

Executive Summary

Referendum money has made it possible for 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 \$26.5 million in school year 2009-2010 to focus on retaining and recruiting great teachers.

The Elementary Reading and Language Arts Department received more than \$1.3 million from the referendum allotment during the fifth year of allocation. The referendum funds enabled 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 fifth 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 \$1.3 million during the fifth 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 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 25 schools received art equipment and/or furniture. Three high schools received a 33-station computer lab for visual arts. Three middle schools received a 30-station visual arts computer lab. Sixty-five field trips to local art museums and galleries were funded. Eighteen elementary schools were visited by the "It's Dali" art mobile, co-sponsored by the

Salvador Dali Museum. Thirteen art teachers completed Level 1 CReating Independence through Student-owned Strategies (CRISS) training for art teachers, 16 teachers attended Literacy in the Visual Arts training to further implement literacy in their classes, and 48 art teachers attended the Florida Art Education Association annual conference. Ten high school art teachers attended a five day Advanced Placement Art Studio training. Twenty-one art teachers completed training through Beginning ArtTIP, 101 art teachers completed art technology training, and 19 art teachers completed Computer Graphics for Middle and High School.

In the performing arts area, 53 elementary schools received funding for instruments, equipment and supplies based on specific needs and requests. These requests included basic general music instruments and supplies, Orff Instruments, World Drumming Instruments, sound equipment and large purchases such as choral risers. Additionally, in 2009-2010 a new portable acoustic shell was purchased for the district. Forty-six teachers attended Florida Music Educators Association (FMEA) music education training. All elementary music teachers participated in training focused on reliable and valid student assessment in elementary music.

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. Two schools received new band uniforms. All high school band programs received a stipend for the cost of auxiliary staff members. Funds were allocated to 32 schools for music, supplies, equipment, accompanists and other support based on specific needs and requests. Two schools received complete overhauls of the auditorium sound systems. Secondary teachers attended trainings provided by the Florida Music Educators Association and the Florida Association of Theatre Educators. The choral program at Palm Harbor University High continues to be benchmark program in the district and state. 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 thirty-seven schools. Referendum funds also were used to support guitar programs in middle and high schools with extensive training for 10 teachers. Enrollment has more than doubled in these programs and retention is improving dramatically due to the support and training. Performing arts funds used to support music technology have transformed music education in Pinellas County. There are now 120 teachers trained. Teachers consistently participate in on-going professional development. Five mini-labs were put into schools. The Smart Music program was rolled out to all schools. Eleven schools were provided with small Smart Music mini-labs. We continue to partner with community arts organizations to bring artists into schools and to extend classroom learning and performing arts venues.

In the technology area, a new referendum project was implemented district wide. Interactive whiteboards were purchased through the capital outlay budget of the referendum. These boards provide teachers with the tools to create interactive activities that enhance the instruction in the classroom. Students can touch the boards and use the software to demonstrate learning. Lessons were created and shared throughout the district and the nation through the Smart Exchange website. Two hundred seventy five boards were purchased for 82 schools in the district. The two existing projects that were carried over to the 2009-2010 school year are the virtual school curriculum development initiative that addresses student achievement by providing students in grades six through ten with curriculum accessible from home for full time and part time virtual instruction. The other existing project carried over is the podcasting mobile lab project. This project provides schools with the hardware, training and support for creating podcasts in the classrooms for all middle and high schools.

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 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 instructional materials and technology services.

Budget

REFERENDUM

Overview of Revenues and Expenditures by Major Object 07/01/09 thru 06/30/10

	<u>Budgeted</u>	<u>Collected</u>		
Revenues	\$33,716,182	\$33,716,182		
Carry Forwards & Encumbrances	3,267,934			
Total Available	<u>\$36,984,116</u>	<u>\$33,716,182</u>		
			Committed/ Encumbered	Budget Balance
Expenditures	Budgeted	Expended	Encumbered	Balance
Salary Supplement (2660)				
Salary	\$22,726,529	\$21,863,703		\$862,826
Benefits	4,112,765	3,961,770		150,995
Total Salary Supplement	\$26,839,294	\$25,825,473		\$1,013,821
Programs				
Visual Arts (2310)				
Salary	136,191	136,191		0
Benefits	44,535	44,535		0
Purchased Services	231,715	226,339	4,376	1,000
Material & Supplies	422,934	235,885	1,256	185,793
Capital Outlay	651,437	621,601	29,836	0
Other Expenses	20,275	20,275		0
Total Visual Arts	\$1,507,087	\$1,284,826	\$35,468	\$186,793
Music (Performing Arts) (2320)				
Salary	391,855	377,527		14,328
Benefits	101,230	95,324		5,906
Purchased Services	710,334	494,702	35,097	180,535
Material & Supplies	803,107	171,681	5,328	626,098
Capital Outlay	447,047	416,133	3,462	27,452
Other Expenses	3,410	2,560	850	0
Total Music	\$2,456,983	\$1,557,927	\$44,737	\$854,319
Technology (2330)				
Salary	122,614	78,328		44,286
Benefits	39,805	29,805		10,000
Purchased Services	29,533	14,733	11,100	3,700
Material & Supplies	3,726	3,104	603	19
Capital Outlay	1,324,018	773,322	550,587	109
Other Expenses	451,532	298,663		152,869
Total Technology	\$1,971,228	\$1,197,955	\$562,290	\$210,983

