

Independent Citizens Referendum Oversight Committee (ICROC)

2008-2009 Annual Report to the
Pinellas County School Board
and the Citizens of Pinellas County

July 1, 2008 – June 30, 2009

Mitch Lee, Chairman

Dr. David Bliesner

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Executive Summary

Referendum money has allowed Pinellas County Schools to increase teacher salaries and initiate or expand programs in reading, the arts and technology.

Because of the support of Pinellas County taxpayers through approval of the referendum, the school system has been able to allocate \$31.3 million in school year 2008-09 to focus on retaining and recruiting great teachers.

The Elementary Reading and Language Arts Department received more than \$1.2 million from the referendum allotment during the fourth year of allocation. The referendum funds allowed Pinellas County Schools to continue to develop print rich environments in over 2000 classrooms. One of the goals identified by the Elementary Reading and Language Arts Referendum Committee is to continually enhance the resources available in every classroom so that all students have access to a wide variety of reading resources. Reading resources such as intervention materials, fiction and nonfiction texts, magazines, and software were purchased. Every elementary school received a fixed dollar amount from referendum funds based on size (number of students). Schools identified specific needs (i.e., technology, additional classroom library texts, intervention materials, software) and purchased materials to address identified needs. Referendum funds were used for literacy professional development. All elementary media centers received funds for circulation upgrades.

Referendum dollars have allowed our secondary reading classrooms and many of our content area classrooms to become print-rich environments where students have access to a variety of relevant texts and reading software. In recent years, the number of secondary reading classrooms has expanded. Every secondary student not reading at grade level receives a reading intervention during his or her school day. Because of referendum funds, these classes are more effective than they could have been otherwise. A focus for this fourth year of implementation has been to provide critical professional development for our reading and content area teachers. In addition, we have continued to focus on providing reading classrooms with materials not available through other sources, e.g. both fiction and non-fiction texts, class sets of novels, classroom magazines, and newspapers. Schools received a fixed dollar amount from referendum funds based on size and number of reading classes. Schools addressed individual needs by purchasing items such as reading software or technology and updating, as needed, classroom libraries purchased in previous years. Secondary media centers all received funds for circulation upgrades. The referendum allowed literacy professional development opportunities for all secondary teachers, including support for teachers needing to complete the reading endorsement and one-time supplements for teachers completing this essential training.

Visual arts programs across all grade levels received more than \$1.5 million during the fourth year of the referendum. The visual arts plan focused on the enhancement of K-12 visual arts programs in the district by providing funds for supplies, materials, furniture, equipment, technology, field trips, training, and support. All elementary, middle and high school art teachers received extra money to use according to their needs plus a set amount per teacher to purchase books for an art classroom library. All middle and high school art students received art magazines. Nearly 50 schools received art equipment and/or furniture. Five high schools received a 33-station computer lab for visual arts. Three middle schools received a 30-station visual arts computer lab. Sixty-eight field trips to local art museums and galleries were funded. Twenty-two schools were visited by the new art mobile that brings the Salvador Dali Museum to

elementary schools. Nineteen art teachers completed Level 1 CReating Independence through Student-owned Strategies (CRISS) training for art teachers, 22 teachers attended Literacy in the Visual Arts training to further implement literacy in their classes, and 62 art teachers attended the Florida Art Education Association annual conference. Twenty-seven high school art teachers attended a five day Advanced Placement Art Studio training. Twenty-one art teachers completed training through Beginning ArtTIP, 103 art teachers completed Intermediate ArtTIP training, and 23 art teachers completed Computer Graphics for Middle and High School. In the performing arts area, which received nearly \$2.5 million in the referendum's fourth year, elementary schools received funding for instruments, equipment and supplies based on specific needs and requests. Forty-seven teachers attended Florida Music Educators Association (FMEA) creativity, innovation and quality transforming music education training. Fifty teachers attended elementary music classroom management training, and thirteen teachers participated in extensive world drumming professional development.

Instrumental programs at all levels were reimbursed for rental fees waived for students on free and reduced lunch. The funds are being used to repair and replace instruments. Three schools received new band uniforms. All high school band programs received a stipend for the cost of auxiliary staff members. Funds were allocated to schools for music, supplies, equipment, accompanists and other support based on specific needs and requests.

The choral program at Palm Harbor University High is now one of the premiere, benchmark programs in the district. The choral instructor is paid through referendum funds. The initiative to rebuild strings programs that were cut in the early 1990s continues with programs at 16 elementary schools, ten middle schools and 9 high schools. Referendum funds also were used to support guitar programs in middle and high schools with extensive training for 10 teachers. New guitar programs were created at 2 middle schools and one high school.

Performing funds used to support music technology have transformed music education in Pinellas County. Twenty additional teachers were trained. There are now eighty teachers trained. Teachers consistently participate in on-going professional development. Twelve mini-labs were put into schools.

In the technology area, which had \$2.3-million budgeted during the 2008-09 school year, there were four referendum projects, two new projects and two existing projects. The existing projects were the continuation of the wireless mobile labs at all elementary, middle and high schools and the continuation of the Osceola Middle 1-to-1 laptop project. The two new projects are the virtual school curriculum development and the mobile podcasting labs. These four projects were supported by the two project coordinators who provided coaching and modeling in the classroom along with professional development. The Osceola Middle School 1-to-1 project was in full implementation with laptops for every student in grades six thru eight. Virtual middle school curriculum and the podcasting labs will continue into year five of the referendum with students taking classes full time in the virtual school and creating podcasts to share with staff and other students in the district.

