



BRECKENRIDGE HIGH SCHOOL

2025-2026 SCHOOL ANNUAL REPORT COVER LETTER

Freddie Willbanks, Principal

Principal's Greeting/Message

January 20th, 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 High School. 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 Freddie Willbanks for assistance.

The AER is available for you to review electronically by visiting the following website:

<https://bit.ly/4sA3ieT> 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.

Adjustments are continuously made to Tier I instruction and curriculum to address the challenges of teaching math and ELA. Middle and High School students have been placed in Advisory classes to identify early interventions to improve our PSAT/M-STEP/NWEA and local benchmark scores. Overall, a big focus on our students' basic needs and mental health should improve our math and English test scores. The counselor monitors grades and meets with students and parents every quarter or more, if necessary, to stay abreast of the academic needs of students.

During the past year, the staff worked hard to identify areas that need improvement and started the process of improving the school's climate, increasing test scores, and improving student achievement through mental health support. The social and emotional needs of our students are being addressed through our Michigan Continuous Improvement goals. We have Advisory classes that have one teacher advocating for a small grade-level group of students. Advisory provides our students with an adult advocate, weekly wellness checks, weekly grade checks, and weekly social-emotional lessons. We have continued to work with Gratiot Integrated Health Network to provide our students with a school-based therapist (Mrs. Green) and a student success support person (Mrs. St. Johns) to our staff. We have added behavioral lesson as a part of our Responsible Thinking Center (RTC) to address repeated behaviors. The future is very bright for Breckenridge High School, where the staff is committed to continuous school improvement to enhance academic and social growth for all its students.

Sincerely,

Freddie Willbanks, Principal

BRECKENRIDGE HIGH SCHOOL

2025-2026

Annual Education Report

Description of the School

The Mission of Breckenridge High School is “to educate, support, and inspire all students to achieve personal excellence and success.” Breckenridge High School and Middle School serve 330 students across grades 6 - 12. Programs provided at the school include English, Math, Science, Social Studies, Agriscience, Instrumental and vocal music, journalism, yearbook, middle school drama, special education, Computer-based math, Art, and Physical Education. We provide extracurricular sporting activities such as volleyball, basketball, football, track, bowling, cross country, golf, softball, baseball, and cheer. Academic extracurricular activities include FFA, Quiz Bowl, Esports, and Drama. The BHS/MS teaching staff comprises 21 teachers, with 11 having Bachelor’s Degrees and 10 with Masters’s Degrees. There is one counselor, one Responsible Thinking Center supervisor, one building substitute, one – special education paraprofessional, two 31a paraprofessionals, and a dean of students to support the staff and students. We also have two administrative assistants in the office to assist our staff and students.

Process for Assigning Pupils to the School

All district pupils in 6 - 12 are assigned to Breckenridge High School and Middle School since only one building serves this grade span of pupils. Students may also be assigned to this building through the MiCI program administered by the RESD but housed in our building.

Status of 3-5 Year School Improvement Plan

A copy of the School Improvement Plan is available on our website at www.breckhuskies.org. The School Improvement Team, which is composed of several focus groups, including our Building Implementation Team (BIT), meets regularly during the school year. The team aims to develop, review, and evaluate goals, objectives, and strategies for the School Improvement Plan and the Michigan Continuous Improvement Process (MiCIP). The MiCIP process and BIT facilitate the continuous collection and analysis of academic assessment data to guide instruction and evaluate our Multi-tiered system of supports (MTSS) to help progress student achievement.

