

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School
(Check all that apply)

Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mr. Brian Douglas Castellani

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (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

City

Florida

State

34103-2420

Zip Code+4(9 digits total)

County Collier

State School Code Number* 0171

Telephone (239) 377-8300

Fax (239) 377-8301

Web site/URL http://collier.k12.fl.us/sge/

E-mail castelbr@collier.k12.fl.us

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature

Name of Superintendent Dr. Dennis L. Thompsonnone

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name District School Board of Collier County Tel. (239) 377-0001

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Linda Abbott

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

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

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. 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.
7. 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.
8. 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

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: _____ 26 Elementary schools
 _____ 10 Middle schools
 _____ 0 Junior High Schools
 _____ 8 High schools
 _____ 3 Other
 _____ 47 TOTAL
2. District Per Pupil Expenditure: _____ 8124
 Average State Per Pupil Expenditure: _____ 6538

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located
 Urban or large central city
 Suburban school with characteristics typical of an urban are
 Suburban
 Small city or town in a rural are
 Rural
4. _____ 5 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K	0	0	0	7	0	0	0
K	71	56	127	8	0	0	0
1	68	64	132	9	0	0	0
2	53	61	114	10	0	0	0
3	62	76	138	11	0	0	0
4	70	67	137	12	0	0	0
5	87	69	156	Other	0	0	0
6	0	0	0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							804

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 2 | % Asian or Pacific Islander |
| 1 | % Black or African American |
| 23 | % Hispanic or Latino |
| 74 | % White |

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 12 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	58
(2)	Number of students who transferred from the school after October 1 until the end of the year	29
(3)	Total of all transferred students [sum of rows (1) and (2)]	87
(4)	Total number of students in the school as of October 1	741
(5)	Total transferred students in row (3) divided by total students in row (4)	0.12
(6)	Amount in row (5) multiplied by 100	12

8. Limited English Proficient students in the school: 10 %
- | | |
|----|---|
| 84 | Total Number Limited English Proficient |
|----|---|

Number of languages represented 7

Specify languages: Spanish, Haitian-Creole, Vietnamese, Russian, Romanian, French, Albanian

9. Students eligible for free/reduced-priced meals 19 %

Total number students who qualify: 154

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{10}{80}$ % Total Number of Students Serve

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>9</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>10</u>	Specific Learning Disabilit
<u>0</u>	Emotional Disturbanc	<u>39</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>1</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>21</u>	Multiple Disabilities		

11. Indicate number of full time and part time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>43</u>	<u>0</u>
Special resource teachers/specialist	<u>10</u>	<u>6</u>
Paraprofessionals	<u>9</u>	<u>0</u>
Support Staff	<u>13</u>	<u>6</u>
Total number	<u>77</u>	<u>12</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 $\frac{19}{1}$: 1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96 %	96 %	96 %	96 %	96 %
Daily teacher attendance	95 %	95 %	95 %	95 %	95 %
Teacher turnover rate	10 %	9 %	11 %	2 %	7 %
Student drop out rate (middle/high	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

PART III - SUMMARY

Sea Gate Elementary School provides a kindergarten through fifth grade program for students who live in North Naples. In existence as an elementary school since 1962, Sea Gate Elementary School has shown slow growth over the years. The greatest gains in student population have occurred over the past three years. The mission for the school reads, 'Our mission for the Sea Gate Elementary School Community is a safe, cooperative, and positive learning environment that encourages all members to achieve their highest potential with the support of parents and the community. In achieving this mission, the following character traits will be emphasized: Respect, responsibility, fairness, honesty, kindness, perseverance, and self-discipline.' The Sea Gate Elementary staff is dedicated to meeting the needs of all students with a challenging curriculum. Administrators and teachers continually analyze student performance data and monitor learning gains. Formal student progression meetings are conducted with classroom teachers and administrators to ensure that individual student progress is evaluated. Plans to address the needs of struggling learners are created in these meetings.

