

Independent Citizens Referendum Oversight Committee (ICROC)

2014-2015 Annual Report to the
Pinellas County School Board
And the Citizens of Pinellas County

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Executive Summary

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, enhance reading programs, supplement music and art classes, and provide up-to-date supplementary instructional resources and technology covering the period from July 1, 2005 – June 30, 2009. On January 29, 2008 and again on November 6, 2012, the citizens of Pinellas County approved the continuation of the Ad Valorem Tax Referendum.

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 implementation period. The committee known as The Independent Citizens Referendum Oversight Committee (ICROC) functions as an advisory body to the school board. The committee reviews quarterly expenditure 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 funds 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 enrich student learning. These funds will not be used as replacement dollars for existing department budgets.

Because of the support of Pinellas County taxpayers through approval of the referendum, the school system was able to allocate \$25.6 million in the 2014-2015 school year to focus on retaining and recruiting great teachers. Pinellas County Schools has expended the tax referendum money by increasing teacher pay, supplementing reading programs, enhancing music and art class materials, and by providing up-to-date materials and technology services.

Visual Arts Department: The visual arts plan focused on the enhancement of K-12 visual arts programs in the district by providing funds for art supplies, materials, furniture, equipment, technology, field trips, training, and support. All elementary, middle, and high school art programs received funds for classroom art supplies and materials as well as funds to purchase books aligned to the visual art curriculum. Class sets of Scholastic Art magazines were provided to over one hundred elementary, middle, and high school classrooms. Thirty schools received art equipment and/or furniture. Ten schools received new kilns. One high school was refreshed with new 33-station visual arts computer lab. Three middle schools received new 40 unit iPad labs for visual arts. Three elementary schools received new 30-unit iPad labs and three-30 unit traveling iPad labs were purchased and were utilized in 12 elementary schools for eight weeks each. Over 160 field trips were funded for more than 11,000 students to local art museums and galleries. Ten elementary schools were visited by the "Totally Mod" art mobile, co-sponsored by the Leepa Rattner Museum of Art and 22 elementary schools enjoyed the "Express Yourself" art mobile, co-sponsored by the Great Explorations Children's Museum. Sixty art teachers attended the Florida Art Education Association annual



conference. Nine high school art teachers attended five-day Advanced Placement Art Studio training. More than 20 Visual Arts trainings were held totaling approximately 124 hours of professional development including: 17 teachers completing Beginning ArtTip in the Fall of 2014, followed by online training and assignments. Upon completion, each new teacher received a laptop, digital camera, and software; 86 teachers completing Assessing Student Artwork; 47 teachers completed one or more Technology in Art K-12 trainings; and 31 teachers completed the book study, "Reaching and Teaching Students with Special Needs through Art". Visual Arts and Performing Arts collaborated on the Student Digital Movie Making Camp and expanded it to four locations. The four one-week sessions were attended by 125 elementary art students and were conducted by 9 Visual and Performing Arts teachers. For a more detailed report including expenditures, see pages 6 – 12.

Performing Arts Department: Sixty-three elementary classrooms received funding for instruments, equipment, and supplies based on specific needs and requests. These requests included music instruments and supplies, Orff Instruments, World Drumming Instruments, sound equipment, and large purchases such as choral risers. Sixty-six elementary teachers attended Florida Music Educators Association (FMEA) professional development training. Referendum funds were used to support the Pinellas County Elementary Music Cadre. This initiative supports teachers at high poverty schools and also supports teachers who were new to Pinellas. The success of the cadre was the motivation to apply for a very competitive federal Professional Development for Arts Educators (PDAE) Grant. In fall 2015, Pinellas County was awarded the grant entitled - Elevate A.R.T.S. Instrumental programs at all levels were reimbursed for rental fees waived for students on Free and Reduced Lunch. These funds are being used to repair and replace instruments. Three schools received new band uniforms. All high school band programs received funding to offset the costs for auxiliary staff members. Funds were allocated to sixty-two secondary classrooms for music, supplies, equipment, accompanists, and other support based on specific needs and requests. The six-year auditorium project is complete. Eighty-seven secondary teachers attended professional development provided by the Florida Music Educators Association (FMEA) and six attended training provided by Florida Association of Theatre Educators (FATE). The shared choral instructor (shared between Bay Point Middle School and Lakewood High School) is funded through referendum dollars. The initiative to rebuild strings programs that was cut in the early 1990s continues with programs at thirty-six schools. Referendum funds were also used to support guitar programs in middle and high schools. Performing arts funds used to support music technology have transformed music education in Pinellas County. Approximately one hundred fifty teachers have participated in extensive Technology Institute for Music Education Certification (TIME) training to date. In February 2015, the performing arts referendum funded a technology resource teacher who earned the national award -TI:ME administrator of the year. Pinellas County Schools continues to partner with community arts organizations to bring artists into schools and to extend classroom learning. For a more detailed report including expenditures, see pages 13 – 24.

Academic Computing Technology Department: The referendum technology funds provides the funds for the installation, support and maintenance of interactive whiteboards called Smart Boards. The long-term goal of the technology referendum is to provide every classroom and teacher with interactive technologies for curriculum delivery. This tool engages students in interactive lessons and digital content. Smart Boards were purchased through the capital outlay funds of the referendum. There were 277 Smart Boards installed at schools across the district.



Teachers are required to take professional development to learn how to use the software, share lessons and receive feedback from others when developing lessons.

The guiding principles of our referendum Smart Board project drive the plan. First, the projects must address student achievement. Second, it must involve teacher training in using their Smart Board. Third, the project provides support and maintenance for this new technology. Survey data from the Department of Education's Florida Innovates Survey indicated that student access to technology is a prime area for improvement.

Because of the constant changes in technology and the number of classrooms in Pinellas County Schools, the recommendation for a multi-year project was developed to update all classrooms. An advisory team to consider district needs and future expenditures reviews the Smart Board project periodically. Four Referendum Project Coordinators are responsible for the creation and delivery of the training requirement for receiving a Smart Board. These teachers model and coach teachers with newly acquired Smart Boards in the classroom as well as facilitate the professional development for the entire district. Projector and bulb replacement allocations are critical to supporting this technology. As the equipment ages, it is important to have a maintenance plan and materials in place to prevent the loss of instructional time due to repairs.

Additional referendum projects include the purchase of curriculum software, such as: Smart Notebook Software, BrainPop and Visual Thesaurus. These applications are interactive and assist teachers in building dynamic, engaging lesson plans. All of these applications are used on the Smart Board.

Mobile devices are erupting in classrooms across the district. These devices can assist in reducing the student-to-Internet device ratio in our classrooms. Teachers must be trained on how to use this technology and the referendum provides the funding for the summer institutes. For a more detailed report including expenditures, see pages 25 – 29.

The Elementary Reading Department: The Elementary Reading Referendum funds continued to enhance literacy instruction in all 76 elementary schools as well as exceptional education schools. Teachers in all grade levels received a wide variety of reading materials including literary and informational books, multiple copies of texts for students to mark on, as well as leveled books to support differentiated instruction. Schools also received texts aligned to content areas such as science and health. These texts were hand selected by the content area specialists to enhance literacy and content knowledge. Schools also received materials to support the ongoing implementation of the Leveled Literacy Intervention (LLI) program. In addition to these materials, each school received funds to purchase literacy materials based on student enrollment and the individual needs of the school. Literacy coaches and a teacher from each elementary school attended Poynter's Language Arts Florida Standards Summer Institute. For a more detailed report including expenditures, see pages 30 – 32.

Secondary Reading Department: Referendum dollars have supported teachers and students with Language Arts Florida Standards-inspired instruction. Because of referendum funds, intensive reading and English Language Arts classrooms have additional resources to support teachers with implementing the instructional shifts required of the Florida Standards. Literacy coaches and teachers worked on curriculum writing teams to develop instructional resources for teachers, district wide. Funds continue to provide reading classrooms with materials that would not otherwise be available, including instructional software, engaging grade-level fiction and



non-fiction texts, class sets of novels, classroom magazines, and newspapers. Schools continue to receive a fixed dollar amount from referendum funds based on school-size for addressing the literacy needs of the school as per their School Improvement Plan—purchasing items such as technology for increasing student interaction with digital text and updating classroom libraries. Secondary media centers also received funds for circulation upgrades and additional electronic book titles. Another area of focus has been on providing critical professional development for our reading and content area teachers, including national experts. Funds also support teachers needing to complete the Reading Endorsement or Next Generation Content Area Reading Professional Development (NGCAR-PD) with one-time supplements for completing these essential training opportunities. Thanks to the Secondary Reading Referendum Funds, Pinellas County students are not only better equipped for success with the new standards and assessments, but also for being on track for graduating college and career ready. For a more detailed report including expenditures, see pages 33 – 36.