Reading				
Elementary Reading (2341)				
Salary	261,315	181,921		79,394
Benefits	38,053	30,878		7,175
Material & Supplies	524,377	246,269	18,431	259,677
Capital Outlay	556,131	504,128	21,753	30,250
Total Elementary Reading	<u>\$1,379,876</u>	<u>\$963,196</u>	<u>\$40,184</u>	<u>\$376,496</u>
Secondary Reading (2342)				
Salary	269,834	250,251		19,583
Benefits	67,861	55,090		12,771
Purchased Services	65,518	64,988		530
Material & Supplies	241,243	70,078	20,178	150,987
Capital Outlay	921,391	718,245	190,099	13,047
Other Expenses	2,905	1,543	1,300	62
Total Secondary Reading	<u>\$1,568,752</u>	<u>\$1,160,195</u>	<u>\$211,577</u>	<u>\$196,980</u>
Library Media (2343)				
Material & Supplies	791	623		168
Capital Outlay	510,346	494,207	16,030	109
Total Library Media	<u>\$511,137</u>	<u>\$494,830</u>	<u>\$16,030</u>	<u>\$277</u>
Total Reading	<u>\$3,459,765</u>	<u>\$2,618,221</u>	<u>\$267,791</u>	<u>\$573,753</u>
Total Programs	\$9,395,063	\$6,658,929	\$910,286	\$1,825,848
Unallocated (2350)	749,759			749,759
Total Programs and Unallocated	<u>\$10,144,822</u>	<u>\$6,658,929</u>	<u>\$910,286</u>	<u>\$2,575,607</u>
Grand Total	<u>\$36,984,116</u>	<u>\$32,484,402</u>	<u>\$910,286</u>	<u>\$3,589,428</u>

Visual Arts

Visual Arts (2310)

Salary	136,191	136,191		0
Benefits	44,535	44,535		0
Purchased Services	231,715	226,339	4,376	1,000
Material & Supplies	422,934	235,885	1,256	185,793
Capital Outlay	651,437	621,601	29,836	0
Other Expenses	20,275	20,275		0
Total Visual Arts	\$1,507,087	\$1,284,826	\$35,468	\$186,793

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.

22 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.

Dunedin Elem.	Southern Oak Elem.	Largo High
Eisenhower Elem.	Tarpon Springs Elem.	Northeast High
Fairmount Park Elem.	Oak Grove MS	Osceola High
Garrison Jones Elem.	Tyrone MS	Palm Harbor Univ High
Melrose Elem.	Clearwater Intermediate	St. Petersburg High
Ozona Elem.	Clearwater High	Tarpon Springs High
Safety Harbor Elem.	East Lake High	
Seventy Fourth Elem.	Gibbs High	

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

Northeast High Tarpon Springs High

One high school was refreshed with new computers – older computers were transferred to other art teachers.

Osceola High

3 high schools received supplemental equipment for their computer labs.

Lakewood High Largo High Seminole High

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

Largo Middle Pinellas Park Middle

One middle school was refreshed with new computers – older computers were transferred to other art teachers.

Palm Harbor Middle

65 field trips to local art museums and galleries were funded to the following schools:

Bay Point Elem.	Jamerson Elem.	PCCA at Gibbs HS
Bay Vista Fund Elem.	Lealman Ave Elem.	Pinellas Central Elem.
Bayside HS	Maderia Beach Elem.	Pinellas Park Elem.
Bear Creek Elem.	Maderia Beach MS	Safety Harbor MS
Boca Ciega HS	McMullen Booth Elem.	San Jose Elem.
Carwise MS	Melrose Elem.	Sanderlin Elem.
Clearwater HS	New Heights Elem.	Sandy Lane Elem.
Dunedin MS	Oldsmar Elem.	Sexton Elem.
Gibbs HS	Osceola HS	Shore Acres Elem.
Gulfport Elem.	Osceola MS	St. Petersburg HS
High Point Elem.	Ozona Elem.	Woodlawn Elem.
Highland Lakes Elem.	Pasadena Fund Elem.	