Sea Gate students are fortunate to be part of a school with an exceptionally high level of parent involvement. Sea Gate has an active School Advisory Council (SAC) made up of eighteen members which includes administrative, instructional and non-instructional staff members, parents, community members, and business partners. This group contributes to the success of the school by making recommendations related to policy, safety, curriculum, and planning. The Parent Teacher Organization (PTO) is active with 292 families representing over 500 students. This group provides many of the 'extras' which make Sea Gate unique. These include funding field trips, fundraising events, arranging for speakers, supporting the chorus and musical program, and enhancing the learning environment in each classroom. Many local businesses and agencies support the school through donations, providing guest speakers, and field trip opportunities. Further, Sea Gate has over four hundred active volunteers and has been recognized as a Five Star School and Golden School by the Florida Department of Education for its high level of community involvement. Volunteers help struggling students, provide enrichment, and assist teachers in countless ways.

Sea Gate Elementary School maximizes parent, teacher, and community communication through the use of a user-friendly school website (<http://collier.k12.fl.us/schools/sgc.asp>), The Sea Horse Scoop (monthly newsletter), Parent Link Phone Communication System, and our Parent Teacher Organization e-mail system. Classroom teachers send home individual classroom newsletters to keep parents informed. All teachers communicate weekly through a standardized Thursday envelope which requires parental signatures. Notice of school events and graded assignments are included in this packet.

This high achieving school provides a challenging academic curriculum with a current focus on hands-on science, writing, and technology integration. Students have many opportunities to learn in 'real-life' settings. Class trips are planned to Clam Pass, Naples Philharmonic Center for the Arts, Barnes and Noble, and Publix, all walking distance from the school. Students become knowledgeable about the local community and are provided many opportunities to assist families in need. We have partnered with Golden Gate Elementary School, a school with many at-risk students, and our PTO and Student Council coordinates fundraising events to support needy students in our 'sister school.' During the course of the year students participate in school-based jobs, safety patrol, student council, chorus, and chess club.

Sea Gate Elementary provides an enriching related arts program with all kindergarten through fifth grade students participating in Art, Music, Physical Education, and Technology classes. Our music teacher directs a yearly musical at the Naples Philharmonic Center for the Arts each May. This community building event is an important tradition for our school. The Physical Education department plans a wonderful field day each year and the art teacher selects work to be displayed during various county art exhibits.

Sea Gate Elementary is a place where each person's individual talents are used to enhance the school mission. We consider our school family to include all staff members, students, parents, volunteers, and community business partners. Our school is the center of our community and has a culture of caring and trust. Our students are surrounded by adults who model character traits and constantly help those in need. Sea Gate Elementary is special because of the wonderful people who are part of the school family.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Looking at test scores for Sea Gate Elementary School, it is important to understand the state mandated testing format. All third through fifth graders take both the reading and math Sunshine State Standards Florida Comprehensive Assessment Test, FCAT SSS, which are criterion-referenced tests related to the standards developed by the state. Students read and answer questions on the reading test related to literary, informational, and functional texts; questions are classified as initial understanding, interpretation, critical analysis, or strategies. Students taking the math tests answer questions using logical reasoning and non-routine problem solving for questions focusing on number sense and operations; patterns, relationships, and algebra; data, statistics, and probability; and geometry and measurement. For the purpose of this application, the attached tables include the percent of students meeting or exceeding state standards and those exceeding state standards on the Math and Reading FCAT SSS test. FCAT SSS tests require a level three, four, or five to meet or exceed expectations and a level four or five to exceed expectations. Sea Gate Elementary has been recognized by the state of Florida as an A school for the past eight years. Data for all state testing is found at <http://firm.edu/doe/sas/fcat.htm>.

An analysis of tables indicates that Sea Gate Elementary students consistently perform well above district and state averages on all standardized testing measures. When averaging scores from the past five years in grades three through five, and looking at the results for FCAT SSS reading, 89% of students met or exceeded state standards and 65% exceeded state standards. From 2002-03 to 2006-07, the percent of students who met or exceeded state standards improved from 87% to 92% and the number of students who exceeded state standards improved from 59% to 70%. Math results are even higher. The five year average of students who met or exceeded state standards for FCAT SSS math, in grades three through five, was 90% while 65% of students exceeded state standards during these years. From 2002-03 to 2006-07, the percent of students who met or exceeded state standards improved from 87% to 93% and the percent of students who exceeded state standards improved from 61% to 70%.

Sea Gate Elementary students far exceed district and state results. For example, over the past five years, 89% of Sea Gate students met or exceeded state standards on FCAT SSS reading. During the same period 66% met or exceeded the standard in the state of Florida and 64% met or exceeded the standard in the Collier County School District. On FCAT SSS math, 90% of Sea Gate students met or exceeded state standards compared to 62% for the state and 62% for Collier County School District.

