

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Dr. Stephen Covert Ph.D
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Pine View School
(As it should appear in the official records)

School Mailing Address 1 Python Path
(If address is P.O. Box, also include street address.)

City Osprey State FL Zip Code+4 (9 digits total) 34229-9313

County Sarasota

Telephone (941) 486-2001 Fax (941) 486-2042

Web site/URL
<https://www.sarasotacountyschools.net/schools/pine-view> E-mail stephen.covert@sarasotacountyschools.net

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.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Terrence Connor E-mail terrence.connor@sarasotacountyschools.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Sarasota Tel. (941) 927-9000

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.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Bridget Ziegler
(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.

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

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, leave blank.*

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. 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, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 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.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. 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.
9. 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.
10. 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.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

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.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 36 Elementary schools (includes K-8)
27 Middle/Junior high schools
16 High schools
0 K-12 schools
- 79 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

☐ Urban (city or town)
☒ Suburban
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	0
1	0
2	81
3	94
4	122
5	142
6	186
7	185
8	184
9	198
10	168
11	154
12 or higher	175
Total Students	1689

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.3 % American Indian or Alaska Native
 - 21.9 % Asian
 - 1.2 % Black or African American
 - 9.2 % Hispanic or Latino
 - 0.1 % Native Hawaiian or Other Pacific Islander
 - 57.9 % White
 - 9.4 % 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 2021 - 2022 school year: ≤1%

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

The mobility rate is 1.3%. The system would not allow us to enter it.

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 <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	0
(4) Total number of students in the school as of October 1, 2021	0
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

6. Specify each non-English language represented in the school (separate languages by commas):

English Language Learners (ELL) in the school: 0 %
0 Total number ELL

7. Students eligible for free/reduced-priced meals: 13 %

Total number students who qualify: 218

8. Students receiving special education services with an IEP: 4 %
Total number of students served 63

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>5</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>15</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>40</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>1</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 10 %
Total number of students served: 177

10. Number of years the principal has been in the position at this school: 10

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	5
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	101
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	12

12. 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 18:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	98%	98%	97%	97%	97%
High school graduation rate	100%	100%	100%	100%	100%

14. **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 2022.

Post-Secondary Status	
Graduating class size	212
Enrolled in a 4-year college or university	98%
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	2%

15. 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. 2003

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

Pine View is the premier school for arts and sciences dedicated to providing excellence in research-based teaching practices that foster intellectual, social, and emotional growth in gifted students. The mission of Pine View School is to provide a qualitatively different learning environment that nurtures a passion for intellectual curiosity, encourages risk-taking, independence and innovation, and is committed to a tradition of academic excellence and social responsibility. Pine View School was conceptualized and brought to fruition through a 3-year Innovative Studies grant, made available by The Elementary and Secondary Education Act of 1965. Pine View School was established by the Sarasota County School District in 1969 to meet the needs of intellectually gifted students, and was the only grant awarded specifically designated for gifted education. Initially coined "The Gifted Experiment," the original grant money was intended to serve students with high intellectual needs that were not being met in traditional classroom settings. Today, Pine View School stands as a fulltime, multi-grade gifted program - the only program of its kind in the state of Florida, and one of the few stand-alone gifted programs in the nation.

17. Provide a URL link to the school's nondiscrimination policy.

<https://www.sarasotacountyschools.net/site/handlers/filedownload.ashx?moduleinstanceid=3268&dataid=41398&FileName=Policy%202.71..pdf>

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

Pine View School is a public-school Gifted Magnet Program. All students have met specific entry requirements in accordance with residency requirements and deadline dates.

The requirements are that students must be valid Florida residents, are eligible for Gifted Program, have superior scores on a test of individual academic achievement, have earned exemplary academic grades, and have been recommended by their teacher and school counselor for participation in accelerated curriculum. Once enrolled, all students must continue to demonstrate a need for an accelerated curriculum to remain

enrolled in the gifted magnet program. They do so by showing consistent above-grade-level performance across the core curriculum as demonstrated by grades and state assessment scores.

PART III – SCHOOL OVERVIEW

Pine View School is located in Sarasota County, in the town of Osprey, Florida. Sarasota County is situated on the Gulf Coast side of the Florida peninsula, approximately 60 miles south of Tampa. Sarasota County supports the operation of 59 schools in the district, of which 23 are elementary schools, seven are middle schools, and six are high schools. There are 13 charter schools in the district along with three alternative schools, one virtual school, three technical and adult enrichment centers, and three combination schools. Pine View School is included in the combination school category, as it serves students at all three levels: elementary, middle, and high.

Pine View (PV) has a rich tradition of providing students with enriched, challenging academic experiences in which excellence is fostered, attained, and celebrated. As unique in 2023 as it was in 1969, the school started as a cluster of portables nestled into the campus of an existing district school. Today Pine View proudly occupies its own stand-alone, 73-acre campus, approved for construction by the School Board in 1988. The school has evolved into an extraordinary institution where students, families, faculty, and staff unite as a community in support and celebration of gifted education.

Students are admitted to Pine View based on a set of criteria and requirements determined by the state and school district. These include being identified as gifted, superior scores on standardized assessment of achievement, exemplary grades, and recommendations. Our students are high-ability, high-achieving students. Consistently recognized at both the state and national levels as one of the country's highest performing high schools, Pine View students seek out and are provided with extensive opportunities to pursue academic inquiry, and to explore their own creative and leadership potential beginning in grade two and extending throughout grade 12.