18 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.

Brooker Creek Elem.	Highland Lakes Elem.	Sunset Hills Elem.
Curlew Creek Elem.	Lake St. George Elem.	Sutherland Elem.
Cypress Woods Elem.	McMullen-Booth Elem.	Tarpon Spring Elem.
Leila G. Davis Elem.	Oldsmar Elem.	Tarpon Springs
Dunedin Elem.	Ozona Elem.	Fundamental Elem.
Eisenhower Elem.	Safety Harbor Elem.	
Forest Lakes Elem.	Skycrest Elem.	

13 teachers completed Level 1 CRISS training for art teachers from the following schools.

Gibbs High	Pinellas Central Elem.	Melrose Elem.
Maximo Elem.	Garrison Jones Elem.	Fairmount Park Elem.
Bay Point Elem.	Tarpon Spring MS	Orange Grove Elem.
Tyrone MS	Eisenhower Elem.	Pinellas Secondary

16 teachers completed Literacy in the Visual Arts training for Art Teachers from the following schools.

Anona Elem.	Safety Harbor MS	Clearwater Fundamental MS
Pinellas Park Elem.	Bayside High	Plumb Elem.
Cross Bayou Elem.	San Jose Elem.	Lake St. George Elem.
Bauder Elem.	Garrison-Jones Elem.	
Maximo Elem.	Curlew Creek Elem.	
Tarpon Spring High	New Heights Elem.	

10 high school teachers completed Advanced Placement Studio Art training in June 2010 from the following schools:

East Lake High-3	Clearwater High	Palm Harbor University High
Pinellas Park High	Northeast High	Osceola High
Gibbs High-2		

48 teachers from the following schools attended the Florida Art Education Association annual conference in October 2009:

East Lake High	Tarpon Springs High	Fuguitt Elem.
Seventy Fourth Street Elem.	Thurgood Marshall MS	Walsingham Elem.
Belcher Elem.	Tarpon Springs MS	Safety Harbor MS
Perkins Elem.	Bayside High	Clearwater High
Mt Vernon Elem.	Eisenhower Elem.	Bauder Elem.
Pinellas Park MS	Orange Grove Elem.	Clearwater Fund MS
Melrose Elem.	Frontier Elem.	Osceola MS
Jamerson Elem.	Sawgrass Lake Elem.	Shore Acres Elem.
Tyrone MS	Madeira Beach Fund K-8	Dunedin Elem.
Cross Bayou Elem.	Garrison Jones Elem.	Pasadena Fund Elem.
Blanton Elem.	Northeast High	Osceola High
Largo MS	John Hopkins MS	
	Tarpon Springs Elem..	

10 teachers from the schools below completed Beginning ArtTIP, 4 days of classroom training followed by online training and monthly assignments in the Fall of 2009. Each teacher in the training received a laptop, a digital camera, a video projector, and software.

Maderia Beach Fund MS	Eisenhower Elem.	Tarpon Spring MS
Largo High	Maximo Elem.	Melrose Elem.
Gibbs High	Pinellas Secondary	
Pinellas Central Elem.	Tyrone MS	

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

Tarpon Springs Elem.	Bear Creek Elem.	Perkins Elem.	Mount Vernon Elem.
Blanton Elem.	Shore Acres Elem.	Skycrest Elem.	Leila Davis Elem.

11 teachers from the schools below completed ArtTIP Extended, 2 days of classroom training followed by online training and monthly assignments in the Spring of 2010

Largo MS	Rawlings Elem.	Ridgecrest Elem.	Sandy Lane Elem.
Pinellas Park Elem.	Maximo Elem.	Bay Point Elem.	Curlew Creek Elem.
Bauder Elem.	Garrison Jones Elem.	Westgate Elem.	

