	why or why not?



### **Academic Language Scripts**

#### **Requesting Assistance**

- · Could you please help me?
- I'm having trouble with this. Would you mind helping me?
- Could you please show me how to do/write/ draw/pronounce/solve...?

#### **Interrupting**

- Excuse me, but... (I don't understand.)
- Sorry for interrupting, but... (I missed what you said.)
- May I interrupt for a moment?
- May I add something here?

#### **Asking for Clarification**

- Could you repeat that?
- Could you give me an example of that?
- I have a question about that: ...?
- Could you please explain what

means?

- Would you mind repeating that?
- · I'm not sure I understood

give us another example?

· So, do you mean...?

#### **Probing for Higher-Level Thinking**

- · What examples do you have of...?
- · Where in the text can we find ...?
- · How does this idea connect to ...?
- If \_\_\_\_\_\_ is true, then...?
- · What would happen if...?
- Do you agree or disagree with their statement? Why?
- · What is another way to look at it?
- How are \_\_\_\_\_ and \_\_\_\_ similar?
- Why is \_\_\_\_\_ important?
- How do you know that? Can you give an example?
- Is there another way to look at this?

#### **Expressing an Opinion**

- I think/believe/predict/imagine that...
- In my opinion...
- · It seems to me that...
- · Not everyone will agree with me, but...

#### **Building on What Others Say**

- I agree with what \_\_\_\_\_ said because...
- You bring up an interesting point, and I also think
- That's an interesting idea. I wonder, ...?
- I think \_\_\_\_\_\_. Do you think...?
- I thought about that also, and I'm wondering why...?
- I hadn't thought of that before. You make me wonder if...? Do you think...?

•	(name) said that
	. I agree and also think

- Based on the ideas from \_\_\_\_\_\_(name),
   \_\_\_\_\_(name), and \_\_\_\_\_\_(name), it
   seems like we all think that...
- That's an excellent point, and I would add...

#### **Soliciting a Response**

- · Do you agree?
- \_\_\_\_\_(name), what do you think?
- Can someone else ask a question or offer an opinion?
- \_\_\_\_\_(name), what did you understand from that answer?

#### **Disagreeing**

- · I don't really agree with you because...
- I see it another way. I think...
- My idea is slightly different from yours. I believe that \_\_\_\_\_\_ instead of...
- I have a different answer than you:...

#### Offering a Suggestion

- · Maybe you/we could...
- Here's something you/we might try:...
- What if you/we...?

#### **Classroom Reporting**

	(name) explained to me
that	
	(name) pointed out that
	(name) mentioned that
	(name) shared with me
that	
	(name) brought to my attentio
that	
	/

\_\_\_\_\_(name) pointed out something interesting/intriguing/surprising:...

# STAAR GRADE 7 MATHEMATICS REFERENCE MATERIALS



 $A = P(1+r)^t$ 

0 Inches

LINEAR EQUATIONS			
Slope-intercept form			y = mx + b
Constant of proportionality			$k = \frac{y}{x}$
CIRCUMFERENCE			
Circle	$C = 2\pi r$	or	$C = \pi d$
AREA			
Triangle			$A = \frac{1}{2}bh$
Rectangle or parallelogram			A = bh
Trapezoid			$A = \frac{1}{2}(b_1 + b_2)h$
Circle			$A = \pi r^2$
VOLUME			
Prism			V = Bh
Pyramid			$V = \frac{1}{3}Bh$
ADDITIONAL INFORMATION			
Pi	$\pi \approx 3.14$	or	$\pi \approx \frac{22}{7}$
Distance			d = rt
Simple interest			I = Prt

Compound interest

## STAAR GRADE 7 MATHEMATICS REFERENCE MATERIALS

#### LENGTH

17

10

6

\_ ∞

#### Customary

1 mile (mi) = 1,760 yards (yd)

1 yard (yd) = 3 feet (ft)

1 foot (ft) = 12 inches (in.)