It is the conclusion of the members of the Independent Citizens Referendum Oversight Committee (ICROC) that referendum funds are being expended consistently with the intent of the referendum language, the implementing ordinance and the voters of Pinellas County.

Background

On Nov. 2, 2004, the citizens of Pinellas County voted to increase the ad valorem millage one-half mill for necessary operating expenses including funds to recruit and retain quality teachers, preserve reading programs, supplement music and art classes, and provide up-to-date textbooks and technology, July 1, 2005-June 30, 2009. On January 29, 2008, the citizens of Pinellas County approved the continuation of the Ad Valorem Tax Referendum beginning July 1, 2009 and ending four fiscal years later on June 30, 2013. The school board established specific target areas for the expenditure of these funds and a process for allocating the referendum dollars, outlining clear parameters for both monitoring and reporting expenditures to the public.

An oversight committee of seven community members was formed to meet the requirements of the ballot language. The committee's purpose is to monitor the expenditure of referendum dollars over the four-year implementation period. The committee reviews quarterly expenditures reports that detail the items purchased by the specific program areas of teacher compensation, reading, visual arts, music and technology. In addition, narratives are examined that further specify the use of the items in each of the program areas and the schools benefiting from the expenditure of these funds.

The additional funding provided by the referendum is intended to enhance program initiatives, update equipment and update classroom materials that will enhance student learning. These funds will not be used as replacement dollars for existing department budgets.

The Independent Citizens Referendum Oversight Committee functions as an advisory body to the school board.

Pinellas County Schools has expended the first four years of tax referendum money by increasing teacher pay, increasing the number of reading programs, enhancing music and art class materials, and by providing up-to-date textbooks and technology services.

Budget

Referendum
 Overview of Revenues and Expenditures
 July 1, 2008-June 30, 2009

	<u>Budgeted</u>	<u>Collected</u>		
Revenues	\$37,942,602	\$37,942,602		
Carry Forwards & Encumbrances	3,761,082			
Total Available	<u>\$41,703,684</u>	<u>\$37,942,602</u>		
	<u>Budgeted</u>	<u>Expended</u>	<u>Committed/ Encumbered</u>	<u>Budget Balance</u>
Expenditures				
Salary Supplement (2660)				
Salary	\$26,559,091	\$26,565,152		(\$6,061)
Benefits	4,746,067	4,767,249		(21,182)
Total Salary Supplement	<u>\$31,305,158</u>	<u>\$31,332,401</u>		<u>(\$27,243)</u>
Programs				
Visual Arts (2310)				
Salary	112,569	112,569		0
Benefits	27,898	27,007		891
Purchased Services	274,915	264,993	9,922	0
Material & Supplies	315,915	229,729	2,741	83,445
Capital Outlay	827,820	744,895	75,382	7,543
Other Expenses	11,382	11,298	84	0
Total Visual Arts	<u>\$1,570,499</u>	<u>\$1,390,491</u>	<u>\$88,129</u>	<u>\$91,879</u>
Music (Performing Arts) (2320)				
Salary	355,904	342,012		13,892
Benefits	88,497	83,039		5,458
Purchased Services	605,479	191,981	15,417	398,081
Energy Services	312	312		0
Material & Supplies	712,192	99,288	113,626	499,278
Capital Outlay	733,433	650,132	31,424	51,877
Other Expenses	11,237	10,387	850	0
Total Music	<u>\$2,507,054</u>	<u>\$1,377,151</u>	<u>\$161,317</u>	<u>\$968,586</u>
Technology (2330)				
Salary	97,376	69,680		27,696
Benefits	33,685	28,485		5,200
Purchased Services	79,519	79,140		379
Material & Supplies	74,957	15,540		59,417
Capital Outlay	790,446	381,078	160,646	248,722
Other Expenses	1,256,561	1,114,473	141,388	700
Total Technology	<u>\$2,332,544</u>	<u>\$1,688,396</u>	<u>\$302,034</u>	<u>\$342,114</u>

Elementary Reading (2341)				
Salary	6,019	6,019		0
Benefits	1,095	1,095		0
Purchased Services	40	40		0
Material & Supplies	413,219	72,512	1,880	338,827
Capital Outlay	838,607	794,019	16,907	27,681
Total Elementary Reading	\$1,258,980	\$873,685	\$18,787	\$366,508
Secondary Reading (2342)				
Salary	137,897	137,897		0
Benefits	22,517	22,517		0
Purchased Services	44,319	32,319	12,000	0
Material & Supplies	248,522	61,957	3,706	182,859
Capital Outlay	1,103,533	886,826	205,224	11,483
Total Secondary Reading	\$1,556,788	\$1,141,516	\$220,930	\$194,342
Library Media (2343)				
Material & Supplies	1,053	1,048		5
Capital Outlay	636,093	631,061	4,090	942
Total Library Media	\$637,146	\$632,109	\$4,090	\$947
Total Reading	\$3,452,914	\$2,647,310	\$243,807	\$561,797
Total Programs	\$9,863,011	\$7,103,348	\$795,287	\$1,964,376
Unallocated (2350)	535,515			535,515
Total Programs and Unallocated	\$10,398,526	\$7,103,348	\$795,287	\$2,499,891
Grand Total	\$41,703,684	\$38,435,749	\$795,287	\$2,472,648

Reading

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Elementary Reading

The Elementary Reading Referendum Committee identified 7 goals for the use of referendum funds for the fourth year of allocation. The 7 goals were to:

- purchase Macmillan Classroom Libraries for every grade 1-5 classroom.
- begin to develop materials and training to support the teaching of vocabulary.
- provide every school with Reading Enhancement funds to address school specific needs.
- provide literacy professional development.
- purchase additional classroom libraries for identified schools/classrooms.
- purchase intervention materials.
- continue to provide funds for elementary media centers.