Results of Economically Disadvantaged and Hispanic subgroups indicate improvement over the past five years, 2002-03 to 2006-07. During this time, the percent of Economically Disadvantaged students who met or exceeded state expectations on FCAT SSS reading improved from 66% to 76%, while the percent in the Hispanic subgroup that met or exceeded state expectations on FCAT SSS reading improved from 65% to 76%. The number of Economically Disadvantaged students who met or exceeded state expectations on FCAT SSS math improved from 70% to 83%, while the number in the Hispanic subgroup who met or exceeded state expectations on FCAT SSS math improved from 75% to 78%.

*Third grade reading scores on the FCAT showed a spike in 2006. The Florida Department of Education studied the anomaly and identified the cause when they noticed an inconsistency in the placement of 'anchor items'. 'Anchor items' are test items that are used from year-to-year to determine the relative difficulty of tests. Anchor items should remain consistent. If they are not consistent, the new test is either easier or harder than it was for the previous year. Tests are equated based on what the anchor items tell the test administrators. Adjustments are made to ensure that a test in year A is of the same difficulty as a test in year B.

It was determined that the 2006 third grade FCAT test was easier than previous tests and easier than the 2007 FCAT. The test itself, the scoring, the technical aspects of the test, and the psychometric properties of the test were all fine. The only issue was the equating issue and third grade was the only grade impacted on the 2006 FCAT.

FDOE recalculated the third grade FCAT scores in reading based on the new equating. This decision made the 2006 baseline of student achievement for third grade students and elementary schools lower than the original baseline posted when school grades were released. FDOE did not recalculate new school grades for 2006 to ensure that those impacted by the problem were held harmless to the greatest extent possible. However, FDOE did use the newly calculated baseline data to determine gains and school grades for 2007.

2. Using Assessment Results:

Sea Gate Elementary School uses testing data to drive decision-making at every level. Each year the school leadership team sets specific goals to target student growth in reading, math, writing, learning gains, and science, as well as non-academic goals. It is the responsibility of the faculty, administration, the SAC Chairperson, and the voting members of SAC to review national, state, and district testing results. Grade level plans are created based on this review of data at the beginning of each academic year. Areas of testing data that indicate a lack of sufficient learning gains and/or below expectation performance are carefully reviewed to determine what goals should be written to facilitate the implementation of effective, research-based strategies to address the area(s) of concern. These goals and measurable objectives drive the creation of our yearly School Improvement Plan, SIP, and are used to plan professional development for the staff throughout the year. The SIP is monitored by SAC, the school leadership team, and administration. As a result, Sea Gate Elementary School has always met or exceeded adequate progress on the goals and objectives it has set.

The data used to determine school and grade level goals is presented to the faculty for teams to create implementation plans for the coming year. These plans are made based on data and communicated back to the administrative team. Decisions concerning specific school based programs result from discussions related to data. For example, 'hands-on science', 'Thinking Maps', and 'Writers Workshop' were programs implemented in response to need. Individual teachers review the strengths and challenges of each student to make instructional decisions related to groupings, pacing, and material selection. These decisions are communicated as part of each teacher's initial Collier Teacher Assessment System (CTAS) conference with school administration.

Further, individual teachers review and analyze the results of the previous year's testing to personally assess their strengths and challenges and consider alternate delivery and decision-making. Additionally, teachers review the scores of incoming students to determine academic levels and areas of strength and weakness. Based on this analysis, they develop an action plan which includes the strategies they intend to implement for the upcoming school year in the areas of reading, writing, and math. Each teacher incorporates these strategies into their individual growth plan, as part of our CTAS process. This plan outlines professional goals related to student learning gains that will improve the teacher's knowledge and skills.

3. Communicating Assessment Results:

Sea Gate Elementary School is fortunate to have a district Planning and Accountability Department which collects data and maintains data tables showing trends in standardized testing. The district Data Warehouse (<http://test.collier.k12.fl.us/welcome.aspx>) provides a wealth of information for administrators and teachers to use when planning for each year. This resource allows comparisons of the scores to other schools across the district and state to determine ranking at each grade level. Sharing state rankings with our community is an important component to celebrate success and share areas for growth.