#### Metric

1 kilometer (km) = 1,000 meters (m)

1 meter (m) = 100 centimeters (cm)

1 centimeter (cm) = 10 millimeters (mm)

#### **VOLUME AND CAPACITY**

#### Customary

1 gallon (gal) = 4 quarts (qt)

1 quart (qt) = 2 pints (pt)

1 pint (pt) = 2 cups (c)

1 cup (c) = 8 fluid ounces (floz)

#### Metric

1 liter (L) = 1,000 milliliters (mL)

#### **WEIGHT AND MASS**

#### Customary

1 ton (T) = 2,000 pounds (lb)

1 pound (lb) = 16 ounces (oz)

#### Metric

1 kilogram (kg) = 1,000 grams (g)

1 gram (g) = 1,000 milligrams (mg)

# STAAR GRADE 8 MATHEMATICS REFERENCE MATERIALS



LINEAR FOLIATIONS			
LINEAR EQUATIONS  Slope-intercept form			y = mx + b
Direct variation			y = kx
Clana of a line			$m = \frac{y_2 - y_1}{x_2 - x_1}$
Slope of a line	_	_	$m - x_2 - x_1$
CIRCUMFERENCE			
Circle	$C = 2\pi r$	or	$C = \pi d$
AREA			
Triangle			$A = \frac{1}{2}bh$
Rectangle or parallelogram			A = bh
Trapezoid			$A = \frac{1}{2}(b_1 + b_2)h$
Circle			$A = \pi r^2$
SURFACE AREA			
	Lateral		Total
Prism	Lateral $S = Ph$		Total $S = Ph + 2B$
Prism	S = Ph		S = Ph + 2B
Prism Cylinder	S = Ph		S = Ph + 2B
Prism Cylinder VOLUME	S = Ph		$S = Ph + 2B$ $S = 2\pi rh + 2\pi r^2$
Prism  Cylinder  VOLUME  Prism or cylinder	S = Ph		$S = Ph + 2B$ $S = 2\pi rh + 2\pi r^{2}$ $V = Bh$
Prism  Cylinder  VOLUME  Prism or cylinder  Pyramid or cone	S = Ph		$S = Ph + 2B$ $S = 2\pi rh + 2\pi r^{2}$ $V = Bh$ $V = \frac{1}{3}Bh$
Prism  Cylinder  VOLUME  Prism or cylinder  Pyramid or cone  Sphere	S = Ph		$S = Ph + 2B$ $S = 2\pi rh + 2\pi r^{2}$ $V = Bh$ $V = \frac{1}{3}Bh$
Prism  Cylinder  VOLUME  Prism or cylinder  Pyramid or cone  Sphere  ADDITIONAL INFORMATION	S = Ph		$S = Ph + 2B$ $S = 2\pi rh + 2\pi r^{2}$ $V = Bh$ $V = \frac{1}{3}Bh$ $V = \frac{4}{3}\pi r^{3}$
Prism  Cylinder  VOLUME  Prism or cylinder  Pyramid or cone  Sphere  ADDITIONAL INFORMATION  Pythagorean theorem	S = Ph		$S = Ph + 2B$ $S = 2\pi rh + 2\pi r^{2}$ $V = Bh$ $V = \frac{1}{3}Bh$ $V = \frac{4}{3}\pi r^{3}$ $a^{2} + b^{2} = c^{2}$

## STAAR GRADE 8 SCIENCE REFERENCE MATERIALS



#### **FORMULAS**

Density = 
$$\frac{\text{mass}}{\text{volume}}$$
  $D = \frac{m}{V}$ 

Average speed = 
$$\frac{\text{total distance}}{\text{total time}}$$
  $s = \frac{d}{t}$ 