REFERENDUM
Overview of Revenues and Expenditures by Individual Object
07/01/14 thru 06/30/15

	<u>Budgeted</u>	<u>Collected</u>
Revenues		
Tax Collections	\$ 31,503,635	\$ 31,503,635
Interest from Tax Collections		
Total Revenue	\$ 31,503,635	\$ 31,503,635
Carry Forwards & Encumbrances	\$ 2,138,732	
Total Available	\$ 33,642,367	\$ 31,503,635

	<u>Budgeted</u>	<u>Expended</u>	<u>Committed/ Encumbered</u>	<u>Budget Balance</u>
Expenditures				
Salary Supplement (2660)				
Salary				
Administrative Personnel	\$ 4,569	\$ 4,569	\$ -	\$ -
Classroom Teachers	\$ 20,253,964	\$ 20,326,538	\$ -	\$ (72,575)
Other Certified Instructional Personnel	\$ 1,781,598	\$ 1,781,598	\$ -	\$ -
Total Salary	\$ 22,040,131	\$ 22,112,705	\$ -	\$ (72,575)
Benefits				
Retirement	\$ 1,717,336	\$ 1,717,336	\$ -	\$ -
Social Security	\$ 1,299,229	\$ 1,299,229	\$ -	\$ -
Social Security - Medicare	\$ 303,904	\$ 303,904	\$ -	\$ -
Worker's Compensation	\$ 108,194	\$ 108,194	\$ -	\$ -
Other Employee Benefits	\$ 15,519	\$ 15,519	\$ -	\$ -
Total Benefits	\$ 3,444,182	\$ 3,444,182	\$ -	\$ -
Total Salary Supplement (2660)	\$ 25,484,313	\$ 25,556,888	\$ -	\$ (72,575)



Expenditures	Budgeted	Expended	Committed/ Encumbered	Budget Balance
Programs				
Visual Arts (2310)				
Salary				
Classroom Teachers	\$ 174,988	\$ 174,988	\$ -	\$ -
Substitute Teachers	\$ 11,746	\$ 11,746	\$ -	\$ -
Other Support Personnel	\$ 767	\$ 767	\$ -	\$ -
Total Salary	\$ 187,501	\$ 187,501	\$ -	\$ -
Benefits				
Retirement	\$ 13,668	\$ 13,337	\$ -	\$ 331
Social Security	\$ 11,078	\$ 10,544	\$ -	\$ 535
Social Security - Medicare	\$ 2,761	\$ 2,636	\$ -	\$ 125
Cafeteria Plan (Health Care)	\$ 24,505	\$ 24,505	\$ -	\$ -
Life Insurance	\$ 180	\$ 180	\$ -	\$ -
Worker's Compensation	\$ 956	\$ 872	\$ -	\$ 84
Total Benefits	\$ 53,149	\$ 52,074	\$ -	\$ 1,075
Purchased Services				
Travel In County	\$ 2,000	\$ 1,079	\$ -	\$ 921
Travel Out of County	\$ 53,209	\$ 44,061	\$ -	\$ 9,148
Registration	\$ 24,220	\$ 23,555	\$ 590	\$ 75
Repair & Maintenance	\$ 19,081	\$ 16,411	\$ 1,960	\$ 711
Postage	\$ 193	\$ 193	\$ -	\$ -
Other Purchased Services	\$ 135,593	\$ 126,293	\$ 976	\$ 8,324
Total Purchased Services	\$ 234,297	\$ 211,592	\$ 3,526	\$ 19,178
Material & Supplies				
Supplies	\$ 334,730	\$ 309,370	\$ 1,274	\$ 24,085
Central Printing Chargebacks	\$ 2,749	\$ 2,749	\$ -	\$ -
Total Material & Supplies	\$ 337,479	\$ 312,119	\$ 1,274	\$ 24,085
Capital Outlay				
Classroom Reference Books	\$ 37,160	\$ 34,176	\$ 260	\$ 2,724
Non-Capitalized AV Materials	\$ 2,598	\$ 2,203	\$ 220	\$ 175
Capitalized F.F. & Equipment	\$ 75,042	\$ 75,042	\$ -	\$ -
Non-Capitalized F.F. & Equip.	\$ 67,017	\$ 66,149	\$ -	\$ 868
Capitalized Computer Hardware	\$ 56,056	\$ 55,843	\$ -	\$ 213
Non-Capitalized Computer Hardware	\$ 195,151	\$ 194,051	\$ 450	\$ 650
Non-Capitalized Software	\$ 40	\$ 37	\$ -	\$ 4
Total Capital Outlay	\$ 433,065	\$ 427,501	\$ 929	\$ 4,634
Other Expenses				
Miscellaneous Expenses	\$ 65,688	\$ 53,672	\$ -	\$ 12,016
Total Visual Arts (2310)	\$ 1,311,177	\$ 1,244,459	\$ 5,730	\$ 60,988



Visual Arts 2014-2015

Sue Castleman, PK-12 Visual Arts Specialist

Discretionary Funding

All elementary, middle and high school art teachers received discretionary budget assistance to help with the purchase of consumable materials and supplies for art lessons

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

Discretionary funds were also used to purchase materials to support multiple student artwork exhibitions and more than 10,000 student sketchbooks for multiple grade levels.

Art Equipment (not technology)

30 schools received art equipment and/or furniture. The specific equipment and/or furniture is based on the district "Specifications for Art" guidelines and individual school needs.

Cross Bayou ES	Palm Harbor MS
Curlew Creek ES	Sanderlin PK-8
Davis ES	Seminole MS
Frontier ES	Lealman Int.
Highland Lakes ES	Sanders Excep.
Kings Hwy ES	Bayside HS
Melrose ES	Boca Ciega HS
Perkins ES	Dunedin HS
Ridgecrest ES	East Lake HS
Seminole ES	Gibbs HS
Shore Acres ES	Osceola HS
Walsingham ES	Pinellas Park HS
Woodlawn ES	St. Pete HS
Azalea MS	Tarpon Springs HS
Largo MS	
Mad Beach K-8	



Additionally, 10 schools received new kilns or equipment for working with clay:

Carwise MS	Tarpon Springs HS
Pinellas Park HS	Jamerson ES
Bayside HS	Ozona ES
Dixie Hollins HS	Sexton ES
Northeast HS	Southern Oak ES

Art Classroom Libraries

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

All teachers at Elementary, Middle, and High schools as well as three Exceptional Centers received the classroom art magazine *Scholastic Art*.

Elementary teachers received 25 subscriptions, Middle and High teachers received 40 subscriptions (six issues per year) per art teacher.

Funding was provided for more than 11,000 students to attend over 160 field trips to local art museums and galleries. This included 60 field trips to the Museum of Fine Arts in St. Petersburg coordinated with Middle School Social Studies teachers.

Art Mobiles

Two Art Mobiles travel to all elementary schools and ESE centers over a four-year period.

10 elementary schools received the “Totally Mod Art Mobile” in partnership with the Leepa Rattner Museum of Art.

Anona ES	New Heights ES
Azalea ES	Northwest ES
Blanton ES	Pasadena ES
Gulf Beaches ES	Sanders Excep.
Mt. Vernon ES	Westgate ES

20 elementary schools received the “Express Yourself Art Mobile” in partnership with the Great Explorations Children’s Museum.

Bay Point ES	Curtis Fund. ES
Bay Vista ES	Dunedin ES
Curlew Creek ES	Garrison Jones ES



Hunsinger Excep.

Sanderlin PK-8 ES

Kings Hwy ES

Lakeview ES

Lakewood ES

Maximo ES

McMullen Booth ES

Melrose ES

Paul B. Stephens Excep.

