

Independent Citizens Referendum Oversight Committee (ICROC)
Work Session – Reading & Technology
August 30, 2005 – 1:00 P.M.
Cabinet Conference Room, Administration Building

Those Present:

ICROC Members: Mitch Lee, Denise Hurd, Henry Oliver, Mary White

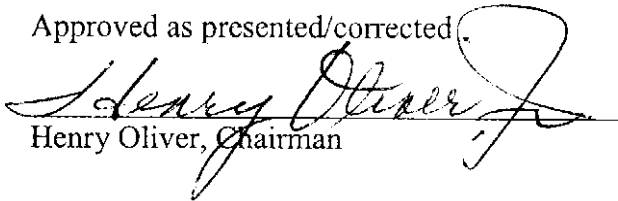
Staff Members: Jan Rouse, Judy Ambler, Dan Evans, Maria Lynquist, Bonnie Kelly, Doug Forth,
Fred Matz, Sterling Ivey, Clayton Wilcox, Nancy Zambito, Deborah Beaty

Board Members:

During this work session, staff presented information and data pertaining to the reading and technology programs that will be recipients of a portion of the twenty-percent Referendum dollars. Written materials were presented to each committee member. This documentation is attached and by reference incorporated in these minutes. An audio recording will be maintained on the district's server. Materials distributed at this meeting are attached to these minutes to complete the record.

Presented by: Mary E. White, Secretary

Approved as presented/corrected.


Henry Oliver, Chairman

10-19-05

Date

Elementary Reading & Language Arts Referendum Advisory Group Feedback Summary

Reading Referendum Advisory Group:

On March 30, the Supervisors of Elementary Reading and Language Arts and Early Childhood, assembled a core group of general education teachers and ESE teachers from all areas of the district to serve as the Reading Referendum Advisory Group. Included in the committee were three reading coaches (*Reading First!*, MRC grant and *Reading First!/CFE* site) as well as a Title I Facilitator and four elementary reading and kindergarten staff developers. The purpose for this meeting was to discuss the focus for elementary reading, explain the referendum as it applies to reading, as well as solicit input on our initial proposal for the expenditure of referendum funds.

Advisory Group in Attendance:

Laura Woltil, Debbie Colson, Pamela Vishneau, Carla Biedermann, Carmen Bender, Angela Lyons, Connie Dierking, Toni Powers, Karen Zulewski, Terry Boekenooogen, Amy Blain, Carol Spencer, Rita Spillers, Stacy Bauer, Tawnya Powers, Gail Ramsdell, Sharon Gardner, Donna Rippley, Deanna Texel, Eyvonne Ryan, Diane Jarrell, Maria Lindquist

Not in Attendance:

Gaye Lively, Pamela Moore

Key Feedback:

- The needs of a large district vary from school to school and need to be examined
- Referendum must be in alignment with needs identified as part of the K12 Comprehensive Reading Program
- Materials purchased should be grounded in scientifically based reading research
- Staff development opportunities such as the reading endorsement need to be expanded and targeted to teacher needs
- Need for expansion of classroom libraries and training to implement the libraries effectively
- Assistance in the way of training and materials support is needed for extended learning programs
- Targeted support for second and third grade struggling students
- Provide assistance for school media centers to expand their offerings
- Materials support for school based intervention programs

Referendum Advisory Committee will meet a minimum of twice yearly during the life of the referendum to monitor expenditures, collect data and plan for future course of action.

**Elementary Reading & Language Arts
Rationale for Expenditures
Referendum
Key Points**

Support for Elementary Media Centers

- International Reading Association recommends that school media centers have 7-10 books per student
- Media budget falls short of providing sufficient books to cover the wide variety of levels and genres needed to meet the above goal
- Loss of books each year due to normal wear and tear
- This expenditure would last for the life of the referendum

Extended Learning Materials

- Extended Learning materials and instruction are not consistent throughout the district
- Schools have widely varying levels of program materials
- Training is currently not provided for Extended Learning teachers due to funding and personnel considerations
- Systematic and explicit vocabulary, fluency and comprehension instruction for students in grades 2 and 3 has been identified in state data as essential for student success

Classroom Library Training and Materials

- Research details the importance of having a well stocked classroom library
- Teachers need extensive training in the design and implementation of an effective classroom library
- Effective classroom library is an important component of differentiated instruction
- Size and scope of classroom libraries varies greatly throughout the district