Macmillan Classroom Libraries

Over 2000 Macmillan Classroom Libraries were purchased to support the new basal reading series used in all regular education and EBD classrooms. In addition, Macmillan Classroom Libraries were purchased for all self-contained ESE classrooms in order to enhance vocabulary instruction.

Vocabulary Materials and Training

A rich vocabulary is critical for students to comprehend reading material. Students need opportunities to interact with words in multiple ways. Research shows that:

- first grade students from higher SES groups know about twice as many words as lower SES children.
- vocabulary knowledge in first grade predicts students' reading comprehension in their junior year of high school.
- high school seniors near the top of their class know about four times as many words as their lower-performing classmates.
- high-knowledge third graders have vocabularies about equal to the lowest performing 12th graders.
- to be successful after high school graduation, a person needs to know approximately 200,000 words.
- the typical third grade student knows between 2,500 and 25,000 words.

During the month of June, groups of teachers began to develop materials and training to support vocabulary instruction. The materials were created using the Macmillan Classroom Libraries and basal. Referendum funds were used to pay teachers and print materials. Every teacher of grades 1-5 will receive a comprehensive Pinellas Vocabulary Project booklet which they can use to enhance classroom instruction.

Reading Enhancement Funds

Each elementary school received a portion of the Elementary Reading referendum funds to purchase materials to address literacy needs of the school. The amount varied based on the size of the school. Reading Leadership Teams at each school met to assess the school's needs and determine how the money should be spent. The amount was transferred to each school once the Elementary Reading and Language Arts Office received details concerning how the money was to be spent and the implementation plan for the new materials.

Literacy Professional Development

All elementary Reading Coaches were informed in September (2008) that they must have reading certification or be reading endorsed. Every Reading coach who completed the course work for reading endorsement received a onetime \$500.00 supplement using referendum funds.

Classroom Libraries

Enhancing and maintaining classroom libraries was one of the goals of the Elementary Reading Referendum Committee. Additional classroom libraries were purchased for identified schools/classrooms. Classroom libraries are lost yearly due to normal wear and tear.

Intervention Materials

Intervention materials were purchased for identified schools. The elementary schools have a wide range of materials available to them for small group intervention instruction.

Elementary Media Centers

Referendum funds were transferred to the Library/Media Services Department. All 86 elementary schools were allocated funds to be used to enhance the quantity and quality of resources available in school media centers.

Secondary Reading

Pinellas County Referendum dollars have enabled secondary school reading classrooms to become print rich environments where students have access to a variety of relevant texts and reading software. In recent years, the district has expanded the number of middle school reading classrooms and added intensive reading classes at every grade level in high schools. Every secondary student not currently reading at grade level receives a reading intervention during his or her school day. The referendum funds have allowed the district to make these classes more effective than they could otherwise have been. The focus for this fourth year of implementation has been to continue to provide:

- interesting, relevant non-fiction texts for content area classes,
- needed materials not available through other resources for reading classrooms,
- support for school library and information centers,
- literacy professional development opportunities for all secondary teachers, including support for teachers needing to complete the reading endorsement, and training this year for reading teachers in the newly adopted reading programs.

School-wide/Content Area Reading Support

At the secondary level all teachers support literacy for students at every grade and ability level. Writing across the content areas is a critical element for text comprehension, and the development of higher order thinking skills. Secondary science and health classrooms received non-fiction texts to support literacy in these subject areas. Finally, extensive professional development has been provided for content area teachers including Project CRISS training, lesson plan design, and CAR-PD (Content Area Reading – Professional Development) which is offered through the Just Read, Florida office.

Reading Class Materials

This past year was the year of the reading adoption, new materials provided by Instructional Materials funds were put in place in most reading classes. Referendum funds were used to supplement these materials where doing so assisted with program implementation fidelity. Most of the adopted programs utilize a consumable student text which must be purchased from year to year. Using these materials as they were designed is an enhancement which will increase the effectiveness of the program. Funds were reserved to support the replacement of these consumable student texts each year. Scholastic magazines such as Up Front, Choices and Action were provided for middle and high school reading classes.

Reading Leadership Team Selection Menu

During the 2008-2009 school year, Reading Leadership Teams at each school were given a portion of the referendum funds with which to make site based decisions on the literacy needs of the schools. This option proved highly popular and effective in allowing schools to determine how best to use the funds. Of critical concern is the need to ensure that materials purchased meet the needs of schools allowing staff to make good use of the resources. To this end, again this year each school received a fixed dollar amount based on the size of the school and the number of reading classes. Reading Leadership Teams at each school were given a menu of possible materials for purchase. Each group submitted a brief action plan outlining the need for and planned use of the selected materials.

Library Media

Funds were distributed to the department of library and media services for further circulation upgrades of secondary school media centers. In addition, we renewed our licenses purchased last year for the subscription to teachingbooks.net.