Perkins ES

Safety Harbor ES

San Jose ES

Sandy Lane ES

Skycrest ES

9 high school teachers from the following schools completed the Summer Advanced Placement Studio Art Training in partnership with USF

Boca Ciega HS

Dixie Hollins HS

East Lake HS

Largo HS

Northeast HS

Osceola Fund. HS

PCCA @ Gibbs HS

St. Petersburg HS

60 teachers from all levels, including 7 teachers selected as presenters, attended the Florida Art Education Association's annual conference in October 2014.

Technology in Art

1 High School received a new Digital Arts Labs for Visual Arts

Clearwater High

3 Middle Schools received new 40 unit iPad labs for Visual Arts

Carwise MS

Safety Harbor MS

Clearwater Fund. MS

3 Elementary Schools received 30 unit iPad labs for Visual Arts

Leila Davis ES

Gulf Beaches ES

Kings Highway ES

3 additional 30 unit traveling iPad labs were purchased for Visual Arts. A total of six mobile labs visited 23 elementary schools for eight weeks each.



Visual and Performing Arts teachers held four Digital Arts Camps for students in grades 4-8. Digital Arts Camp exposed 125 students to photography and photo editing, digital drawing and painting, comic art and storyboarding, and stop-motion animation moviemaking in four one-week sessions across the county.

Professional Development Teacher Trainings

More than 20 Visual Arts trainings were held totaling approximately 124 hours of professional development including: 17 teachers completed Beginning ArtTip in the Fall of 2014, followed by online training and assignments. Upon completion, each new teacher received a laptop, digital camera, and software; 86 teachers completed Assessing Student Artwork; 47 teachers completed one or more Technology in Art K-12 trainings; and 31 teachers completed the book study *Reaching and Teaching Students with Special Needs through Art*.

Jack Tovey, Teacher on Special Assignment (Technology Integration Specialist):

Worked in all high schools and middle schools with a Digital Arts Lab and has performed the following services:

- Selected 3 middle school teachers to use iPad labs in their curriculum
- Helped plan lessons
- Co-taught lessons
- Solved printer problems
- Connected wireless internet
- Reimaged computers, installed and/or updated software
- Ordered equipment for labs
- Taught teachers and students how to photograph artwork

Worked with multiple Middle and High School art teachers at their schools to integrate technology into their curriculum by:

- Coaching teachers to better use their technology
- Maintaining and adding lessons and tutorials to the MS and HS Digital Arts Moodle for teachers and students to use
- Working in Digital Arts Classes with students to create 2D Digital Art
- Showing teachers how to make adjustments to print the digital Artwork for shows
- Correcting wireless, as well as, fixing hardware and software issues
- Making sure computers and iPads were ready to use for Computer Based Testing for final assessments

Worked with all Middle and High School teachers to gather input for assessment questions to use in District Designed End of Course Exams:

- Reviewed and selected questions from the State bank of Final Exam Assessment questions
- Developed, edited, and submitted questions for use in Creative Photography and Digital Arts courses



Recruited Teachers and students, modified curriculum, managed the 4 Digital Arts Camps at 4 locations, and showcased student produced work online for the Summer of 2015.

Maintained, updated and expanded the Pinellas County Visual Arts Website which includes: Visual Arts Home page, Exhibition Calendar, Gallery, Curriculum K-12, and Field trips

Maintained and updated the Visual Arts Moodle Sites which include: Visual Arts Department, ArtTIP2.0, Visual Arts Curriculum, High School Digital Arts, and Middle School Digital Arts Moodle

Jonathan Ogle, Teacher on Special Assignment (Technology Integration Specialist):

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

Worked in all elementary schools with a permanent Digital Arts Lab and Traveling Art Lab, and has performed the following services:

- Recruited new elementary school art teachers to utilize an iPad lab
- Taught teachers how to do photography and make digital artwork with students
- Taught teachers how to create animations and produce short movies with strong stories
- Helped plan digital arts lessons
- Modeled lessons
- Solved printer problems
- Connected computers and iPads to wireless network / solved wireless issues
- Installed and updated software
- Remote into art teacher computers across the district to fix issues / show how to use software

Worked with multiple elementary art teachers on integrating technology into their curriculum by:

- Teaching teachers how to make engaging lesson presentations
- Coaching teachers to better use existing technology
- Helping plan and model lessons
- Upgrading or reimaged computers and installed updated software
- Ordering new equipment and coordinated repairs of existing technology
- Working with teachers on wireless network connection issues
- Teaching teachers how to photograph artwork and make art movies

Developed and conducted trainings for all teachers to integrate existing technology into their curriculum.



Maintained and updated Visual Arts Database used for lesson plans, artwork uploads, art show entries, and field trip management.

Maintained and updated the Visual Arts Moodle Sites which include: Visual Arts Department, ArtTIP 2.0, Visual Arts Curriculum, Elementary Digital Arts, and the Elementary Visual Art Exhibition of Student Artwork training component.

Invited and managed teachers as well as students for two Elementary Digital Arts Summer Camps. Hosted PCS TV Channel 14's *Spectrum of the Arts* magazine show that showcased Performing and Visual Arts initiatives.



Expenditures	Budgeted	Expended	Committed/ Encumbered	Budget Balance
Music (Performing Arts) (2320)				
Salary				
Classroom Teachers	\$ 376,925	\$ 336,768	\$ -	\$ 40,157
Other Certified Instructional Personnel	\$ 56,000	\$ 56,000	\$ -	\$ -
Substitute Teachers	\$ 25,816	\$ 25,616	\$ -	\$ 200
Other Support Personnel	\$ 1,810	\$ 642	\$ -	\$ 1,168
Total Salary	\$ 460,551	\$ 419,026	\$ -	\$ 41,525
Benefits				
Retirement	\$ 30,687	\$ 23,880	\$ -	\$ 6,806
Social Security	\$ 28,323	\$ 22,164	\$ -	\$ 6,158
Social Security - Medicare	\$ 7,419	\$ 6,066	\$ -	\$ 1,353
Cafeteria Plan (Health Care)	\$ 39,653	\$ 37,441	\$ -	\$ 2,212
Life Insurance	\$ 677	\$ 659	\$ -	\$ 18
Worker's Compensation	\$ 2,525	\$ 1,941	\$ -	\$ 584
Other Employee Benefits	\$ 406	\$ 406	\$ -	\$ -
Total Benefits	\$ 109,689	\$ 92,557	\$ -	\$ 17,132
Purchased Services				
Professional & Technical	\$ 12,000	\$ 12,000	\$ -	\$ -
Travel In County	\$ 6,296	\$ 6,130	\$ -	\$ 165
Travel Out of County	\$ 14,748	\$ 13,079	\$ -	\$ 1,668
Registration	\$ 22,020	\$ 18,214	\$ -	\$ 3,806
Repair & Maintenance	\$ 320,747	\$ 239,015	\$ 11,090	\$ 70,642
Rentals	\$ 1,600	\$ 1,600	\$ -	\$ -
Other Purchased Services	\$ 83,510	\$ 74,941	\$ 4,350	\$ 4,219
Total Purchased Services	\$ 460,921	\$ 364,979	\$ 15,441	\$ 80,501
Material & Supplies				
Supplies	\$ 481,725	\$ 136,844	\$ 54,977	\$ 289,904
Periodicals	\$ 277	\$ 277	\$ -	\$ -
Central Printing Chargebacks	\$ 1,279	\$ 1,040	\$ -	\$ 239
Total Material & Supplies	\$ 483,281	\$ 138,160	\$ 54,977	\$ 290,143
Capital Outlay				
Classroom Reference Books	\$ 10,235	\$ 9,940	\$ 107	\$ 187
Non-Capitalized AV Materials	\$ 5,046	\$ 5,046	\$ -	\$ -
Capitalized F.F. & Equipment	\$ 37,740	\$ 35,404	\$ 2,199	\$ 137
Non-Capitalized F.F. & Equip.	\$ 173,607	\$ 153,380	\$ 78	\$ 20,150
Capitalized Computer Hardware	\$ 52,230	\$ 46,296	\$ 3,160	\$ 2,774
Non-Capitalized Computer Hardware	\$ 37,274	\$ 33,637	\$ -	\$ 3,637
Non-Capitalized Software	\$ 21,824	\$ 21,824	\$ -	\$ -
Total Capital Outlay	\$ 337,955	\$ 305,526	\$ 5,544	\$ 26,885
Other Expenses				
Dues and Fees	\$ 305	\$ 305	\$ -	\$ -
Miscellaneous Expenses	\$ 4,156	\$ 3,071	\$ 850	\$ 235
Total Other Expenses	\$ 4,461	\$ 3,376	\$ 850	\$ 235
Total Music (Performing Arts) (2320)	\$ 1,856,857	\$ 1,323,625	\$ 76,812	\$ 456,420



Performing Arts 2014-2015

Jeanne Reynolds, PK-12 Performing Arts Specialist

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 sound personnel, and large purchases such as choral risers and music stands. Without referendum support, there would be **no** budget for these items.

