U.S. Department of Education
2018 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I   [ ] Charter   [ ] Magnet   [X] Choice

Name of Principal Ms. Beverly Budzynski
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Sea Gate Elementary School
(As it should appear in the official records)

School Mailing Address 650 Seagate Drive
(If address is P.O. Box, also include street address.)

Naples   FL   34103-2420
City   State   Zip Code+4 (9 digits total)

County Collier

Telephone (239) 377-8300   Fax (239) 377-8301

Web site/URL http://www.collierschools.com/SGE   E-mail   budzyb@collierschools.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(Principal's Signature)

Name of Superintendent*Dr. Kamela Patton
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)   E-mail patton@collierschools.com

District Name Collier District   Tel.   (239) 377-0001
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Roy Terry
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*Non-public Schools: If the information requested is not applicable, write N/A in the space.

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.

3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.

9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

DISTRICT

1. Number of schools in the district   32 Elementary schools (includes K-8)
   (per district designation):   11 Middle/Junior high schools
   9 High schools
   3 K-12 schools

   55 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [X] Suburban
   [ ] Rural or small city/town

3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	58	36	94
1	56	59	115
2	64	59	123
3	71	64	135
4	61	67	128
5	60	75	135
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	370	360	730

4.   Racial/ethnic composition of   0 % American Indian or Alaska Native
     the school: 3 % Asian
                                          4 % Black or African American
                                          29 % Hispanic or Latino
                                          0 % Native Hawaiian or Other Pacific Islander
                                          61 % White
                                          4 % Two or more races
                                          100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5.   Student turnover, or mobility rate, during the 2016 – 2017 school year: 18%

If the mobility rate is above 15%, please explain.

Housing is stated as the number one reason for moving to or from Sea Gate school. Out of the 84 students who left Sea Gate, 48 moved to another school in the District, 14 moved to another public school in Florida, and 13 moved to a public school outside of the state of Florida. Sea Gate had 13 students join us from another school in the District, 7 from another public school in Florida, 14 from a public school out of state and 7 from another country.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	**Answer**
(1) Number of students who transferred *to* the school after October 1, 2016 until the end of the 2016-2017 school year	47
(2) Number of students who transferred *from* the school after October 1, 2016 until the end of the 2016-2017 school year	84
(3) Total of all transferred students [sum of rows (1) and (2)]	131
(4) Total number of students in the school as of October 1, 2016	740
(5) Total transferred students in row (3) divided by total students in row (4)	0.18
(6) Amount in row (5) multiplied by 100	18

6.   English Language Learners (ELL) in the school: 9 %
                                                        64 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Armenian, Albanian, Arabic, Bengali, Bulgarian, Chinese, Czech, Romanian, Russian, Serbian, Slovak, Turkish, Portuguese, Spanish, French, German, Greek, Gujarati, Haitian-Creole, Hindi, Hungarian, Indonesian, Italian, Jamaican, Lithuanian, Marathi, Norwegian, Polish, Urdu, Vietnamese, Cebuano.

7.   Students eligible for free/reduced-priced meals: 44 %
     Total number students who qualify: 321

8. Students receiving special education services: <u>26</u> %

   <u>187</u> Total number of students served

   Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

<u>11</u> Autism	<u>55</u> Multiple Disabilities
<u>0</u> Deafness	<u>2</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>20</u> Other Health Impaired
<u>0</u> Developmentally Delayed	<u>27</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>99</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>16</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Number of years the principal has been in her/his position at this school: <u>7</u>

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	40
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	13
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   <u>18:1</u>

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	96%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes X   No

    If yes, select the year in which your school received the award. 2008

15. In a couple of sentences, provide the school's mission or vision statement.

To encourage a caring and collaborative community of problem solvers who achieve their fullest potential as life-long learners.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Parental Choice allows parents, under specified conditions, to request another school of enrollment outside of their geographic zone. Choices include: Out-of-Zone, School Choice, and McKay Scholarship. For the Out-of-Zone and School Choice, the priority window is open January 10-February 15 and approvals are subject to capacity and class-size restrictions. McKay Scholarship requests are for students with an Individual Education Plan or 504 Plan. Parents must first apply through the state and once eligibility is confirmed from the state, applications are accepted throughout the year. Approvals are not subject to capacity restrictions. Transportation is not provided by the District.