Literacy Success Program Materials

- Most of the Literacy Success guided reading materials are at least 10 years old
- Literacy Success budget does not provide sufficient funds to replace materials at all 28 schools
- Need for supplementary materials to support differentiated and iii instruction
- Parents and teachers have requested books on CD for at home use
- Implementation of Great Leaps as an intervention material targeting fluency
- Training is needed to insure successful implementation of supplementary materials

Reading Endorsement Training

- Provides extensive training for teachers in four key areas of reading: Foundations of Language and Cognition, Research Based Practices, Assessment, and Differentiated Instruction using a variety of delivery modes and hands on practice
- Required for secondary reading teachers
- Highly recommended for elementary reading teachers
- Strongly suggested for elementary reading coaches

Proposed Referendum Expenditures
Year 1
Elementary Reading and Language Arts
April 2005

Year 1 Expenditures

| | |
|--|-----------|
| Support for Elementary Media Centers | \$300,000 |
| 200 Books/Approx. \$17.50 Per Book | |
| 82 Elementary Sites | |
| 6 Centers | |
| | |
| Extended Learning Program Materials | \$130,000 |
| 82 Schools/Approx. \$1,600 per site | |
| Target Vocabulary and Comprehension | |
| 2 nd and 3 rd Grade | |
| | |
| Classroom Library Training and Materials | \$300,000 |
| 20 Schools/\$15,000 Per School | |
| | |
| Literacy Success Program Materials | \$120,000 |
| 28 Schools | |
| Guided Reading Books | |
| Take Home Books on CD | |
| Toolkits/Phonemic Awareness & Phonics | |
| | |
| Reading Endorsement Training | \$150,000 |
| Includes elementary and secondary teachers | |
| Provides for online and face to face delivery modes as well as the practicum | |

Secondary Reading & Language Arts Referendum Funds Rationale and Key Points

Rationale: *In consultation with many teachers, reading coaches and administrators, the Offices of Secondary Reading and Language Arts developed the following priority items related to the Referendum funds. Our focus was clear: Provide more reading interventions for struggling readers and get more books into the hands of young people. Unfortunately, past budget constraints have limited our "book-buying" to textbooks and other formal texts that have caused struggling readers to struggle even more. Moreover, many struggling readers in 8th, 9th, and 10th grades have not received any structured reading intervention (such as a reading class), which has limited their growth potential.*

Support for High School Reading Classrooms

- The creation of two new HS reading classes – Literacy Seminar and Reading One
 - About 100 new HS reading classrooms established
 - More than 5,000 additional struggling readers being supported
 - Classroom library collections for each new reading classroom
 - Web-based software program (Reading Plus) that builds reading fluency
 - New reading texts to help students build their strategy skills
 - Expansion of our Read 180 program as needed

Support for High School English Classrooms

- The creation of new English RD courses in support of struggling readers
 - New curriculum and "leveled" reading materials for all new courses
 - Additional FCAT prep materials in support of test-taking abilities
 - New vocabulary books to build word knowledge and word-study skills

Support for Middle School Reading Classrooms

- The expansion MS reading classes in 7th and 8th grades
 - Additional Read XL materials as new classes are created
 - Classroom library collections for all reading classrooms (using Read XL)
 - Expansion of our Read 180 program as needed

Support for our Middle School and High School Media Centers

- More than 300 new "high interest" novels purchased for all MS and HS Media Centers
 - These new books are designed to circulate through the reading classrooms
 - The books will support the constant accreditation demands in HS

Support for Content Classrooms and "Leveled Texts"

- Classroom library materials for all content classrooms (Social Studies, Science, etc. etc.)
 - Social Studies was listed as first priority
 - Science, math, elective courses coming in Budget Years 2 and 3

Parent / Student Training and Support

- Reading Training for Parents to help them support their sons and daughters
- "Take-Home Book Packs" for Students and Parents