Net force = 
$$(mass)(acceleration)$$
  $F = ma$ 

## STAAR GRADE 8 SCIENCE REFERENCE MATERIALS

#### PERIODIC TABLE OF THE ELEMENTS

	1 1A																	18 8A
1	1 <b>H</b>				Ato	omic numbe		-14	]									He 2
	1.008 Hydrogen	2 2A				Symbo		-Si					13 3A	14 4A	15 5A	16 6A	17 7 <b>A</b>	4.0026 Helium
	3	4			•	Atomic mas	s <del>-  </del>	28.085				1	5	6	7	8	9	10
2	Li	Ве						Silicon -	Nam	ne			В	С	N	0	F	Ne
	6.94	9.0122											10.81	12.011	14.007	15.999	18.998	20.180
	Lithium 11	Beryllium 12											Boron 13	Carbon 14	Nitrogen 15	Oxygen 16	Fluorine 17	Neon 18
3	Na	Mg											Al	Si	P	S	CI	Ar
3	22.990 Sodium	24.305 Magnesium	3 3B	4 4B	5 5B	6 6B	7 7B	<u>8</u>	9 8B	10	11 1B	12 2B	26.982 Aluminum	28.085 Silicon	30.974 Phosphorus	32.06 Sulfur	35.45 Chlorine	39.948 Argon
	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
4	K	Ca	Sc	Ti	V	Cr	Mn	Fe	Co	Ni	Cu	Zn	Ga	Ge	As	Se	Br	Kr
	39.098 Potassium	40.078 Calcium	44.956 Scandium	47.867 Titanium	50.942 Vanadium	51.996 Chromium	54.938	55.845 Iron	58.933 Cobalt	58.693 Nickel	63.546	65.38 Zinc	69.723 Gallium	72.630 Germanium	74.922 Arsenic	78.971 Selenium	79.904 Bromine	83.798
	37	38	39	40	41	42	Manganese 43	44	45	46	Copper 47	48	49	50	51	5elenium 52	53	Krypton 54
5	Rb	Sr	Υ	Zr	Nb	Mo	Tc	Ru	Rh	Pd	Ag	Cd	In	Sn	Sb	Те	I	Xe
5	85.468	87.62	88.906	91.224	92.906	95.95		101.07	102.91	106.42	107.87	112.41	114.82	118.71	121.76	127.60	126.90	131.29
	Rubidium 55	Strontium	Yttrium 71	Zirconium	Niobium 73	Molybdenum 74	Technetium 75	Ruthenium 76	Rhodium 77	Palladium 78	Silver 79	Cadmium	Indium 81	Tin 82	Antimony	Tellurium	lodine 85	Xenon 86
	Cs	56 <b>Ba</b>	Lu	72 <b>Hf</b>	Ta	W	Re	Os	Ír	Pt	Au	80 <b>Hg</b>	Τί	Pb	83 <b>Bi</b>	84 <b>Po</b>	At	Rn
6	132.91	137.33	174.97	178.49	180.95	183.84	186.21	190.23	192.22	195.08	196.97	200.59	204.38	207.2	208.98	'	Α.	''''
	Cesium	Barium	Lutetium	Hafnium	Tantalum	Tungsten	Rhenium	Osmium	Iridium	Platinum	Gold	Mercury	Thallium	Lead	Bismuth	Polonium	Astatine	Radon
	87 <b>F</b>	88	103	104	105	106	107	108	109	110	111 Day	112	113	114	115	116	117 <b>T</b> -	118
7	Fr	Ra	Lr	Rf	Db	Sg	Bh	Hs	Mt	Ds	Rg	Cn	Nh	FI	Мс	Lv	Ts	Og
	Francium	Radium	Lawrencium	Rutherfordium	Dubnium	Seaborgium	Bohrium	Hassium	Meitnerium	Darmstadtium	Roentgenium	Copernicium	Nihonium	Flerovium	Moscovium	Livermorium	Tennessine	Oganesson
							listed for ele	ements with			-	-						-
			1			r common is	<del>_</del>	0.4	00	- 00	0.4	0.5	00	07	00	00	70	ı
				57 <b>La</b>	58 <b>Ce</b>	59 <b>Pr</b>	60 <b>Nd</b>	61 <b>Pm</b>	62 <b>Sm</b>	63 <b>Eu</b>	64 <b>Gd</b>	65 <b>Tb</b>	66 <b>Dy</b>	67 <b>Ho</b>	68 <b>Er</b>	69 <b>Tm</b>	70 <b>Yb</b>	
	Lanthani	de Serie	s \	138.91	140.12	140.91	144.24	' '''	150.36	151.96	157.25	158.93	162.50	164.93	167.26	168.93	173.05	
				Lanthanum	Cerium	Praseodymium	Neodymium	Promethium	Samarium	Europium	Gadolinium	Terbium	Dysprosium	Holmium	Erbium	Thulium	Ytterbium	
				89	90 <b>T</b> la	91	92	93 No	94	95	96	97 DI-	98	99	100	101	102	
	Actini	de Serie	s 🚺	Ac	Th	Pa	U	Np	Pu	Am	Cm	Bk	Cf	Es	Fm	Md	No	
			V	Actinium	232.04 Thorium	231.04 Protactinium	238.03 Uranium	Neptunium	Plutonium	Americium	Curium	Berkelium	Californium	Einsteinium	Fermium	Mendelevium	Nobelium	
			•		•	•	•	-			-		•	•		U	odated 2017	•