49 art teachers from the schools below completed specialized 1-2 days of training followed by online projects and sharing. These teachers selected one or more of the following courses of study to improve their skills independently and/or in groups. Online Strategies in Art, Podcasting for Art , Making Videos in Art, and Photographing Artwork

Nina Harris	Blanton Elem.	Rawlings Elem.
Garrison-Jones Elem.	Skycrest Elem.	Lakewood High
Bayside High	74 th Street Elem.	Tarpon Spring High
Fuguitt Elem.	Clearwater Fund. MS	Carwise MS
Leila Davis Elem.	Sawgrass Elem.	Belcher Elem.
Bayside High	Cross Bayou Elem.	John Hopkins MS

San Jose Elem.
Shore Acres Elem.
Bay Vista Elem.
Northeast High
Campbell Park Elem.
Osceola High
Anona Elem.
Maderia Beach Fund.
Azalea Elem.

Pinellas Park Elem.
Largo MS
Clearwater High
Pasadena Fund. Elem
Palm Harbor Univ. High
Sandy Lane Elem.
Clearwater Inter. MS
Maximo Elem.
Perkins Elem.

New Heights Elem.
Curtis Fund. Elem.
Tarpon Spring MS
McMullen Booth Elem.
Northeast Elem.
Mt. Vernon Elem.
Sexton Elem.
Forest Lakes Elem.
Belcher Elem.

19 art teachers from the schools below completed Computer Graphics for Middle and High School. This training lasted for four days 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.

John Hopkins MS
Largo MS
Bayside High
Lakewood High
Tarpon Springs High
Safety Harbor MS

Dixie Hollins High
Clearwater Fund. MS
Curtis Fund. Elem.
St. Petersburg High
Northeast High
Oak Grove MS

Osceola High
Carwise MS
Bay Point MS
Meadowlawn MS
Palm Harbor Univ. High

4 art teachers from the schools below completed Digital Arts Lab Training for Elementary Schools, that consisted of 6 3 hr classes of training followed by work in their computer graphics lab with students and online sharing. This class was designed elementary teachers who agreed to use digital arts labs in their curriculum.

Curtis Fundamental EI Mildred Helms EI Frontier EL McMullen Booth EI

Out of 160 art teachers, 101 attended technology training during 2009-2010.

Jonathan Ogle, teacher on special assignment:

Worked with all 4 new elementary digital arts labs and 21 mini-labs doing the following services:

Installed software	Updated software
Solved printer problems	Connected wireless
Helped plan lessons	Co-taught lessons
Taught how to make Videos	Set up Apple Remote Desktop

Worked with all 85 elementary and 4 exceptional student education art teachers in integrating technology into their curriculum in the following ways:

Installed and updated software with hardware issues	Set up Art computer mini-labs at 21 schools	Helped
Helped make movies	Coached how to better use existing technology	
Helped plan lessons	Connected wireless	
	Solved printer problems	

Conducted the Elementary Digital Arts Professional Learning Community to share ideas, processes, and lessons so all elementary school art teachers with labs had support in teaching art with the digital labs.

Jack Tovey, teacher on special assignment:

Worked at all 16 high schools that had a digital arts lab and has performed the following services:

Installed software

Updated software

Solved printer problems

Connected wireless

Helped plan lessons

Co taught lessons

Taught how to make Videos

Taught how to create animation

Conducted the HS Computer Graphics Professional Learning Community to share ideas, processes, and lessons so all high school art teachers had support in teaching art with the digital labs.

Convinced the art teachers at Pinellas Park HS that a digital lab would be of benefit to them.

They will begin using the lab for the 2010 -2011 school year.

Worked at 12 of the 13 middle schools that had a digital arts lab and has performed the following services:

Installed software

Updated software

Solved printer problems

Connected wireless

Helped plan lessons

Co taught lessons

Conducted the MS Computer Graphics Professional Learning Community to share ideas, processes, and lessons so all middle school art teachers had support in teaching art with the digital labs.

Visited Tarpon Springs MS, Seminole MS, Morgan Fitzgerald MS, and Oak Grove MS to invite the teacher to attend training for a digital arts lab.

Performing Arts

Music (Performing Arts) (2320)

Salary	391,855	377,527		14,328
Benefits	101,230	95,324		5,906
Purchased Services	710,334	494,702	35,097	180,535
Material & Supplies	803,107	171,681	5,328	626,098
Capital Outlay	447,047	416,133	3,462	27,452
Other Expenses	3,410	2,560	850	0
Total Music	\$2,456,983	\$1,557,927	\$44,737	\$854,319

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. Additionally, in 2009-2010 a new portable acoustic shell was purchased for the district. Teachers check out the shell for use at their concerts and performances.