High test scores, stable data, national rankings, 100% college matriculation – these are all attributes that might be expected from a school comprised entirely of students with advanced cognitive abilities. These attributes, however, neither singularly nor collectively represent the heart of what is special and unique about this school – its culture.

Pine View School lives by three guiding philosophies: Standing on the Shoulders of Giants, Gifts are Meant for Sharing, and Going 212. Each mantra contributes to the school's identity and defines the school's culture. Each philosophy is intertwined and reinforced by the community to each new generation of Pine View community members: students, families, faculty, and staff, and our outside community of supporters. From the famous Isaac Newton quote, "If I have seen further than others, it is by standing on the shoulders of giants," Pine View's adaptation "Standing on the shoulders of giants" timelessly reminds us that we didn't get where we are, all by ourselves. We are a community that exists in perpetuity, and we recognize that we were afforded opportunities because of the time, effort, and passion of those who walked this path before us. As a community, we also recognize that because we have been afforded opportunities, we have an obligation to respond in kind, and Share our Gifts. Our successes, our achievements, our gifts can be attributed back to the opportunities provided to us by this community; it is our honor to share our victories and offer our shoulders to further advantage another. Going 212 references the concept, that one extra degree makes all the difference. On the Pine View campus, Going 212 refers to the act of perseverance in all things, encouraging students that summoning the extra effort can produce extraordinary results.

Pine View is truly a family. Our students regularly return to Pine View as teachers, eager to carry forward the philosophies, and to truly Share their Gifts – of teaching, learning, exploring, and achieving. It is not unusual for a Pine View educator to spend an entire career dedicated to the students and families who seek out the Pine View experience, and many often raise their own families within this community.

Students are encouraged to set goals that include planning for college and exploring possible careers. College and career exploration curricula are inserted into classroom settings and provide students with hands-on opportunities to explore future pathways. Students are encouraged to attend presentations from visiting college representatives. Career fairs are staged for students in middle and high school to support the goal of assisting students in their quest to become the best version of themselves.

For 53 years, Pine View School has been committed to the mission of providing a qualitatively different learning environment that nurtures a passion for intellectual curiosity, and encourages risk-taking, independence and innovation. The Pine View environment supports students in the pursuit of academic excellence. While both the school and her alumni have collected numerous honors, awards, and accolades over the past 53 years, what unites our unique Pine View School community is our unique culture that is faithful to the tradition of giving back.

Embedded in the school's Mission Statement is the commitment to embrace our Social Responsibility. Each year, Pine View adopts a School-Wide Community Service Project and unites as a campus to raise funds, and to support the project. Project ideas are student initiated and managed; student leaders take the reins and work toward school-wide participation. Some of these projects include raising funds and contributing to the physical construction of a home, working in conjunction with our local Habitat for Humanity chapter. Students drove the effort to collect over 40,000 pairs of gloves for workers in New York City after 9/11. Pine View School students organized hurricane relief efforts to schools and communities impacted by storms locally, and across state lines.

There are many attributes contributing to the uniqueness of Pine View School, however the one attribute that sets the school apart, and defines the school's character is the Pine View Student. Our students arrive ready to thrive academically, and our data show that our students certainly prosper. The call to lead in service to others characterizes the true essence of our school and embraces our three guiding philosophies: Standing on the Shoulders of Giants, Gifts are Meant for Sharing, and Going 212.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

The English curriculum addresses Florida's B.E.S.T. (Benchmarks for Excellent Student Thinking) Standards in grades two through 12, as well as the frameworks for Advanced Placement (AP) and Dual Enrollment (DE) course work. Pine View students access accelerated curricula, with most students working one grade level ahead of their assigned grade, although some students are accelerated multiple years, based on students' needs. Teachers are provided vertical planning time annually, resulting in a living document explicitly stating each standard and the targeted degree of mastery for every grade level. In addition to standards, the vertical curriculum document details common texts, projects, and assessments at each grade level. Texts are selected with intentionality at each grade level, two through 12, with novel selections reviewed each year to represent a rich variety of genres, authors, time periods, and issues. Instruction is also aligned to the practices supported by the National Association for Gifted Children (NAGC) Programming Standards.

Students in grades two through five enjoy a double-period English/Reading block, with instruction focused on reading, writing, speaking, grammar, and vocabulary. Middle and high school students attend ELA in a single block. Students can take AP courses, including AP Literature and AP Language. DE (dual enrollment) opportunities include Written Communications I and II, Literature, and Poetry. Pine View also offers AP Seminar and Research, for students interested in earning the Capstone Diploma. In addition to core credit courses, students are invited to take ELA elective courses including Speech, Creative Writing, and Broadcast, Newspaper, or Yearbook Journalism.

Pine View's Mission and Vision statements guide curriculum and instructional decision-making, prioritizing research-based strategies and practices geared toward the goal of academic excellence. All Pine View teachers employ research-based practices, including the work of John Hattie and Robert Marzano. Instructional strategies include, but are not limited to, teacher clarity through learning intentions and success criteria, direct instruction, differentiated instruction, classroom discussion, timely and specific feedback, multisensory lessons, collaborative learning, and the development of metacognitive skills. The school places an emphasis on academic discourse, and specifically Socratic Seminar, at every grade level. Teachers incorporate technology into student learning expectations, for research and presentations with tools such as Word, Excel, PowerPoint, and Sway. Teachers use platforms such as Gimkit, Storyboard, and Nearpod to increase and encourage student engagement and active participation in lessons.