Updated 2017

### STAAR ALGEBRA I REFERENCE MATERIALS



	Academic Readiness
FACTORING	
Perfect square trinomials	$a^{2} + 2ab + b^{2} = (a + b)^{2}$ $a^{2} - 2ab + b^{2} = (a - b)^{2}$
Difference of squares	$a^2 - b^2 = (a - b)(a + b)$
PROPERTIES OF EXPONENTS	
Product of powers	$a^m a^n = a^{(m+n)}$
Quotient of powers	$\frac{a^m}{a^n}=a^{(m-n)}$
Power of a power	$(a^m)^n = a^{mn}$
Rational exponent	$a^{\frac{m}{n}} = \sqrt[n]{a^m}$
Negative exponent	$a^{-n}=\frac{1}{a^n}$
LINEAR EQUATIONS	
Standard form	Ax + By = C
Slope-intercept form	y = mx + b
Point-slope form	$y-y_1=m(x-x_1)$
Slope of a line	$m = \frac{y_2 - y_1}{x_2 - x_1}$
QUADRATIC EQUATIONS	
Standard form	$f(x) = ax^2 + bx + c$
Vertex form	$f(x) = a(x-h)^2 + k$
Quadratic formula	$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$
Axis of symmetry	$x = \frac{-b}{2a}$

### STAAR GEOMETRY REFERENCE MATERIALS



CIRCUMFERENCE			
Circle	$C = 2\pi r$	or	$C = \pi d$
AREA			
Triangle			$A=\frac{1}{2}bh$
Rectangle or parallelogram			A = bh
Rhombus			$A = \frac{1}{2}d_1d_2$
Trapezoid			$A = \frac{1}{2}(b_1 + b_2)h$
Regular polygon			$A = \frac{1}{2}aP$
Circle			$A = \pi r^2$
SURFACE AREA			
	Lateral		Total
Prism	Lateral $S = Ph$		Total $S = Ph + 2B$
Prism Pyramid			
	S = Ph		S = Ph + 2B
Pyramid	$S = Ph$ $S = \frac{1}{2}Pl$		$S = Ph + 2B$ $S = \frac{1}{2}Pl + B$
Pyramid  Cylinder	$S = Ph$ $S = \frac{1}{2}Pl$ $S = 2\pi rh$		$S = Ph + 2B$ $S = \frac{1}{2}Pl + B$ $S = 2\pi rh + 2\pi r^{2}$
Pyramid Cylinder Cone	$S = Ph$ $S = \frac{1}{2}Pl$ $S = 2\pi rh$		$S = Ph + 2B$ $S = \frac{1}{2}Pl + B$ $S = 2\pi rh + 2\pi r^{2}$ $S = \pi rl + \pi r^{2}$
Pyramid  Cylinder  Cone  Sphere	$S = Ph$ $S = \frac{1}{2}Pl$ $S = 2\pi rh$		$S = Ph + 2B$ $S = \frac{1}{2}Pl + B$ $S = 2\pi rh + 2\pi r^{2}$ $S = \pi rl + \pi r^{2}$
Pyramid  Cylinder  Cone  Sphere  VOLUME	$S = Ph$ $S = \frac{1}{2}Pl$ $S = 2\pi rh$		$S = Ph + 2B$ $S = \frac{1}{2}Pl + B$ $S = 2\pi rh + 2\pi r^{2}$ $S = \pi rl + \pi r^{2}$ $S = 4\pi r^{2}$

### STAAR GEOMETRY REFERENCE MATERIALS

#### **COORDINATE GEOMETRY**

Midpoint	$\left(\frac{x_1 + x_2}{x_1 + x_2}, \frac{y_1 + y_2}{x_1 + x_2}\right)$
	\ 2 ' 2

Distance formula 
$$d = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$$

Slope of a line 
$$m = \frac{y_2 - y_1}{x_2 - x_2}$$

Slope-intercept form of a linear equation 
$$y = mx + b$$

Point-slope form of a linear equation 
$$y - y_1 = m(x - x_1)$$

Standard form of a linear equation 
$$Ax + By = C$$

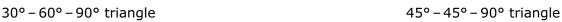
#### RIGHT TRIANGLES

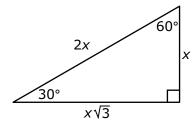
Pythagorean theorem  $a^2 + b^2 = c^2$ 

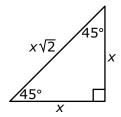
$$sin A = \frac{opposite leg}{hypotenuse}$$

