DOUGLAS MAC ARTHUR HIGH SCHOOL
HOUSTON, TEXAS

- MacArthur Senior HS
  - Aldine ISD, Houston, TX
- Comprehensive 6A HS
- Students – Gr 10-11-12
  - 90% Hispanic
  - 86% eco dis
  - 2,745 students
- Staff
  - 200 staff members
MacArthur Senior High School provides rigorous courses and academic pathways to keep students engaged, focused, and connected to their future.

STUDENT-FOCUSED

Commitment
Cooperation
Coordination
Collaboration
Plan for rigor... TPOs, questions....

Personalize learning & connections

Engage all students via questioning strategies so that no one is invisible

Build vocabulary in each content area daily

Write in each content area daily

Provide the best “first time” instruction

Systematically monitor student learning
Aca Dec First Place!
NAHS
Induction

60 members qualified to be inducted based on their grades and number of community service ours received.
Photography students

-Senior Headshots
-Business plan
TIME
OUR MOST PRECIOUS RESOURCE
<table>
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<tr>
<th>Mac Data 5-yr</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<td>Total AP students</td>
<td>526</td>
<td>437</td>
<td>493</td>
<td>572</td>
<td>710</td>
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<tr>
<td># of exams</td>
<td>824</td>
<td>734</td>
<td>788</td>
<td>937</td>
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<td>AP students with score 3+</td>
<td>130</td>
<td>106</td>
<td>118</td>
<td>115</td>
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<tr>
<td>Total % of students 3+</td>
<td>24.7</td>
<td>24.3</td>
<td>23.9</td>
<td>20.1</td>
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Psychology
Spanish Language & Culture
Spanish Literature & Culture

MacArthur’s mean score out-ranked Texas & Global mean scores
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<th>College / University</th>
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<td>Other Public/Ind 4-yr institution</td>
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<td>Other Public/Ind 2-yr institution</td>
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<td><strong>Total high school graduates</strong></td>
<td><strong>730</strong></td>
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MacArthur NOW

Reading Intervention
- Brutal Facts
- Intervention for struggling readers

CTE Focus
- HB 5
- Certifications

PLC Culture
- The work we do
This is the year!
### Brutal Facts

#### Status of the campus

**RE-testers... incoming students...**

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<tr>
<th>Incoming gr 10 from</th>
<th>Bio</th>
<th>Alg 1</th>
<th>USH</th>
<th>ELA 1</th>
<th>ELA 2</th>
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<tr>
<td>Mac 9</td>
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<td>107</td>
<td>n/a</td>
<td>302</td>
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<td>2</td>
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<td>107</td>
<td>23</td>
<td>224</td>
<td>373</td>
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<td>8</td>
<td>38</td>
<td>50</td>
<td>72</td>
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STRATEGIC PLAN TO SUPPORT SENIORS
July - August

• Matched teacher to grade level English course
• Balanced intervention schedules
  – account for students in multiple grad preps
• Hand checked each student in August
  – Consolidated schedule query
  – Master list of retesters
  – Accounted for each content area
Sept-Oct-Nov-Dec

• ELA AP, skills, department chair
  – Backwards map assessments
  – Create excel files per teacher

• Taught teachers how to find their data

• Each teacher owns their students
  – Had to know who were re-testers in each class. which test
  – San Diego Quick Assessment

• Monitor, adjust.... Teacher talks

• Re-structured DPP time
  – Lesson share

• Strengthen classroom libraries

• Book clubs

• Senior STAAR talks

• Admin visible in classrooms, each class change in 700 hall
What group am I in today?
Fountas & Pinnell Prompting Guides
## Varying Thinking in Student Answers

**Lead4WARD**

### Compare/Contrast

1. When looking at this table, I find ________ and ________ to be unique characteristics and ________ to be a shared characteristic.
2. At first, it appeared that _______, however, we noticed that ________ and ________ are both present in ________ but ________ is not in ________ cases.
3. ________ is the distinction between ________ and ________.
4. The differences that exist between ________ and ________ are ________.
5. Grouping by similar characteristics is ________.
6. This is like ________.
7. I can compare ________.
8. ________ is significant.
9. ________ is consistent.

### Evaluate

1. I evaluate ________.
2. In evaluating this information, I would say that ________.
3. My point of view/position about this is ________.
4. I find ________.
5. After evaluating this information, I would judge the value ________.
6. My evaluation of what I learned leads me to believe that ________.
7. I believe I would have handled ________.
8. I find ________.
9. I would recommend ________.

### Generalize

1. You can generally say that the more ________, the more ________, because ________.
2. Overall, I can generally say that most of the time ________, and I believe that because ________.
3. Based on ________, I think ________ is the lesson this teaches.
4. While there may be some exceptions, you can generally say that according to this information, ________, because ________.

### Predict

1. ________
2. ________
3. ________
4. I predict that ________.
5. If I could change ________, I think ________ would be ________.
6. If I could change ________, I think ________ would be ________.
7. If I could change ________, I think ________ would be ________.
8. I would recommend ________.

### Draw Conclusion

1. I conclude from this information that ________.
2. I conclude that this information is ________.
3. The information is so varied that I cannot make a generalization. However, I can draw a conclusion that ________ because ________.
4. Based on the information I just learned, I conclude that ________ is ________.
5. Because of ________, I now understand why ________.
6. I’ve changed my mind about ________ because ________.
7. I used to think ________, but now I think ________.
8. I can draw a conclusion that ________ significantly ________ because ________.