Professional Development

Pinellas County Schools needs approximately 500 reading endorsed or certified secondary reading teachers in order to meet the “highly qualified” designation mandated by NCLB. Starting with the 2008-2009 school year we will have approximately 400, with many more teachers at various points in progress of meeting this qualification. There is a need to continue to provide both face to face and online classes and incentives to move quickly through the endorsement process. Each secondary teacher who completed the endorsement and is currently teaching classes that require the endorsement received a onetime \$500 supplement using referendum funds. In addition, materials and course facilitator salaries were purchased. Students who are slightly below grade level in reading have the option to receive a reading intervention in a content class through a teacher who is working on the reading endorsement or has taken Content Area Reading Professional Development (CAR-PD). Content teachers who completed this program received a \$250 one time supplement. This option allowed more students to participate in a wider selection of elective classes.

The Endorsement Institute and Up Grade Reading Camp continued for the summer of 2009. Once again, several reading endorsement competencies were presented during the summer, and teachers who participated in the Up Grade Reading Camp earned points toward the endorsement. The Up Grade Reading Camp format of teachers participating in professional development in the afternoons, and then practicing what they’ve learned with a group of students in the mornings, has proven to be an effective way to help teachers fine tune their skills.

Summary

Reading classes at the secondary level are a developing field. The state has placed strict mandates on our reading course requirements and materials. Referendum funds are allowing us to meet these mandates, and to provide increasingly effective reading instruction in middle and high schools.

Visual Arts

During the fourth year of the referendum collections, \$1 million was budgeted for visual arts programs across all grade levels. The district spent or encumbered funds and the remaining balance was allocated to the 2008-09 budget. The Visual Arts 2008-09 plan focused on the enhancement of K-12 visual arts programs in Pinellas County by providing funds for supplies, materials, furniture, equipment, technology, field trips, training, and district support.

Visual Arts (2310)

Salary	112,569	112,569		0
Benefits	27,898	27,007		891
Purchased Services	274,915	264,993	9,922	0
Material & Supplies	315,915	229,729	2,741	83,445
Capital Outlay	827,820	744,895	75,382	7,543
Other Expenses	11,382	11,298	84	0
Total Visual Arts	\$1,570,499	\$1,390,491	\$88,129	\$91,879

Budget

All elementary, middle and high school art teachers received discretionary budget assistance.

- Elementary – \$2.25 per student based on the total elementary school population
- Middle – \$3.25 per student enrolled in art courses at the school
- High – \$5.25 per student enrolled in art courses at the school

All middle and high school art students received art magazines-Scholastic Art. All schools received 40 subscriptions (six issues per year) per art teacher.

All elementary, middle and high school art teachers received \$300 for the purchase of books for an art classroom library.

Forty-nine schools received art equipment and/or furniture. The specific equipment and supplies is based on the district “Specifications for Art” guidelines and individual school needs.

Anona Elem.	Maximo Elem.	Oak Grove MS
Bardmoor Elem.	Mt Vernon Elem.	Pinellas Park
Bay Vista Elem.	North Shore Elem.	MS Seminole MS
Bay Point Elem.	Orange Grove Elem.	Bayside High
Bear Creek Elem.	Pinellas Central Elem.	Clearwater High
Blanton Elem.	Sanders	Countryside High
Cross Bayou Elem.	Seminole Elem.	Dixie Hollins High
Davis Elem.	74th Elem.	Dunedin High
Dunedin Elem.	Starkey Elem.	Gibbs High
Fairmount Park Elem.	Sunset Hills Elem.	Lakewood High
Fuguitt Elem.	Tarpon Springs Fund.	Largo High
High Point Elem.	Walsingham Elem.	Northeast High
Highland Lakes Elem.	Westgate Elem.	Osceola High
Lake St. George Elem.	Largo MS	Seminole High
Lynch Elem.	Madeira Bch MS	St Petersburg High
Madeira Beach Elem.	Meadowlawn MS	Tarpon Springs High

Three high schools received a new 33-station computer lab for visual arts. Expenses such as furniture and wiring were also funded as needed.

- Bayside
- Northeast
- Gibbs

Two high schools were refreshed with new computers – older computers were transferred to other art teachers.

- Seminole
- East Lake

Three middle schools received a 33-station computer lab for visual arts. Expenses such as furniture and wiring were also funded as needed.

- Meadowlawn
- Kennedy (now Clearwater Fund.)
- Carwise

Sixty-eight field trips to local art museums and galleries were funded to the following schools:

Bardmoor Elem.	Kings Highway Elem.	Safety Harbor MS
Bayside High	Largo Middle	Sanderlin Elem.
Bear Creek Elem.	Madeira Bch MS	Sandy Lane Elem.
Calvin Hunsinger	McMullen Booth Elem.	Seminole High
Carwise MS	New Heights Elem.	Shore Acres Elem.
Clearwater High	North Shore Elem.	Skycrest Elem.
Dixie Hollins High	North Ward Elem.	St Pete High
Dunedin MS	Oldsmar Elem.	Tarpon Springs Fund.
East Lake High	Osceola High	Tarpon Springs Elem.
Gibbs High	Osceola MS	Walsingham Elem.
Gulf Beaches Elem.	Pasadena Fund.	Westgate Elem.
Gulfport Elem.	Perkins Elem.	Woodlawn Elem.
Highland Lakes Elem.	Pinellas Park Elem.	
Kennedy MS	Ridgecrest Elem.	

Twenty-two Elementary schools received the new art mobile, “Its Dali Time” in partnership with the Salvador Dali Museum. This art mobile will travel to all Elementary schools over a four-year period.