Assessment results guide instructional decision-making for teachers. Teachers in grades two through 10 use data from the Florida standardized assessments from the previous year, and from the first benchmark test of the year to develop initial groups, lessons, and interventions. Progress monitoring at the classroom level occurs through individual and common assessments. Results guide intentional lesson design, infusing enrichment for students who have mastered the skill and providing scaffolded supports for those with skill gaps. English teachers in grades 4-10 are invited to participate in collaborative grading of common writing prompts to calibrate their grading and feedback, using the state exam rubric.

Students also take three Florida Assessment of Student Thinking (FAST) progress monitoring assessments throughout the year. Teachers use results to design Tier 2 and 3 interventions specific to the students' needs, communicating progress with parents and administrators throughout the year.

PSAT/NMSQT scores guide the scheduling process to assist students' accelerated course selection. State testing data show that our students' performance exceeds state averages. AP academic scores exceed state and global student performance levels.

1b. Mathematics curriculum content, instruction, and assessment:

The Math curriculum addresses Florida's B.E.S.T. Standards in grades two through 12, as well as the frameworks for AP and DE course work. Math students access accelerated curricula, with most students working one grade level ahead of their assigned grade, although some students are accelerated multiple years, based on students' needs. Students may qualify for further acceleration based on results of a placement matrix administered prior to 6th grade. All Pine View 8th grade students take Algebra I. Approximately 25% of our middle school students accelerate two or more years, resulting in the students' ability to graduate with up to four college-level Math credits. This approach allows each child to pursue an individualized mathematical path.

Pine View students are required to take four Math credits to graduate with a Pine View diploma. In addition to Algebra I and II, Geometry, and Calculus III, a wide range of college-level Math courses are offered, including AP Precalculus, AP Calculus AB, AP Calculus BC, AP Statistics, and DE Calculus III, DE Differential Equations, and Statistics II Honors. Pine View also offers many extracurricular opportunities to explore concepts in math, including but not limited to 5th and 6th grade Math Clubs, Math Counts, AMC Testing, Florida Math League, MathWorks, Math Modeling Challenge, and Mu Alpha Theta.

Math instruction in grades two through 12 emphasizes active learning, problem-solving, critical thinking, and error analysis. Math teachers support the idea that academic discourse is important to the learning process and encourage students to collaborate to solve problems. Teachers differentiate lessons for students, providing enrichment for those ready to move on, and scaffolded supports for those in need. These instructional techniques, along with course and club offerings, are aligned with Pine View's guiding principles of intellectual curiosity, innovation and academic excellence.

Each year, Math teachers in grades two through seven collaboratively review the vertical curriculum planning document which explicitly states which standards are taught at each grade level and the degree of mastery for every grade level (exploration, procedural reliability, procedural fluency). Teachers work in Collaborative Teams to plan instruction and write common assessments.

Assessment guides the instructional decisions of Math teachers. For students in grades two through seven, teacher-created common assessments and FAST (Florida Assessment of Student Thinking) progress monitoring assessments allow teachers to review the results and design Tier 2 and 3 Interventions. High school math students participate in district or teacher-created progress monitoring systems which allow teachers to differentiate instruction and provide interventions for struggling students. Standardized assessments in grades three through Geometry reveal overall mastery rates no lower than 99%.

1c. Science curriculum content, instruction, and assessment:

The Science Curriculum addresses the Florida frameworks for grades two through 12, as well as the frameworks for AP and DE course work. Students in grades two through five access an enriched grade-level curricula, using hands-on investigations to apply the Big Idea Science Standards and the Scientific Method to bring the study of electric circuits, chemistry, microscope handling, plant growth, and Newton's Law's to life. In middle school, students take Advanced Earth Science, Physical Science and Life Science. Approximately 20% of the school's 8th grade students qualify and opt to take Biology I Honors, a core high school course required for graduation. Students must earn three Science credits to graduate, though many students choose to take more.

Pine View high school science courses include Biology, Chemistry, and Physics pathways, along with elective options including Marine Science, Astronomy Honors, DE Astronomy, Anatomy & Physiology Honors, and AP Environmental Science. In addition to AP Environmental Science, the Science Department offers AP courses in Chemistry, Biology, Physics I & II, C, and two post-AP courses in Organic Chemistry and Bioscience 2 Honors.

The Mission of Pine View School includes creating a qualitatively different learning environment that nurtures a passion for intellectual curiosity and encourages traits such as risk-taking, independence, and innovation. Science curricula and learning opportunities are closely aligned to the school's mission. Science teachers in grades two through 12 design activities that are engaging and rigorous, employing direct

instruction, problem-based instruction, academic discourse, lab explorations, and collaborative learning. Science instruction in grades two through five emphasizes the scientific method and discovery learning. Elementary students also complete a science, technology, engineering, and math (STEM) project independently, choosing between an engineering or experimental design. Middle and High school teachers have been trained in the Argument Driven Inquiry (ADI) model. All science teachers have access to Gizmos, a platform that provides virtual science simulations featuring rich, interactive STEM learning experiences.

