

## *Hernando County School Board's (HCSB) Digital Classroom Plan 2014-15*

The Digital Classroom Plan is a required element for the State of Florida's Department of Education. The following plan has been developed to be in accordance with s.1011.62(12)(b), F.S. The goal of this plan is to outline how HCSB will meet the unique needs of the students, schools, and school personnel within our school district. It will also provide a perspective on what we, as a school district, consider vitally important in relation to student performance outcomes, the implementation of digital learning, and how this information will be measured. *This plan is submitted pending School Board approval. Approval should be granted at the HCSB School Board meeting on Tuesday, October 7, 2014.*

### **Part I. Digital Classroom Plan Overview:**

#### **1.1 District Mission and Vision Statements:**

***Vision:*** We're all about students!

***Mission:*** The Hernando County School District collaborates with parents and other community stakeholders to effectively prepare all students for a successful transition into a diverse and changing world.

#### ***Guiding Principles:***

We Believe:

- Education is the foundation for a better future.
- Family and community involvement are critical to a high quality educational system.
- Diverse individuals, ideas, talents, and learning styles strengthen our communities.
- All stakeholders share in the responsibility and decision-making as part of supporting student success and school improvement.
- Individuals and organizations are accountable for their behaviors and actions.
- Commitment to teaching methodologies that foster student engagement, critical thinking, and content mastery will prepare all students to graduate ready for work and postsecondary education.
- Shared purpose, collaboration, commitment to continuous improvement, and an innovative spirit are essential in effective teaching cultures.
- Safe, caring environments are essential for learning and the well-being of all students.
- High expectations and recognition empower individuals and lead to improved performance.
- Aligned expectations and policies that reflect best business practices are essential for success.

## **1.2 District Profile:**

### **Geographic**

Hernando County is located on the central-west coast of Florida, north of Tampa Bay. It is bounded by the Gulf of Mexico on the west, Citrus County to the north, Sumter County to the east, and Pasco County to the south. Hernando County stretches thirty-seven miles east to west, and eighteen miles north to south for a total of 472.5 square miles. Much of the County is in conservation lands (23%), agriculture or mining with two population centers, Brooksville, population, 7,643, and Spring Hill (unincorporated), population, 99,252. The County has a number of natural springs including the world famous Weeki Wachee Springs and is known as the Nature Coast.

The School District consists of 23 school, 9 elementary schools, 4 middle schools, 4 PK-8 combination schools, 5 high schools, and an alternative school. One of the combination schools is a magnet school and one of the high schools is a technical high school. The district also operates a virtual school and participates in the Florida Virtual School and Dual School enrollment programs. There are 3 Charter schools in the district, several private schools, primarily religious, and a large number of home-schooled children.

### **Demographic County**

Hernando County is Florida's 27<sup>th</sup> most populous county. The estimated population in 2014 is 174,955 and by the next Census count in 2020 the population is expected to be 178,200, a 1.9% growth. The county's slow growth is due to lack of In-migration. Hernando County's population growth, unlike most counties, is 100% attributable to In-migration since the number of deaths each year in the county exceeds the number of births. This makes an unusual association between county population and school populations; that is, whereas, most school districts depend on births (natural growth) to determine growth rates, this school district is more dependent on whether people moving into the county have school-aged children.

The county's population is about 48% male and 52% female. 90% of the county population is white, 5% is black, 1.1% Asian, about 4% American Indian/Multiracial and 10% identifies itself as of Hispanic Origin. The county has a disproportionately large elderly population (5% of the population is 4 year old or younger, 15% is between 5 and 17 years of age, 16% between 18 and 34, 25% between 35 and 54, 14% between 55 and 64, and 26% older than 65).

The county has a greater percentage of families in poverty than the state average (26.6%, 24.1% respectively). The median household income, median family income and per capita income in the county are all less than the state average (\$41,098, \$48,621, \$31,927 versus \$47,309, \$57,128, \$41,012, respectively).

6.5% of the population in Hernando County is foreign born compared to 19.3% in the State. 10.6% speak a language other than English at home compared to a state average of 27.3%.