PART III – SUMMARY

Sea Gate Elementary School was established in 1963 and is currently home to 747 students in kindergarten through 5th grade. The school is located less than one mile from the sandy shores of the Gulf of Mexico. The building is nestled in a neighborhood surrounded by two churches and an exclusive shopping mall. Our students come from very diverse backgrounds, both culturally and economically. Approximately 44% of our population is considered to be economically needy and 32% of our students have a home language other than English. Our ESE population is serviced in inclusion classrooms. We have 32 students who receive a modified curriculum in a self-contained classroom according to their Individual Education Plan.

The school has held a long tradition of excellence in Collier County. For the past 17 years, Sea Gate has been recognized by the Florida Department of Education as an A school. Parent involvement, community support, and teacher retention has helped to continue this tradition. Our School Advisory Council (SAC) helps by making recommendations related to policy, safety, curriculum, and planning. The Sea Gate Parent Teacher Organization (PTO) is very active and provides many enriching activities supporting the school's vision and mission. These include funding field trips, supporting music and art programs, and enhancing the academic program in every classroom. Many local businesses and agencies support our students through monetary donations and by providing resources. In addition, Sea Gate Elementary has over 250 volunteers who give numerous hours of support to our students. Classroom teachers are masters at including our parents in their students' learning process. Our staff utilizes various tools to communicate with our families. We strive to stay in contact with families through texting, phone calls, email, SeeSaw, Twitter, Facebook, and a standardized Thursday folder, which includes notices of school events and graded assignments.

Our vision at Sea Gate Elementary is to achieve excellence through high expectations and positive attitudes. Academically, we strive to ensure that ALL students make gains. Proficiency is not enough. Even our highest performing students need to be challenged to continually show academic growth. Emotionally, we strive to make sure each child feels safe in the learning environment so they are comfortable to take risks in their learning. We empower ALL students to own their learning and challenge themselves to grow. It is important that students take care of themselves both physically and mentally. We were one of the first schools to be designated as a "Blue Zone" certified school focused on wellness initiatives for staff and students. We teach two character traits every month. Students are recognized every two weeks for displaying a different character trait. They receive the "Teacher's Choice Award" and are recognized on the news. Some of the traits highlighted are perseverance, determination, thoughtfulness, consideration, and generosity.

Caring for others and the community has been a long tradition at Sea Gate. Hurricane Irma made landfall in Collier County and left many families in surrounding areas in devastating situations. The Sea Gate community reached out this year and packed snack bags for students in Immokalee, Florida whose families were most significantly affected. These bags were packed and delivered to ensure students would have food for the weekends. We also assisted in making sure our friends in Immokalee and Everglades City had the resources they needed to have a joyful holiday season. Our students benefited immensely from both of these projects. It taught them the value of caring for others.

The Sea Gate staff is very supportive of our students. Many teachers have an open-door policy for students who need assistance academically, socially, or emotionally. Sea Gate encourages students to use both sides of the brain through Science, Technology, Engineering, Art, and Math (STEAM) activities. The related arts team is an integral part of the school day. Students participate in physical education, art, music, and technology classes weekly. We have many opportunities to showcase our students throughout the community with musical performances, art displays, and competitions. Our physical education department is instrumental in promoting health and wellness for our students and staff. Several competitions and clubs are held every year, such as the Plank Challenge and Jump Rope Club. The entire related arts team works on a two-week dance unit for our 4th and 5th grade students with a culminating performance for the parents. Our students are surrounded by excellent, caring role models. The Sea Gate community leaves a positive impression on all who visit the school. Many of our former students come back to visit, enroll their own children, or even work at Sea Gate! Once a Sea Gate Seahorse, always a Sea Gate Seahorse!