The school has created several permanent structures to stoke students' scientific curiosity: Starlab with interactive 3D digital experiences for all students; the sustainable garden built on permaculture practices; and, the rock and mineral garden for students to learn more about geology. The school hosts several Astronomy events, inviting parents and students to learn more about the night sky with our own instructors. All students in grades three through 12 have the opportunity to participate in our annual STEM Fair. A wide variety of student-led, science-related clubs are offered for students at every grade level, some of which include Biomedical Engineering Club, Science Research Club, and Neuroscience Club. All of these instructional approaches and extracurricular opportunities are designed to reinforce students' passion for science.

Formative assessment plays a large role in a teacher's instructional design process. Science teachers use district benchmark assessments throughout the year with students in grades three through five, and with high school Biology students. In grades six through eight teachers monitor student progress using common assessments created by collaborative teams. Results are used for instructional decision-making, as well as the design of Tier 2 and 3 interventions. Student summative scores on Florida standardized assessments in grades five, eight, and Biology demonstrate overall mastery levels of 99%, 97%, and 100%, respectively.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

The Social Studies (SS) Curriculum addresses the Florida frameworks for grades two through 12, as well as the frameworks for AP and DE course work. Students in elementary grades access an enriched grade-level curricula. Topics of study include Government in grades two and three, Florida History in 4th grade and Early American History in 5th grade. Additional elementary topics include immigration and indigenous people of the United States regions and neighboring countries. Middle school students study World Civilization (6th), Civics (7th), and U.S. History (8th).

High school students must earn a total of three credits for Social Studies (SS) in World History, United States History, Economics, and Government. Pine View offers all core courses at the honors and AP levels, and a wide variety of SS electives, including AP Human Geography, AP Psychology, AP European History, and courses related to law, the Holocaust, African American studies, Vietnam history, personal finance, sociology, and multicultural studies. This wide array of courses has evolved over time to meet student interests.

Cyclical vertical planning has yielded an understanding of the skills students will need to master for success in high school and beyond. Elementary SS teachers teach research and technology skills and require students to make frequent classroom and school-wide presentations. Pine Views SS teachers provide instruction aligned with best practice and research. Academic discourse is emphasized at Pine View, and all SS teachers have been trained in the specific discourse method of Socratic Seminar. Teachers at the middle and high school level have also been trained in Document Based Questioning (DBQ), which requires students to analyze a trend or issue from the past, using a set of primary and secondary source historical documents, culminating in an essay. Essays are graded using Florida's standardized writing rubrics. Students in all SS grade levels develop the skills necessary to think like an historian by assessing documents for historical clues, such as context, author's perspective, the target audience, patterns, and causation.

Teachers use formative and summative assessments to guide instruction. Formal progress monitoring occurs in Civics (7th), U.S History (10/11th), Government, and Economics (12th) throughout the year, culminating in a summative End-of-Course (EOC) exam. However, all teachers use classroom or common assessments made at the school level to assess student progress throughout the year and results are used to guide

instructional decisions and develop Tier 2 and 3 interventions. State summative assessments consistently reveal Pine View students score in the highest achievement levels, and all AP courses reveal scores above national and global averages.

1e. For schools that serve grades 7-12:

Pine View offers 34 of the 38 available College Board AP courses. These courses provide students with the opportunity to engage in college-level academics, and to potentially earn college credit by demonstrating deep understanding and mastery of content. Additionally, students can choose to participate in the AP Capstone Diploma Program, which serves to prepare students in their post-secondary education or career by immersing them in research methodologies and honing their argumentation, analysis, synthesis, and presentation skills.

Pine View's College & Career Advisor for grades 8-11 and Grade 12 College Advisor lead our Senior Externship Experience which is a blended course designed to prepare students for college and career. This course is designed to represent the expectations placed on students in their post-secondary life and comprises 1-2 weekly classroom sessions and 140 Externship hours in a professional setting of the student's choosing. The Senior Externship Experience provides students with the opportunity to engage in self-directed career exploration while the classroom sessions, led by our advisors, serve to focus on the transition process from high school to post-secondary and career environments.

Our Career Advising scope and sequence curriculum serves middle and high school students and leverages resources offered through college and career platforms such as School Links and Naviance. Beyond the curriculum, Pine View's College & Career Center (CCC) serves as the hub of opportunities and experiences that target college and career readiness. This bustling center features "lunch and learn" offerings, resume workshops, volunteer opportunities, personalized goal setting, and informational events. Pine View's CCC hosts representatives from colleges and universities from around the globe.

Pine View's Career and Technical Education (CTE) department offers a real-world course sequence, with potential work experience placements and industry certifications, while helping to prepare them for postsecondary study. These classes focus on the skills and knowledge needed for specific career paths, such as Engineering, Computer Science, and Digital Video Production. Pine View's CTE programs ensure that coursework is aligned with rigorous academic standards and postsecondary expectations. These courses allow students to become more aware of their specific interests and better prepared for the demands of their chosen profession.

1f. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Starting in 2nd grade, students are introduced to the basic concepts of the visual arts, music theory, and sight-reading. These concepts are reinforced through sequential instruction, allowing students to build on prior knowledge as they progress through the music and art programs. At the elementary level and secondary level, students have the opportunity to participate in a rigorous audition process for All State Ensemble, while visual artists participate in juried art shows. At the secondary level, music students are adjudicated by certified judges in a combination of solos, duets, and small and large ensembles. Both music and visual art students also compete at the national level.