Anona Elementary School	Garrison-Jones Elementary School
Azalea Elementary School	Gulf Beaches Elementary School
Bardmoor Elementary School	Gulfport Elementary School
Bauder Elementary School	High Point Elementary School
Bay Point Elementary School	Highland Lakes Elementary School
Bear Creek Elementary School	Jamerson Elementary School
Belcher Elementary School	Lake St. George Elementary School
Belleair Elementary School	Lakewood Elementary School
Blanton Elementary School	Lealman Avenue Elementary School
Brooker Creek Elementary School	Leila Davis Elementary School
Campbell Park Elementary School	Maximo Elementary School
Cross Bayou Elementary School	McMullen Booth Elementary School
Curlew Creek Elementary School	Melrose Elementary School
Curtis Fundamental Elementary School	Mildred Helms Elementary School
Cypress Woods Elementary School	Mt. Vernon Elementary School
Dunedin Elementary School	New Heights Elementary School
Eisenhower Elementary School	North Shore Elementary School
Forest Lakes Elementary School	Northwest Elementary School



Oakhurst Elementary School

Oldsmar Elementary School

Ozona Elementary School

Pasadena Fundamental Elementary School

Perkins Elementary School

Pinellas Central Elementary School

Pinellas Park Elementary School

Plumb Elementary School

Rawlings Elementary School

Ridgecrest Elementary School

Safety Harbor Elementary School

San Jose Elementary School

Sanderlin PK-8 School

Sandy Lane Elementary School

Sawgrass Lake Elementary School

Seminole Elementary School

Seventy-Fourth St. Elementary School

Sexton Elementary School

Shore Acres Elementary School

Skyview Elementary School

Southern Oak Elementary School

Starkey Elementary School

Tarpon Springs Elementary School

Tarpon Springs Fundamental School

Walsingham Elementary School

Westgate Elementary School

Training

- Funds were provided to support elementary district-wide training focused on Next Generation Sunshine State Standards and District End of Course Assessments. Training was targeted based on student performance and strategic plan data.
- Funds were used for curriculum writing to develop District Developed End of Course Assessments.
- Funds were provided for 66 elementary teachers to attend the Florida Music Educators (FMEA) professional development conference focused on fostering highest student achievement in music.
- Funds were used to continue the work of the Pinellas County Elementary Music Cadre. This cadre supports support teachers at high poverty schools and also supports teachers who are new to Pinellas.
- It should be noted that the success of the Pinellas County Music Cadre inspired the performing arts and visual arts departments to apply for a competitive federal arts grant. Pinellas County was awarded this federal grant in fall 2014. 2014-2015 was the planning year for our Elevate A.R.T.S grant (A.R.T.S. =Arts, Relationships, Technology, Steam.)



Assessment Support

- Funds were provided to 19 schools to support (theatre) thespian assessment festivals.
- Funds were also used to offset transportation costs to Music Performance Assessments.

Articulation Support

Funding was provided to schools to strengthen the articulation between elementary, middle and high school programs for such things as articulation concerts and school visits. These are on-going multi-year projects. This articulation support also partially funded the K-12 Dunedin Bagpipe instructor.

Auxiliary Marching Band Support

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

Band Uniforms

Prior to the referendum, the district did not fund high school band uniforms. Referendum funds are used to purchase uniforms or add uniforms. During the 2014-2015 school year:

- Tarpon Springs High School added several uniforms.
- Lakewood High School began the process to purchase uniforms for the full band. It should be noted that this program has grown tremendously over the past 10 years due in part to the support from referendum dollars.
- Clearwater High School completed the purchase of uniforms for the full band.

Choral Support

- The choral director position for Northeast High School that was funded with referendum dollars for the 2012-2013 and 2013-2014 school years is now fully self-sustaining with no need for referendum dollars.
- A new referendum funded split choral position was added for Bay Point Middle and Lakewood High. This position will be fully funded for 2 years to rebuild the choral programs at both schools.

Instrument 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 socio economic levels. Funds are being used to repair and replace instruments.

Azalea Middle School

Carwise Middle School

Bay Point Middle School

Clearwater High School

Boca Ciega High School

Dunedin High School



Dunedin Highland Middle School
 East Lake High School
 Fitzgerald Middle School
 Hopkins Middle School (orchestra)
 Hopkins Middle School (band)
 Lakewood High School
 Largo High School
 Largo Middle School
 Meadowlawn Middle School
 Northeast High School
 Oak Grove Middle School
 Osceola Middle School

Palm Harbor Middle School
 Perkins Elementary School
 Pinellas Park High School
 Pinellas Park Middle School
 Safety Harbor Middle School
 Seminole High School
 Tarpon Springs High School
 Tarpon Springs Middle School
 Thurgood Marshall Fundamental Middle School
 Tyrone Middle School

Supplies and Equipment

Schools received funding (schools listed below) for the purchase of music, theatre and dance equipment and supplies for items such as sheet music, sound or lighting equipment, accompanists, choreographers and other needed support based on specific needs and requests of each school.

Azalea Middle School
 Bay Point Middle School
 Boca Ciega High School
 Clearwater Fundamental School
 Clearwater High School
 Clearwater Intermediate School
 Countryside High School
 Dixie Hollins High School
 Dunedin High School
 Dunedin Highland Middle School
 East Lake High School

East Lake Middle School
 Gibbs High School
 Hopkins Middle School
 Lakewood High School
 Largo High School
 Largo Middle School
 Madeira Beach Fundamental School (K-8)
 Meadowlawn Middle School
 Northeast High School
 Oak Grove Middle School



Osceola Fundamental High School
Osceola Middle School
Palm Harbor Middle School
Palm Harbor University High School
Pinellas Park High School
Pinellas Park Middle School
Seminole High School

Seminole Middle School
St. Petersburg High School
Tarpon Springs High School
Tarpon Springs Middle School
Thurgood Marshall Middle School
Tyrone Middle School

Student Training

- Funds supported an on-line health class enabling students to have room in their schedules for performing arts electives.

Teacher Training

- Funds were provided for 87 Teachers to attend the Florida Music Educators (FMEA) professional development conference focused on fostering highest student achievement through music.
- Funds supported rehearsal strategies training. Training was developed based on strategic plan data.
- Funds were provided for teachers to attend the Florida Association of Theatre Educators (FATE) conference focused on literacy.
- Funds were used for curriculum writing to revise Pinellas County Elementary Key Learnings for general music and theatre courses and to develop District End of Course Assessments.
- Funds supported the mentoring of new secondary teachers.

Auditorium Upgrades

The projects scheduled for Countryside and Pinellas Park were completed during the 2013-2014 school year. This completes a 6-year plan to refurbish and upgrade sound systems in high school auditoriums.