SECONDARY READING 2005-2006

Referendum Allocation Proposal / Budget

High School Reading and Language Arts Classrooms

| | |
|---|-----------|
| New Reading One course (68 classrooms) | |
| <i>Software</i> – (One year license) | \$162,000 |
| <i>Classroom libraries</i> -- (\$250/room) | \$17,000 |
| <i>Reader's Handbook</i> (3,000 copies) | \$60,000 |
| <i>Audio Books</i> -- | \$2,500 |
| New English RD course (130 classrooms) | |
| <i>Classroom libraries</i> (\$300/room) | \$39,000 |
| <i>New Vocabulary Books</i> | \$70,000 |
| <i>Adaptive Reader</i> | \$63,000 |
| <i>Reader's Handbook</i> | \$3,500 |
| HS Read 180 labs / expansion (6 labs) | \$180,000 |
| DOP Circulation Class Sets / Classroom Collections | \$15,000 |
| High School Media Centers / SS Readers | \$17,000 |
| Class Sets of SS Readers for Circulation / 5 titles | \$51,000 |

 SUBTOTAL: **\$680,000**

Middle School Reading and Language Arts Classrooms

| | |
|---|-----------|
| Read XL course supplementals (80 classrooms) | |
| <i>Classroom libraries</i> (\$250/room) | \$20,000 |
| Read XL Expansion Grades 7-8 (46 classrooms) | |
| <i>Level III materials</i> (\$600/room) | \$27,600 |
| MS Read 180 labs / expansion (4 labs) | \$120,000 |
| Vocabulary / Morphs supplemental books – | \$3,600 |
| Middle School Media Centers / SS Readers | \$20,000 |
| Class Sets of SS Readers for Circulation / 5 titles | \$72,000 |

 SUBTOTAL: **\$263,200**

High School / Middle School Content Classrooms

| | |
|---|-----------------|
| MS Social Studies <i>Classroom libraries</i> -- | \$25,000 |
|---|-----------------|

Parent / Student Support and Training

| | |
|--|--------------------------|
| "Take Home Book Packs" for Students and Parents (\$15 each) | |
| MS Packs – 50 packs per school to check out | \$17,250 |
| HS Packs – 50 packs per school to check out | \$12,750 |
| Reading Web Page Development | |
| CSE hours of = 240 hours x \$13/hour | \$3,120 |
| Reading Strategies for Parents – Training | |
| Three "central" sites (twice a year), plus training on Channel 14 | \$6,000 |
| | ----- \$39,120 |

YEAR ONE TOTAL: \$1,007,320

Referendum Funds for Media Centers to Support Reading

ELEMENTARY (\$300,000)

On August 2nd, all 82 elementary and 5 ESE library information specialists and principals received a memo indicating the availability of \$3,448.27 per media center to purchase a minimum of 200 hardcover library books at an average cost of \$17.50 per book. Of \$300,000 allocated for elementary media centers, \$299,999.49 was dispersed to school site cost strips. The deadline for encumbering these funds is September 22.

MIDDLE SCHOOLS

Media Centers (\$18,319.84)

On August 5th, five copies of fifteen Sunshine State Young Readers Award titles were ordered for all 24 middle school media centers.

Classroom Sets (\$68,488.80)

On August 5th, sixty copies of the following five middle school Sunshine State Young Readers Award titles were purchased for all 24 middle schools to comprise two classroom sets to circulate to all Reading/Language Arts classes:

Gregor the Overlander

Halfway to the Sky

Sahara Special

The Unseen

The Young Man and the Sea

On August 16th, thirty copies of the above five titles were purchased for North Ward and Safety Harbor Secondary.

HIGH SCHOOLS

Media Centers (\$14,993.92)

On August 5th, five copies of the 10 Florida Teens Read Award titles and 5 identified crossover titles from the middle school Sunshine State Young Readers Award were ordered for all 17 high school media centers.

Classroom Sets (\$51,450)

On August 5th, sixty copies of the following five middle school Sunshine State Young Readers Award titles were purchased for all 17 high schools to comprise two classroom sets to circulate to all Reading/Language Arts classes:

Once Upon a Marigold

Heir Apparent

How to Disappear Completely and Never be Found

One True Friend

When My Name is Keoko

On August 16th, one copy of the above five titles were purchased for Norwood Secondary.

REFERENDUM FUND LABELS

On August 18th, 2500 sheets of 14 labels per page were ordered to read "Provided by Referendum Funds For Pinellas County Schools" along with a logo designed by Sue Castleman, Supervisor of Pre-K to 12 Arts. As soon as this order arrives from the print shop, the office of library media/technology will disperse a minimum of 200 per school. With this label affixed as a book plate centered on the inside front cover, Pinellas County Schools will be sending a consistent and recognizable message that these books were purchased using this special funding source as students check them out.