In grades two through five, students take music and art each year as part of their wheel electives. They explore singing, playing instruments, reading music, composing, and working with different visual art

mediums such as charcoal, paint, and clay. Beginning in 6th grade, music and art are offered as full-period, year-round electives. Students may choose from Band, Orchestra, Chorus, Art 2D, and Art 3D. High school students have the added options of three AP Art & Design courses, in addition to AP Art History, AP Music Theory, Theatre, and Advanced Band and Orchestra courses.

2b. Physical education/health/nutrition

Students are enrolled in a daily Physical Education (PE) class in grades 2-5, learning how to play multiple team and individual sports. In 5th grade, students participate in a ballroom dance unit culminating in a showcase for parents. Physical education students in grades six through eight engage in individual and team sports, in addition to learning how to create and monitor a fitness plan. High school students do not participate in PE at the school site, but are encouraged to play for their district school's sports teams or community teams. Essential skills taught in Physical Education include creativity, collaboration, perseverance, and critical thinking skills through planning, reasoning, problem solving, and strategy reflection.

2c. Foreign language(s), if offered (if not offered, leave blank)

Students begin Foreign Language instruction at the elementary level, with Chinese, Spanish, or French scheduled into the wheel electives each year. In 6th grade all students select a language to study within their daily schedule, choosing between Chinese, Spanish, and French. Students earn high school credits for World Language courses beginning in eighth grade. Pine View requires only three high school credits in World Language for graduation, however, students may earn up to five high school credits. Chinese, Spanish, and French are each offered through the AP-level, as well as AP Spanish Literature.

The goal of World Language teachers is to produce students who graduate speaking fluently in their language of study. A single class will include activities in reading, writing, speaking, and listening. Academic discourse is a priority for World Language courses, and classes are conducted almost exclusively in the language of study beginning in 7th grade. By ninth grade, classes are conducted 100% in the language of study. In addition to the primary goal of language acquisition, students also spend time studying the culture and traditions of the countries where the target language is spoken. Teachers use platforms such as Conjuguemos, Boomcards, Canva, and Storyboard to provide engaging lessons and bring the outside world into the classroom. World Language students also participate in national assessments and contests, with the top students earning special recognitions and awards for their achievements, and some even earning perfect scores in these rigorous competitions.

2d. Technology/library/media

Pine View School's Technology program begins in 2nd grade, exposing students to technology as a part of their wheel electives. Students hone their typing skills, develop digital citizenship, and improve their research abilities. Using Microsoft Office Suite and email, students apply the skills learned in cross-curricular projects. For instance, 4th graders used technology to code robots to play the music they composed in their music classes. From 6th grade onward, technology is offered as full-period electives, providing students with opportunities to master essential life skills such as email, word processing, and making presentations. Students can also begin earning certifications, including the middle school ICT (Integrated Control Technology) Essentials Suite certification. In grades seven and eight, students delve deeper, studying web design, video production, databases, and spreadsheets. Previously, students have showcased their work by competing in a public service announcement film contest sponsored by the Sarasota Film Festival. High school students can continue their technology education by enrolling in Digital Media I-IV and receive industry certification in Adobe Creative Cloud products. Students also have the opportunity to explore Advanced Placement courses in Computer Science Principles and Computer Science A, learning foundational concepts and ideas in computer science.

2e. Any other interesting or innovative curriculum programs you would like to share

Pine View School has a renowned Project Lead the Way (PLTW) engineering program. Spanning a spectrum of engineering subdisciplines, it provides engaging and innovative activities that prepare students for college and future careers. The program is open to all 9th through 12th grade students and encourages exploration in (STEM) topics. Pine View's PLTW engineering program emphasizes project-based learning and hands-on activities. This encourages a deeper learning experience by allowing students to apply their knowledge to build and create. Projects focus on the development of solutions to real-world problems, enabling students to develop the skills necessary to become successful engineers. Students leave the program with increased problem-solving and critical thinking skills as well as a better understanding of their obligations in relation to society and its ethical implications.

As an extension of the engineering program, Career and Technical Student Organizations (CTSO) and clubs provide additional experiences to practice and apply skills learned in the classroom. Participation in various activities, such as, Technology Student Association (TSA), Drone Club, Vex Robotics, Student Astronaut Challenge, and FIRST Robotics Team fosters personal growth, leadership skills, and career prospects in STEM.

3. Academic Supports

3a. Students performing below grade level:

Pine View School is dedicated to meeting the academic needs of all students and has numerous processes and people in place to help support students when and if they fall below grade level. Pine View School for the Gifted offers accelerated course work at every grade level. The master schedule has been altered to include a 45-minute extended lunch period. This period allows students the opportunity to meet with teachers to review for tests, ask clarifying questions, or to seek any additional academic support. Teachers spend this block of time with individual students or with students in small groups (Tier 2 and Tier 3 support).

All students at Pine View have an Educational Plan (EP), which is collaboratively created by ESE staff, current teachers, and parents. The EP includes individual learning/academic goals and is reviewed once per year. Pine View has tasked one of our ESE (Exceptional Student Education) Liaisons with monitoring all students' GPA's. This staff member alerts the Multi-Tiered System of Supports Team (MTSS), administrators, and counselors, when a student's GPA has fallen below a 2.5. Counselors meet with students, parents, and teachers to develop a plan of support.