Bardmoor Elem.	Madeira Beach Elem.	Pinellas Park Elem.
Bauder Elem.	Rawlings Elem.	Ridgecrest Elem.
Belcher Elem.	Mildred Helms Elem.	Sanders
Belleair Elem.	Nina Harris	Seminole Elem.
Cross Bayou Elem.	Oakhurst Elem.	Skyview Elem.
Frontier Elem.	Orange Grove Elem.	Southern Oak Elem.
Fuguitt Elem.	Pinellas Central Elem.	Starkey Elem.
		Walsingham Elem.

Nineteen art teachers completed Level 1 CRISS training for Art Teachers from the following schools.

Campbell Park Elem.	Rawlings Elem.	Oak Grove MS
Cypress Woods Elem.	Sandy Lane Elem.	Palm Harbor MS
Dunedin Elem.	Southern Oak Elem.	Gibbs High
Gulf Beaches Elem.	Coachman Fund.	Seminole High
Gulfport Elem.	Largo MS	Tarpon High
Pasadena Fund.		

Twenty-two art teachers completed Literacy in the Visual Arts training for Art Teachers from the following schools.

Anona Elem.	Jamerson MS	Oldsmar Elem.
Azalea Elem.	Largo MS	Perkins Elem.
Azalea MS	Maximo Elem.	Pinellas Park Elem.
Bay Point MS	Mildred Helms Elem.	Ponce de Leon Elem.
Blanton Elem.	Northeast HS	Rawlings Elem.
Curlew Creek Elem.	Oak Grove MS	Ridgecrest Elem.
Hopkins MS	Oakhurst Elem.	Sexton Elem.
		Sunset Hills Elem.

Twenty-seven high school art teachers completed Advanced Placement Studio Art training in June 2008 from the following schools:

Bayside High School	Dunedin High	Osceola High
Boca Ciega High	East Lake High	Pinellas Park High
Clearwater High	Gibbs High	Seminole High
Countryside High	Largo High	St. Petersburg High
Dixie Hollins High	Northeast High	Tarpon Springs High

Sixty-two art teachers from the following schools attended the Florida Art Education Association annual conference in October 2008:

Azalea MS	Frontier Elem.	Perkins Elem.
Bay Point Elem.	Fuguitt Elem.	Pinellas Central Elem.
Bay Point MS	Gibbs High	Pinellas Park Elem.
Bayside High	Gulf Beaches	Pinellas Park High
Belcher Elem.	Gulport Elem.	Pinellas Park MS
Boca Ciega High	Hopkins MS	Safety Harbor MS
Campbell Park Elem.	Kennedy MS	San Jose Elem.
Clearwater High	Madeira Beach MS	Sanderlin Elem.
Coachman Fund.	McMullen Booth Elem.	Sawgrass Lake Elem.
Cross Bayou Elem.	Northeast High	Seventy Fourth St Elem.
Curlew Creek Elem.	Oldsmar Elem.	Shore Acres Elem.
Cypress Woods Elem.	Orange Grove Elem.	Skycrest Elem.
Davis Elem.	Osceola High	Sunset Hills Elem.
East Lake High	Osceola MS	Tarpon Springs Elem.
Eisenhower Elem.	Ozona Elem.	Thurgood Marshall MS
Fairmount Park	Palm Harbor Elem.	Walsingham Elem.
Forest Lakes Elem.	Pasadena Fund.	Westgate Elem.

Nine art teachers from the schools below completed Beginning ArtTIP, 4 days of classroom training followed by online training and monthly assignments in the Fall of 2008. Each teacher in the training received a laptop, a digital camera, a video projector, and software.

Rawlings Elem.	Oak Grove MS	Coachman Fund.
Tarpon High (2)	Maximo Elem.	Seminole High
Gulf Beach Elem.	Pasadena Elem.	

Eight art teachers from the schools below completed ArtTIP Extended, 2 days of classroom training followed by online training and monthly assignments in the Fall of 2008.

Bardmoor Elem.	Fitzgerald MS	Westgate Elem.
Belleair Elem.	Lealman Elem.	Woodlawn Elem.
Dunedin MS	Orange Grove Elem.	

Thirteen art teachers from the schools below completed ArtTIP Extended, 2 days of classroom training followed by online training and monthly assignments in the Spring of 2009.

Nina Harris	Cross Bayou Elem.	Gulf Beaches Elem.
Fitzgerald MS	Northwest Elem.	Tarpon Springs Elem.
Tarpon High (2)	Kings Highway Elem.	Lynch Elem.
Pinellas Park Elem.	Bayside High	Fairmount Park Elem.

Twenty-three art teachers from the schools below completed ArtTIP Extended, 2 days of classroom training followed by online training and monthly assignments in the Summer of 2009.

Skyview Elem.	Kings Highway Elem.	Blanton Elem.
Sutherland Elem.	Madeira Beach MS	Tarpon Springs High
Ponce de Leon Elem.	Lealman Inter.	Clearwater High
Sunset Hills Elem.	Hopkins MS (2)	Shore Acres Elem.
Mildred Helms Elem.	Kennedy MS	Skycrest Elem.
Southern Oaks Elem.	Palm Harbor Univ HS	Davis Elem.
Jamerson Elem.	Bear Creek Elem.	
Azalea MS	Bay Point MS	

Forty-seven art teachers from the schools below completed (some multiple) Emergent Art Technologies, 1-2 days of training followed by online projects and sharing. These teachers selected courses of study to improve their skills independently and/or in groups. Courses of study included digital photography, web page design, podcasting, digital tablets, presentations with digital presenters, and video making.