At the end of each year, the school distributes standardized testing reports to parents. These reports include longitudinal scores, subtest scores, scores over the years, and comparison to other students in Florida and the nation. The Naples Daily News also publishes school data as the information is made available from the state department. The community values the high achievements of the school and takes pride in its contributions to the school's success. Finally, the school principal presents test data from the previous year to parents and students at the various open houses held for all grade levels during the year as well as parent curriculum nights and PTO meetings.

In addition to reporting standardized testing data, Sea Gate Elementary School informs parents and students of performance through the distribution of quarterly interims, report cards, and program specific progress reports. Teachers conduct parent conferences and teachers regularly initiate parent contact regarding student performance.

4. Sharing Success:

The administrators and teachers of Sea Gate Elementary School are committed to sharing best practices with other schools, administrators, and teachers within our district. Teacher leaders serve on district committees including Social Studies, Science, Mathematics, and Reading/Language Arts. Our technology lab teacher is a member of the district's 'Teacher Leader' program and shares information about our school in monthly meetings. Two of our teachers have obtained National Board Certification and one

serves as a mentor at the school and district level for this program. Many of our teachers have partnered with the local Collier County Education Foundation and have written classroom grant proposals to enhance classroom opportunities for students (website-- <http://www.connectwithaclassroom.org/>). The funding agents are invited to participate in the presentation and project implementation. These successes are shared in our school newsletter and the local newspaper.

The principal, assistant principal, program specialist, and guidance counselor all attend district meetings and share information about the school with district staff and representatives of other schools. Each of these groups is organized as Professional Learning Communities and sharing and learning occur monthly. Our district staff encourages sharing and time is provided for this activity.

The most important group we share success with is our parents. Each year we formally present data and outline our plan for improvement. Teachers and administrators formally communicate plans during curriculum night, PTO meetings, SAC meetings, and informally in parent conferences. Our community is well aware of the data and reasons for the school's success. Their high level of understanding and commitment enables each of them to share our success with community members across the entire district.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Engaged students that strive to reach their full potential in a positive environment are the cornerstone of Sea Gate Elementary's academic success. Strong curriculum implementation provided by a dedicated staff is the driving force behind Sea Gate's continual ranking as a top performing school in the state of Florida.

Dedicated parents and volunteers that enhance the curriculum with additional classroom support and funding make a marked difference in defining the Sea Gate community of learners. Sea Gate Elementary provides a rigorous curriculum and engages students in significant content learning based on high standards for all students. The school has a remarkable record of achieving high learning gains for all students, including those in the lowest quartile, across all curriculum areas. Great care is taken in matching students to teachers and class compositions to provide the best environment for optimal learning.

Articulation among all teachers and the leadership team enable students to progress through the curriculum with clear and consistent instruction. The support provided by the district through materials and appropriate staff training opportunities is integral to our success.

The core components of reading and language arts instruction are based on Florida's standards: reading, writing, listening/speaking/viewing, language, and literature. Those are integrated into a cohesive, balanced curriculum to benefit all students in kindergarten through fifth grade. Beginning in kindergarten, students are read to daily and are encouraged to communicate ideas and information effectively. At the elementary level the focus of reading is on the areas of phonemic awareness, phonics, vocabulary, fluency, and comprehension. Writing across the content areas for all students recognizes the reading-writing connection and gives students the means to express their learning and refine their thinking.

A standards-based math curriculum focused on core components including: number sense, measurement, geometry, algebraic thinking, and data analysis, is provided to all students at all levels of learning. Whole group and small group instruction is provided in each classroom. In addition to classroom instruction, additional sessions are offered to students needing additional support. Often this support is provided by a member of the leadership team. Students also benefit from a District-provided enrichment program that challenges and develops critical thinking skills.

Science instruction at each grade level focuses on the core components of the nature of matter, energy, force and motion, processes that shape the earth, Earth and space, the processes of life, how living things interact with the environment, and the nature of science. In addition to daily classroom instruction, most grade levels participate in a weekly rotation of science activities in which each teacher provides a unique hands-on science experience. This rotation encourages both staff and students to increase their science skills and discover new science interests. The internet is also used as a valuable resource to introduce science concepts.

Within the social studies curriculum four continuing strands are developed at all grade levels: time, continuity and change; people, places, and environments; government and the citizen; and production, distribution and consumption. Social studies provide one of the best opportunities to incorporate meaningful instruction and strategies in the comprehension of informational text. Many enrichment activities, including projects, community presentations and field trips are regularly incorporated into the curriculum to provide rich and meaningful experiences.