Additional support takes place during and after school, both within and outside of the core classrooms. Pine View teachers routinely differentiate instruction within the classroom setting based on student needs. Teachers consistently monitor formative assessments to ensure that all students are working on or above grade level. The following assessment tools are implemented by Pine View School, to help identify individual academic needs: IREADY, Dreambox, and PENDA.

Pine View has also created a "Jump Start" program for students. This program is intended to help students with executive functioning skills, such as time management, use of calendars/agendas to keep track of homework/projects, and self-advocacy skills. Pine View School employs a Student Assistance Program (SAP) Counselor. This role encompasses supporting students emotionally as well as academically, and includes guidance with time management skills, study skills, and homework support.

3b. Students performing above grade level:

All Pine View students in grades two through 12 access an accelerated curriculum, and utmost care is given to designing individualized course pathways for each student. In the classroom, teachers regularly provide differentiation of daily lesson plans to meet the needs of students who have already mastered the material. When student mastery level is substantially higher than grade level peers, teachers may recommend an individual student for evaluation to be accelerated in a particular subject.

Students interested in further challenges, outside of the classroom, may select from over 100 academic and

interest-oriented clubs, including Chess, Science Olympiads, Academic Olympics, travel, investment, philosophy, and astronomy. Students may also select from a variety of competitive endeavors including, but not limited to STEM Fair, Geography Bee, MathCounts, History Fair, Poetry Out Loud, Speech and Debate, Math Modeling, Model United Nations, Mu Alpha Theta, and Robotics. Students in technology courses are encouraged to take advantage of the opportunities to earn industry certifications.

3c. Students with disabilities:

All students at Pine View School have met the Florida Department of Education state eligibility requirements for the Gifted education program. Approximately 4% of our students have met eligibility for other Exceptional Student Education programs requiring support for an area of disability or impairment. Pine View School strives to provide differentiated learning opportunities to support students' strength and growth areas. The School Wide Support Team (SWST) supports students' exceptionalities through the MTSS intervention process, the 504 evaluation and eligibility process, and the Exceptional Student Education (ESE) evaluation and eligibility process. The multi-tiered intervention process ensures students are provided with intervention strategies to support areas of growth.

If a student does not make the expected growth with interventions, the SWST team and classroom teachers' problem-solve to determine support strategies. Students with an impairment significantly impacting their life functioning may be considered for a 504 plan eligibility to determine if formalized accommodations are needed, ensuring the student can access their education and is not discriminated against due to their impairment. Students who appear to need specially designed instruction to make growth in skill areas can be considered for ESE evaluation to determine eligibility for one of the special education programs available in the state of Florida. An Individualized Education Program (IEP) is then developed for these students. The IEP contains information about each student's current level of performance, the goals that specially designed instruction will teach, the services to help the student make progress on the goals, and any accommodations that may be needed to ensure equal educational access. The ESE team is continually responsive to student needs and can offer both resource room support and inclusion support. Based upon their individual needs, students can access related service support from professionals such as the Speech Language Pathologist, Occupational Therapist, Teacher of the Visually Impaired, Teacher of the Deaf and Hard of Hearing, or Physical Therapist.

3d. English Language Learners:

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Pine View School provides a positive environment that promotes student success in a variety of ways. Teachers employ a variety of instructional strategies aimed at engaging students in curriculum and motivating students for success. Students have the opportunity to participate in more than 100 different after-school clubs and organizations, some of which include Speech & Debate, National Honor Society, National Junior Honor Society, Soccer Club, Environmental Club, Artificial Intelligence and Machine Learning Club, Disc Golf Club, buildOn, Key Club, Ultimate Frisbee, and Weightlifting.

Pine View School provides a unique opportunity for collaboration between students from all grade levels. Many events take place throughout the year that encourage our older students to serve as mentors and role models for our younger students. Events such as Literacy Week and Kindness Week allow students to interact with different age groups and build a strong sense of community within the school. For example, 6th grade Science students wrote and illustrated their own books on what they were currently learning and read them to second grade students. Eighth grade Life Science students conduct nature walks on our campus for elementary students, identifying native plants, trees, and animals.

Students are also engaged in curriculum designed specifically to meet their social and emotional needs. The social-emotional curriculum provides modules for middle and high school students to engage on topics such as mental health disorders, substance abuse prevention, healthy coping tools, prevention of self-harming and suicide, and available resources and access to treatment. The character curriculum provides instruction to all grade levels in character education and aligns with schoolwide expectations for behavior. Additionally, the Positive Behavior Interventions and Supports (PBIS) program supports and encourages students to meet certain expectations for behavior at school.

At the schoolwide level, Pine View School offers many academic awards and recognitions that promote a positive environment where students are recognized for their achievements. Pine View Pride is held quarterly to recognize and award students with outstanding Grade Point Averages (GPAs). Students earning Pine View Pride earn rewards. Across all grade levels, students are recognized monthly with our “212 Awards.” Each month, one student from each grade level and one faculty member are nominated to receive a “212 Award” for going the extra degree, and putting forth strong effort into their school or professional work.