High Point Elem.	Osceola High (2)	Safety Harbor (4)
Northeast High (8)	Gibbs High (3)	Maximo Elem.
Ponce de Leon (4)	Anona Elem.	Boca Ciega (4)
Belcher Elem. (3)	Sandy Lane Elem.	Palm Harbor Univ (4)
Bay Point MS (5)	Pinellas Park MS	Bay Vista Fund. (3)
Tarpon Springs High (10)	Seminole MS	McMullen Bth Elem. (3)
Pinellas Secondary	Clearwater Inter	Sawgrass Lake (2)
Thurgood Marshall Fund.	Madeira Beach Elem.	74 th St Elem. (2)
East Lake High	Cypress Woods Elem.	Tarpon Springs MS
Bayside High (2)	Seminole High (2)	Carwise MS
San Jose Elem. (5)	Largo MS (5)	Oldsmar Elem.
Hopkins MS (9)	Meadowlawn MS (2)	Pinellas Park Elem.
Coachman Fund. (7)	High Point Elem. (3)	Tarpon Springs Elem.
Osceola MS	Skycrest Elem.	Skycrest Elem.
Bardmoor Elem. (3)	Frontier Elem. (3)	Gulfport Elem.

Twenty-two art teachers completed Computer Graphics for Middle and High School, four days of training followed by work in their computer graphics lab with students and online sharing. This class was designed for high school and middle school teachers who are teaching or will be teaching computer graphics, multimedia design, or digital photography.

Meadowlawn MS	Oak Grove MS	St. Petersburg High
Pinellas Park MS	Dunedin Highland MS	Northeast High (2)
Largo MS	Carwise MS	Palm Harbor Univ HS
Palm Harbor MS	Coachmen Fund.	Osceola High
Kennedy MS	Clearwater High	Dixie Hollins High
Southside Fund.	Tarpon Springs High	Lakewood High
John Hopkins MS (2)	Bayside High	

Out of 165 art teachers, 103 attended technology training during 2008-09.

Performing Arts

Music (Performing Arts) (2320)

Salary	355,904	342,012		13,892
Benefits	88,497	83,039		5,458
Purchased Services	605,479	191,981	15,417	398,081
Energy Services	312	312		0
Material & Supplies	712,192	99,288	113,626	499,278
Capital Outlay	733,433	650,132	31,424	51,877
Other Expenses	11,237	10,387	850	0
Total Music	\$2,507,054	\$1,377,151	\$161,317	\$968,586

Elementary Support Equipment

The following schools received funding for instruments, equipment and supplies based on specific needs and requests of each school. This included basic general music instruments and supplies, Orff Instruments, World Drumming Instruments, sound equipment and large purchases such as choral risers. Without referendum support, there would be no budget for these items.

Azalea Elem.	Lake St. George Elem.	Rawlings Elem.
Bauder Elem.	Lakewood Elem.	Ridgecrest Elem.
Bear Creek Elem.	Lynch Elem.	Rio Vista Elem.
Belcher Elem.	Madeira Beach Elem.	San Jose Elem.
Blanton Elem.	McMullen Booth Elem.	Sanderlin Elem.
Brooker Creek Elem.	Melrose Elem.	Sandy Lane Elem.
Cross Bayou Elem.	Mt. Vernon Elem.	Sawgrass Lake Elem.
Curlew Creek Elem.	New Heights Elem.	Seminole Elem.
Curtis Fund.	North Shore Elem.	74th St. Elem.
Cypress Woods Elem.	North Ward Elem.	Sexton Elem.
Davis Elem.	Oakhurst Elem.	Skycrest Elem.
Forest Lakes Elem.	Oldsmar Elem.	Skyview Elem.
Frontier Elem.	Orange Grove Elem.	Southern Oak Elem.
Fuguitt Elem.	Palm Harbor Elem.	Starkey Elem.
Gulf Beaches Elem.	Pasadena Fund.	Sutherland Elem.
Gulfport Elem.	Perkins Elem.	Tarpon Springs Fund.
High Point Elem.	Pinellas Park Elem.	Walsingham Elem.
Highland Lakes Elem.	Plumb Elem.	Westgate Elem.
Jamerson Elem.	Ponce de Leon Elem.	Woodlawn Elem.

Training

- 13 teachers attended National World Drumming training.
- 50 teachers participated in Elementary music classroom management training.
- funds were provided for 47 teachers to attend the Florida Music Educators (FMEA) creativity, innovation and quality transforming music education training which included an additional focus on literacy.

Secondary Equity Support

Instrumental Rental Fee Reimbursement

Instrumental programs were reimbursed (schools listed below) for rental fees that are waived for students on free and reduced lunch. This helps level the playing field among schools of various socioeconomic levels. Funds are being used to repair and replace instruments.

Bay Point MS	Largo MS	Pinellas Park MS
Boca Ciega High	Madeira Beach MS	Safety Harbor MS
Clearwater High	Meadowlawn MS	Sexton Elem.
Dixie Hollins High	Northeast High	Tarpon Springs MS
Dunedin MS	Oak Grove MS	Thurgood Marshall MS
Fitzgerald MS	Osceola MS	
Largo High	Perkins Elem.	