86% of county resident's over 25 are high school graduates or higher and 16.2% have attained a bachelor's degree or higher education.

### **School**

The Hernando County School District student total at the beginning of the 2014-15 school year was 21,573 students. The racial breakdown is a little more diverse than the county in general with approximately 7 percent African-American, 1.5 percent Asian, 72 percent Caucasian, 15 percent Hispanic, and 4 percent Indian/Multiracial. The gender distribution of the student population is a reversal of county gender distribution with 51.1 percent male, and 48.9 percent female. Approximately 66.1 percent of our students are eligible to receive free or reduced breakfast and lunch which reflects the low income of the county and high percentage of poverty. There are currently 4,988 students with special needs (ESE), 665 Gifted students and 705 students are classified as English as a second language (ESOL).

### **Economic**

The County is a transitional rural/suburban county. However, it is part of the 4-county Tampa Bay MSA, the 21<sup>st</sup> largest metro area in the U.S. and is within 60 miles of another major Florida/U.S./ International Economic Trade Center – the Orlando MSA. The county is served by I-75 on the eastern side of the county and the Suncoast Parkway and the Tampa –Bay Regional Airport on the western side.

Major industries in the county by employment include: Trade, Transportation & Utilities (24.1%), Education and Health Services (20.1%), Government (16.5%), and Leisure & Hospitality (13.9%). The five types of businesses with the most taxable value in the county are cement manufacturing, utilities, retail distribution, communications, and health care. The five largest employers in the county are the Hernando County School District with 2,750 employees, Hernando County Government with 1,200 employees, Oak Hill Hospital with 1,089 employees, Wal-Mart Distribution Center with 1,020 employees and Hernando Healthcare with 913 employees.

The County's labor force as of July 2014 was composed of 64,040 workers with a median age of 47.7. The Unemployment rate in July 2014 was 8.4% which is a decrease from a year ago of 9.4% but an increase from a month ago of 7.8. Hernando County's unemployment rate is consistently above the state, national and surrounding counties unemployment rate but in general follows the state trends.

## Social

The District has just recently adopted a social media policy which allows Facebook, Twitter and other social media forms into the classrooms. Work has begun to implement this policy.

### 1.3 District Team Profile:

The following people are members of the DCP Team.

<b>Title/Role:</b>	<b>Name:</b>	<b>Email address:</b>	<b>Phone Number:</b>
School Board Member	Mr. Matthew Foreman	<a href="mailto:foreman_m@hcsb.k12.fl.us">foreman_m@hcsb.k12.fl.us</a>	352-797-7000
Superintendent	Dr. Lori Romano	<a href="mailto:romano_l@hcsb.k12.fl.us">romano_l@hcsb.k12.fl.us</a>	352-797-7000
Assistant Superintendent	Mr. Alan Cox	<a href="mailto:cox_a@hcsb.k12.fl.us">cox_a@hcsb.k12.fl.us</a>	352-797-7000
Executive Director of Teaching, Learning, and Technology	Mrs. Jamie Young	<a href="mailto:young_j@hcsb.k12.fl.us">young_j@hcsb.k12.fl.us</a>	352-797-7000
Director of Federal Programs	Mrs. Michelle Kernan	<a href="mailto:kernan_m@hcsb.k12.fl.us">kernan_m@hcsb.k12.fl.us</a>	352-797-7000
Supervisor of Title I	Mrs. Cindy Stewart	<a href="mailto:stewart_c@hcsb.k12.fl.us">stewart_c@hcsb.k12.fl.us</a>	352-797-7000
Coordinator of ESE Instruction	Mrs. Cassandra Hall	<a href="mailto:hall_c@hcsb.k12.fl.us">hall_c@hcsb.k12.fl.us</a>	352-797-7022
Manager of Professional Development	Mrs. Cecilia Troutt	<a href="mailto:troutt_c@hcsb.k12.fl.us">troutt_c@hcsb.k12.fl.us</a>	352-797-7016
Manager of Planning and Grant Development	Mrs. J.Lisle Bozeman	<a href="mailto:bozeman_j@hcsb.k12.fl.us">bozeman_j@hcsb.k12.fl.us</a>	352-797-7000
Instructional Technology Specialist	Mr. Jason Neuman	<a href="mailto:neuman_j@hcsb.k12.fl.us">neuman_j@hcsb.k12.fl.us</a>	352-797-7006
Career & Tech Ed Specialist	Mrs. Christine Kostis	<a href="mailto:kostis_c@hcsb.k12.fl.us">kostis_c@hcsb.k12.fl.us</a>	352-797-7015
Finance - Accountant	Mrs. Kristy Imhof	<a href="mailto:imhof_k@hcsb.k12.fl.us">imhof_k@hcsb.k12.fl.us</a>	352-797-7070