At the elementary level, students are recognized monthly at Proud Python ceremonies. Students who meet the schoolwide PBIS expectations (Be Kind. Be Strong. Be Well.) receive recognition and incentives at Proud Python ceremonies, which can include snacks, treats, and gift certificates to local businesses. Students are also recognized regularly for their grades and can earn certificates for Honor Roll, “A” Team, Creativity, and Principal’s “Sharing of Gifts.” Many elementary classrooms celebrate students who meet their Accelerated Reader (AR) goals with quarterly movie parties and award certificates. At the middle and high school levels, students are also recognized for outstanding achievements. Each month, students can earn a Student of the Month certificate for putting forth extra effort and setting a positive example for others.

2. Engaging Families and Community:

The school hosts a variety of events throughout the year designed to unite our school community which welcomes and encourage parent and family participation. Parents are invited to campus for the annual Open House at the start of each school year. Parent participation is high at this event, and in order to accommodate the families for all students in grades 2-12, two Open House events are scheduled – one for students in elementary school and one for students in grades 6-12. Parents are invited on campus for evening events such as Jazz Under the Stars and Astronomy Nights.

The AP SPIN event (Student Parent Information Night) in the winter, is held for students and parents to preview the Advanced Placement course options just ahead of the course scheduling process. The target

audience for the AP SPIN bridges our middle and high school communities, all of whom arrive enthusiastic and eager to hear about their future high school coursework. Informal survey data report parents identifying AP SPIN as their favorite event of the year.

Parents spend time volunteering on multiple fronts, and accrue thousands of hours in classrooms, working in the campus gardens, chaperoning field trips, supporting staff in the main office, and celebrating students who have earned honor distinctions. Our parent body is eager to share their own gifts and often serve as presenters at our college planning and career events, where they showcase their own professions, inspiring career pursuits for students at all grade levels 2-12. Members of our Pine View parent community serve as mentors to our grade 12 students, and through our Externship for Students who are Gifted course, (Externship) host year-long shadowing experiences in their professions to afford Pine View students real-world career experiences. In addition to the relationships with parent and professional communities, Pine View maintains articulated relationships with our local and state colleges and universities, hosting Dual Enrollment opportunities on our campus, as well as hosting visits from college and university representatives from across the state, country, and globe.

Pine View boasts an active, supportive parent organization, and maintains a healthy relationship with the surrounding community. Pine View's parent group (Pine View Association) works to support curricular needs, specialized academic programs, and extracurricular activities for students. The group celebrates student achievement throughout the year and assists teachers with classroom needs. PVA actively raises funds for the school and supports significant expenditures such as out-of-district and out-of-state travel for students competing at Speech and Debate events, materials for students with financial needs, and specific curricular requests from teachers. Particular emphasis has been placed on supporting our new College and Career center. The PVA has contributed to an additional advisor position, as well as funded several test-prep mini-courses for students preparing for PSAT/NMSQT, SAT, and ACT assessments. On a grand scale, the parent community joins together on three occasions for the purpose of raising large dollar amounts to support their endeavors. The Pine View Fair is an all-campus, all-community event, held on a Saturday each fall – an event known for its enthusiastic attendance and participation. Peramathon, the annual fundraising activity where the school unites by committing to a certain number of laps around a predetermined distance in exchange for a donation per lap or a fixed donation amount. The pinnacle fund-raising event of the year is aptly titled, The Pine View Pinacle, a large-scale, black-tie event where the PVA raises its greatest funds.

3. Creating Professional Culture:

Providing an environment in which teachers feel safe and supported is a priority for PV administrators. The principal conducts monthly Brown Bag lunches, providing all staff the opportunity to ask questions, provide feedback, or just visit. The Climate Committee contributes to a positive culture by facilitating multiple activities each year to provide opportunities for staff to gather in an informal setting and to demonstrate appreciation for all faculty and staff.

Professional development offerings are designed in response to teacher feedback regarding interest and needs, as well as data collected in non-evaluative classroom walk-throughs. Pine View's Literacy Leadership Team, consisting of teachers in grades two through 12, developed a classroom walk-through tool to collect data on classroom texts, high impact strategies, and grouping. Data from the tool inform recommendations for future professional development needs.

Teachers are encouraged to support professional growth in one another. Teachers have been trained in peer-to-peer classroom learning visits and may volunteer to be provided coverage while they visit a colleague's room for their own development. Teachers are also provided time for vertical planning in grades two through 12 in all content areas and may opt to conduct this activity after-school for additional compensation or be provided substitute coverage during the duty day. This has been very helpful for ELA and Math teachers who have new standards and textbooks. Substitute coverage is also provided for teachers to collaboratively grade to calibrate scoring for writing assessments.

Curriculum Café is professional development provided during the school day that teachers can access during their planning period. Drinks and snacks are provided! Curriculum Cafés are facilitated by Pine View

teachers, administrators, and district staff and are focused on teacher-driven topics, such as using district data dashboards, use of digital platforms to enhance instruction, and high impact instructional strategies. During COVID, teachers with technology knowledge created professional development sessions for their peers on a variety of platforms useful for concurrent learning, such as Nearpod, Gimkit, and Storyboard.

School-wide professional development is provided during pre-planning week and professional days. Administrators strive to provide convenient on-site training aligned to state and district mandates, such as workshops aligned to students with disabilities, reading, and safety. Recent school-wide training aligned to district and school initiatives include Visible Learning, High Impact Teaching Strategies, Peer to Peer Walk-Throughs, Understanding and Conducting Effective PLCs, and Socratic Seminar facilitation. The Socratic training involved whole-school training, followed by one-on-one consultant feedback for teachers after classroom implementation.