$$\cos A = \frac{\text{adjacent leg}}{\text{hypotenuse}}$$

$$tan A = \frac{opposite leg}{adjacent leg}$$







**Ousley Junior High Reading 7th Goal Setting** 

	<u> </u>	sicy Jui	1101 1	<u> </u>	Iteat	••• <u>•</u>	/ til (	Jour	500011	-6		
Raw Score	Scale Score	STAAR Level	STAAR 2022	CAI Goal	CA1 Questions Correct	CA2 Goal	CA2 Questions Correct	CA3 Goal	CA3 Questions Correct	Benchmark Goal	Benchmark Questions Correct	STAAR Goal
42	2136											
41	1996											
40	1913	Š										
39	1863	Masters										
38	1826	Мая										
37 36	1797											
36	1771											
35 34	1753											
34	1674	700										
33	1695	Meets										
32	1712	Ĭ										
31	1730											
30	1664											
29	1650											
28	1637	les										-
27	1624	ach										-
26	1611	)ro										
25	1598	Approaches										
24	1586	,										
23	1574						<u> </u>					
22	1567											
21	1549 1537	-										
20		-										
19 18	1525 1513	-										
17	1501											
16	1488											
15	1475											
14	1462						<del>                                     </del>					
13	1448											
12	1434	eet										
11	1419	Did Not Meet										
10	1404	No.										
9	1387	id l					<u> </u>					
8	1369	D					<u> </u>					
7	1349						1					
6	1327						1					
5	1302						1					
4	1272											
3	1235											
2	1185											
1	1101											
0	962											

Ousley Junior High Math 7th Goal Setting

		usicy of			11 1714	_			عسانان	7		
Raw Score	Scale Score	STAAR Level	STAAR 2022	CAI Goal	CA1 Questions Correct	CA2 Goal	CA2 Questions Correct	CA3 Goal	CA3 Questions Correct	Benchmark Goal	Benchmark Questions Correct	STAAR Goal
40	2212											
39	2076											
38	1993											
37	1941	<u>r</u> s										
36	1903	ste										
35	1872	Masters										
34	1846	_										
33	1823											
32	1798											
31	1784											
30	1766											
29	1750	S										
28	1734	et										
27	1720	Meets										
26	1706											
25	1688											
24	1678											
23	1665											
22	1653	S										
21	1640	he										
20	1627	oac										
19	1615	Approaches										
18	1602	Ар										
17	1589											
16	1575											
15	1563											
14	1550											
13	1536											
12	1522											
11	1507											
10	1491											
9	1475	Did Not Meet										
8	1457	Σ										
7	1437	9										
6	1416	р										
5	1391											
4	1362											
3	1326											
2	1277											
1	1198											
0	1065											
J	1005						I					

Ousley Junior High Science 7/8th & Biology Goal Setting

Ou.	sicy Juli	101 11151	1 501	CHCC	// Oth		10108	$\mathbf{y}$	Jul D		<u> </u>
Raw Score	Scale Score	STAAR Level	CA1 Goal	CA1 Questions Correct	CA2 Goal	CA2 Questions Correct	CA3 Goal	CA3 Questions Correct	Benchmark Goal	Benchmark Questions Correct	STAAR Goal
42	6219										
41	5578										
40	5194	<b>v</b> o									
39	4959	Masters									
38	4787	Ias									
37	4647	4									
36	4530										
35	4406										
34	4335										
33	4251	S									
32	4174	Meets									
31	4101	Σ									
30	4000										
29	3967										
28	3905										
27	3844	sə									
26	3785	ack									
25	3728	)ro									
24	3672	Approaches									
23	3616	7									
22	3550										
21	3506										
20	3451										
19	3396										
18	3340										
17	3284										
16	3226										
15	3167	•									
14	3107										
13	3044										
12	2979	eet									
11	2911	Z									
10	2839	Did Not Meet									
9	2762	[d]									
8	2679	Ä									
7	2588										
6	2486										
5	2371										
4	2234										
3	2064										
2	1833										
1	1454										
0	817										
	01/			<u> </u>			]	]			

**Ousley Junior High Social Studies 7/8th Goal Setting** 

	Jusiey Ji	ulliol 11	ign b	ociai	Stu	aics /	/0tii	Ova	BUI	ıng	
Raw Score	Scale Score	STAAR Level	CAI Goal	CA1 Questions Correct	CA2 Goal	CA2 Questions Correct	CA3 Goal	CA3 Questions Correct	Benchmark Goal	Benchmark Questions Correct	STAAR Goal
44	6047										
43	5469										
42	5124										
41	4914	700									
40	4759	ters									
39	4634	Masters									
38	4529	Z									
37	4436										
36	4354										
35	4268										
34	4209										
33	4143	its									
32	4082	Meets									
31	4000										
30	3967										
29	3913										
28	3860										
27	3809	hes									
26	3759	ac									
25		pro									
24	3710 3661	Approaches									
23	3613										
22	3550										
21	3517										
20	3469										
19											
18	3421										
17	3372 3322										
16											
15	3272										
	3220 3166										
14											
13	3111	et									
12	3053	Did Not Meet									
11	2992	lot									
10	2928	Z									
9	2859	Di									
8	2785										
7	2703					-					
6	2612					-					
5	2508					-					
4	2385					-					
3	2232					-					
2	2023										
1	1680										
0	1103										