<b>Title/Role:</b>	<b>Name:</b>	<b>Email address:</b>	<b>Phone Number:</b>
Parent	Mrs. Lori Lee	<a href="mailto:pearlshop@tampabay.rr.com">pearlshop@tampabay.rr.com</a>	
Manager of Assessment and Accountability	Mrs. Linda Pierce	<a href="mailto:pierce_l@hcsb.k12.fl.us">pierce_l@hcsb.k12.fl.us</a>	352-797-7000
Supervisor of Secondary Curriculum	Dr. Marcia Austin	<a href="mailto:austin_m@hcsb.k12.fl.us">austin_m@hcsb.k12.fl.us</a>	352-797-7000
Supervisor of Elementary Curriculum	Mrs. Gina Michalicka	<a href="mailto:michalicka_g@hcsb.k12.fl.us">michalicka_g@hcsb.k12.fl.us</a>	352-797-7000

**1.4 Planning Process:**

The planning process involved various components including input and information from various stakeholders in the community. Some of the elements of this Digital Classroom Plan were infused directly from the School District Strategic Plan and the members of that committee, including business and industry leaders within the community. We also utilized their connections with stakeholders within our SunTech Adult Education programs, H.E.A.R.T Literacy department, the Hernando County Education Foundation, as well as some of our partnerships with the Hernando County Library, Hernando County Commissioners, and the Brooksville City Council to receive input. The majority of the DCP plan was created through multiple meetings of the Digital Classroom Plan Committee. This committee was comprised of the sixteen members listed above. Each member added in components to this plan based on their areas of expertise as well as contributing to the overall plan document. All areas of the district, including parents were represented on this main committee.

**1.5 Multi-Tiered System of Supports (MTSS):**

All schools in Hernando County use a multi-tiered system of supports to meet the academic and social-emotional/behavioral needs of every student. A three-tiered model emphasizing data-driven problem solving across four steps allows for schools to match services and supports to individual student needs in an effective and efficient manner.

Hernando County Schools identify three tiers of instruction and intervention for academic and behavioral instruction. These tiers describe the intensity of the instruction and interventions provided, not categories of students. The three tiers developed by each school-based leadership team and implemented within all Hernando County Schools are:

Tier 1- Core universal instruction and supports including differentiated instruction for all students in all settings

Tier 2 - Targeted supplemental interventions and supports provided to some students in addition to and aligned with core instruction. Students are identified as needing supplemental intervention based upon universal screening data, classroom assessments, and state-mandated summative tests.

Tier 3 - Intensive individualized interventions and supports provided to only a small percentage of students in addition to and aligned with the core instruction and supplemental interventions. Students are identified as needing intensive interventions based upon summative assessments, universal screening data, classroom assessments, and ongoing progress monitoring data.

In order to efficiently allocate resources and supports to all students based upon need, school-based leadership teams identify trends and patterns within data at the school, grade, and classroom level. These teams establish an infrastructure of tiered supports at their school in order to ensure students have access to instruction and supports of varying intensity levels. Students identified as needing supports in addition to core, universal instruction provided to all students receive supplemental and/or intensive interventions and supports delivered in small groups or individually based upon individual needs. The data collected at each tier are used to measure the efficacy of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained, modified, or amended.

The School Improvement Plan is both developed and monitored by the school-based leadership team, and serves as a mechanism for ensuring strong core instruction for all students. The SBLT also is charged with developing the infrastructure of MTSS within their school, including resource mapping, teaming procedures for problem solving, progress monitoring tools, resource allocation and staff professional development.