GOALS	PROGRESS		
	NOT YET BEGUN	MAKING PROGRESS	COMPLETED
All students attending Breckenridge High School/Middle School will become career and college ready in the area of mathematics.			
Multi-tiered system of support – BHS/MS will develop a strong MTSS system of support to include: Tier I instruction with 80-85% of students achieving identified power standards; supplementary intervention supports for students identified as needing additional assistance through progress monitoring with NWEA assessments; and ensure that all students’ needs are being met especially those identified as at-risk learners.		X	
All students attending Breckenridge High School and Middle School will become career and college ready readers.			
Multi-tiered system of support - BHS/MS will develop a strong MTSS system of support to include: Tier I instruction with 80-85% of students achieving identified power standards, and college or career needs through Xello and Educational Development Plan (EDP) creation with counseling office support; supplementary intervention supports for students identified as needing additional assistance through progress monitoring; and ensure that all students’ needs are being met especially those identified as at-risk learners		X	

All students attending Breckenridge High School and Middle School will become career and college ready in science.			
Multi-tiered system of support in Science. - BHS/MS will develop X a strong MTSS system of support to include: Tier I instruction with 80-85% of students achieving identified instructional targets; supplementary intervention supports for students identified as needing additional assistance through progress monitoring; and ensure that all students' needs are being met especially those identified as at-risk learners.		X	
All students attending Breckenridge schools will become career and college ready in the area of social studies.			
Improve teaching and learning - Breckenridge schools will develop a strong MTSS system of support to include: Tier I instruction with 80-85% of students achieving identified instructional targets; supplementary intervention supports for students identified as needing additional assistance through progress monitoring; and ensure that all students' needs are being met especially those identified as at-risk learners.		X	
Preparing, training, and recruiting high quality teachers and school leaders.			
Preparing, training, and recruiting high-quality teachers and school leaders. - BHS/MS will develop a system of recruiting, developing, and retaining talented individuals, as well as focus leaders on supporting their effectiveness; facilitate teacher leader involvement in decision-making for school-wide development; improve educator instructional performance through participation in shared leadership through teacher leaders; learn processes and strategies for identifying goals based on the Danielson rubric. The learning will include strategies that improve the collaborative discussions between principals and teachers and practical feedback to improve instruction and student learning. Teacher leaders and the principal will cooperate to develop implementation plans for the initiatives identified in their school improvement plans.		X	

Core Curriculum Status

A copy of the Core Curriculum offerings and descriptions of our courses are available on our website at www.breckhuskies.org. All content areas are moving to the Common Core Standards from the High School Content Expectations and the Grade Level Content Expectations set forth by the Federal Government.

English Language Arts

The English Language Arts curriculum follows Michigan-approved Common Core State Standards as outlined in the Michigan Merit Curriculum approved by Michigan's State Board of Education. Building educators utilize the Elements of Literature series verified by research conducted by the English Department made up of highly qualified professional staff. Our local Board of Education last approved the English Language Arts curriculum and textbooks in 2022. The English Language Arts department continues to update the curriculum through in-service days, conferences, and workshops.

Mathematics

The Mathematics curriculum follows Michigan-approved Common Core State Standards as outlined in the Michigan Merit Curriculum approved by Michigan's State Board of Education. Building educators utilize the Passport to Math series by McDougal Littell, verified by research conducted by the Math Department, which is made up of highly qualified professional staff. Our local Board of Education last approved the Mathematics curriculum and textbooks in 2013. The Math department updates the curriculum through in-service days, conferences, and workshops. The math department is currently in the process of reviewing the resources for possible replacement.

Science

The Science curriculum follows the Next Generation Science Standards (NGSS, 2015) approved by Michigan’s State Board of Education. Building educators utilize the Holt Reinhart High School Science series verified by research conducted by the Science Department's highly qualified professional staff. Our local Board of Education last approved the Science curriculum and textbooks in 2008. The Science department continues to update the curriculum through in-service days, conferences, and workshops.

Social Studies

The Social Studies curriculum follows the grade-level content expectations approved by Michigan’s State Board of Education. Michigan’s Social Studies Content Expectations describe what students should know and be able to do to succeed in college, career, and civic life. In 2018, the State of Michigan began revising the content expectations and involved educators from local, ISD, university, and state-level organizations. The project was focused on updating the existing 2007 standards around the charge of more transparent, fewer, and higher, and the result of this work is presented here. Building educators utilize Pearson/Savaas My World --World History Early Ages, Magruder's American Government, Pearson Economics, and Houghton Mifflin Harcourt, verified by research conducted by the History/Social Studies department's highly qualified professional staff. Our local Board of Education last approved the Social Studies curriculum and textbooks in 2021. The Social Studies department continues to update the curriculum through in-service days, conferences, and workshops.