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The core curriculum used in classrooms throughout Collier County Schools is aligned to the Florida Standards. Individual grade level and content area curriculum has been developed by groups of teachers, academic coaches, and subject area specialists. Content area curriculum integrates and guides instructional strategies, structures for collaboration, and a variety of resources for students to acquire the foundational skills necessary for academic success. Collier County's core curriculum guides have been established to help teachers stay on track with units and lessons that enhance instruction in English language arts (ELA), math, science, social studies, and related arts.

The ELA curriculum integrates targeted learning goals focused on skills specific to reading, writing, and language standards. The reading standards are scaffolded to allow teachers to use a gradual release approach to help develop independent readers. The relationship of letters to sounds is infused through daily phonics lessons. Students obtain basic word acquisition skills, such as letter sounds and spelling through word-study lessons focused on how words are structured to enhance spelling. Literature and informational texts are read using Close Reading strategies which allow students to deepen their comprehension while utilizing evidence and reasoning.

The ELA standards are integrated throughout various content areas to provide students with opportunities to use evidence in their writing and to respond critically to what is being asked. Synthesizing information from a series of texts to use evidence in writing is critical for today's learners. Exemplary writing samples share quality writing with students as a model for their own future writing. The State writing rubric is explained to students and used to evaluate student writing. Student writers are guided through the writing process, allowing them to plan, write, rewrite, edit and publish.

Producing mathematically proficient students is an important goal at Sea Gate. In order to do this, the curriculum must be coherent within and across grades and emphasize in-depth development of important concepts and skills aligned to the standards. Units of study have been designed to pace the instruction with flexibility to accommodate for the unique ability levels of students in the classroom. Problem solving is the goal. To develop a deep mathematical understanding, instruction moves from the concrete to the abstract. Students utilize manipulatives and a variety of ways of recording and representing knowledge to solve problems and to demonstrate proficiency of the standard.

In Collier County, elementary social studies curriculum is aligned to the Next Generation Sunshine State Standards and content area strands. Each grade level has specific strands based on the Florida Next Generation Sunshine State Standards. Curriculum guides have been written by district curriculum specialists whose subject area expertise is reflected in the experiences teachers provide their students. Interpretation of historical events and critical understanding of social studies concepts is the goal for rigorous instruction in this content area. The district's curriculum guides are well-written and a variety of instructional materials and resources are available to enhance students' knowledge of the world in which they live.

The social studies curriculum used in Collier County provides students with ongoing opportunities to read simple and more complex content-specific passages. Teachers ask high-level, text-specific questions and challenge students to support their answers with evidence from the text. A strategy used in our classrooms is Claim, Evidence, and Reasoning (CER). This cross-curricular strategy is integrated into daily science lessons when students conduct an experiment and begin the scientific process by making their claim, or hypothesis. Evidence to support the claim is collected by gathering data during classroom experiments. Coming to a conclusion using evidence to support or disprove the claim provides students with opportunities to use critical thinking skills and reasoning when determining the end result.

A hands-on approach to science is key to learning content area standards. The district science department provides teachers with a variety of resources related to the key ideas and vocabulary for the month.

Teachers use best practices, STEAM resources, and links to Discovery Education lessons focused on the standards. The curriculum guides for science include literacy connections, SOS strategies, formative assessments, and graphic organizers.

2. Other Curriculum Areas:

The Sea Gate community is fortunate to have a dedicated related arts team that collaborates to facilitate excellent educational opportunities for students. As a district, we focus on Science, Technology, Engineering, Arts, and Math (STEAM) to highlight students using both sides of the brain. Every student in kindergarten through 5th grade has a schedule for related arts that allows them to participate in a formal art class, music class, technology class and physical education class each week. We are fortunate to live in a community that values the arts and has a wonderful performing arts center within walking distance of the school.

Students in 2nd through 5th grade are able to learn about the symphony and orchestra and are able to experience a live performance once a year. Students in 4th grade are given the opportunity to join the orchestra by learning to sing and play an instrument in the classroom. As a culminating experience, they perform with a professional orchestra from their seats. The 3rd grade students visit the art museum once a month to experience the traveling art shows. Musically, our student clubs have performed in the community using xylophones, drums, and ukuleles.