Art instruction at the elementary level focuses on the development of skills and techniques, creation and communication, cultural and historical connections, aesthetic and critical analysis, and applications to life. Students attend art classes weekly and also participate in several annual art exhibits within the community. Sea Gate also uses the art class experience to develop creativity in writing and the practical application of many math skills. Reading and math skills are also reinforced through the music education program. Music education gives students opportunities to perform in choral and instrumental productions which are invaluable to the development of self-confidence. A highlight of the music program at Sea Gate has been presenting a musical performance for the community at the Naples Philharmonic Theater of the Performing Arts in the spring.

2a. (Elementary Schools) Reading:

The integration of elements of reading instruction with an additional emphasis on integrating writing: phonemic awareness, phonics, vocabulary, fluency, and comprehension have been the focus of the reading curriculum at Sea Gate. We strive to meet each student's needs by using a variety of resources such as an

effective basal series, leveled readers to aid in differentiating instruction, trade books, poetry, drama, and science and social studies texts embedded with effective reading strategies. Formal and informal assessments are used to determine student needs for remediation or acceleration. Our strongest resource is our well-prepared and committed staff which continually implements new research-based strategies to insure student success. District support in reading has been a key element.

Students receive direct skill instruction individually, in small groups, and as a whole class as well as guided practice and independent reading opportunities. All lessons and activities are based on student needs and individual abilities and are provided during a 90 minute block of time daily. The reading program is supplemented with participation in a research-based computerized program providing leveled books and online comprehension testing that supports the independent piece of the reading curriculum. The many students who are above level readers are challenged to make connections and think deeply and critically across the variety of reading genres. Students who are struggling are also given additional support individually and in small groups using a variety of research-based programs. The instruction provided by our additional reading teachers that either push-in to the classroom or pull-out students for specific skills make students capable of notable learning gains in reading during the year.

Primary teachers use the Spalding Method for teaching the beginning processes of speech, spelling, writing and reading. All teachers provide a variety of instructional strategies to develop decoding, vocabulary, fluency and comprehension skills. Reading instruction includes the components of modeled, shared, guided and independent reading. A reading specialist provides additional curriculum and instructional support for both teachers and students, and chairs the school's Reading Committee. The school chose this integrated approach to reading in order to provide a comprehensive reading curriculum to insure the success of all students. This four part approach involves all students in increasing their language rich experiences.

3. Additional Curriculum Area:

Sea Gate's geographic location within the community provides us with many unique opportunities. We are within walking distance of the Naples Philharmonic Theater of the Performing Arts, the ecological area including Clam Pass, the Holocaust Museum and a large Barnes & Noble. Each one of these locations is visited by various grade levels throughout the year. The enriching experiences provide valuable input for interdisciplinary learning across the curricula. Students visit the Philharmonic for plays, musical events and art exhibits. Clam Pass offers many opportunities for science experimentation involving beaches, marshes and wildlife. The fifth grade visits the Holocaust Museum. Teachers provide background before the visit and the trained volunteers make meaningful connections to both the past and the future for the students. Barnes & Noble is one of the favorite field trips for our primary grades. The lively story times are invaluable in promoting modeled and guided reading experiences.

Sea Gate also has created its own Habitat area. This environmental area was developed over the years under the direction of the fourth grade challenge teacher, her students and various community partners and volunteers. Students and teachers use this area for science and environmental experiences as well as a special and unique place to go to read and/or listen to literature. These opportunities enhance our academic curriculum and allow us expand on the section of our mission statement that reads, 'encourages all members to achieve their highest potential with the support of parents and the community.' These additional curriculum areas allows for extensive parental and community involvement. Many of our students are inspired by the depth of learning that occurs outside of the traditional classroom setting.

4. Instructional Methods:

The Sea Gate teaching staff is motivated to see all students reach their full potential. The staff is a highly successful combination of teachers that are encouraged by the leadership to always teach to their strengths and enrich the intellectual, social and academic experiences of their students. The leadership team meets regularly with each grade level team of teachers to encourage their input concerning curriculum and instructional needs. Teachers participate in regular and meaningful staff development offerings related to how children learn.

Volunteers contribute significantly to the success of Sea Gate students. There are over 300 volunteers serving our learning community in so many ways. Many of the classroom materials that teachers use are funded through the monies raised by our Parent Teacher Organization. The PTO also funds many of the enrichment activities that directly tie to our curriculum. These activities include programs and presentations that are brought into the school as well as funding for field trips.

