**MISSION STATEMENT**

A student-centered School of Innovative Learning and Technology that inspires excellence, Pine Creek High School equips and empowers all learners to think critically, perform creatively, and work ethically by providing a safe and welcoming learning community with rigorous and relevant opportunities which cultivate compassionate citizens who will flourish in a globally-minded society.

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### TECHNOLOGY ACCESS

- **1775** iPads checked out to students and staff
- **450** Desktops available to students and staff
- **140** Laptops checked out to staff
- **200** 100 Projectors and 100 Apple TVs configured for use
- **24** Microsoft Wireless Adapters installed in collaborative spaces
- **5** Green Screens: 1 permanent screen in the Creation Studio and 4 available for checkout
- **3** Media Tables available for collaborative use

### TECHNOLOGY USE

**Apps used regularly for creation to demonstrate learning:**
- Green Screen
- Movie Clips
- Adobe Sketchbook
- Book Creator
- Minecraft for Ed

**Use Cases of Technology in the Classroom**
- Students make their thinking visible by creating voice-overs to accompany their work in math class
- Students in Tech for Ed demonstrate their learning in e-portfolios
- Students record their own presentations in order to analyze their efficacy
- World language students use Duolingo to reinforce language learning
- Air Printing is available in the Library

### POST-SECONDARY PLANS

- **71%** Total received in scholarships: $13 million.

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<th>Class of 2019</th>
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<td>Four-Year School</td>
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<td><strong>50%</strong></td>
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### STATISTICS

- **1610** Total Students Enrolled
- **950** Participants in Sports
- **2400** Participants in Clubs
- **96 Industry Certifications Received**
- **96% of students achieved a 3 or higher on an AP Exam**
- **71% of students graduated from the Class of 2019**
COLLABORATION

Students engage with others using both digital media and face-to-face interactions as they work together to master content, learn about themselves and their environment, and contribute to their personal success and the success of others.

CRITICAL THINKING AND REASONING

Students engage in purposeful and reflective evaluations and judgments about what to believe or what to do in response to observation, experience, and communication.

INFORMATION LITERACY

Students identify information needs, seek out reliable resources to meet those needs, and then analyze, synthesize, evaluate, and communicate the resulting knowledge.

INVENTION/CREATIVITY

Students engage in mental and social processes to generate new ideas and concepts, and new associations between existing ideas and concepts, leading to new ways of doing things that can change thinking, processes, and products.

SELF DIRECTION

Students will acquire and use fundamental skills that are necessary for learning to occur and for lifelong success, demonstrating flexibility and adaptability by applying what they learn to a variety of situations; tracking their own progress to monitor and adjusting their learning strategies; showing leadership and responsibility through active participation in school, showing respect for differing opinions, interests and experiences; setting challenging personal goals; and reflecting on their own learning and refocusing their efforts accordingly.

TECHNOLOGY LITERACY

Students responsibly use the appropriate technology to communicate; solve problems; access, manage, integrate, evaluate, design, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century.

Collaboration

Podcasting: Students in Zoology 1 classes have the opportunity to collaboratively create a podcast episode on a chapter of choice from Temple Grandin’s book, Animals Make Us Human. Classmates Nick Twilbeck (20) and Ryan Seaquist (20) chose Grandin’s chapter on chickens as the topic for their podcast. “It was actually really fun,” Seaquist reflected. “We called ourselves the Poultry Peeps!” Seaquist and Twilbeck, neither of whom had created a podcast before, both appreciated the interactive nature of the activity. “We were able to have a conversation about the topic rather than just share a list of information,” Seaquist said.

Critical Thinking and Reasoning

Honors Project: Each Honors course curriculum includes a culminating capstone project designed to reflect a student’s deep engagement with the specific discipline, question, or problem. The Honors Project may include writing, research, and/or performance.

Using Virtual Reality as a Launchpad for Deeper Learning | One use case at PCHS: A 10th grade Language Arts class preparing to read Alan Grantz’ Refugee participated in a learning experience during which students used tools such as ClassVR headsets, digital simulations completed as a team, and other hands-on tools to immerse themselves in the three settings in novel prior to reading: 1930s Nazi Germany, 1994 Cuba, and 2015 Syria. Students reflected on questions such as, When would you decide to become a refugee? What do you know? What do you take? What do you need answers to? What is it like to flee your country? When asked whether or not accessing resources using a VR platform was more useful than receiving the information via a different resource (i.e. video or image), several students reported that in this instance the VR experience had been very useful, “Because it was like you were actually there!”

Information Literacy

Students who engage in projects that require research, work to improve at the following:

Efficient use of databases and other authoritative sources; selecting search terms; broadening and narrowing topics; effective note-taking use of direct quotations, paraphrasing, and original thinking; and purposeful application of information.

Invention/Creativity

Students across all disciplines, depending on the teacher/course, are given the opportunity to create their own Escape Rooms as a demonstration of progress toward mastery of the content area.

On Halloween students in choir classes are given the opportunity to re-write a familiar song to align with the holiday.

Students in German Classes celebrate Oktoberfest by decorating Lebkuchenherzen, learning traditional German dance and then creating their own, and sampling traditional cuisine.

Technology Literacy

100% of students in graphic arts classes have and maintain a digital portfolio. The Art Department is working toward the goal of having students in all art classes create and maintain a digital portfolio.

All freshmen take a Technology for Education course. As part of this course students engage in activities related to digital citizenship, including information literacy, internet safety, appropriate use and citation of source material, privacy and security, and the creation of a positive digital footprint.