Performing Arts Technology

The performing arts technology teacher hired with referendum funds continues to manage all the Performing Arts Technology programs, the auditorium upgrade project, all sound equipment related projects, and website design and maintenance. Most importantly, he supports teachers in classrooms through training and mentoring. He also provides on-going music technology support (addressing hardware and software issues). With his leadership, we launched a new project - the Music First online virtual music school. Pinellas was one of only a handful of districts in the nation to pilot this program. The projects for the 2014-2015 were as follows:



- Purchased and installed iPad labs for various schools.
- Continued to refine a data collection program to track success on Strategic Plan Goals.
- District wide trainings were conducted during the 2014-2015 school year for teachers to learn new techniques and utilizations Music First our online virtual music school.
- Twelve teachers were trained for Music Technology Integration Project (MusicTIP) Level 1 in June 2015. This equipment and training have transformed music education in Pinellas County Schools. Approximately 150 teachers have participated in this program to date.
- Fourteen teachers participated in year 3 of MusicTIP training. These teachers earned Level 1 Technology Institute for Music Education (TI:ME) certification.
- Twelve teachers participated in year 4 of MusicTip training including Digital Audio and Advanced Notation. These teachers are working toward their Level 2 TI:ME certification.
- The performing arts technology teacher hired with referendum funds is now certified to teach the level one TI:ME certification course.
- Smart Music subscriptions were purchased for all secondary instrumental music programs as well as some vocal music programs. Smart Music is an award-winning interactive music software teaching tool. Music achievement has been boosted in classrooms that use the software consistently.
- MusicTip Computers distributed during the 2007 and 2008 school year were retired and refreshed with new computers.

It should be noted that Michael Vetter, the referendum funded technology resource teacher was honored for his leadership and vision in February 2015 by being named the Technology Institute for Music Education Administrator of the Year.

Over the course of the referendum, the following schools have teachers who have been MusicTIP trained:

Anona Elementary School	Brooker Creek Elementary School
Azalea Elementary School	Calvin Hunsinger School
Azalea Middle School	Campbell Park Elementary School
Bardmoor Elementary School	Carwise Middle School
Bauder Elementary Schoool	Clearwater High School
Bay Point Elementary School	Countryside High School
Bay Point Middle School	Cross Bayou Elementary School
Bay Vista Fundamental School	Curtis Fundamental Elementary School
Bear Creek Elementary School	Cypress Woods Elementary School
Belcher Elementary School	Dixie Hollins High School
Blanton Elementary School	Dunedin Elementary School
Boca Ciega High School	



Dunedin High School
Dunedin Highland Middle School
East Lake High School
East Lake Middle School
Eisenhower Elementary School
Fairmount Park Elementary School
Forest Lakes Elementary School
Garrison-Jones Elementary School
Gibbs High School
Gulfport Elementary School
Highland Lakes Elementary School
Hopkins Middle School
Jamerson Elementary School
Kings Highway Elementary School
Lake St. George Elementary School
Lakeview Fundamental Elementary School
Lakewood High School
Largo High School
Leila Davis Elementary School
Lynch Elementary School
Madeira Beach Fundamental School (K-8)
McMullen Booth Elementary School
Meadowlawn Middle School
New Heights Elementary School

Northeast High School
Northwest Elementary School
Oak Grove Middle School
Oldsmar Elementary School
Osceola Fundamental High School
Osceola Middle School
Ozona Elementary School
Palm Harbor Middle School
Palm Harbor University High School
Pasadena Fundamental Elementary School
Perkins Elementary School
Pinellas Central Elementary School
Pinellas Park Elementary School
Pinellas Park High School
Plumb Elementary School
Ponce de Leon Elementary School
Rawlings Elementary School
Richard L. Sanders School
Ridgecrest Elementary School
Safety Harbor Elementary School
Safety Harbor Middle School
San Jose Elementary School
Sanderlin PK-8 School
Sandy Lane Elementary School



Seminole Elementary School
Seminole High School
Seminole Middle School
Seventy-Fourth St. Elementary School
Sexton Elementary School
Skycrest Elementary School
Skyview Elementary School
Southern Oak Elementary School
St. Petersburg High School
Starkey Elementary School
Sunset Hills Elementary School

Sutherland Elementary School
Tarpon Springs Elementary School
Tarpon Springs Fundamental School
Tarpon Springs High School
Tarpon Springs Middle School
Thurgood Marshall Fundamental Middle School
Tyrone Middle School
Walsingham Elementary School
Westgate Elementary School
Woodlawn Elementary School

In 2014-2015 many teachers piloted the MusicFirst online virtual music classroom. The following schools will offer courses online through this virtual music classroom during the 2015-2016 school year.

Azalea Middle
Boca Ciega High School
Carwise Middle School
Cross Bayou Elementary School
East Lake High School
Fairmount Park Elementary School
Forest Lakes Elementary
Gulf Beaches Elementary
Lakewood High School

McMullen Booth Elementary School
Ozona Elementary
Ridgecrest Elementary School
Safety Harbor Elementary School
Sanderlin PK-8
Sandy Lane Elementary School
Seminole High School
Skyview Elementary School
Tarpon Springs Middle

String Orchestra Program

This initiative was designed to rebuild string (orchestra) programs that were cut in the early 1990s. Referendum funding supports 3 designated string teachers, partially funds 2 orchestra teachers and also funds string programs taught by band or choral teachers. Without referendum funds, there would be NO funding for string instruments, supplies, teachers, string



coaches and the all county string program. In 2014-2015 we started a piloted a PreK- violin program at Kings Highway Elementary. During the 2014-2015 school year, programs were offered at the following schools:

Bauder Elementary School	Largo Middle School
Carwise Middle School	Meadowlawn Middle School
Clearwater Fundamental School	Oak Grove Middle School
Clearwater High School	Osceola Fundamental High School
Cypress Woods Elementary School	Osceola Middle School
Dixie Hollins High School	Palm Harbor Middle School
Dunedin High School	Palm Harbor University High School
Dunedin Highland Middle School	Perkins Elementary School
East Lake High School	Pinellas Park High School
East Lake Middle School	Sanderlin Elementary School
Fitzgerald Middle School	Seminole High School
Garrison-Jones Elementary School	Seminole Middle School
Gibbs High School	Shore Acres Elementary School
Hopkins Middle School	Skycrest Elementary School
Kings Highway Elementary School	St. Petersburg High School
Jamerson Elementary Schools	Tarpon Springs Fundamental School
Lakewood High School	Tarpon Springs Middle School
Largo High School	Thurgood Marshall Fundamental Middle School

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 are engaging and often provide an incentive for many students to remain in school.



- In April, the district presented its second All County Guitar event to highlight our high achieving guitar students.
- One of our Lakewood High students was selected to play for the 2015 FMEA all state guitar concert. This student was the only student in the state who was not part of a magnet program. This indicates the quality of guitar instruction offered at Lakewood High.

Schools with guitar programs follow below:

Azalea Middle School

Bay Point Middle

Boca Ciega High School

Clearwater Fundamental School

Clearwater High School

Countryside High School

Dixie Hollins High School

Dunedin High School

East Lake High School

Gibbs High School

Hopkins High School

Lakewood High School

Largo High School

Largo Middle School

Lealman Intermediate School

Madeira Beach Fundamental School

Northeast High School

Oak Grove Middle School

Osceola Fundamental High School

Osceola Middle School

Pinellas Park High School

Pinellas Park Middle School

Safety Harbor Middle School

Seminole High School

Seminole Middle School

St. Petersburg High School

Tarpon Middle School

School and Community Support

Florida Orchestra

- Provided transportation to Florida Orchestra day-time coffee concerts for secondary schools.
- Funds were provided to support the Florida Orchestra Carnegie Link Up concerts for 5th grade students.

VOICEexperience

Provided vocal artists in residencies at six schools



Jazz All County Event

- Provided funding for jazz clinicians for all county jazz concert.

Additional Information/Return on Investment

The performing arts referendum database tracks referendum fund allocation and spending. This continues to be an invaluable tool for evaluating the effectiveness and equity of funding as well as being a good tool for budgeting purposes.



