



January 30, 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 Gateway North Elementary 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 Principal, Jamie Stanley for assistance.

The AER is available for you to review electronically by visiting the following website: <https://bit.ly/4t24wzL> 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 was NOT identified with one of the underperforming school labels.

As a Y5-2<sup>nd</sup> grade school, our students not only focus on academic achievements, but also how to learn to be a person with perseverance, integrity, and kind hearts. This year we have adjusted new systems to embed within our already robust learning curriculum to help students feel successful; not only academically, but socially and emotionally. By implementing school-wide systems for positive behavior, increased parent support, as well as a highly qualified staff, we are seeing gains in all areas at Gateway.

State law requires that we also report additional information.

1. Students are assigned to Gateway based on the boundaries set forth by the school district. We have some School of Choice students, but that is based on a district lottery. We also house a special education classroom and resource room that draw students from other districts because of the programming that is offered.
2. Our focus for the 2025-2026 School Improvement Plan involves three goals: Literacy, mathematics, and social emotional support. We are currently in the process of monitoring our curriculums in literacy and

mathematics. In literacy, we continue to work on the Comprehensive Literacy Model, and we have a literacy coach and interventionists that are working with teachers and students to implement the program with fidelity. In mathematics, we have implemented Investigations with the support of our math coach and interventionist. We are also focusing on Capturing Kids' Hearts as well as Positive Behavior Intervention Systems as a Whole Child approach at school.

3. Gateway is a K-2 school with a special education classroom and special education resource room. We have large classrooms to provide space for active learning. We focus on smaller classrooms to promote intensive instruction as well as instructional support for those students that qualify. We utilize multiple data sources to monitor, adjust systems of support and instructional practices multiple times a year.

4. You will find information about our curriculum at our district website, [sjredwings.org](http://sjredwings.org). The Michigan State Standards are taught with fidelity and monitored by school administration. In addition, our teachers have spent numerous hours over the past two summers in professional learning over these curriculum standards.

5. Gateway utilizes I-Ready as our form of state approved assessments. Our students are growing in grade level proficiency with 48% of students are already proficient and making gains. In math, 36% of students are proficient and also making academic gains. Students that are not proficient are identified and intervention supports are immediately put in place to close any learning gaps.

6. We provide virtual as well as in-person conference options for parents. For the 24-25 school year, we offered 3 conferences: fall, winter and spring. For the 25-26 school year, we opted for only 2 offerings: fall and winter. We had 82% attendance rate for the fall 25 parent teacher conference.

We are so proud of not only the academic gains we see, but how we value each person at Gateway. The staff are well trained in their pedagogy, knowledgeable in Whole-Child development and we are looking forward to the positive growth for every student that we will continue to see.

Sincerely,

Jamie Stanley,

Principal, Gateway North Elementary