On a variety of levels, all students have the opportunity to experience art as a means of expression and communication. Art comes to life throughout our school when the halls are filled with art for Fruit Week. County-wide, our students' art is displayed in local art shows, and their art is published in our yearly Waste Management Calendar. As service projects, students create pendants to raise funds for Hope for Haiti Night. Students are also advocates as they create posters for Red Ribbon Week. When anyone walks through the halls at Sea Gate Elementary, they will not only see collaborative murals and art hung for fellow students to appreciate, but they also will see students wearing t-shirts with original student artwork. Our physical education department does a great job educating our students about the value of physical education and health education. The related arts team does a superb job providing field day activities for our students. These activities encourage teamwork, sportsmanship, and collaboration. Our physical education teachers are the Wellness Champions for our school. They lead us in healthy initiatives for students, staff, and families. Sea Gate Elementary was one of the first schools in Collier County officially recognized as a Blue Zone School.

Our media center is the hub of the Sea Gate learning environment. Students are encouraged to participate in the media center's Maker Space. This area has a wide variety of STEAM (Science, Technology, Engineering, Art, and Math) activities/materials to provide hands-on investigations fostering critical thinking and problem solving. Students explore robotics using Ozobots, Dash robots, and Dot robots, create their own video games using Bloxels, and use Legos, blocks, and magna-bricks to build structures. Students utilize Snap Circuits and Little Bits to learn about electronics. Legos assist students with writing and creating their own movies using iMovie. Students use a variety of art supplies to design their own creations.

Our advanced 5th grade students are allowed to take an online Spanish course normally offered in middle school. They can take the course before school, after school, during technology class, or at home. A majority of our students chose the at-home model so they can still participate in technology class. During technology classes, students learn about a variety of skills that will help them become successful learners and leaders. Our school advocates for the use of technology to communicate what is being learned and strategies taking place in our classrooms. We educate our students about the importance of being good digital citizens and building a strong digital footprint. Once we have built a solid foundation for safe use of technology, we provide opportunities for our students to learn and practice real world technology skills through the use of project-based learning. The students become proficient in using Microsoft Word, PowerPoint, Excel, and other multimedia applications such as iMovie. We also have a large group of students who are not only interested in creating multimedia projects, but want to know how to build them from the ground up. This is where we have incorporated coding applications such as Scratch, Kodu, and

Code.org into our curriculum. This has given our students the chance to take their ideas and put them into action, thus helping them to build a better future.

3. Instructional Methods, Interventions, and Assessments:

At Sea Gate Elementary School, systems of support are in place for monitoring students' academic and/or behavioral progress. A Student Support Intervention Team, comprised of the Principal, Assistant Principal, Reading Coach, and the ESE Support Specialist, work together to support teachers with developing and implementing a Student Success Plan (SSP) for individual students who experience difficulty meeting specific performance expectations. The team works closely with the classroom teacher and parents to implement an SSP outlining specific interventions used to provide students with the additional support needed to help meet academic and/or behavioral goals.

Monitoring student progress has been a schoolwide focus and teachers are actively involved in the process of ensuring students understand what needs to be done to achieve their goals. All teachers provide their students with Tier One supports during whole group instruction. When a student is not meeting specific grade-level expectations, a Tier Two plan is written to target instruction to help address the student's academic achievement or behavioral concerns. This targeted instruction is implemented for six weeks, during this time the teacher collects assessment data and monitors student progress. If the targeted intervention is effective, data collection ends and the intervention is deemed successful. If the intervention does not produce the desired results, a Tier Three plan is written with more focused, intense one-on-one instruction in collaboration with the student's parent or guardian.

At Sea Gate Elementary, student growth and achievement are measured through the Florida Standards Assessments (FSA), the District's quarterly benchmark assessments (in language arts, math, and science), and the iReady diagnostic assessments in reading. Based on student data that is thoroughly analyzed after state assessments and quarterly district assessments, the school leadership team meets with teachers to review test data and make informed decisions about specific instructional practices, personnel shifts, and adjustments to help ensure appropriate supports are in place to enhance student achievement.