Expenditures	Budgeted	Expended	Committed/ Encumbered	Budget Balance
Technology (2330)				
Salary				
Other Certified Instructional Personnel	\$ 189,438	\$ 189,438	\$ -	\$ -
Other Support	\$ 231	\$ 231	\$ -	\$ -
Total Salary	\$ 189,669	\$ 189,669	\$ -	\$ -
Benefits				
Retirement	\$ 19,629	\$ 14,049	\$ -	\$ 5,581
Social Security	\$ 12,389	\$ 11,527	\$ -	\$ 862
Social Security - Medicare	\$ 2,898	\$ 2,696	\$ -	\$ 202
Cafeteria Plan (Health Care)	\$ 20,618	\$ 15,526	\$ -	\$ 5,092
Life Insurance	\$ 435	\$ 435	\$ -	\$ -
Worker's Compensation	\$ 1,101	\$ 928	\$ -	\$ 173
Other Benefit	\$ 471	\$ 471	\$ -	\$ -
Total Benefits	\$ 57,540	\$ 45,631	\$ -	\$ 11,909
Purchased Services				
Professional & Technical	\$ 10,200	\$ 10,200	\$ -	\$ -
Travel In County	\$ 1,000	\$ 834	\$ -	\$ 166
Repairs and Maintenance	\$ 30,350	\$ 5,350	\$ -	\$ 25,000
Rentals	\$ 154,350	\$ -	\$ 154,350	\$ -
	\$ 195,900	\$ 16,384	\$ 154,350	\$ 25,166
Material & Supplies				
Supplies	\$ 171,502	\$ 8,003	\$ -	\$ 163,499
Capital Outlay				
Capitalized F.F. & Equipment	\$ 437,326	\$ 437,301	\$ -	\$ 26
Non-Capitalized F.F. & Equip.	\$ 185,057	\$ 185,057	\$ -	\$ -
Capitalized Computer Hardware	\$ 245,450	\$ 162,678	\$ -	\$ 82,772
Non-Capitalized Hardware	\$ 65,990	\$ 65,890	\$ -	\$ 100
Remodeling & Renovation	\$ 24,263	\$ 20,956	\$ -	\$ 3,307
Non Capitalized Software	\$ 199,877	\$ 199,877	\$ -	\$ 0
Total Capital Outlay	\$ 1,157,963	\$ 1,071,757	\$ -	\$ 86,205
Total Technology (2330)	\$ 1,772,574	\$ 1,331,445	\$ 154,350	\$ 286,779



Technology 2014-2015

Pat Lusher, Library, Technology, and Instructional Materials Director

Smart Board Project

The district-wide technology referendum plan for the 2014-2015 school year continued from the previous year for the installation of Interactive Smart Boards in classrooms across the district. This project is part of a four-year plan in which all classrooms in all schools will have a Smart Board. A Smart Board is a large, touch-sensitive screen connected to a computer and a digital projector. The computer display is projected onto the board and is controlled by touching the board directly or with a pen-like electronic tool through the Smart Notebook interactive software. This software is used by teachers to create engaging presentations to students in both large group and small group activities. These boards provide teachers with the tools to create interactive activities that enhance instruction in the classroom. Students can finger touch the boards and use the software to demonstrate learning. Teacher-made lessons are created by Pinellas classroom teachers and shared throughout the district and across the country through the Smart Exchange website.

During the 2014-2015 school year, 277 interactive Smart Boards were installed at thirty-nine schools. In the past, every school received three boards. Upon recommendation of the technology referendum advisory committee, it was suggested for the 2014-2015 school year that elementary schools receive five boards to complete a grade level and the middle and high schools receive ten boards per school to make a greater impact on the number of classrooms that are up-to-date with the Smart Technology in the school. In five of the schools, additional boards were allocated on a one-time basis to make them 100% completed. Therefore, fewer schools receive boards during the 2014-2015 school year. However, more classrooms at each school have been completed. Teachers are required to take 18 hours of professional development to learn how to use the Smart Notebook software to create Smart Board lessons.

Smart Boards were installed at the following schools:

Anona ES	Leila Davis ES	Fuguitt ES
Azalea ES	Madeira Beach Fund	Garrison Jones ES
Azalea MS	McMullen Booth ES	Gulf Beaches ES
Bardmoor ES	North Shore ES	Jamerson ES
Bay Point ES	Northeast HS	Kings Highway ES
Bay Point MS	Northwest ES	San Jose ES
Bay Vista Fund	Oak Grove MS	Sanderlin ES
Belcher ES	Orange Grove ES	Sawgrass ES
Blanton ES	Osceola HS	Shore Acres ES



Chi Chi Rodriguez ES	Pasadena ES	Starkey ES
Cypress Woods ES	Pinellas Park HS	Sunset Hills ES
East Lake MS	Pinellas Secondary	Tarpon Springs MS
Frontier ES	Ponce De Leon ES	Walsingham ES

During the 2014-2015 school year, the new Epson 595wi Interactive projectors were installed in classrooms selected for this new technology. This projector reduces the cost of each classroom because a wall mounted Smart Board is not needed for projection. This projector also reduces the need for wall preparation by the installation team because the dry erase whiteboard does not need to be removed nor the wall prepared for a new projection surface. This allows the teacher the flexibility of using the surface to write with dry erase markers when not using it for a Smart Board. In classrooms that are unable to take the new projector, the traditional Smart Board and projector were installed. Portable classrooms on campus will have an iRover, which is a Smart Board on a stand with wheels, a projector and speakers that can be moved to another classroom in the event a portable leaves the school. There is an option for every single classroom in the district.

Teacher training and support are critical for the successful use of this technology in the classroom. Four project coordinators funded by the referendum were assigned to the schools to provide after-hours training, coaching and mentoring in the classroom. These project coordinators are former classroom teachers with a passion for technology. There are two project coordinators assigned to all the elementary schools, one project coordinator for middle school and one project coordinator for high school support. These project coordinators work in the classrooms at the schools along-side of the teachers, provide after-hours training and create exemplar lessons.

In addition to the purchase, installation and training of Smart technology, the referendum provides a refresh and maintenance program. Technology referendum funds have been allocated for replacement bulbs and projectors for equipment that is no longer under warranty to reduce the number of days a Smart Board is inoperable. As our technology matures in the classroom, the referendum provides the resources needed to keep the technology running and up-to-date.

Curriculum Software Purchases for Smart Boards

In order for teachers to have a variety of resources to use in developing Smart lessons three curriculum software applications were purchased for the entire school district for use by every student. As of 2015, all Smart Notebook Software has been upgraded to an annual subscription per school. This annual subscription provides all software upgrades and additional licenses for more devices at the school. It allows teachers to install the software on their teacher stations and on their home computers to provide more opportunities to create lessons. It allows schools to install the software on multiple computers in the classroom to allow students to create their own presentations. During this school year, the technology referendum entered into a three-year agreement with Smart Notebook software at a negotiated price. This purchase provides the district with enough licenses for all existing equipment as well as the projected growth of additional classrooms over the next three years. This will free up referendum funds for the



exploration of new projects or additional Smart Boards to meet the goal of every classroom becoming a Smart classroom. A second piece of software used by all students in the district is Visual Thesaurus. Visual Thesaurus is an interactive dictionary and thesaurus that creates word maps that blossom with meanings and branch to related words. Its innovative display encourages exploration and learning. This software helps students understand language in a powerful new way. Visual Thesaurus software develops better vocabulary, improves grammar, explores five additional languages and pronounces words correctly for students. Using this software, teachers can plan lessons and activities tied to the Florida English Language Arts standards. All activities are interactive and can be used on the Smart Board. Another software application purchased district wide for all students is BrainPop. This software is a group of over 1,000 short animated movies for students in grades K-12, together with quizzes and related materials, covering the subjects of science, social studies, English, mathematics, engineering, technology, health, arts and music. BrainPop is used in more than 20% of U.S. schools. A three-year subscription was negotiated with referendum funds to ensure this resource will be available for the next three years to all students and teachers. It is part of the digital curriculum available to students 24/7 on all devices.

iPad Projects

Classroom teachers should use technology tools to enhance, energize and differentiate traditional lessons. If technology tools are thoughtfully incorporated into instruction, it can transform learning in the classroom. Funds from the referendum were provided to deliver training and professional development for 150 teachers during the summer in the **Summer Technology Integration Project** called (**STIP**). Teachers came together for a four-day institute over summer vacation and were introduced to a variety of innovative iPad apps and resources for the classroom. Each teacher was required to create a Smart Board lesson that incorporated the one iPad into their lesson. The Master Technology Coaches stipends were paid by the referendum to deliver best practices, exemplar lessons and feedback to teachers in the institute. This is the third year of the summer institute and over the past three years more than 500 teachers have gone through this training. In order to build capacity and provide just in time technology support in the schools, Master Coaches are teachers who have attended at least one STIP Institute, have been a co-trainer for at least one year at a STIP Institute, and attended specific professional development from an outside consultant. The number of Master Coaches has increased from ten to eighteen as a result of the 2014-2015 summer institute. After each institute, participants are invited to become a Master Coach by co-teaching at a future institute, taking additional professional development and mentoring teachers back at their school. At Cypress Woods Elementary, a Technology Integration Project was piloted. The referendum funds provided an iPad for each teacher that completed the twenty hours of training during the first semester. A stipend was paid to the Master Coach at the school for delivering this institute. Twenty-two teachers started the program and twenty teachers completed all the activities and assignments. They will take this new found knowledge back to their classroom and use it throughout the curriculum. This model ensures that all staff and students are receiving the same training and implementing the iPad technology in their classrooms. Another school will be eligible to apply for this program in the coming school year.