Azalea Elem.	Gulfport Elem.	Safety Harbor Elem.
Bauder Elem.	Highland Lakes Elem.	Sanderlin Elem.
Bardmoor Elem.	Lake St. George Elem.	Sandy Lane Elem.
Bay Point Elem.	Lakewood Elem.	Sawgrass Lake Elem.
Bay Vista Fundamental	McMullen Booth Elem.	Seminole Elem.
Belcher Elem.	Melrose Elem.	74th St. Elem.
Belleair Elem.	Mt. Vernon Elem.	Sexton Elem.
Blanton Elem.	New Heights Elem.	Shore Acres Elem.
Brooker Creek Elem.	North Shore Elem.	Skycrest Elem.
Cross Bayou Elem.	Orange Grove Elem.	Skyview Elem.
Curlew Creek Elem.	Ozona Elem.	Southern Oak Elem.
Curtis Fund.	Pasadena Fund.	Starkey Elem.
Cypress Woods Elem.	Perkins Elem.	Sutherland Elem.
Eisenhower Elem.	Pinellas Central Elem.	Tarpon Springs Fund.
Forest Lakes Elem.	Pinellas Park Elem.	Walsingham Elem.
Frontier Elem.	Ponce de Leon Elem.	Westgate Elem.
Fuguitt Elem.	Rawlings Elem.	Woodlawn Elem.
Garrison-Jones Elem.	Ridgecrest Elem.	

Training

- Funds were provided to support elementary district-wide training focused on reliable, valid student assessment.
- Funds were provided for 46 teachers to attend the Florida Music Educators (FMEA) clinic training conference focused on Music and the Creative Mind – fostering highest student achievement through music.

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
Boca Ciega High
Clearwater High
Dixie Hollins High
Dunedin MS
East Lake High
Fitzgerald MS
Gibbs High

Hopkins MS
Lakewood High
Largo High
Largo MS
Madeira Beach MS
Northeast High
Oak Grove MS
Osceola MS

Perkins Elem.
Safety Harbor MS
Seminole MS
Tarpon Springs MS
Thurgood Marshall MS
Tyrone MS

Band Uniforms

Prior to the referendum, the district did not fund high school band uniforms. Funds are used to purchase uniforms or add uniforms. During the 2009-2010 school year:

- Countryside and Tarpon Springs 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
Boca Ciega High
Calvin Hunsinger
Carwise MS
Clearwater Fundamental
Clearwater High
Clearwater Inter
Countryside High
Dixie Hollins High
East Lake High
Gibbs High

Hamilton Disston
Hopkins MS
Lakewood High
Largo High
Largo MS
Madeira Beach MS
Meadowlawn MS
Nina Harris
Northeast High
Oak Grove MS
Osceola Fund. High

Osceola MS
Palm Harbor MS
Palm Harbor University
High
Pinellas Park High
Pinellas Park MS
Seminole High
St. Petersburg High
Tarpon Springs High
Tarpon Springs MS
Tyrone MS

Auditorium Upgrades

Funds were encumbered and work completed at East Lake and Northeast High Schools. The upgrade includes a complete overhaul of the sound system. Each school received a new 32 channel sound board, 12 wireless state of the art microphones, new speaker installation, CD player, and a stage communication system. The auditorium upgrades also include extensive training for performing arts staff and technical theatre students. Additionally, initial evaluations were completed for St. Petersburg and Dixie Hollins High Schools.

Training

- Funds were provided for 70 teachers to attend the Florida Music Educators (FMEA) clinic training conference focused on Music and the Creative Mind – fostering highest student achievement through music.
- Funds were provided for three teachers to attend the Florida Association of Theatre Educators (FATE) conference focused on literacy.
- Funds supported mentoring of new secondary teachers.

Choral Support

- The choral program at Palm Harbor University High (teacher hired and supported with referendum dollars) continues to be a benchmark program in the district and state. The next goal is to transition funding for this program from referendum dollars to school generated FTE funding over the next two years.

Performing Arts Technology

- Eighteen teachers were trained for Music Technology Integration Project (MusicTIP) Level 1 in June, 2010. This equipment and training have transformed music education in Pinellas County Schools. Approximately 121 teachers have participated in this program to date.
- Fourteen teachers participated in Year 2 of MusicTIP training. These teachers earned Level I Technology Institute for Music Education (TIME) Certification.
- Forty-three teachers participated in Year 3 of MusicTIP training including Digital Audio, Integrating Technology into the Music Curriculum and Advanced Notation. These teachers are working toward their Level 2 TIME certification.
- 2010 delivered our first group of Level II Certified teachers. Five teachers received national certification as TIME Level II Certified teachers.
- 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 Mac Labs were put in the following schools:
Perkins Elementary
Walsingham Elem.
Hopkins MS
Belcher Elem.
Jamerson Elem.