### Sequence/Order

1. This table indicates ________.
2. This information provides ________.
3. The data are ________.
4. The most important data are ________.
5. The first/last step in ________ is ________.
6. Least to greatest, this is ________.
7. From beginning to end, this is ________.
8. In sequential/logical order, this is ________.
9. The significant steps of ________ include ________, ________, and ________.

### Infer

1. I can infer from this information that ________.
2. Looking at the clues in this information, I can read between the lines and infer that ________ because ________.
3. From the facts about ________, I can infer that ________, and it meant ________.
4. After reading, hearing, examining... maybe, ________.
5. Based on what this says and what I know, I think ________.
6. This information (explicit and implied) makes me think ________.
7. This evidence suggests ________; that is probably why ________.
8. Although the writer does not come right out and say it, I can figure out that ________.
9. After reading/hearing/examining ________, this could mean ________.

### Analyze & Interpret

1. In a nutshell, this is ________.
2. My explanation is ________.
3. My analysis of ________ is ________.
4. The data are ________.
5. This key information is ________.
6. My explanation is ________.
7. My analysis of ________ is ________.
8. The data are ________.
9. This key information is ________.

### Classify/Categorize

1. Based on what I already know, I can categorize ________ according to ________.
2. If I alter ________, I can categorize ________ according to ________ because ________.
3. After acquiring new information, I can categorize ________ according to ________ because ________.
4. I can classify ________ according to ________ because ________ or ________, because ________.
5. If I remove ________, I can reclassify according to ________.
6. If I add ________, I can classify according to ________.
7. ________ can be divided into ________ according to ________.
8. If ________ is changed by ________, I can classify according to ________.
Focus on Literacy
Classroom Libraries
In 4 months....

STAAR English 1 & 2

959 tested

516 passed

intervention rate cut by 54%
STRATEGIC PLAN TO SUPPORT RE=TESTERS
After December Results....

- Reduced period 3 reading intervention by 54%
- Celebrated with teachers
- Building momentum with success
- Rearranged period 3 intervention
  - Reevaluated results by teacher
  - Teachers with high pass rates continued with reading intervention
- Match students to teachers for next push
Jan – Feb - Mar

• Focus on short answer
• Connections
  – History
  – Events
  – Literary
  – Pop culture
• Abydos conference
• Skills specialist targeted classrooms for lesson modeling
• Counselors met with each senior & their parent
• Barnes and Noble book orders ($1,000/teacher)
• Short answer relays...pumped up Saturday school
• Admin visible in classrooms, each class change in 700 hall
ELA short answer relays
ELA short answer relays
MacArthur NOW

Reading Intervention
- Brutal Facts
- Intervention for struggling readers

CTE Focus
- HB 5
- Certifications

PLC Culture
- The work we do
<table>
<thead>
<tr>
<th>Endorsement</th>
<th>Cluster</th>
<th>Program of Study</th>
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</thead>
<tbody>
<tr>
<td>Business Industry</td>
<td>Agriculture, Food, &amp; Natural Resources</td>
<td>Agriculture- Pre-Veterinary Agriculture- Welding</td>
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<td></td>
<td>Architecture &amp; Construction</td>
<td>Agriculture Drafting Construction</td>
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<td>HVAC</td>
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<tr>
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<td>Interior Design</td>
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<td></td>
<td>Construction (Hall HS)</td>
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<td>Fashion Design</td>
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<td>Government &amp; Public Administration</td>
<td>Military Science</td>
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<td>Human Services</td>
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<td>Law, Public Safety, Corrections &amp; Security</td>
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<td>Principles of Technology</td>
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**NEW OPPORTUNITIES!**

- Construction
- Health Science
- Principles of Technology
District & Campus Priorities

Alignment

Collaboration

Accountability
Alignment

Welding
Pharmacy Technician
Engineering
Construction
Collaboration

Campus

Post Secondary Education

Industry Partners

Lone Star College

CVS Pharmacy
# Accountability

## Build Technical & Employability Skills

<table>
<thead>
<tr>
<th>CTE Certifications</th>
<th>Microsoft</th>
<th>Cisco Level 1</th>
<th>Certified Guest Service Professionals</th>
<th>CPR/AED</th>
<th>NCCER Core</th>
<th>OSHA</th>
<th>911 Dispatch Telecommunicator</th>
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<tr>
<td>Adobe Certified Associate</td>
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# Accountability

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<td>ServSafe</td>
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Total 581
CTE Student Organizations
MacArthur EMT students completion
Extrication Day training at Lone Star

Mac Seniors compete against college students.

Six scenario stations:

Results:
2 stations = met expectations
2 stations = above expectations
2 stations = exceeds expectations
MacArthur students visit State Capitol
MacArthur JROTC competes at Barbara Jordan HS drill meet
MacArthur Cosmetology students offer Princess Spa Day for elementary age students on Saturday, March 21
Mac Senior
CTE students
@ Mac 9
Career Day
Are There Any Questions?
What is the big picture?
MacArthur NOW

Reading Intervention
- Brutal Facts
- Intervention for struggling readers

CTE Focus
- HB 5
- Certifications

PLC Culture
- The work we do
PLC Structure

Content Area PLC

Department PLC

Individual Teacher Prep

STUDENT SUCCESS
“Big Group” Department PLC

- All members attend
- Meet once/week
- Topics
  - Presentation of Instructional Strategies
  - Model best practices
  - Article/Journal studies
  - Administrative duties
“Levels”
Content Area PLC

• Meets daily
• Only content area teachers
• Topics:
  – TEKS studies
  – Lesson design/share
  – Common Assessment
  – Data Analysis
  – Curriculum writing
Data Into Action
Mac to the Core

• Reciprocal accountability