Administration maintains high visibility throughout campus and provides multiple opportunities to reflect with teachers regarding their practice and needs. Teachers are encouraged to request administrative classroom coverage for those wishing to visit other classrooms for their own professional growth. Administrators stay active in the teaching practice by modeling new techniques for teachers and facilitating professional development for teachers.

4. School Leadership:

The leadership philosophy and structure at Pine View School is one of participatory management, shared decision-making, and empowered instructional leadership. The principal leads an instructional leadership team comprised administratively of three assistant principals; one for each level of the school. There is also an assistant principal of curriculum who coordinates the continuous instructional improvement model in place at the school since 1969. Our leadership team also includes department chairs for each subject area and grade level leaders for grades two through eight.

Parents and students play critically important roles in creating the conditions which allow for Pine View School to be consistently ranked as the top performing school in Florida, as well as one of the highest performing elementary, middle, and high schools in the United States. Our parents formed their own 501c3 organization whose mission is to support and provide for teachers and the school to maximize the effectiveness of the work we do daily with our students, funding projects like the Student Spaceflight Experiment Program (SSEP) Mission-17 that our school participated in this year. The program allowed students in grades two through 12 to design arm patches for an actual mission to the International Space Station (ISS). More importantly, students in grades six through 12 were encouraged to create student teams to propose experiments which could be conducted in microgravity on the International Space Station and then returned to Earth for analysis. The total cost of the program was \$25,000 and was paid for by our parents, generous donors, and the school. Many teams of students were formed and worked for months on designing what experiments could look like (within specific parameters of the spaceflight program), and then a competition was held. The top three experiment proposals were sent to the Johnson Space Center for final adjudication, and a Pine View School experiment will actually go into space to the ISS in the summer of 2023, and then return to Earth for analysis. This idea, collaboratively designed and worked on as a project which could benefit all students and our school, was brought forward by teachers, and proposed to the administration and parents. This approach embodies our leadership philosophy at Pine View School.

5. Culturally Responsive Teaching and Learning:

Pine View School enjoys approximately 34% minority student demographics with a large portion of Asian Pacific Island students, as well as Latinx, and African American students. Our campus is one very large melting pot where all cultures are respected, celebrated, and recognized. We have many religions represented on campus, and students freely share in the wonderful and rich culture each nationality brings. We teach Mandarin Chinese and celebrate the Lunar New Year with celebrations throughout campus. We celebrate and recognize Hispanic Heritage Month and the incredible contributions of our Hispanic community, as well. Black History Month is a wonderful opportunity for Pine View to celebrate and recognize the contributions by African Americans to our country and the world, and we see that in music,

literature, and the arts on campus. We partner with our local Jewish Federation of Sarasota-Manatee to raise awareness during International Holocaust Remembrance Day and participate in hosting Town Hall meetings for the community on fighting against Anti-Semitism. In addition, the research on gifted education and the underrepresentation of specific minority group students has brought us to realize that we needed to take action, so Pine View School pays for the district of Sarasota County to universally screen all 2nd graders using a non-verbal IQ screening instrument to ensure equity in opportunity. Pine View also has many clubs and student organizations which celebrate diversity, and one is Diversity Council. This group, among others, helped Pine View sponsor a guest speaker for a Town Hall and Saturday Workshop open to the public on the need for diversity, equity, and inclusive research-based practices to be implemented in the area of gifted education. Our students were so inspirational in their work that the author we invited to speak, Dr. Joy Lawson Davis, asked our Pine View students to write the Foreword to her book, *Empowering Underrepresented Gifted Students* (2021).

PART VI - STRATEGY FOR EXCELLENCE

It is the stated mission of Pine View School to provide a qualitatively different learning environment; one that nurtures a passion for intellectual curiosity, encourages risk-taking, independence and innovation, and that is committed to academic excellence and social responsibility. Above all we are a community of learners bound together by common purpose and mutual respect. With a primary emphasis on educating the ‘whole’ student we strive to build a learning community comprised of thoughtful, intentional, and caring citizen-scholars.

From the moment a student arrives at Pine View School, whether in 2nd, 8th, or even 12th grade, the culture into which they are immersed is one of shared endeavor and responsibility. Value is placed on the moral qualities that underlie individual and collective success. These virtues include honesty, respect, empathy, gratitude, and a strong commitment to what is just. Embedding these attitudes in all we do is at the core of our mission. Such an approach ties our educational community together and is an essential part of our identity. “Pine View Pride.”

In fostering connections between and among our students and families, we nourish an identity that supports excellence and above all kindness, generosity, and civic virtue. A shared commitment to ethical behavior and social responsibility is manifested both in the classroom and in our community and is best captured by the quote, “To whom much is given, much is required,” and the credo “Gifts Are for Sharing.” Extensive opportunities both on campus and off are encouraged for students to explore their leadership potential. Character education activities and service-learning projects are a prominent part of the student experience at Pine View, designed to expand social awareness and stress social responsibility. Empowering students to make a difference in the lives of others is a tradition of which we are exceptionally proud, and one which is a critical aspect to who we are and what we accomplish as an educational community.

Collective purpose and shared responsibility are keystones to our success. By instilling and supporting these ideals, Pine View students are given the opportunities to become better versions of themselves and ultimately, to become impactful citizens of the world.