- Smart Music Netbooks were placed in the following school band programs:
Tarpon Springs MS
Gibbs HS
Thurgood Marshall
Meadowlawn MS
Madeira Beach Fundamental
Fitzgerald MS
Largo HS
Boca Ciega HS
Dixie Hollins HS
Oak Grove MS
Seminole HS

String Program

This initiative is to rebuild string (orchestra) programs that were cut in the early 1990s. For the 2009-2010 school year, programs were offered at the following schools supported by referendum-funded itinerant string teachers.

Bauder Elem.	Jamerson Elem.	Lynch Elem.
Blanton Elem.	East Lake High	Maximo
Clearwater Fund.	Sanderlin Elem.	Sutherland Elem.
Middle*	Sexton Elem.	St. Petersburg High
Cypress Woods Elem.	Lake St. George	Tarpon Springs High
Curlew Creek Elem.	Elem.Lakewood Elem.	

*Note: Clearwater Fundamental was a new program added for the 2009-2010 school year.

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	Oak Grove Middle	Seminole Middle
Dunedin High	Osceola Middle	Shore Acres Elem.
Dunedin Middle	Palm Harbor Middle	Skycrest Elem.
East Lake High	Palm Harbor Univ.	Tarpon Fund.
Garrison-Jones El.	Perkins Elem.	Tarpon Middle Marshall
Hopkins Middle	Gibbs High PCCA	Fund
Largo High	Plumb Elem.	
Largo Middle	Seminole High	

Guitar Program

- Referendum funds continued to be used to support guitar programs in middle and high schools.
- These guitar programs continue to reach students who would not ordinarily choose traditional band, chorus and orchestra classes. The classes have proved to be very engaging and an incentive for many students to remain engaged in school.
- Extensive and on-going professional development was provided to 10 teachers throughout the year. Special efforts are made to ensure that new teachers to the district receive the same guitar training as those who have been trained previously.
- The guitar program as grown from 983 enrolled in guitar in 2005 to 2424 enrolled in 2009.
- Secondary schools with guitar programs are as follows:

Dunedin MS	Tarpon Springs MS	Gibbs HS
Fitzgerald MS	Boca Ciega HS	Lakewood HS
Largo MS	Clearwater HS	Largo HS
Oak Grove MS	Countryside HS	Osceola HS
Osceola MS	Dixie Hollins HS	Palm Harbor Univ HS
Pinellas Park MS	Dunedin HS	Seminole HS
Seminole MS	East Lake HS	St. Petersburg HS

School and Community Support

Coaching and Mentoring

- Funding provided to support coaching and mentoring of instrumental teachers by master teacher educators.
- Master teachers worked with Pinellas County teachers in their own classrooms.
- The success of the program was measured by the achievement level of the groups at the annual state sanctioned Music Performance Assessment.

Opera Tampa – Community Partnerships

- Opera Tampa program brought apprentice singers into four high schools. Not only did the apprentices perform, but also they coached high school students.
- The program was very well received.

Ruth Eckerd Hall - Community Partnerships

- Partnered with Marcia P. Hoffman Institute at Ruth Eckerd Hall to bring students to the hall and also to send artists to schools including the following artists:
 1. Black Violin
 2. Glenis Redmon
 3. American Ballet Theatre
- Supported Ruth Eckerd Hall's nationally recognized arts infusion training for general education teachers
- Supported Ruth Eckerd Hall's Award Winning Passport Program for the Arts housed at Skycrest Elementary and Lealman Elementary.

Carry-Over Funds

Each year funds roll over to support the string program as it grows. In 2009-2010 carryover funds were used to support:

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

Additional Information

The performing arts office continues to use its large database to track all spending of referendum funds. 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	122,614	78,328		44,286
Benefits	39,805	29,805		10,000
Purchased Services	29,533	14,733	11,100	3,700
Material & Supplies	3,726	3,104	603	19
Capital Outlay	1,324,018	773,322	550,587	109
Other Expenses	451,532	298,663		152,869
Total Technology	\$1,971,228	\$1,197,955	\$562,290	\$210,983