Ousley Junior High Reading 8th Goal Setting

		isicy our	_	8		8	oui c		-	-8		
Raw Score	Scale Score	STAAR Level	STAAR 2022	CAI Goal	CAI Questions Correct	CA2 Goal	CA2 Questions Correct	CA3 Goal	CA3 Questions Correct	Benchmark Goal	Benchmark Questions Correct	STAAR Goal
44	2163											
43	2023											
42	1940	10										
41	1890	Masters										
40	1853	[ast										
39	1823	$\geq$										
38	1798											
37	1783											
36	1757											
35	1739	Meets										
34	1723	Med										
33	1700											
32	1693											
31	1679											
30	1665											
29	1653	les										
28	1640	ach										
27	1628	Approaches										
26	1616	VpF										
25	1605	4										
24	1593											
23	1587											
22	1570											
21	1559											
20	1547											
19	1536											
18	1524											
17	1512											
16	1500											
15	1488											
14	1475											
13	1462	et										
12	1448	Me										
11	1433	Did Not Meet										
10	1418	Z										
9	1402	Di										
8	1384											
7	1365											
6	1343											
5	1318											
4	1289											
3	1252											
2	1202											
1	1119											
0	980											
-												

Ousley Junior High Math 8th & Geometry Goal Setting

Ousley Jumor Figh Wath our & Geometry Goal Setting												
Raw Score	Scale Score	STAAR Level	STAAR 2022	CAI Goal	CAI Questions Correct	CA2 Goal	CA2 Questions Correct	CA3 Goal	CA3 Questions Correct	Benchmark Goal	Benchmark Questions Correct	STAAR Goal
42	2205											
41	2071											
40	1989	ers										
39	1939	Masters										
38	1902	M										
37	1872											
36	1854											
35	1823											
34	1802											
33	1783											
32	1766	Meets										
31	1749	Me										
30	1734											
29	1719											
28	1700											
27	1691											
26	1678											
25	1665	es										
24	1652	Approaches										
23	1640	1.08										
22	1627	ddv										
21	1615	₹										
20	1603											
19	1595											
18	1578											
17	1566											
16	1553											
15	1540											
14	1527											
13	1513											
12	1499											
11	1484	eet										
10	1468	Σ										
9	1451	Did Not Meet										
8	1433	id			<u> </u>							
7	1414	A										
6	1392											
5	1366											
4	1337				<del>                                     </del>							
3	1300				<del>                                     </del>							
2	1251				<del>                                     </del>							
1	1171											
0	1037											

Ousley Junior High Algebra 1 Goal Setting

		usicy ou		8	8	0 10 2 00				<u> </u>		
Raw Score	Scale Score	STAAR Level	STAAR 2022	CA1 Goal	CA1 Questions Correct	CA2 Goal	CA2 Questions Correct	CA3 Goal	CA3 Questions Correct	Benchmark Goal	Benchmark Questions Correct	STAAR Goal
54	6179											
53	5636											
52	5314											
54 53 52 51 50	5314 5119 4976 4862 4766 4683											
50	4976											
49	4862	ဟ										
49 48 47	4766	Masters										
47	4683	ast										
46	4608	Ž										
45	4541											
44	4479											
43	4422											
42	4368											
41	4333											
40	4269											
30	4222											
38	1178	<b>(0</b>										
37	4479 4422 4368 4333 4269 4222 4178 4135	Meets										
36	4094	Me										
25	4053	_										
33	4033											
22	4000											
33	3975											
32	3937											
31	3900											
39 38 37 36 35 34 33 32 31 30 29	3863	w										
29	3826	Approaches										
28 27 26 25 24	3789 3753 3717 3681 3644	ac										
27	3/53	2										
26	3/1/	dď										
25	3681	⋖										
	3644											
23	3607											
22	3570											
21	3550											
20	3500											
19	3456											
18	3416											
17	3375											
16	3333											
15	3290				<u> </u>		ļ					
14	3245				<u> </u>		ļ					
13	3198	÷										
12	3149	lee lee										
11	3096	2										
10	3041	Did Not Meet										
9	2981	Б										
8	2916	Ō										
7	2844											
6	2763											
5	2669											
4	2558						ļ					
3	2419											
2	2228											
1	1910											ļ
0	1370											