Aggregate Local Assessment Data

The Breckenridge High School and Middle School staff have aligned their curriculum to meet the current State Standards. Assessments are based on the criteria set forth by the State of Michigan and the Federal Government. Chapter tests, unit tests, and comprehensive tests are also based on these standards and are geared to the State Michigan Merit Curriculum and the MME/ACT/PSAT tests that all students must take during March of each year. The staff utilizes formative and summative assessments to help drive instruction and curriculum work. The NWEA, formerly the Northwest Evaluation Association, is a research-based not-for-profit organization that creates academic assessments for student’s pre-K-12. We are also utilizing the NWEA in the middle school. MAP Growth is the most trusted and innovative assessment for measuring achievement and growth in K–12 math, reading, language usage, and science. It provides teachers with accurate, actionable evidence to help inform instructional strategies regardless of how far students are above or below grade level. Below is a series of data tables representing local and state assessment results.

	Math NWEA Spring 2023-24		Math NWEA Spring 2024-25	
	Number of students above 60 th Percentile	Percentage of students below 60 th Percentile	Number of students above 60 th Percentile	Percentage of students below 60 th Percentile
6 th Grade	22	55	22	58
7 th Grade	14	70	31	59
8 th Grade	17	60	30	62

	ELA NWEA Spring 2023-24		ELA NWEA Spring 2024-25	
	Number of students above 60 th Percentile	Percentage of students below 60 th Percentile	Number of students above 60 th Percentile	Percentage of students below 60 th Percentile
6 th Grade	14	29	22	58
7 th Grade	8	17	35	68
8 th Grade	13	31	31	66

BHS/MS AREAS OF HUSKIE PRIDE

Breckenridge High/Middle School has much to offer the community and be proud of. This year our staff has been working to updating our curriculum maps and comprehensive assessments, focusing on holistically supporting our students by building on our Advisory classes and our social-emotional curriculum. This is a year-long focus on increasing student engagement with our curriculum and providing our students with SEL lessons. We continue to take pride in being a 1:1 school district with technology and have provided safe and effective charging solutions for students at school, including new electrical drops in the hallways. We have also added student supports; our building has two 31 paraprofessionals, and a building substitute who provide Tier 3 and Tier 2 support for our students. They help students stay on track by monitoring grades and providing academic support for students and support for teachers throughout the school day. We created a robust Positive Behavior and Intervention Supports system of expectations and data collection to improve our overall school experience. Huskie P.R.I.D.E is located all over our school. Our Responsible Thinking Center (RTC) Supervisor helps monitor our RTC processes with our Dean of Students and building principal. They work closely with students to make good choices and coach them on responding when they make poor choices while utilizing restorative practices. We also continue to utilize a mental health specialist from the Gratiot Integrated Health Network (GIHN) to support students four days a week and we have hired a k-12 Student Success Support person for our students and staff. We have partnered with the Regional Education School District (RESN) to house a Mild Cognitive Impairment (MiCI) program designed for middle and high school students. We run through the RESN using three of our classrooms to provide services designed to develop academic and personal adjustment skills. We take great pride in continuing to offer the Breckenridge Community the best possible educational experience.

Thank you to everyone who attended our Fall Open House and Parent-Teacher Conferences. 138 of our 310 students were represented last year—a remarkable 45% of our student body. Seeing so many of you engaging in positive conversations about our students, their successes, and their growth was inspiring. Your support and dedication are crucial to our students' achievements.

I also want to share some of the exciting work we've been doing to support our students academically, behaviorally, and socially through our Positive Behavioral Interventions and Supports (PBIS) and Multi-Tiered Systems of Support (MTSS). Positive Behavior Interventions and Support (PBIS) is a proactive approach to promote positive behavior in our school. It focuses on teaching and reinforcing good behavior rather than just addressing missteps. Our Multi-Tiered System of Support (MTSS) complements PBIS by providing a framework to meet all students' academic, social, and emotional needs. Through tiered interventions, we are trying to ensure that every child receives the right level of support in academics, attendance, and behavioral supports to help our students thrive in and out of the classroom.