Smart Board Project

During the 2009-2010 school year, a new referendum project was implemented district-wide. Interactive whiteboards were purchased through the capital outlay budget of the referendum. An interactive whiteboard is a large touch sensitive screen connected to a computer and a digital projector. The computer's display is projected onto the board and can be controlled by touching the board directly or with a pen-like electronic tool. These boards provided teachers with tools and interactive activities to enhance the instruction in the classroom. Students can touch the boards and use the software to demonstrate learning. Lessons were created and shared throughout the district and nation through the Smart Exchange website. 275 boards were purchased for 82 schools in the district. These boards were purchased for classrooms from grades kindergarten through twelve. Teachers participating in the Smart Board project applied through an application process to receive a board for their classroom. Over 500 applications were received and 275 teachers were selected from these applications. Teachers were required to take 12 hours of online professional development prior to receiving the board in their classrooms. The two referendum project coordinators developed the online training as well as delivered a final face to face training upon completion of the component. Through referendum dollars, the remaining applications will be accepted for the next school year and awarded to the teachers who have successfully completed their online training. The impact of this new technology in the classrooms reinforces the opportunity for individualized instruction and allows students to become responsible for their own learning.

Virtual School Curriculum Development

This initiative was continued from the 2008-2009 school year to the 2009-2010 school year and addresses student achievement by providing students in grades six through ten curriculum accessible from home for full time virtual instruction. Resources from Houghton Mifflin Harcourt Publishers and Brain Pop provided dynamic enhanced instruction and teachers have linked these resources to their classroom Moodle sites. Brain Pop is subscription software that provides interactive video tutorials for all Pinellas County Students and is available for all students in both the traditional classroom and the virtual classroom. Research has shown that electronic applications can improve reading comprehension by providing information in a variety of media, including video and audio format. By providing these online resources students can access content beyond the school day for extended learning from any computer connected to the internet. These resources also provide additional skill and practice for after school Extended Learning Programs for all Pinellas County Students.

Podcasting Mobile Labs

This initiative was continued for the 2009-2010 school year by providing schools the hardware, training and support for creating podcasts in the classrooms. In May of 2009 each middle school and high school received a five student station mobile podcasting lab purchased through referendum funds. These labs were installed over the summer. Small groups of teachers volunteered for training and began creating podcasts with their students using these labs. Training was delivered by both the project coordinator and the vendor of the laptops. The project coordinators followed up after the training with coaching and modeling in the classroom during the school day. The middle and high schools will continue to receive support and training from the referendum project coordinators for creating podcasts. A podcasting depot called Moodle Tunes has been created for students to upload and share their podcasts.

In summary \$1,760,245.00 from the 2009-2010 referendum was expended for installation of both hardware and software in and beyond the classroom walls. Funds for personnel were used to train and support teachers on how to use these new technologies in their classroom. A roll forward of \$210,983 will be used to finish out the remaining commitment on mobile lab leases from the previous referendum projects implemented during the first four years of the referendum. As a result of the technology referendum, these new technologies are reinforcing instruction in the classroom. Students are energized by their learning, intrigued and motivated. By providing these experiences in the classroom, we can bridge the digital divide in an economy that increasingly requires technological skills for success.

Elementary Reading

Elementary Reading (2341)				
Salary	261,315	181,921		79,394
Benefits	38,053	30,878		7,175
Material & Supplies	524,377	246,269	18,431	259,677
Capital Outlay	556,131	504,128	21,753	30,250
Total Elementary Reading	\$1,379,876	\$963,196	\$40,184	\$376,496

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

- Purchase Macmillan Classroom Libraries for every new unit for grades 1-5 classrooms.
- Continue to develop materials and provide training to support the teaching of vocabulary.
- Provide every school with Reading Enhancement funds to address their specific needs.
- Continue to provide literacy professional development to ensure highly effective teachers of reading.
- Continue to purchase additional classroom libraries for identified schools/classrooms.
- Provide every school with Intervention funds to purchase materials to address the needs of their Tier II and Tier III students.
- Continue to provide funds for elementary media centers.

Macmillan Classroom Libraries

253 Macmillan Classroom Libraries were purchased to support the basal reading series used in all regular education and EBD classrooms. These additional libraries were provided to schools which had increased units in grades 1-5 or in self-contained ESE classrooms in order to enhance vocabulary instruction.

