

Preliminary Report, Highlights: Pine View Middle/High School, Sarasota County

STABILITY AND PROFESSIONAL DEVELOPMENT: Pine View is a Grade 2 through 12 public school devoted entirely to educating gifted students, providing unique opportunities for students and unique challenges for teachers. The turnover rate for teachers is <2% annually. This affords the district, school, students, and parents a consistency that is inherent in Pine View's success. As such, the administration and staff very literally see little children grow into young adults all in the same nurturing confines of a single program. This notion is epitomized by the principal, having been at the school for 15+ years, he is the only principal many of the students and staff have ever known. Teachers recognize the challenges that accompany instructing gifted students and respond by proactively seeking cutting edge approaches to professional development. The *Professional Development Program* incorporated by the District is extensive, and provides summer workshops as well as financial backing for staff members seeking higher-level certification. An extensive portion of the budget is allocated for professional development. The belief by the district, as well as Pine View's administration, is that empowerment of staff through professional enhancement is paramount to individual student success.

Results: Experienced teachers (average 16.2 years) with advanced degrees (65.7% of staff); Low teacher turnover.

Practices that Promote High Performance:

- Empowerment of staff through professional development
- Budget to support professional development needs
- Low turnover of staff who are challenged to meet the needs of gifted students

STUDENT RESPONSIBILITY: Teachers at Pine View work to provide ongoing challenges to students, to maintain and foster educational growth. One example of this approach manifests itself in the increased emphasis on laboratory instruction across disciplines. This articulation promotes an increase in critical thinking and the extrapolation of information to a much wider scope through application. Classroom curriculum is aligned across the board to ensure continuity however, the staff at Pine View takes it a step further and articulates across departments. There is increased emphasis on organizational skill development, fostering preparation and timeliness, two vital elements in the workplace. This is further supported by the use of the *Student Agenda Book*. In addition to the efforts of staff, students actively contribute to the teaching-learning process. Students at Pine View are accountable for their own *4-Year Educational Plan & College Admissions Profile* and semester schedules. Students are also instrumental in a "re-teaching" approach, where seniors re-teach what they have learned to students in lower grades.

Results: School Accountability Grading: Pine View scored 537 points on the FCAT Reading, Math, and Writing portions of the test exceeding the State mandate of 410 points required for classification as an 'A' school.

Practices that Promote High Performance:

- Teachers driven to provide ongoing challenges for students
- Curriculum articulated across departments as well as across levels
- Students actively involved in planning, monitoring and the teaching-learning process

DATA-DRIVEN DECISION MAKING: Several plans and programs are in place to make sure students are reaching district, state and personal academic goals. There is the somewhat standardized *Individual Education Plan* in place for students, but this provides merely a framework. On a larger scale is Sarasota's Research, Assessment, and Evaluation Program. Within this program is the *Educational Quality Improvement Profile* (EQUIP) that clearly documents benchmarks as it breaks down a wide variety of demographics and their academic quotient improvements or declines. The district and Pine View utilize the program to assess needs and make the appropriate adjustments. There also exists extensive *Advanced Placement (AP) Testing* and the associated tracking system that demonstrates student mastery of specific skills.

Results: FCAT: Reading & Mathematics scores from Grades 6 thru 8 exceeded the State average by the mean score of 86.5 points, for Grades 9 and 10 exceeded the State average by the mean score of 84.25 points.

Practices that Promote High Performance:

- *Individual Education Plans* in place for students
- Utilizing district resources - EQUIP - to assess needs and make the appropriate adjustments
- Using technology to track student mastery of specific advanced skills, not just district/state minimum skills