Here's a glimpse of what our monthly Building Implementation Team Meetings (BIT), focused on school improvement, have accomplished this past year.

- PBIS Updates:
 - We updated our Huskie Pride Matrix based on feedback from staff and students. We have also created, laminated, and posted new signage throughout the school to reinforce expectations in specific areas such as classrooms, hallways, and after-school spaces.
 - Referral forms now include parent contact statements, pre-RTC strategies, and a focus on location-specific expectations. We are also emailing to parents our Positive PBIS referrals as they happen. We hope you have received more communication from us.
- Analysis and Comparison of PBIS Data from 23-24 School Year to 24-25 School Year
 - **Behavioral Improvements:** There was a significant decrease in negative behaviors, with Negative RTC Referrals dropping by nearly 50% and Minutes out of Programming decreasing by 6,201 minutes.
 - **Positive Reinforcement:** The school saw a substantial increase in Positive PBIS Referrals, which more than doubled from 337 to 767.
 - **Suspensions:** While negative referrals went down, the total days for OSS (Out of School Suspension) increased slightly from 159.5 to 172.75 days. The number of students receiving OSS decrease from 34 in 23-24 to 30 different students in 24-25.
 - **Attendance:** Student engagement appears to have improved, as the Attendance Rate rose to 93.40% and the number of Chronically Absent students was nearly cut in half, dropping from 85 to 47. BCS has the lowest percentage of Chronically Absent students among all the RESN schools.

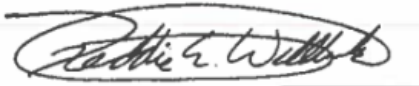
- MTSS Efforts:
 - **Referral Process:** We've implemented a structured MTSS Referral Form for staff, alongside tailored improvement plans for academics, attendance, and behavior. These plans address barriers before formal meetings are held with all staff.
 - **Meeting Efficiency:** Our Meeting Mechanics document is helping to streamline IEP, 504, and Student Staffing Team meetings, ensuring productive discussions and outcomes.
 - **Ongoing BIT Meetings:** We continue to review and refine interventions during our monthly Behavioral Intervention Team meetings.
 - **Framework and Data:** A comprehensive MTSS Framework Document now tracks tiered interventions and monitors student progress across academics, attendance, and behavior. This "living document" helps us tailor strategies to meet individual student needs. We are still working on developing a list of methods to use.
 - **Attendance:** All excused absences (EA) and unexcused absences (UA) count towards truancy. Absences NOT included in truancy filings are recorded in PowerSchool as medically excused (ME), school-sponsored (SS), or prearranged absences (PA). Please provide the office with doctor's notes on medically excused absences to avoid truancy. We have pre-arranged forms for students and parents to fill out for teacher and principal approval before absences to prevent truancy. Regular attendance is vital for your child's academic success and personal growth. Each day in class provides valuable learning experiences, fostering knowledge, social skills, and confidence. Absences can disrupt your child's progress and impact their overall performance. When a student has missed more than 10% of our daily attendance they are Chronically Absent. Students should be striving to miss less than 5 days in a school year and strive to be here 99% of the time. Students who have an attendance percent of 99% will be recognized. Let's work together to ensure your child attends school consistently, helping them reach their full potential. Thank you for your continued support in making education a priority! Our current overall attendance average for this school year is **93.9%**.

Additionally, we are thrilled to announce that after-school tutoring has been going on during 2nd semester, providing another layer of academic support for our students. Here is a Google Form to sign your child up: [Link](#)

School improvement is a continuous journey, and we are working hard to enhance academics, behavior, and attendance through data-driven strategies and community feedback.

Thank you for being our partners in this critical work. We can continue building a more robust, brighter future for our school community.

Sincerely,

A handwritten signature in black ink, appearing to read "Freddie Willbanks", enclosed within a thin, hand-drawn oval border.

Mr. Freddie Willbanks
Breckenridge HS/MS Principal