



Our Direction

Brevard Elementary School

Date of Report: 12/15/2025

Vision:

Brevard Elementary School will be a place where staff, students, parents and the community feel welcome and engaged. All stakeholders will work collaboratively to ensure that learning is maximized, while incorporating RCD and the A+ Essentials.

Values:

- * Children achieve more when parents, teachers, and children all share the responsibility.
- Schools should be a caring, loving, and safe environment for everyone.
- Children should leave our school prepared for the next level of learning.
- A positive atmosphere is needed in order to boost student and staff morale.
- All students, parents, and staff deserve respect.
- All students and staff should feel successful and be recognized for their achievements.
- A complete education includes the arts, physical education, and instruction in technology.
- High expectations should be set for every child.
- Education is one of the most important jobs a child has to do when growing up.
- Parents should be supportive and involved in all aspects of their child's education.

Mission:

Brevard Elementary School will be a model for educational excellence. It will be a place where a foundation is created for good citizenship and a lifelong love of learning.

Goals:

- *All teachers are attentive to students emotional states - all students will be exposed to social-emotional strategies to educate the whole child. This effort should result in 25 less referrals per academic quarter, 100 less by June 2026.

TCS District Goal: Safe and Innovative Learning Environment.

Performance Measure(s)

Performance Indicator: Partnership with NC Center for Resilience and Learning - trauma informed practices. Implementation of Responsibility Centered Discipline. Targeted support of ED to improve achievement and growth. Daily morning meetings to build relationships. Use of Calm Corners Student expectations posted school wide. Toolbox of SEL activities and lessons posted and implemented. Monthly school wide character theme.

Data Source: Office Referrals, Counseling Referrals, Morning Meeting Scheduled Time Each Day, Positive Referrals	Baseline Year: 2020-2021	Baseline: 25
Target Date: June 2026	Target: 100	Actual:

- *All teachers provide sound instruction in a variety of modes - students will be exposed to high-quality instruction. Our goal is for this focus to result in a 5% overall growth and proficiency via the 2026 EOG's.

TCS District Goal: Student Achievement specifically "meeting or exceeding growth and proficiency targets."

Performance Measure(s)

Performance Indicator: 2025 EOG to 2026 EOG... Proficiency with Growth combined score ELA: 53% to 58% Math: 56% to 61% Sci: 49 to 51.45 Monthly instructional walk-thru's with DPI Consultant. Implementation of weekly SchoolNet Assessments 5th Grade Science Support in coordination with TCS Instructional Coach Use of CKLA and enVision curriculums. Use of Reading and Math programs such as Heggerty, UFLI, IXL and enVision Black Box. Utilization of I&E for ELA and Math too. Training for CKLA and LETRS Use of SoR practices into ALL Instruction during core and I/E instruction NCEES observations per schedule. Check-in Trainings on data usage and ways to improve student performance. High quality lesson plans. Two PLC's each month.

Data Source: EOG	Baseline Year: 2024-2025	Baseline: 5%
Target Date: June 2026	Target: 5%	Actual:

- The “ongoing conversation” between school personnel and parents/guardians is candid, supportive and flows in both directions. As a result, our goal will be to increase parent / guardian viewing of S'more newsletter by 5% and by June of 2026.

TCS District Goal: Communication and Community Engagement

Performance Measure(s)

Performance Indicator: Weekly Newsletter that is succinct shared via Dojo, Thrillshare (email & text). Fall and Spring Parent Conferences Dojo (Schoolwide) Facebook Title One Family Events BES Organization of Parents and Teachers Parent Portal Parent Phone Calls when necessary (example: discipline and academic concerns)

Data Source: S'more Newsletter	Baseline Year: 2024-2025	Baseline: 5%
Target Date: June 2026	Target: 5%	Actual:

- The LEA/School offers an induction program to support new teachers in their first years of teaching. Our goal is for this investment to yield a 20% improvement the TWCS by BES BT's. More specifically, 20% improvement in "supportive structures."

TCS District Goal: Human Resources / Quality Staff, specifically "maintaining a higher-than-state average retention rate ensuring staffing stability."

Performance Measure(s)

Performance Indicator: Assigned BES Mentor preferably in same grade level. Monthly BES touch-base meetings with BT's and new to BES Staff. Monthly TCS BT Meetings with mentor.

Data Source: Agendas	Baseline Year: 2022-2023	Baseline: 20%
Target Date: June 2026	Target: 20%	Actual:

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

Teacher Working Conditions Survey

EOG Results

S'more Newsletter

BES Discipline Form and Data

Student Outcome Data:

Brevard Elementary School did not meet growth in ELA or Math for 2024-2025.

- By the end of SY 2025-2026, student achievement and Growth on the EOG for grades 3-5th will increase by 5%

ELA: 53% to 58%

Math: 56% to 61%

Sci: 49→51.45

- Office referrals will decrease on average by 25 quarterly.

- TWCS for BT's at BES will improve by at least 20% regarding supportive structures.

- Parent and guardian access to S'More Newsletter will increase 5% throughout the school year.

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

BES SIT is actively working to implement indicators to ensure that our school is a productive, learning environment.

Selected Indicators:

Practice 1B: Monitor short-and long-term goals

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

Practice 2A: Recruit, develop, retain, and sustain talent

C1.06 The LEA/School offers an induction program to support new teachers in their first years of teaching.(5157)

Practice 2B: Target professional learning opportunities

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)

Practice 3A: Diagnose and respond to student learning needs

A3.05 The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114)

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)

Practice 3B: Provide rigorous evidence-based instruction

A1.06 ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)

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

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

Practice 3C: Remove barriers and provide opportunities

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)

Practice 4A: Build a strong community intensely focused on student learning

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)

Practice 4C: Engage students and families in pursuing education goals

E1.05 The "ongoing conversation" between school personnel and parents/guardians is candid, supportive, and flows in both directions.(5181)