



BRECKENRIDGE ELEMENTARY SCHOOL

2025-2026 SCHOOL ANNUAL REPORT COVER LETTER

Christina Florence, Principal

Principal's Greeting/Message

January 16, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Breckenridge Elementary. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Christina Florence for assistance.

The AER is available for you to review electronically by visiting the following website: <https://bit.ly/3YBnAa7> or you may review a copy in the main office at your child's school.

For the 2025-26 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given. Our school has not been given any of these labels.

State law requires that we also report additional information, which you can find on the following pages.

We are excited as the enrollment for Breckenridge Elementary has been increasing. Student health and well-being is important at BES, demonstrated by the addition of Social Emotional Learning (SEL) time each day. We have continued to improve our Positive Behavior Interventions and Supports (PBIS) throughout the school as well as academic support through the addition of piloting Math Number corners in several grade levels.

Our school improvement plan is developed throughout the year with each and every teacher invested in the process of using data, accessing research based strategies and designing a plan to continue our successes and improve our deficit areas. Students at Breckenridge Elementary are known by the staff on a first name and often personal basis. We believe that having one building is an asset that allows us to really get to know each child and assist them in their personal growth and educational endeavor.

Sincerely,

Christina Florence, Principal

BRECKENRIDGE ELEMENTARY SCHOOL

2025-2026

Annual Education Report

Description of the School

Breckenridge Elementary serves students in grades kindergarten through fifth grade. Programs provided at the school include one-to-one technology in kindergarten through 5th grades. Kindergarten and first grade utilize iPads and second through fifth grade students are supplied with Chromebooks. We offer art, music, library, computer technology, social/emotional learning as well as health and physical education for all students. We also house two GSRP preschool rooms as well as a tuition based preschool room and year-round childcare services for our families. The building also houses a special education elementary MiCI classroom that is operated by the Gratiot-Isabella Regional Education Service District.

Process for Assigning Pupils to the School

District students are assigned to Breckenridge Elementary according to the geographic location of their residence and the grade span for which the building serves. Students may also be assigned to this building for a program offered that better meets their needs.

Status of 3-5 Year School Improvement Plan

A copy of the School Improvement Plan is on our website www.breckhuskies.org and in the elementary office. The School Improvement Team, composed of several focus groups, meets regularly during the school year. The purpose of the team is to develop, review and evaluate goals, objectives and strategies for the School Improvement Plan. The School Improvement Team facilitates the continuous collection and analysis of academic assessment data to guide instruction and evaluate progress toward student achievement goals.

GOALS	PROGRESS		
	NOT YET BEGUN	MAKING PROGRESS	COMPLETED
All students attending Breckenridge Elementary School will become career and college-ready in mathematics.			
Multi-Tiered System of Supports: Breckenridge Elementary will develop and implement a MTSS framework comprised of four essential components: screening, progress monitoring, multilevel prevention system, and data-based decision making.		X	
All students attending Breckenridge Elementary School will become career and college-ready readers.			
Multi-Tiered System of Supports: Breckenridge Elementary will develop and implement a MTSS framework comprised of four essential components: screening, progress monitoring, multilevel prevention system, and data-based decision making.			X
All students attending Breckenridge Elementary School will become career and college-ready in science.			
Multi-Tiered System of Supports: Breckenridge Elementary will develop and implement a MTSS framework comprised of four essential components: screening, progress monitoring, multilevel prevention system, and data-based decision making.		X	
All students attending Breckenridge Elementary School will become career and college-ready in social studies.			
Multi-Tiered System of Supports: Breckenridge Elementary will develop and implement a MTSS framework comprised of four essential components: screening, progress monitoring, multilevel prevention system, and data-based decision making.		X	
Preparing, training, and recruiting high- quality teachers and school leaders.			

- Breckenridge Elementary will develop a system of recruiting, developing, and retaining highly qualified educators by creating a framework of support focused on effectiveness, instructional practices, engagement, and collaboration. Building leaders will work collectively with educators in the decision-making process to identify school-wide needs and individual goals. Building leaders in conjunction with educators will identify needed professional development and/or additional trainings needed to achieve both personal and building wide goals.