At Sea Gate Elementary School, specific measures have been put into place based on the analysis of student performance data from the FSA and the District quarterly benchmark assessments. The actions taken are the result of thorough examination of test scores of specific subgroups (EL, ESE, and Gifted) and identified students who scored within the lower 25th percentile in English Language Arts (ELA) and mathematics. A detailed analysis of student assessment results helps us identify key adjustments ultimately influencing student performance. Shifts in personnel, enhancements to instructional strategies, and additional student supports are put in place. Teacher input is crucial to the decision-making process and feedback is gathered through meaningful dialogue that occurs during Professional Learning Community (PLC) meetings. Sharing results has helped teachers understand the influence of rigorous instruction and best practices on student achievement.
At Sea Gate Elementary, we continually monitor student progress through bi-weekly Professional Learning Community (PLC) meetings. Data analysis is conducted by reviewing iReady reports and District quarterly benchmark assessment data. Crucial discussions focused on student strengths and instructional needs in specific areas provide teachers with opportunities to focus on instructional strategies leading to increased student achievement.

After critical analysis of last year's FSA data, we found achievement gaps existed for our English Learners (EL), Exceptional Student Education (ESE), and low 25% subgroups in the area of ELA and math. Our 5th grade students experienced academic achievement and growth using a departmentalized approach to teaching core content. Those teachers whose expertise lies in writing, math, and science are teaching those core subjects. By replicating this in 3rd and 4th grade, we believe students will benefit by having the strongest ELA teachers teach writing and the strongest math teachers teaching math. The EL teacher and tutor have arranged their schedules to coincide with the times the ESE inclusion teacher is in those specific classrooms. Together, they work with the classroom teacher to provide additional support to ESE and EL students. These third, fourth, and fifth grade classrooms have lower numbers of students so teachers can focus on individual learning needs. Our Reading Coach works closely with teachers to provide support with

interpreting results from the iReady Standards Mastery assessment and follow up with targeted mini-lessons.

Maintaining high levels of academic rigor is an ongoing goal at Sea Gate. Gifted and high-achieving learners are placed in Cambridge Primary classrooms. In these classrooms, teachers focus on providing students with rigorous, cognitively stimulating lessons and activities. The classroom environment stimulates creativity and problem-solving skills. Students in Cambridge classrooms receive instruction building upon critical thinking skills and communication.

PART V – SCHOOL SUPPORTS

1. **School Climate/Culture:**

The Sea Gate Elementary mission is to encourage a caring and collaborative community of problem solvers who achieve to their fullest potential as life-long learners. We strive to create a positive school environment enhancing the academic, emotional, and social growth of our students. Our Positive Behavioral Interventions and Supports (PBIS) program at Sea Gate Elementary helps us to achieve this mission.

While this program is used throughout the District, Sea Gate has personalized the program by using a successful team approach. With feedback received from students, teachers, support staff, and parents, we continually enhance our programs and develop incentives to recognize the positive behaviors displayed by our students. Featuring students on the morning news, placing calls home to parents sharing positive behavior, and having lunch with a member of the administration team are a few of the ways we recognize students' accomplishments at Sea Gate. All stakeholders involved have a clear understanding of the benefits of positive behavior that contribute to students' academic success.

Creating a positive environment where students and staff feel supported is key to academic success. The data reflects this by only having 35 student referrals for negative behavior last year. The biggest impact schoolwide PBIS has on our school culture and climate is all stakeholders using a common language of "Be Safe, Be Respectful, Be Responsible." This has created uniformity throughout the campus and an understanding of the expectations for students and staff. These are incorporated into classroom norms and students taking ownership for their academic and behavioral choices.

During the first week of school, teachers use collaborative structures to engage students in meaningful discussions focusing on the importance of being safe, responsible, and respectful in their classrooms. Once individualized classroom expectations are established, teachers refer to them throughout the year. Teachers set individual goals with their students and when the goal is reached, the class is recognized for their accomplishment. Individual classrooms are recognized on the news and have the opportunity to participate in "Spinner Winner Wednesday." This incentive is used to provide individual classrooms with a reward for reaching their positive behavior goal. The rewards are academic in nature, such as an extra science experiment or art project. Twenty-five classrooms participated in this program last year. Teachers feel supported when recognition is received for the positive environment they have encouraged and promoted.