Band Uniforms

Prior to the referendum, the district did not fund high school band uniforms. Funds are used to purchase uniforms, pay off loans or purchase replacement uniforms. During the 2008-09 school year:

- Northeast, Boca Ciega and Seminole High purchased new uniforms.

Auxiliary Marching Band Support

All high school band programs received a stipend to offset the cost of auxiliary staff members, such as percussion instructors and guard instructors.

Supplies and Equipment

Funds were put in school accounts for the purchase of music, supplies, equipment, accompanists and other needed support based on specific needs and requests of each school.

Bay Point MS	Gibbs High	Osceola Fund. High
Boca Ciega High	Hopkins MS	Osceola MS
Carwise MS	Lakewood High	Pinellas Park High
Clearwater High	Largo High	Seminole High
Clearwater Inter	Largo MS	Southside Fund.
Countryside High	Madeira Beach MS	St. Petersburg High
Coachman Fund.	Meadowlawn MS	Tarpon Springs High
Dixie Hollins High	Northeast High	Tarpon Springs MS
East Lake High	Oak Grove MS	Thurgood Marshall MS

Auditorium Upgrades

Funds were encumbered and work begun at Dunedin, Lakewood, Largo and Tarpon High. The upgrade includes a complete overhaul of the sound system. Each school will receive a new 32 channel sound board, 12 wireless state of the art microphones, new speaker installation, CD player, and a stage communication system. Tarpon High is also funded for some additional acoustical treatment. The auditorium upgrades also include extensive training for performing arts staff and technical theatre students.

Training

- Funds were provided for 63 teachers to attend the Florida Music Educators (FMEA) music, literacy and transforming music education training.
- Funds were provided for five teachers to attend the Florida Association of Theatre Educators (FATE) conference focused on literacy.
- Funds supported a development training focusing on building relevant, high quality secondary choral programs in the 21st century.

Choral Support

- The choral program at Palm Harbor University High continues to grow dramatically. This program is now one of the premiere, benchmark programs in the district.

Performing Arts Technology

- Twenty-six teachers were trained for Music Technology Integration Project (MusicTIP) in the summer of 2009. This equipment and training have transformed music education in Pinellas County Schools. Approximately 80 teachers have participated in this program to date.
- Twenty five teachers participated in Year 2 of MusicTIP training. These teachers earned Level I Technology Institute for Music Education (TIME) Certification.
- Twenty teachers participated in Year 3 of MusicTIP training including Dreamweaver training. These teachers are working toward their Level 2 TIME certification.
- The performing arts technology teacher hired with referendum funds continues to very successfully support schools and programs despite the huge growth in the workload.
- Mini Labs were put in the following schools:

Carwise Middle
Forest Lakes Elem.
Gulfport Elem.

Lakewood Elem.
Largo High
Mt. Vernon Elem.
Northeast High

Ponce de Leon Elem.
Safety Harbor MS
St. Petersburg High
Tarpon Springs Fund.

String Program

This initiative is to rebuild string (orchestra) programs that were cut in the early 1990s. For the 2008-09 school year, programs were offered at the following schools supported by referendum-funded itinerant string teachers.

Bauder Elem.
Blanton Elem.
Cypress Woods Elem.
Curlew Creek Elem.
Jamerson Elem.

East Lake High
Sanderlin Elem.
Sexton Elem.
Lake St. George Elem.
Lakewood Elem.

Lynch Elem.
Sutherland Elem.
St. Petersburg High
Tarpon Springs High

Additional funding and support (purchase of instruments, music and supplies) are being offered to the following programs. These programs are taught by music teachers currently staffed at the school. These programs have grown steadily both in number of students enrolled and quality of musical achievement.

Carwise Middle
Dunedin High
Dundin Middle
East Lake High
Garrison-Jones
Hopkins Middle

Largo High
Largo Middle
Oak Grove Middle
Osceola Middle
Palm Harbor Middle
Palm Harbor Univ

Perkins Elem.
Gibbs High PCCA
Plumb Elem.
Seminole High
Seminole Middle
Shore Acres Elem.

Skycrest Elem.
Tarpon Fund.
Tarpon Middle
Marshall Fund.

Guitar Program

- Referendum funds were used to support guitar programs in middle and high schools.
- These guitar programs are extremely successful and are reaching students who would not ordinarily choose traditional band, chorus and orchestra classes. Anecdotal evidence suggests that guitar programs taught rigorously lead to a greater sense of student engagement in school.
- In 2008-09 we added programs at Morgan Fitzgerald Middle, Osceola Middle, and Osceola High. Guitars were purchased to begin a guitar program at Seminole High for the 2009-10 school year.
- Extensive and on-going professional development was provided to 10 teachers throughout the year.

School and Community Support

Tutoring Program

- In partnership with Ruth Eckerd Hall, a small music tutor/music lesson program was launched.
- The goal of this project is to level the playing field for students who cannot afford any private instruction.
- The program was housed at the Marcia P. Hoffman campus at Ruth Eckerd Hall and Tarpon Springs High School.

World Drumming

- World drumming curriculum was offered during the fall at Tyrone Middle. The major goals for this program were team building and personal responsibility.
- Several schools used referendum funds to bring the Giving Tree Drum Circle presentation to their sites.

Voice Experience

- This Artists in Residence program brought singers into three high schools. The program was very well received.

Community Partnerships

- Partnered with Marcia P. Hoffman Insitute at Ruth Eckerd Hall to bring in Chapter 6 (vocal a cappella group) to several schools.
- Brought Dallas Brass (world renowned brass group) in to work with several schools and present a concert.