### 1st Six-Weeks

### **Goal-Setting Outline**

	What is the goal you would like to achieve this six-weeks?
<b>S</b> Specific	
	How will you measure this goal? How will you know if you have reached this goal?
<b>M</b> Measure	
	List three things that you need to do to achieve your goal.
_	1.
Action	2.
	3.
	Why is this goal important to you?
Relevant	
	When would you like to achieve this goal? What is your end date?
<b>T</b> Time	

## 2<sup>nd</sup> Six-Weeks

### **Goal-Setting Outline**

	What is the goal you would like to achieve this six-weeks?
<b>S</b> Specific	
	How will you measure this goal? How will you know if you have reached this goal?
M Measure	
	List three things that you need to do to achieve your goal.
	4.
Action	5.
	6.
	Why is this goal important to you?
<b>R</b> Relevant	
	When would you like to achieve this goal? What is your end date?
<b>T</b> Time	
111116	

## 3<sup>rd</sup> Six-Weeks

### **Goal-Setting Outline**

	What is the goal you would like to achieve this six-weeks?
<b>S</b> Specific	
	How will you measure this goal? How will you know if you have reached this goal?
<b>M</b> Measure	
	List three things that you need to do to achieve your goal.
	7.
Action	8.
	9.
_	Why is this goal important to you?
Relevant	
	When would you like to achieve this goal? What is your end date?
<b>T</b> Time	

	1st (	Six-Weeks	- Weekly	/ Grade C	heck 📑	GPA	
<b>↓</b> Classes Date⇒							
1 <sup>st</sup>							
2 <sup>nd</sup>							
3 <sup>rd</sup>							
4 <sup>th</sup> /5 <sup>th</sup>							
6 <sup>th</sup>							
7 <sup>th</sup>							
8 <sup>th</sup>							
0 hour							
Parent Initials							
	<b>2</b> nd S	Six-Weeks	- Weekly	/ Grade C	heck 📑	GPA	
<b>↓</b> Classes Date⇒							
1 <sup>st</sup>							
2 <sup>nd</sup>							
3 <sup>rd</sup>							
4 <sup>th</sup> /5 <sup>th</sup>							
6 <sup>th</sup>							
7 <sup>th</sup>							
8 <sup>th</sup>							
0 hour							
Parent Initials							
	3rd (	Six-Weeks	- Weekly	/ Grade C	heck 📑	GPA	
<b>↓</b> Classes Date⇒							
1 <sup>st</sup>							
2 <sup>nd</sup>							
3 <sup>rd</sup>							
4 <sup>th</sup> /5 <sup>th</sup>							
6 <sup>th</sup>							
7 <sup>th</sup>							
8 <sup>th</sup>							
0 hour							
Parent Initials							

## **Advisory Binder Check**

SW\_

Date											
Supplies											
2"–3" 3 ring binder	/20	/25	/25	/25	/25	/25	/25				
2 or more pencils	/5	/5	/5	/5	/5	/5	/5				
2 or more pens	/5	/5	/5	/5	/5	/5	/5				
Highlighter	/5	/5	/5	/5	/5	/5	/5				
Pencil Pouch	/5	/5	/5	/5	/5	/5	/5				
5 or more labeled dividers	/10	/10	/10	/10	/10	/10					
Blank paper	/5	/10	/10	/10	/10	/10	/10				
			Organi	zation							
Planner filled out for every class, everyday for the <i>previous</i> week	/25	/25	/25	/25	/25	/25	/25				
All papers older than 24 hours filed behind correct class divider	/20	/15	/15	/15	/15	/15	/15				
Weekly Total											















## **Advisory Binder Check**

SW\_

Date											
Supplies											
2"–3" 3 ring binder	/20	/25	/25	/25	/25	/25	/25				
2 or more pencils	/5	/5	/5	/5	/5	/5	/5				
2 or more pens	/5	/5	/5	/5	/5	/5	/5				
Highlighter	/5	/5	/5	/5	/5	/5	/5				
Pencil Pouch	/5	/5	/5	/5	/5	/5	/5				
5 or more labeled dividers	/10	/10	/10	/10	/10	/10					
Blank paper	/5	/10	/10	/10	/10	/10	/10				
			Organi	zation							
Planner filled out for every class, everyday for the <i>previous</i> week	/25	/25	/25	/25	/25	/25	/25				
All papers older than 24 hours filed behind correct class divider	/20	/15	/15	/15	/15	/15	/15				
Weekly Total											