Teachers utilize a variety of instructional configurations related to the educational, social, and emotional needs of the students. Direct instruction for whole class or whole group is an important component, but not the only component of the instructional repertoire. Teachers also facilitate peer teaching and cooperative learning to encourage students to connect with one another and share their perspectives, observations, and experiences. Teachers also utilize peer tutoring using student tutors both within the same grade level, as well as cross-grade level tutors. Instructors also design experiential learning opportunities; these activities may be used in conjunction with peer teaching and cooperative learning or independently using manipulatives as a learning tool. This method empowers the student to 'discover' the concept(s) while supported by teacher scaffolding and development of appropriate experiential/discovery activities.

Students in kindergarten through fifth grade participate in computer labs using integrated learning software programs and appropriate internet sites designed to meet the needs of individual learners in reading, math, and science. Students are able to work at their own pace and on their own level whether they are below or above grade level. These programs provide instruction on basic skills as well as higher level thinking skills. In addition, individuals explore other computer experiences at their own level for a variety of purposes including remediation, enrichment and information gathering.

Students are encouraged and expected to engage in independent study to refine reading skills and develop and apply research and reference skills to achieve optimum production proficiency.

In order to keep the curriculum and instruction rigorous and relevant for our students, teachers employ a variety of assessment methods to determine students' strengths and progress. Depending on the grade level, discipline, and the needs of the students, teachers also implement authentic assessments including, but not limited to, role playing and simulations.

5. Professional Development:

Professional development is planned as a result of staff and student needs. The professional development program at Sea Gate Elementary is determined by data-driven decision-making. The teaching staff is committed to excellence and is eager to learn new methods and strategies. Since each teacher on staff is considered 'highly qualified' in his or her field the professional development opportunities serve to enhance our already talented faculty. The quality of our teaching staff allows for intense discussion related to student learning and teaching methods.

The administration elicits feedback from the teachers related to specific needs through grade level Professional Learning Community meetings, informal discussions, and final CTAS meetings. Based on teacher responses and data analysis, a school focus is determined. Last year the school-based professional development targeted Thinking Maps, reading strategies, and instructional technology. Teachers from within the school frequently lend their expertise for school-wide trainings and district level trainers are brought in when faculty members are not qualified to present a particular component.

Aside from the formal trainings presented at the school during district-wide professional development days, teachers also register for district/state-level trainings throughout the year to accomplish professional goals in addition to school focused activities. In the past such trainings have included phonics and other reading strategies, hands-on science, technology, co-teaching, and data analysis. The district has done an outstanding job tailoring courses to meet individual teacher needs.

Finally, grade level teams at Sea Gate Elementary School work well together. Consideration of teaching style and preferences contribute to grade level assignments. Teachers regularly share best practices, model effective lessons, and visit other classrooms. Cross grade level articulation meetings have focused on providing a structure of support for students moving up the grades. Each professional development opportunity is based on student learning needs and the strategies necessary to help each teacher provide the best educational experience possible for students. We believe that a large part our student success is tied to the link between our professional development opportunities and school improvement plan. Revising these each year allows us to evaluate success based on student performance data.

PART VII - ASSESSMENT RESULTS

Subject Reading (E) Grade 3 Test Florida Comprehensive Assessment/Sunshine State
 Edition/Publication Year 2002-2007 Publisher Florida Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Levels 3, 4, and 5	91	93	89	81	84
% "Exceeding" State Standards Levels 4 and 5	66	66	61	60	52
Number of students tested	127	150	122	118	128
Percent of total students tested	100	100	99	96	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard Levels 3, 4, and 5	81	91	70	55	58
% "Exceeding" State Standards Levels 4 and 5	34	39	25	20	23
Number of students tested	27	23	20	20	26
2. ESOL					
% "Meeting" plus % "Exceeding" State Standard Levels 3, 4, and 5	54		40	45	
% "Exceeding" State Standards Levels 4 and 5	23		10	0	
Number of students tested	13		10	11	
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard Levels 3, 4, and 5	68	86	68	64	63
% "Exceeding" State Standards Levels 4 and 5	36	43	18	27	15
Number of students tested	22	21		22	27
4. ESE					
% "Meeting" plus % "Exceeding" State Standard Levels 3, 4, and 5	58	60		45	36
% "Exceeding" State Standards Levels 4 and 5	42	20		18	18
Number of students tested	12	10		11	11

