

Our Direction

East Carteret High School

Date of Report: 12/20/2022

Vision:

Bridging Heritage and Horizons

To access the meeting and complete the Indistar website, [click here](#).

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Values:

- “Every single child matters!”
- [East Carteret Standards of Service](#)
- [“Be A Mariner”](#)

Mission:

The mission of East Carteret High School is to create a supportive learning community that empowers productive and responsible citizens.

Goals:

- Build a positive classroom culture that sets high student behavior and achievement standards and continuously seeks to improve.

Performance Measure(s)

Performance Indicator: Increase English 2 EOC scores to a baseline of 80% proficient		
Data Source: The State	Baseline Year: 2021-2022	Baseline: 61%
Target Date: 2024	Target: 80%	Actual:

Performance Indicator: Increase math 1 EOC scores to a baseline of 70% proficient		
Data Source: The State	Baseline Year: 2021-2022	Baseline: 54%
Target Date: 2024	Target: 70%	Actual:

Performance Indicator: Increase math 3 EOC scores to a baseline of 80% proficient		
Data Source: The State	Baseline Year: 2021-2022	Baseline: 58%
Target Date: 2024	Target: 80%	Actual:

Performance Indicator: Increase our ACT proficiency to 80%		
Data Source: The ACT	Baseline Year: 2021-22	Baseline: 53%
Target Date: 2024	Target: 65%	Actual:

Performance Indicator: Increase our ACT WorkKeys proficiency to 88%		
Data Source: ACT WorkKeys	Baseline Year: 21-22	Baseline: 84%
Target Date: 2024	Target: 88%	Actual:

Performance Indicator: Increase our attendance rate to the state average of 95%		
Data Source: PowerSchool	Baseline Year: 2021	Baseline: 92
Target Date: 2023	Target: 95%	Actual:

Performance Indicator: Increase our certifications in CTE courses to 300 over the next two years		
Data Source: CDC	Baseline Year: 21-22	Baseline: 136
Target Date: 2025	Target: 300	Actual:

Performance Indicator: Increase our cohort graduation rate to 90%		
Data Source: NC School Report Card	Baseline Year: 21-22	Baseline: 86%
Target Date: 24	Target: 90%	Actual:

- Improve instruction through reinvigorated Professional Learning Communities that plan together using backward design, review data, plan for frequent responses in class, and create lessons to optimize learning.

Performance Measure(s)

Performance Indicator: Increase English 2 EOC scores to a baseline of 80% proficient		
Data Source: The State	Baseline Year: 2021-2022	Baseline: 61%
Target Date: 2024	Target: 80%	Actual:

Performance Indicator: Increase math 1 EOC scores to a baseline of 70% proficient		
Data Source: The State/EOC	Baseline Year: 2021-2022	Baseline: 54%
Target Date: 2024	Target: 70%	Actual:

Performance Indicator: Increase math 3 EOC scores to a baseline of 80% proficient		
Data Source: The State	Baseline Year: 2021-2022	Baseline: 58%
Target Date: 2024	Target: 80%	Actual:

Performance Indicator: Increase our ACT proficiency to 70%		
Data Source: The ACT	Baseline Year: 2021-2022	Baseline: 53%
Target Date: 2024	Target: 65%	Actual:
Target Date: 2025	Target: 70%	Actual:

Performance Indicator: Increase our ACT WorkKeys proficiency to 88%		
Data Source: The ACT	Baseline Year: 2021-2022	Baseline: 82%
Target Date: 2024	Target: 88%	Actual:

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

Student Outcome Data:

Our Leadership Team’s progress in fully implementing Indicators and meeting Objectives:

Selected Indicators:

Curriculum and instructional alignment

A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)

Data analysis and instructional planning

A3.03 The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.(5112)

Distributed leadership and collaboration

B2.03 The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)

Family Engagement

E1.06 The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)

High expectations for all staff and students

A1.07 ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)

Monitoring instruction in school

B3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)

B3.04 The LEA/School sets goals for professional development (based on data) and monitors the extent to which it has changed practice.(5150)

Quality of professional development

C2.01 The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)

Strategic planning, mission, and vision

B1.01 The LEA has an LEA Support & Improvement Team.(5135)

B1.03 A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)

Student support services

A4.01 The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)

A4.06 ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)

A4.09 The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers).(5127)

A4.16 The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)

Talent recruitment and retention

C3.04 The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)

Teacher quality and experience

C1.01 The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers.(5152)

C1.02 The principal plans opportunities for teachers to share their strengths with other teachers.(5153)