## **Advisory Binder Check**

SW\_

Date											
Supplies											
2"–3" 3 ring binder	/20	/25	/25	/25	/25	/25	/25				
2 or more pencils	/5	/5	/5	/5	/5	/5	/5				
2 or more pens	/5	/5	/5	/5	/5	/5	/5				
Highlighter	/5	/5	/5	/5	/5	/5	/5				
Pencil Pouch	/5	/5	/5	/5	/5	/5	/5				
5 or more labeled dividers	/10	/10	/10	/10	/10	/10					
Blank paper	/5	/10	/10	/10	/10	/10	/10				
			Organi	zation							
Planner filled out for every class, everyday for the <i>previous</i> week	/25	/25	/25	/25	/25	/25	/25				
All papers older than 24 hours filed behind correct class divider	/20	/15	/15	/15	/15	/15	/15				
Weekly Total											















### Hall Pass

Classroom time is valuable learning time. In order to protect this instructional time, you will be limited on the amount of time you spend outside of class.

- **10/10 Rule No passes** out of class during the <u>first 10</u> or <u>last 10 minutes</u> of class. You must use your passing period wisely.
- Hall passes may not be used during instructional time. They can only be used during independent work time.
- Each time you wish to use a hall pass, write the date, class period, and check your destination on the appropriate line and ask your teacher to initial and record your time out and in.
- You must have your planner in order to use a pass. You may only use a hall pass in your own planner.
- If an emergency arises, please be sure to let your teacher know.

Date	Period		Dest	ination	Time Out	Time In	Teacher Initials
		Restroom	☐ Water	☐ Office			
		Restroom	☐ Water	☐ Office			
		Restroom	☐ Water	☐ Office			
		Restroom	☐ Water	☐ Office			
		Restroom	☐ Water	☐ Office			
		Restroom	☐ Water	☐ Office			
		Restroom	☐ Water	☐ Office			
		Restroom	☐ Water	☐ Office			
		Restroom	☐ Water	☐ Office			
		Restroom	☐ Water	☐ Office			
		Restroom	☐ Water	☐ Office			
		Restroom	☐ Water	☐ Office			
		Restroom	☐ Water	☐ Office			
		Restroom	☐ Water	☐ Office			
		Restroom	☐ Water	☐ Office			
		Restroom	☐ Water	☐ Office			
		Restroom	☐ Water	☐ Office			
		Restroom	☐ Water	☐ Office			
		Restroom	☐ Water	☐ Office			
		Restroom	☐ Water	☐ Office			
		Restroom	☐ Water	☐ Office			

Date	Period		Dest	ination	Time   Out	Time   In	Teacher Initials
		Restroom	☐ Water	☐ Office			
		Restroom	☐ Water	☐ Office			
		Restroom	☐ Water	☐ Office			
		Restroom	☐ Water	☐ Office			
		Restroom	☐ Water	☐ Office			
		Restroom	☐ Water	☐ Office			
		Restroom	☐ Water	☐ Office			
		Restroom	☐ Water	☐ Office			
		Restroom	☐ Water	☐ Office			
		Restroom	☐ Water	☐ Office			
		Restroom	☐ Water	☐ Office			
		Restroom	☐ Water	☐ Office			
		Restroom	☐ Water	☐ Office			
		Restroom	☐ Water	☐ Office			
		Restroom	□ Water	☐ Office			
		Restroom	☐ Water	☐ Office			
		Restroom	□ Water	☐ Office			
		Restroom	□ Water	☐ Office			
		Restroom	☐ Water	☐ Office			
		Restroom	☐ Water	☐ Office			
		Restroom	☐ Water	☐ Office			
		Restroom	☐ Water	☐ Office			
		☐ Restroom	☐ Water	☐ Office			
		Restroom	☐ Water	☐ Office			
		Restroom	☐ Water	☐ Office			
		Restroom	☐ Water	Office			
		Restroom	☐ Water	☐ Office			
		Restroom	☐ Water	Office			
		☐ Restroom	☐ Water	☐ Office			
		Restroom	□ Water	☐ Office			