2. **Engaging Families and Community:**

The School Advisory Council (SAC) and the Parent Teacher Organization (PTO) are two very involved groups of stakeholders who play a critical role in supporting the academic success and rigor at Sea Gate Elementary. The SAC is representative of the school demographics and consists of parents, teachers, and community members. The SAC assist with the School Improvement Plan (SIP), school budget, and give recommendations related to policies, safety, and curriculum. SAC meetings are open to the public and meet monthly with a time scheduled for public comments. The PTO is comprised of parents, administration, and teachers. The PTO meets quarterly with the general membership and is also open to the public. The PTO Board meets monthly to review the budget and upcoming activities. The PTO supports the students and staff with educational field trips, supplemental supplies, resources for instruction, family activities, a library renovation, and playground equipment. They also support and sponsor Fall Family Fun Night, Literacy Night, Monthly Spirit Days, Curriculum Nights, Student-Led Conferences, Spirit Nights in the community, Thanksgiving Feast, Grade-level Concerts, Holiday Shoppe, PTO Holiday Breakfast, PTO sponsored Cookie Exchange for the Staff, Field Days, Grandparents' Day, Volunteer Appreciation Coffee, and Staff Appreciation Week activities.

We are very fortunate to have over 250 very active volunteers at Sea Gate Elementary School. These volunteers are parents and community members who have a wide range of experiences. We have working and retired professionals such as doctors, lawyers, writers, entrepreneurs, mothers, and fathers. We are able to use the volunteers as resources to help our students make gains academically, socially, and behaviorally.

Judge Laura Lehrich, at age 71, won the Senior Outstanding School Volunteer of the Year Award for Collier County last year for her devotion to volunteering at Sea Gate Elementary School. She states, "I've done important things in my life, but this is by far the most rewarding and meaningful thing I've ever done. Now I know why people go into teaching."

The Collier County community is very generous to our PTO run Seahorse Partner program. We have 29 business partners who gave over $38,000this year to our school which is used to enhance the academic, behavioral, and social programs. We also have 95 donations from individual Sea Gate families that total $15,770. These funds are used to pay for field trips, magazine subscriptions for classrooms, library and teacher resource books. In addition, teachers can make specific requests to the board for resources that directly relate to teaching the standards in the classroom.

Sea Gate Elementary is very respected by parents, community members, seasonal visitors, and businesses. We continually welcome, encourage, and promote involvement with our school.

3. Professional Development:

Professional development at Sea Gate focuses on the Florida Standards implemented in a standards-based school district with the focus on a student-centered learning environment. All of the professional learning is based on data driven decisions stemming from the Florida Standards Assessment, district created benchmark assessments, Leadership Team observations of instruction, and staff input. Professional development takes place during Professional Learning Communities (PLC), staff meetings, District trainings, individual conferences with teachers, coaching cycles conducted by the Reading Coach, modeling, and side by side training.

Data is analyzed on a regular basis. Formal and informal assessments are analyzed and discussed in many formats. During the analysis, time is spent on making sure we ALL understand what the standard is asking the child to do by deconstructing it into its simplest terms. Critical content is stressed and engagement with content becomes a focus during these discussions. This helps us to be more focused during planning and making sure teachers are designing lessons with the end in mind. We are continually asking ourselves the question, "What will the final product be to assess the standard and how will I know if I have achieved the desired result?" With this comes a discussion about monitoring student learning. What are the targets the student needs to achieve in order to reach the final destination? What are the questions that need to be asked to raise the level of rigor? From these discussions and meetings, the leadership team is able to find resources in our building to help train and implement strategies and structures that continue to help our students make academic gains in all areas.

During side-by-side walkthroughs, we found that student engagement with content was an area for improvement. We have very compliant students and we want to ensure that our students are working harder than our teachers, and that they take ownership for their learning. Rigor needs to be evident in authentic learning tasks that encompass the higher levels of Marzano's Taxonomy. Our professional development focuses on structures that allow more collaboration among students. We are helping to train and support our staff in strategies that will engage students and facilitate conversation about content with one another. Debate, Document-Based Questions, Argument-Driven Inquiry (ADI), and Socratic Seminar are a few of the strategies teachers use to enhance instruction. Staff who demonstrate success with these strategies help by providing training to the large group. They are our experts and help us to grow into better instructors.