X

Core Curriculum Status

A copy of the Core Curriculum is available in parent friendly packets and also available anytime in the elementary office. It can also be found on the MDE's website www.michigan.gov/mde

English Language Arts

The English Language Arts curriculum follows Michigan approved Common Core State Standards. Building educators utilize Houghton Mifflin Hartcourt INTO READING for reading and writing adopted in the 2020-2021 school year. In addition, Kindergarten and first grade also utilize Expanding Expressions Tool (EET) hands-on, visual as an engagement strategy for writing. The English Language Arts curriculum was last approved by our local Board of Education in 2020. All teachers have been trained in the GELN Literacy Essentials and have been provided push-in supports from our building literacy coach. Additional research based programs utilized at Breckenridge Elementary include Orton Gillingham, Heggerty, UFLI, and IDI.

Mathematics

The mathematics curriculum aligns with Michigan-approved Common Core State Standards. Engage New York Mathematics is implemented in grades 2–5 to provide rigorous, standards-aligned instruction that supports conceptual understanding and problem-solving. Kindergarten and first grade utilize guided, hands-on mathematics instruction that is developmentally appropriate and aligned with grade-level content standards, ensuring a strong foundation in early mathematical skills.

Science

The science curriculum aligns with the Next Generation Science Standards, which provide a clear framework for high-quality, inquiry-based science instruction. Teachers utilize *Science: A Closer Look* to support standards-aligned lessons while continuing to strengthen hands-on exploration and scientific practices. The curriculum reflects ongoing alignment with district expectations and instructional goals.

Social Studies

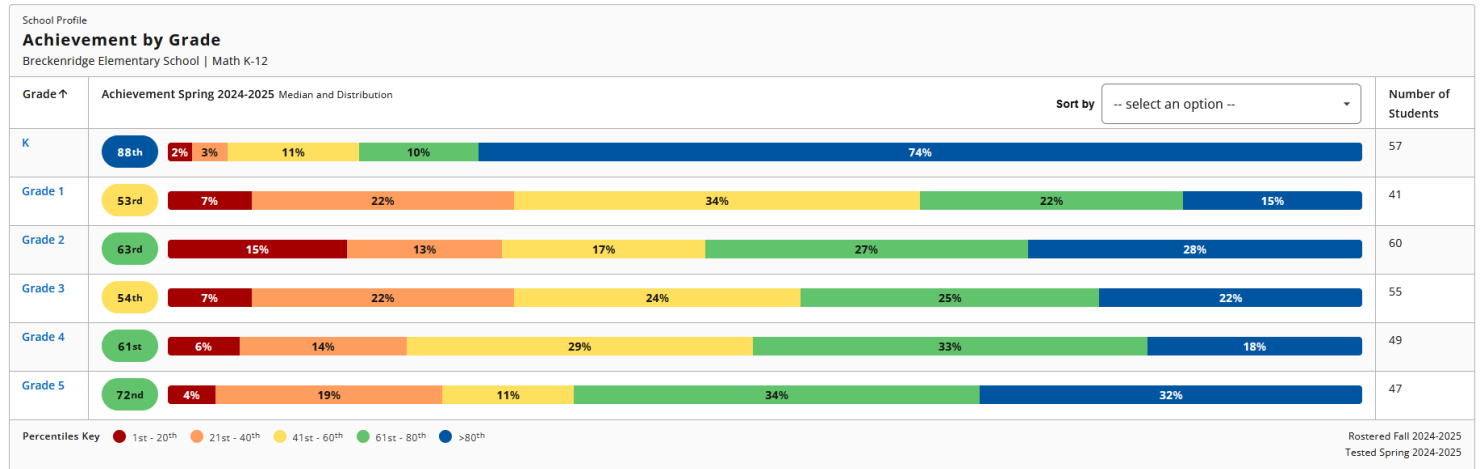
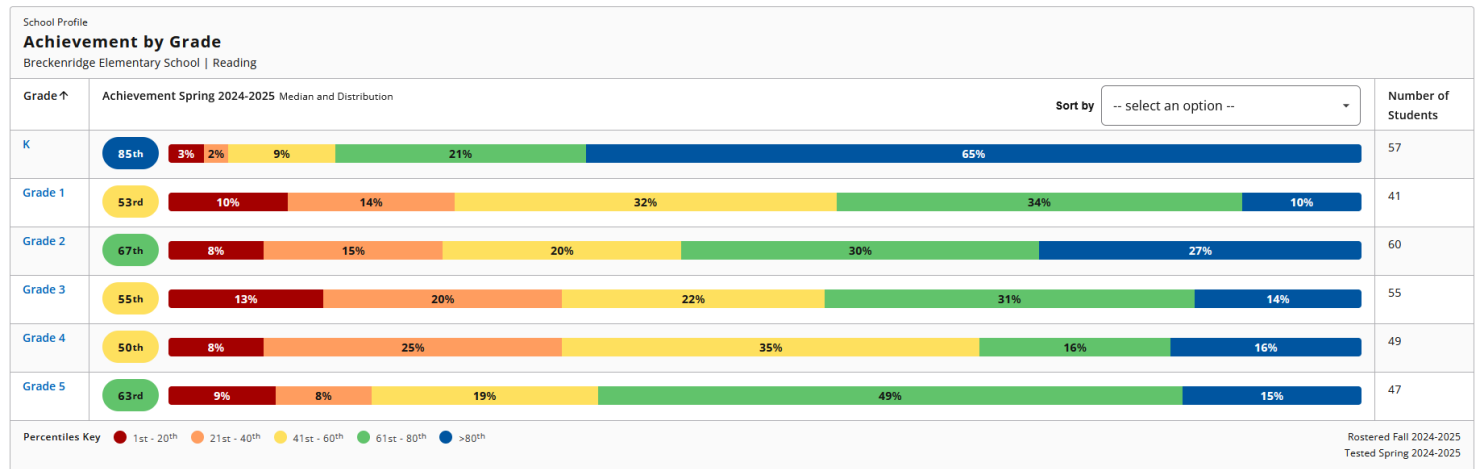
The social studies curriculum aligns with Michigan's Grade Level Content Expectations approved by the State Board of Education. Educators use a range of instructional resources, including texts, primary sources, and digital materials, to support grade-level learning and promote critical thinking and civic understanding.