**Technology
Referendum Lab Expenditures**

| Description | | | | | | Qty | Price | Total |
|--|------------------------|-------------------------|----------------|----|-------|------------------|-------------|---------------------|
| Latitude 110L Celeron 1.3GHz Laptop for Mobile Cart Terms # 205D0410 | | | | | | 30 | \$1,068.00 | \$32,040.00 |
| Dell Wireless 4350 Access Point Quote # 213109656 | | | | | | 1 | \$118.61 | \$118.61 |
| Hitachi projector TERMS# 88004055 | | | | | | 1 | \$846.94 | \$846.94 |
| Lab Total | | | | | | | | \$33,005.55 |
| 0251 | Bayside High School | 14405 49th Street North | Clearwater | FL | 33762 | Phillip Wirth | \$33,005.55 | |
| 0431 | Boca Ciega High | 924 58th St. S | Gulfport | FL | 33707 | John Leanes | \$33,005.55 | |
| 0711 | Clearwater High | 540 S Hercules Ave. | Clearwater | FL | 33764 | Nickolas Grasso | \$33,005.55 | |
| 0751 | Countryside High | 3000 SR 580 | Clearwater | FL | 33761 | Gerald Schlereth | \$33,005.55 | |
| 1031 | Dixie Hollins High | 4940 62nd St. N | St. Petersburg | FL | 33709 | Michael Bohnet | \$33,005.55 | |
| 1081 | Dunedin High | 1651 Pinehurst Road | Dunedin | FL | 34698 | Paul Summa | \$33,005.55 | |
| 6181 | East Lake High | 1300 Silver Eagle Drive | Tarpon Springs | FL | 34688 | Clayton Snare | \$33,005.55 | |
| 1531 | Gibbs High | 850 34th St. S | St. Petersburg | FL | 33711 | Herman Allen | \$33,005.55 | |
| 2031 | Lakewood High | 1400 54th Ave. S | St. Petersburg | FL | 33705 | Dennis Duda | \$33,005.55 | |
| 2081 | Largo High | 410 Missouri Ave. | Largo | FL | 33770 | Jeffrey Haynes | \$33,005.55 | |
| 2641 | Northeast High | 5500 16th St. N | St. Petersburg | FL | 33703 | Patricia Wright | \$33,005.55 | |
| 3031 | Osceola High | 9751 98th St. N | Seminole | FL | 33777 | Carol Moore | \$33,005.55 | |
| 4681 | Palm Harbor University | 1900 Omaha St. | Palm Harbor | FL | 34683 | Harry Brown | \$33,005.55 | |
| 3421 | Pinellas Park High | 6305 118th Ave. N | Largo | FL | 33773 | Denise Hart | \$33,005.55 | |
| 3921 | Seminole High | 8401 131st St. N | Seminole | FL | 33776 | Richard Misenti | \$33,005.55 | |
| 3781 | St. Petersburg High | 2501 Fifth Ave. N | St. Petersburg | FL | 33713 | Julie Janssen | \$33,005.55 | |
| 4521 | Tarpon Springs High | 1411 Gulf Road | Tarpon Springs | FL | 34689 | Evert Vermeer | \$33,005.55 | |
| | | | | | | | | \$561,094.35 |

+ \$ for person/support

Technology Referendum Project

Process

The cross-functional team consisting of teachers, technology coordinators, principals, MIS, parents, a member of the county PTA, an union representative, and members of the business community considered many options when developing the expenditure plan. The team first set the following guiding principals: the project must address student achievement; involve teacher training; and provide for technology support. Some of the data they reviewed were the results of the DOE School Technology and Readiness Survey (STaR) and an inventory of computers at each school. The STaR data indicated that student access to technology was a prime area that needed improvement and property records data showed a need for more technology at most schools.

After considering several proposals, the group decided to focus on providing wireless labs that could be used by students to address curriculum needs. To ensure training was an integral part of the project, it was determined that a group from each school will be trained in the curriculum use of wireless labs and that the school team would provide training and support for the project. Ideas would be shared across the schools through electronic discussions.

Because of the continually changes in technology, the group determined that they would not develop a four year plan, but make recommendations for the first year. Then a committee will review the results of the first year project, consider district needs, and new technology that might be available, to plan for years two, three and four.