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Levels 3, 4, and 5	91	94	88	87	87
% "Exceeding" State Standards					
Levels 4 and 5	69	69	58	53	53
Number of students tested	127	150	122	118	129
Percent of total students tested	100	100	99	96	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3, 4, and 5	78	87	65	55	68
% "Exceeding" State Standards					
Levels 4 and 5	41	34	30	25	24
Number of students tested	27	23	20	20	25
2. ESOL					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3, 4, and 5	69		50	36	
% "Exceeding" State Standards					
Levels 4 and 5	31		30	0	
Number of students tested	13		10	11	
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3, 4, and 5	73	95	68	68	69
% "Exceeding" State Standards					
Levels 4 and 5	46	38	41	19	23
Number of students tested	22	21		22	26
4. ESE					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3, 4, and 5	75	60		82	70
% "Exceeding" State Standards					
Levels 4 and 5	75	20		27	0
Number of students tested	12	10		11	10

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Levels 3, 4, and 5	93	90	88	91	89
% "Exceeding" State Standards					
Levels 4 and 5	72	67	73	65	63
Number of students tested	144	117	121	137	123
Percent of total students tested	100	100	99	96	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3, 4, and 5	81	80	74	80	74
% "Exceeding" State Standards					
Levels 4 and 5	54	50	39	32	34
Number of students tested	26	20	23	25	23
2. ESOL					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3, 4, and 5			40		
% "Exceeding" State Standards					
Levels 4 and 5			0		
Number of students tested			10		
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3, 4, and 5	91	75	65	92	69
% "Exceeding" State Standards					
Levels 4 and 5	52	45	39	51	31
Number of students tested	23	20		24	13
4. ESE					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3, 4, and 5	64		75		
% "Exceeding" State Standards					
Levels 4 and 5	45		50		
Number of students tested	11		12		

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Levels 3, 4, and 5	97	93	94	90	85
% "Exceeding" State Standards					
Levels 4 and 5	70	70	61	57	55
Number of students tested	144	118	121	136	123
Percent of total students tested	100	100	99	96	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3, 4, and 5	92	86	78	72	70
% "Exceeding" State Standards					
Levels 4 and 5	42	39	26	32	35
Number of students tested	26	21	23	25	23
2. ESOL					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3, 4, and 5			40		
% "Exceeding" State Standards					
Levels 4 and 5			0		
Number of students tested			10		
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3, 4, and 5	91	75	74	79	77
% "Exceeding" State Standards					
Levels 4 and 5	43	50	30	33	39
Number of students tested	23	20		24	13
4. ESE					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3, 4, and 5	73		92		
% "Exceeding" State Standards					
Levels 4 and 5	36		8		
Number of students tested	11		12		

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Levels 3, 4, and 5	92	91	90	88	88
% "Exceeding" State Standards					
Levels 4 and 5	71	64	70	60	62
Number of students tested	116	127	133	120	128
Percent of total students tested	100	100	99	96	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3, 4, and 5	65	73	74	63	67
% "Exceeding" State Standards					
Levels 4 and 5	35	20	56	32	38
Number of students tested	20	15	23	16	21
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3, 4, and 5	70	73	83	64	63
% "Exceeding" State Standards					
Levels 4 and 5	39	31	48	28	42
Number of students tested	23	26	23	14	19
3. ESE					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3, 4, and 5		67			42
% "Exceeding" State Standards					
Levels 4 and 5		25			17
Number of students tested		12			12
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Levels 3, 4, and 5	90	88	89	85	90
% "Exceeding" State Standards					
Levels 4 and 5	72	68	72	70	76
Number of students tested	116	128	133	120	128
Percent of total students tested	100	100	99	96	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3, 4, and 5	80	67	70	63	71
% "Exceeding" State Standards					
Levels 4 and 5	40	20	39	44	58
Number of students tested	20	15	23	16	21
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3, 4, and 5	70	67	83	71	79
% "Exceeding" State Standards					
Levels 4 and 5	39	33	52	57	53
Number of students tested	23	27	23	14	19
3. ESE					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3, 4, and 5		77			58
% "Exceeding" State Standards					
Levels 4 and 5		38			8
Number of students tested		13			12
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					