4. School Leadership:

School Leadership at Sea Gate Elementary follows our school mission and vision of achieving excellence through high expectations and positive attitudes. We believe in a very collaborative and shared leadership structure. This begins with the Principal and Assistant Principal who work as a team to support one another. This group expands to our Leadership Team, which includes the Reading Coach, School Counselor, ESE Program Specialist, and Media Specialist. Our next level of shared leadership is the Team Leaders, which includes a teacher representative from every grade level and department. Team Leaders

meet monthly to discuss topics of educational relevance and to gather input on educational decisions. After Team Leader meetings, the representatives meet with their respective groups to disperse information and gather feedback on topics affecting the school learning environment.

Another group that helps to support the learning environment is the Faculty Advisory Council. This group meets monthly and has a representative from each grade level and department. Issues that affect the whole building are discussed and the team tries to offer resolutions and suggestions to improve the overall functioning of the school. The ultimate decision is always based on what is best for student achievement. We have several committees that meet monthly to support student learning. These committees are headed by a staff member and have a representative from each grade level. The committees include Science/Math, Wellness, Technology/Media Advisory, Positive Behavior Support/Celebrations, English language arts, Faculty Advisory Council and Social Committee. All of these committees report back to their respective colleagues with issues of importance and to gather feedback.

The administrative team meets biweekly with grade level teams to discuss data, in detail, to help make decisions that directly impact student achievement. Every six weeks, the grade level teams meet to discuss the multi-tiered system of support and follow-up on any progress monitoring plans that may be in place. We also meet biweekly in staff meetings to deliver professional learning strategies that can be implemented immediately in all classrooms. The professional learning is led by one of our teachers who has demonstrated success with the strategy.

Collaboration is key. Our grade level teams meet at least weekly with one another to discuss issues that affect student learning. Many of our teacher teams meet daily for a working lunch so they can reflect on best practices and support one another with instruction. Administration has an open-door policy for ALL stakeholders.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The most powerful practice at Sea Gate is the thoughtful and analytical way data is used to help make adjustments in our daily practices. At the district level, a web-based platform called Data Warehouse provides user friendly student data for all stakeholders, from the District Superintendent to individual teachers. The data ranges from the Florida Standards Assessment (FSA) to results of individual assessments teachers develop and implement. This data can be sorted and analyzed in numerous ways. A school is able to compare data between schools and classrooms. The data can be disaggregated to measure performance with subgroups such as EL students, ESE students, and the lowest twenty-five percent students by subject matter.

As a district, administrators meet three times each year for Data Dialogues with the Superintendent and her Cabinet. Administrators share best practices in a collegial environment. All schools analyze data from the FSA, quarterly benchmarks, and iReady and report on adjustments that need to be made at their school in a timely and relevant way.

The information gained from the Data Dialogues is shared with all stakeholders at the school level. Adjustments are implemented at the building and classroom level. The practice of Data Dialogues is replicated at the school level. The Leadership Team meets with grade level teams to analyze the data and share best practices within our building.

The quarterly benchmark data for ELA, mathematics and science helps teachers by disaggregating data to review and analyze results under each standard. Teachers are able to have discussions about the data focused on the standards and specific areas of strengths and areas of instructional need. This facilitates collaborative planning and helps teachers target instruction and narrow the range.

The iReady Reading program is used at Sea Gate to assist teachers with reading instruction, because it has a progress monitoring piece built into the program. Teachers meet bi-weekly in PLCs and analyze this data. The reading coach is instrumental in helping our teachers focus on the data and helps them to make timely instructional adjustments.

Teachers use all of this data to conference with students, to identify where they are currently performing and to help students set short and long-term goals for growth. Teachers are able to show students the predicted outcome for the FSA based on the current data available. The data is very powerful for students and is used as a motivator to help ALL students achieve gains in their learning.