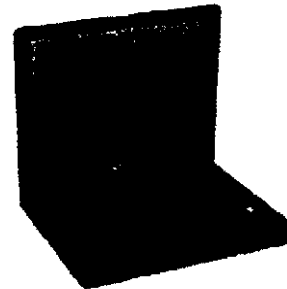
The committee then met with Dr. Wilcox who suggested that the group might want to consider a cutting edge project such as a one-to-one laptop initiative.

Recommendations

First, the committee team felt that a manager/trainer was key to the success of the project. This person would work closely in the schools to provide training and support. That person would also ensure that data is collected to track the progress of the project. A person has been hired and will start within the next two weeks.

Next, it was recommended that each of the seventeen high schools would receive a thirty-station laptop lab. High schools were selected for the first year of implementation because of the many schools with a D grade in 2004-05. In addition, the group discussed that access to technology could provide support for many high school students who are at risk of dropping out of school. The equipment has been ordered and is currently being delivered to the schools.

The last recommendation for a one-to one pilot is currently under study. The office of instructional technology is collaborating with MIS on the planning for a one-to-one initiative at the middle school level. Middle school was selected because of the No Child Left Behind requirements that include a technology proficiency that must be demonstrated by all eighth grade students. MIS is exploring the possibility of leasing the computers and is designing the infrastructure to support this initiative.

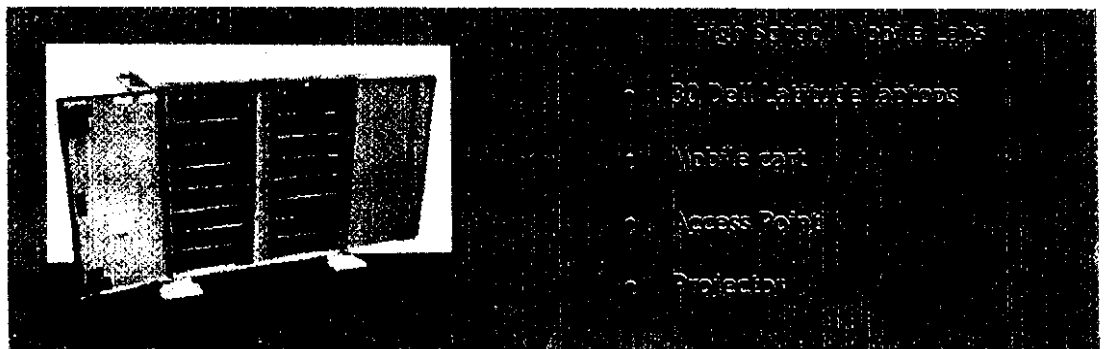


Participating Schools

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

For more information, please contact:

Judy Ambler
Supervisor, Instructional Technology



Tech. Expenditures
Referendum Committee

| Name | Position/Title | Location | | | |
|----------------------|-----------------------|-----------------------------|--|--|--|
| Acerra, Janet | Teacher | Forest Lakes Elementary | | | |
| Bayle, Roxanne | Parent | Parent/Largo High | vangogo@earthlink.net | | |
| Brennan, Dan | Tech. Coord. | Oak Grove Middle | | | |
| Hearn, Cynthia | Teacher | Northeast High | | | |
| Hoddinott, Ron | Tech. Coord. | Ridgecrest Elementary | | | |
| Hoffacker, Sue | Tech. Coord. | Davis Elementary | | | |
| Holden, Dianna | Tech. Coord. | Frontier Elementary | | | |
| Kennedy, Ward | Principal; | Palm Harbor Middle | | | |
| Lee, Mitch | Business | Raytheon | mitch_r_lee@raytheon.com | | |
| Liles, Bob | Director | MIS/Delivery & Tech Support | | | |
| Luther, Pauline | Teacher | EDL | | | |
| Magill, Sherri | Tech. Coord. | Hamilton Disston | | | |
| McIntyre, Bob | Business | Ditek Corp. | rdmcintyre@ditekcorp.com | | |
| Miller, Denise | Principal; | Sanderlin Elementary | | | |
| Misenti, Rick | Principal; | Seminole High | | | |
| Moore, Cheryl | Business | Honeywell | cheryl.b.moore@honeywell.com | | |
| O'Brien, Marsha | Parent | PTA Rep. | mzob@tampabay.rr.com | | |
| Paser, Wendy | | PESPA | | | |
| Ulrich, Fred | Principal; | Lakewood High | | | |