In summary, \$1,485,795.00 from the technology referendum was expended for the purchase, installation, training and support of the Smart Interactive Whiteboard project. Funds for personnel to train and support teachers in the classroom were used throughout the year. A refresh program for out-of-warranty equipment keeps the technology up to date in all schools. iPads were given to teachers to enrich lessons and curriculum. Curriculum software was



purchased for a three year subscription so that additional technology projects can be explored. A roll forward balance will be carried over to the next school year and the purchase of more Smart Interactive Whiteboards will begin in July, 2016 using these roll forward funds.



		Budgeted	Expended	Committed/ Encumbered	Budget Balance
Expenditures					
Reading					
Elementary Reading (2341)					
Salary					
Classroom Teachers	\$	800	\$ 800	\$ -	\$ -
Other Certified Instructional Personnel	\$	177,645	\$ 160,401	\$ -	\$ 17,245
Substitute Teachers	\$	16,400	\$ 6,968	\$ -	\$ 9,433
Other Support	\$	751	\$ 498	\$ -	\$ 252
Total Salary	\$	195,596	\$ 168,667	\$ -	\$ 26,929
Benefits					
Retirement	\$	17,125	\$ 11,701	\$ -	\$ 5,424
Social Security	\$	10,401	\$ 8,729	\$ -	\$ 1,671
Social Security - Medicare	\$	2,540	\$ 2,142	\$ -	\$ 398
Cafeteria Plan (Health Care)	\$	21,854	\$ 21,854	\$ -	\$ -
Life Insurance	\$	205	\$ 195	\$ -	\$ 10
Worker's Compensation	\$	936	\$ 769	\$ -	\$ 167
Total Benefits	\$	53,061	\$ 45,391	\$ -	\$ 7,670
Purchased Services					
Professional & Technical	\$	10,000	\$ 10,000	\$ -	\$ -
Travel Out of County	\$	7,456	\$ 6,790	\$ -	\$ 666
Registration	\$	41,650	\$ 41,650	\$ -	\$ -
Postage	\$	8	\$ -	\$ -	\$ 8
Total Purchased Services	\$	59,114	\$ 58,440	\$ -	\$ 674
Material & Supplies					
Supplies	\$	354,354	\$ 212,858	\$ 5,487	\$ 136,009
Central Printing Chargebacks	\$	107,331	\$ 107,021	\$ -	\$ 310
Total Material & Supplies	\$	461,685	\$ 319,879	\$ 5,487	\$ 136,319
Capital Outlay					
Periodicals	\$	620	\$ -	\$ -	\$ 620
Library Books	\$	5,628	\$ 5,263	\$ -	\$ 365
Classroom Reference Books	\$	409,667	\$ 363,897	\$ 18,098	\$ 27,672
Non-Capitalized AV	\$	15	\$ -	\$ -	\$ 15
Non-Capitalized F.F. & Equip.	\$	9,921	\$ 9,464	\$ -	\$ 457
Non-Capitalized Computer Hardware	\$	8,531	\$ 7,917	\$ -	\$ 614
Non-Capitalized Software	\$	50,780	\$ 50,780	\$ -	\$ -
Total Capital Outlay	\$	485,163	\$ 437,322	\$ 18,098	\$ 29,743
Total Elementary Reading (2341)	\$	1,254,618	\$ 1,029,699	\$ 23,584	\$ 201,335



Elementary Reading and Language Arts 2014-2015

Holly Slaughter, Elementary Reading and Language Arts Specialist

The Elementary Reading Referendum funds were used to enhance literacy instruction by providing teachers and students with a wide variety of books and other reading materials. The Elementary Reading Referendum Committee identified the goals below for the 2014-15 school year:

- Continue to provide Reading Enhancement funds to schools to address specific needs
- Continue to provide personnel to support reading projects and initiatives
- Purchase leveled books to support Health-related literature and education
- Support professional development opportunities for teachers by paying the registration fee to attend a Summer Institute on the Florida Standards at Poynter
- Provide funds to support coursework leading to the Reading Endorsement Certification
- Continue to purchase books to support content area literacy in Science
- Continue to provide schools with Leveled Literacy Intervention materials
- Provide funds to purchase complex text aligned with the Florida Standards
- Purchase Guided Reading texts, K-5 to support differentiated instruction
- Provide books and printed materials for Running Record assessments

Reading Enhancement Funds

Each school received an allocation based on student enrollment. Schools conducted their own needs assessments to determine the varied literacy needs.

Personnel to Support Reading Projects

Two district literacy coaches supported the Leveled Literacy Intervention (LLI) program. These coaches facilitated ongoing professional development, worked side-by-side with interventionists demonstrating lessons, observing, and giving feedback. In addition, one resource teacher supported our Summer Bridge program visiting sites, collecting data, and ensuring students had reading materials during the entire six week summer session.

Health Education

Each teacher received leveled books to support Health education. These books were hand selected by the Health supervisor and helped students to gain a better understanding of Health concepts such as bullying, personal hygiene, and the importance of eating nutritious food.

Professional Development

Professional development funds paid for one teacher from each of the 76 elementary schools to attend a 3-day summer institute, "Teaching the Florida Standards: The Poynter Summer Language Arts Institute." Under the direction of Dr. Roy Peter Clark, teachers learned how to teach the competencies students need to meet the new standards.



Reading Endorsement Certification

These funds provided literacy coaches and elementary teachers with extensive training focused on language, cognition, assessment, and differentiated instruction. Upon course completion, these literacy coaches added the reading endorsement to their certificate.

Science Read-Aloud Books

These texts were hand selected by the Science Content Area Specialist to support literacy in science. Each teacher on the grade level received copies of several texts that aligned to both science and literacy standards.

Leveled Literacy Intervention (LLI)

Schools received printed take-home materials and assessments to get them started. In addition, professional development materials (such as professional books) were purchased for teachers attending the LLI training.

Complex Texts

Teachers in grades K-5 received books referenced in curriculum guides and tied to specific Florida Standards. Teachers across the grade levels also received classroom sets of informational texts. This allowed students to closely read and mark-up texts by underlining important parts and writing in the margins.

Guided Reading Texts, Kindergarten

60 titles of 6-pack books were purchased for each school to support guided reading instruction. In addition, each school and literacy coach received Jan Richardson's DVD for the purpose of on-going professional development.

Return on Investment

As a result of the referendum funding, teachers and students have access to a wide variety of books and other reading materials at their fingertips. The health and science content books allow teachers to make valuable connections between content area and literacy. Teachers who attended professional development and received the necessary materials are implementing the best practices gained from the experience. Students in the LLI program continue to show progress in reading. Students have access to interesting, relevant, grade-appropriate reading materials to help them develop as independent thinkers who are college and career ready.