Vocabulary Materials and Training

The development and printing of the Pinellas Vocabulary Project took place during the summer of 2009. Referendum funds were used to pay a team of teachers to develop them using the vocabulary from the Macmillan Classroom Libraries in grades 1-5. Every classroom teacher in grades 1-5 received a comprehensive Pinellas Vocabulary Project booklet specific to their grade level to enhance their instruction in vocabulary. Trainings around the use of these materials took place throughout the school year, and were well received by classroom teachers.

Reading Enhancement Funds and Intervention Materials

Each elementary school received a portion of the Elementary Reading referendum funds to purchase materials to address the varied literacy needs of their school which included intervention materials. Reading Leadership Teams at each school met to assess the school's needs and determined how their allocation would be spent. The amount was transferred to each school once the Elementary Reading and Language Arts Office approved the purchases and their individual implementation plans for these purchases.

Classroom Libraries

Enhancing and maintaining classroom libraries was one of the original goals of the Elementary Reading Referendum Committee. Additional libraries were purchased for identified schools where additional units were received or from internal shifting of units. It also became necessary to replace some libraries due to normal wear and tear of the materials.

Literacy Professional Development

Extensive trainings occurred through this fiscal year with a heavy emphasis on the use of the new FAIR assessments (Florida Assessment in Reading). This training included:

- How to administer the assessments (K-2; 3-5)
- Understanding the score reports
- Instructional implications after the data analysis
- Intervention academy using FAIR data

Elementary Media Centers

Referendum funds were transferred to the Library/Media Services Department. All 79 elementary schools and ESE centers were allocated funds to be used to enhance the quantity and quality of resources available in school media centers.

Secondary Reading

Secondary Reading (2342)

Salary	269,834	250,251		19,583
Benefits	67,861	55,090		12,771
Purchased Services	65,518	64,988		530
Material & Supplies	241,243	70,078	20,178	150,987
Capital Outlay	921,391	718,245	190,099	13,047
Other Expenses	2,905	1,543	1,300	62
Total Secondary Reading	<u>\$1,568,752</u>	<u>\$1,160,195</u>	<u>\$211,577</u>	<u>\$196,980</u>

Library Media (2343)

Material & Supplies	791	623		168
Capital Outlay	510,346	494,207	16,030	109
Total Library Media	<u>\$511,137</u>	<u>\$494,830</u>	<u>\$16,030</u>	<u>\$277</u>

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. 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 fifth 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 support for reading teachers in the adopted reading curriculum.

School-wide/Content Area Reading Support

At the secondary level all teachers support literacy for students at every grade and ability level. Referendum funds supported school-wide literacy proficiency by providing embedded professional development through three full time content area staff developers, one each for writing, social studies, and AVID. Writing across the content areas is a critical element for text comprehension, and the development of higher order thinking skills. The writing staff developer worked in five high needs high schools with tenth grade writing teachers. The social studies staff developer worked in the same five schools with tenth grade World History teachers. The AVID staff developer coordinated the AVID program in 15 high needs schools. AVID provides academic support to students who might not otherwise be adequately prepared for college. Referendum funds also provided CAR-PD (Content Area Reading – Professional Development) for teachers by paying for course materials and facilitators and for teacher supplements. In addition, through a partnership with the National Literacy Project, the Helios Foundation, and the Office of Secondary Reading, Boca Ciega High School, Gibbs High School, Dixie Hollins High School, Northeast High School, Meadowlawn Middle School, and Tyrone Middle School received extensive support in establishing vibrant Literacy Leadership Teams. Referendum funds provided stipends for planning and substitute days for literacy strategy demonstration classrooms to support the Pinellas Literacy Leadership Project. The processes established through this project have been extended to many other schools throughout the district.

Reading Class Materials

Referendum funds were used to supplement the adopted reading curriculum 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 increases 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. Referendum funds were used to provide digital projectors and document cameras for all reading teachers at Lakewood High, Boca Ceiga High, Gibbs High, and Dixie Hollins High.

Reading Leadership Team Selection Menu

Again during the 2009-2010 school year, Literacy 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 remains 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. Each school received a fixed dollar amount based on the size of the school and the number of reading classes. Literacy Leadership Teams at each school met to determine the best use of the funds and 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 circulation upgrades of secondary school media centers. In addition, we purchased a subscription of Britannica Online for all schools and renewed our licenses 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. 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 2010. 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. Referendum funds supported compensation for the instructional leaders of the camp and enrichment activities such as field trips and guest speakers for the students.

Summary

Reading FCAT scores at the secondary level have shown an upward trend over the past several years. Reading referendum funds have permitted the district to continue to improve the quality of instruction provided for our students. Certainly, this resource has supported this positive trend.