Aggregate Local Assessment Data

The Breckenridge Elementary staff regularly reviews state-adopted academic standards to ensure curriculum alignment across kindergarten through fifth grade. Assessment practices align with Michigan and federal requirements. NWEA is administered three times per year as both a universal screener and a progress-monitoring tool, with students setting individual goals during each assessment cycle.

To support literacy instruction, educators use multiple diagnostic tools, including Orton-Gillingham–based phonics assessments, Heggerty phonemic awareness measures, the Individual Decoding Inventory, and the University of Florida Literacy Institute Foundations Toolbox to identify targeted supports. An established MTSS framework guides progress monitoring and instructional differentiation in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

In mathematics, staff utilize Number Corner routines across grade levels to strengthen number sense and reinforce foundational mathematical concepts. Teachers also use digital platforms such as Zearn and other instructional resources to monitor student progress and inform instructional decisions.



Parent Teacher Conference Attendance Data

	2023-24		2024-25	
	Number of students represented	Percentage of students represented	Number of students represented	Percentage of students represented
All	315	95%	331	94%

Points of Pride

Breckenridge Elementary has many sources of pride, but our greatest asset is the students and families that we serve. Our highly trained and caring staff is committed to providing all students with a positive and enriching educational experience. BES supports students by addressing the individual academic and social emotional needs of each child. The staff at BES works collaboratively to align curriculum, seek out professional development opportunities, and continuously strive for excellence. At the heart of our work is our commitment to be the best version of ourselves for all students. Please see the list below for additional points of pride.

- Caring and committed staff
- MTSS Multi- tiered systems of support
- PBIS- Positive Behavior Intervention Systems
- Wall of Wonderful Work
- Students of the Month
- High school/elementary mentor program
- Orton- Gillingham trained staff
- Second Step- SIEL program
- Family engagement activities (homecoming festivities, glow dance, pumpkin contest)
- Title One family engagement nights
- Two GSRP classrooms
- Huskie Pups tuition pre-school
- Before and after school care
- Gratiot Integrated Health Network (GIHIN) mental health specialist
- Partnership with Regional Education School District (RESA) to house a Mild Cognitively Impairment (MICI) program
- Many facility updates
- Music, art, library and physical education classes offered
- Small class sizes
- Title one paraprofessionals to assist all grade levels