Expenditures	Budgeted	Expended	Committed/ Encumbered	Budget Balance
Secondary Reading (2342)				
Salary				
Classroom Teachers	\$ 42,240	\$ 42,240	\$ -	\$ -
Other Certified Instructional Personnel	\$ 141,978	\$ 99,019	\$ -	\$ 42,959
Substitute Teachers	\$ 4,040	\$ 3,970	\$ -	\$ 70
Other Support	\$ 1,164	\$ 804	\$ -	\$ 360
Total Salary	\$ 189,422	\$ 146,033	\$ -	\$ 43,389
Benefits				
Retirement	\$ 12,943	\$ 9,736	\$ -	\$ 3,207
Social Security	\$ 11,190	\$ 8,491	\$ -	\$ 2,699
Social Security - Medicare	\$ 2,675	\$ 2,044	\$ -	\$ 631
Cafeteria Plan (Health Care)	\$ 18,048	\$ 1,705	\$ -	\$ 16,343
Life Insurance	\$ 358	\$ 235	\$ -	\$ 124
Worker's Compensation	\$ 894	\$ 627	\$ -	\$ 266
Other Employee Benefits	\$ 452	\$ 452	\$ -	\$ -
Total Benefits	\$ 46,560	\$ 23,290	\$ -	\$ 23,271
Purchased Services				
Professional & Technical	\$ 15,500	\$ 15,500	\$ -	\$ -
Travel Out of County	\$ 2,241	\$ 1,327	\$ -	\$ 914
Registration	\$ 5,630	\$ 5,490	\$ -	\$ 140
Repair & Maintenance	\$ 198	\$ 198	\$ -	\$ -
Other Purchased Services	\$ 6,000	\$ 6,000	\$ -	\$ -
Total Purchased Services	\$ 29,569	\$ 28,515	\$ -	\$ 1,054
Material & Supplies				
Supplies	\$ 391,081	\$ 122,184	\$ 10,606	\$ 258,291
Central Printing Chargebacks	\$ 8,692	\$ 8,692	\$ -	\$ -
Non-State Adopted Textbooks	\$ 3,884	\$ 3,861	\$ -	\$ 23
Periodicals	\$ 202	\$ 202	\$ -	\$ -
Total Material & Supplies	\$ 403,860	\$ 134,939	\$ 10,606	\$ 258,314
Capital Outlay				
Library Books	\$ 3,279	\$ 3,145	\$ -	\$ 135
Classroom Reference Books	\$ 182,266	\$ 147,785	\$ 4,624	\$ 29,857
Capitalized AV Materials	\$ 65	\$ -	\$ -	\$ 65
Non-Capitalized AV Materials	\$ 1,988	\$ 1,710	\$ 40	\$ 238
Non-Capitalized F.F. & Equip.	\$ 12,282	\$ 11,169	\$ 475	\$ 638
Capitalized Computer Hardware	\$ 2,749	\$ 2,722	\$ -	\$ 27
Non-Capitalized Computer Hardware	\$ 8,385	\$ 8,140	\$ 0	\$ 245
Non-Capitalized Software	\$ 424,309	\$ 424,309	\$ -	\$ -
Total Capital Outlay	\$ 635,323	\$ 598,979	\$ 5,139	\$ 31,206
Total Secondary Reading (2342)	\$ 1,304,734	\$ 931,756	\$ 15,745	\$ 357,234



Expenditures	Budgeted	Expended	Committed/ Encumbered	Budget Balance
<i>Library Media (2343)</i>				
Purchased Services				
Rentals	\$ 24,716	\$ 24,716	\$ -	\$ -
Material & Supplies				
Supplies	\$ 11,585	\$ 11,585	\$ -	\$ -
	\$ 11,585	\$ 11,585	\$ -	\$ -
Capital Outlay				
Library Books	\$ 291,371	\$ 264,705	\$ 4,160	\$ 22,506
Online Information Resources	\$ 31,568	\$ 9,230	\$ 22,329	\$ 10
Non-Capitalized AV Materials	\$ 612	\$ 612	\$ -	\$ -
Capitalized F.F. & Equipment	\$ 59,940	\$ 59,940	\$ -	\$ -
Non-Capitalized F.F. & Equip.	\$ 2,160	\$ 2,160	\$ -	\$ -
Non-Capitalized Computer Hardware	\$ 33,074	\$ 33,074	\$ -	\$ -
Total Capital Outlay	\$ 418,726	\$ 369,721	\$ 26,489	\$ 22,516
<i>Total Library Media (2343)</i>	\$ 455,027	\$ 406,022	\$ 26,489	\$ 22,516
Total Reading	\$ 3,014,379	\$ 2,367,476	\$ 65,818	\$ 581,084
Total Programs	\$ 7,954,987	\$ 6,267,004	\$ 302,710	\$ 1,385,272
Unallocated (2350)	\$ 203,066			\$ 203,066
Total Programs and Unallocated (23XX)	\$ 8,158,054	\$ 6,267,004	\$ 302,710	\$ 1,588,339
Grand Total Salary Supplement, Programs & Unallocated	\$ 33,642,367	\$ 31,823,892	\$ 302,710	\$ 1,515,764



Secondary Reading

**Beth Anderson, Middle School Reading Specialist and
Danielle Campbell, High School Reading Specialist**

Pinellas County Referendum dollars have enabled secondary 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. In 2014-2105, the focus has remained on providing the following resources:

- Interesting, relevant, and non-fiction texts that support students with independently accessing content from grade-appropriate, complex text.
- Necessary technology and/or materials not available through other funding 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, Next Generation Content Area Reading- Professional Development, Florida Standards, and support for reading teachers with the currently adopted reading curriculum

School-wide/Content Area Reading Support

English/language arts and other content teachers were provided with resources and professional development around text complexity, Language Arts Florida Standards (LAFS), and the instructional methods necessary for student success with standards. At the secondary level, all teachers support literacy for students at every grade and ability level for implementation of the LAFS for Literacy in Science, Social Studies, and Technical Subjects—along with LAFS for English Language Arts. Referendum funds supported school-wide literacy proficiency by providing professional development, materials, and resources for implementation of literacy standards—in addition to embedded professional development through one full-time content area staff developer for social studies. The social studies staff developer worked in high-needs middle schools, assisting teachers to write and deliver lessons that include literacy support. Additionally, funds are used to purchase *AVID Weekly*, an online source of non-fiction articles and lesson plans supporting science and social studies, to support the Achievement via Individual Determination (AVID) program that is in 22 middle schools and 16 high schools. AVID provides academic support to students who might not otherwise be adequately prepared for college. Referendum funds also provided Next Generation Content Area Reading Professional Development (NGCAR-PD) for teachers with course materials, facilitators, and teacher supplements.

Reading Class Materials

Referendum funds were used to supplement the adopted reading curriculum where doing so assisted with program implementation with fidelity. In addition, educational software programs (i.e., *Reading Plus*, *ACHIEVE3000*, and *Teengagement*) and *Scholastic* magazines such as *Up Front*, *Choices*, and *Action* were provided for middle and high school reading classes.



Literacy Leadership Team Selection Menu

Again during the 2014-2015 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. 53 secondary schools – including ESE Centers and Educational Alternative Services (EAS) sites received funds to support both reading intervention classes and reading in core content classes, i.e., reading software, classroom libraries, professional books for book studies, student books for winter, spring and summer reading, technology, replacement materials, and any resource to support the instructional shifts required of the LAFS. This option remains highly popular and effective in allowing schools to determine how best to use the funds, and to ensure alignment to their individual School Improvement Plans. 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. 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.

Professional Development

More than 3,672 teachers have taken reading endorsement classes, and more than 550 teachers are Reading Endorsed; however, there is still a need to continue to provide both face-to-face and online classes along with incentives to move quickly through the endorsement process since highly qualified reading teachers are still a critical need. Each secondary teacher who completed the endorsement received a one-time \$500 supplement using referendum funds. In addition, materials and course facilitator salaries were funded. Students who are striving readers 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 Next Generation Content Area Reading Professional Development (NGCAR-PD). Content teachers who completed this program received a \$250 one-time supplement. This option allows more students to participate in a wider selection of elective classes by receiving their remediation through content course work. Additionally, national experts were brought in as consultants to workshop side-by-side with secondary English language arts and reading teachers to write lesson plans aligned to the LAFS. Secondary Language Arts and Reading has been able to provide teachers with various professional development opportunities that provide resources and support to implement instruction necessary for students' success with standards.

Summary

The Secondary Reading Referendum funds have provided teachers and students with resources necessary for implementing the instructional shifts required of the Language Arts Florida Standards (LAFS). During the third year of Florida Standards implementation, the focus on how to utilize the funds has stayed the course. Reading referendum funds have supported the district to continue improving the quality of instruction provided for our students, particularly with regard to supporting students with literacy.