Carry-Over Funds

Each year funds roll over to support the string program as it grows. In 2008-09 carryover funds were used to support:

- Auditorium project
- String program.
- Funding for equipment through grants

Additional Information

The performing arts office developed an extensive database during the 2007-08 school year to track all requests and expenditures related to referendum funding. This has been an invaluable tool in tracking purchases, evaluating the effectiveness and equity of funding, and using the data for planning purposes.

Technology

Technology (2330)				
Salary	97,376	69,680		27,696
Benefits	33,685	28,485		5,200
Purchased Services	79,519	79,140		379
Material & Supplies	74,957	15,540		59,417
Capital Outlay	790,446	381,078	160,646	248,722
Other Expenses	1,256,561	1,114,473	141,388	700
Total Technology	\$2,332,544	\$1,688,396	\$302,034	\$342,114

During the 2008-09 school year, there were four referendum projects: two new projects and two existing projects. The existing projects were the continuation of the wireless mobile labs at all elementary, middle and high schools and the continuation of the Osceola Middle 1-to-1 laptop project. The wireless mobile labs consisted of 16 Dell laptop computers, a projector, an access point for wireless connection and a mobile security storage cart for charging. Along with the mobile lab, each school received support and training from the two project managers to enhance curriculum using technology as a tool and is in the third year of implementation. The Osceola one to one project provides a laptop for every student in grades six through eight to carry the entire school day. The two new projects are the virtual school curriculum development and the mobile podcasting labs. A balance of \$342,114 will be carried over to year five to pay the remaining installments on the two Osceola Middle school leases that remain and the final 18 elementary school leases that remain.

Wireless Mobile Labs

This project was in year three of implementation for all elementary and middle schools receiving referendum mobile labs. At the high schools this was the fourth year of implementation. A walkthrough of all twenty high school labs was completed by the two project coordinators during the month of August to determine the condition of the mobile labs after three years. The project coordinators reported that 85 % of the labs that were purchased in year one of the referendum were still in working order and being utilized in various classrooms throughout each school. Each school chose a group of teachers and a content area for using the mobile labs and have continued using these labs for instruction in their classrooms. The two project coordinators continued support and training for technology integration in the classrooms with these labs. The impact these labs have had in the school as a result of the referendum over the last three years is that many schools chose to replace their stationary labs with more mobile labs through the district computer refresh program. Schools realized that if you bring the technology into the classroom the time on task is increased and student access to technology increases. The laptops are being used with a variety of software, and students are creating multi-media projects as well as accessing the internet for research. Some of the applications students are receiving more access to are: Destination Success, Harcourt Math, FCAT Explorer, MetaMetrics writing software, Moodle and other textbook software. This initiative addresses student achievement by providing more access to technology in a mobile lab setting for student use on a regular basis to support the curriculum in the classroom. Each school continued their plan for implementation in specific classrooms. The teachers receive ongoing sustained professional development training for effective technology integration in their classroom. The demand for the use of the mobile labs in the classroom has increased because of the number of

curriculum applications available in the various content areas. This lab has made a difference in the way instruction is supported in the classroom and that difference is evident when visiting classrooms and in discussions with teachers.

Osceola Middle School 1-to-1 Laptop Project

This project was in the third year of implementation. All students in grades six through eight were assigned a laptop to carry throughout the school day. Students were using technology daily by accessing the internet and benefiting from the mobility of the laptops along with the 1-to-1 access for all students. Student achievement increased at Osceola in several content areas over the past three years of implementation. In reading the data indicates the percent of students meeting high standards in reading increased from 67% to 73% over the three year period. In writing students showed an increase in writing proficiency from 93% at the beginning of the project to 95% of students meeting high standards in writing. In math the percent of students meeting high standards increased from 69% to 71%. The referendum 1-to-1 pilot will end beginning with the sixth grade class of the 2009-2010 school year. The school will be replacing the laptops through the district refresh program with less expensive netbooks for students in grade six. Students in grades seven and eight will continue to use the referendum laptops until their leases expire in 2010 and 2011. Because of this referendum pilot the feasibility to replicate a 1-to-1 laptop project at all schools in our district proved to be a challenge in spite of the positive increases in student achievement. The amount of technical and financial resources needed contributed to the list of challenges.

Virtual School Curriculum Development

This initiative addresses student achievement by providing students in grades six through eight with curriculum accessible from home for full time virtual instruction. These resources from Houghton Mifflin and Harcourt Publishers provide dynamic enhanced instruction through our content management system Moodle. As a result of this partnership with the publisher, twenty-two full year courses were developed using a repository of activities, resources and assessments for the full time virtual teacher. These resources also provide additional skill and practice for the Extended Learning Program for course recovery for other students in the rest of the brick and mortar schools.

Podcasting Mobile Labs

This initiative addresses the implementation of the emergent technology of Podcasting. Each middle school and high school received a five station mobile podcasting lab purchased through referendum funds. This lab included five Mac Book laptops, five iTouch ipods and a security cart for charging and storage. Schools selected three to five teachers to attend professional development beyond the school day before implementing the podcasting lab in their classroom. Training was provided by both the project coordinator and the vendor of the purchased laptops as well as classroom coaching and modeling for teachers. This project will continue into year five of the referendum. The classrooms will continue to receive support and training as well as have the opportunity to share their student podcasting projects in Moodle. A podcasting depot called Moodle Tunes has been created for students to upload their podcasts to share with PCS students and employees.