District policies and procedures establish an expectation for all schools to establish and implement a tiered system of supports using data-driven problem solving. District curriculum and behavioral teams generate and update Resource Maps across three tiers for both elementary and secondary schools, which each school can adopt or modify to fit their schools infrastructure.

## **Part II. Digital Classrooms Plan - Strategy:**

### **Step 1 - Needs Analysis:**

- A) Student Performance Outcomes
- B) Digital Learning and Technology Infrastructure
- C) Professional Development
- D) Digital Tools
- E) Online Assessments

	<b>Student Performance Outcomes (Required)</b>	<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
1.	ELA Student Achievement	60%	69%	2015
2.	Math Student Achievement	57%	65%	2015
3.	Science Student Achievement	59%	70%	2016
4.	ELA Learning Gains	67%	77%	2016
5.	Math Learning Gains	65%	73%	2016
6.	ELA Learning Gains of the Low 25%	66%	75%	2016
7.	Math Learning Gains of the Low 25%	62%	70%	2016
8.	Overall, 4-year Graduation Rate	74.1%	85%	2016
9.	Acceleration Success Rate	84%	90%	2016

## Quality Efficient Services

	<b>Infrastructure Needs Analysis (Required)</b>	<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
1.	Student to Computer Device Ratio	3:1	2:1	2018
2.	Count of student instructional desktop computers meeting specifications	6,400	6,600	2015
3.	Count of student instructional mobile computers (laptops) meeting specifications	3,950	4,500	2015
4.	Count of student web-thin client computers meeting specifications	0	0	N/A
5.	Count of student large screen tablets meeting specifications	485	810	2015
6.	Percent of schools meeting recommended bandwidth standard	90%	90%	2015
7.	Percent of wireless classrooms (802.11n or higher)	100%	100%	N/A



## Skilled Workforce and Economic Development

Professional Development Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved (year)
1.	Average Teacher technology integration via the TIM	Entry: 20	13	2016
		Adopt: 35	30	2016
		Adapt: 25	27	2016
		Infusion: 15	20	2016
		Transform: 5	10	2016
2.	Average Teacher technology integration via the TIM (Elementary Schools)	Entry: 24	19	2016
		Adopt: 34	29	2016
		Adapt: 24	26	2016
		Infusion: 14	18	2016
		Transform: 4	8	2016
3.	Average Teacher technology integration via the TIM (Middle Schools)	Entry: 24	18	2016
		Adopt: 31	25	2016
		Adapt: 24	25	2016
		Infusion: 13	20	2016
		Transform: 7	12	2016
4.	Average Teacher technology integration via the TIM (High Schools)	Entry: 16	8	2016
		Adopt: 47	35	2016
		Adapt: 24	26	2016
		Infusion: 13	17	2016
		Transform: 7	14	2016
5.	Average Teacher technology integration via the TIM (Combination Schools)	Entry: 10	7	2016
		Adopt: 29	25	2016
		Adapt: 29	27	2016
		Infusion: 20	24	2016
		Transform: 12	17	2016

### Seamless Articulation and Maximum Access

<b>Baseline Response:</b>	<b>Target Response:</b>
Fully implemented	Will continue to support and employ in classrooms
Partially implemented	Will work to implement and employ
Partially implemented	Maintain system
No system in place	Will work to implement and employ
No system in place	No plans to address at this time

	<b>Digital Tools Needs Analysis (Required)</b>	<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
1.	Implementation status a system that enables teachers and administrators to access information about benchmarks and uses it to create aligned curriculum guides.	Partially implemented	Will work to implement and employ	2016
2.	Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans.	No system in place	Will work to implement and employ	2016
3.	Implementation status of a system that supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.	Partially implemented	Will continue to support and employ in classrooms	2016
4.	Implementation status of a system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	Fully implemented	Will continue to support and employ in classrooms	2015
5.	Implementation status of a system that includes comprehensive student information that is used to inform instructional decisions in the classroom, for analysis and for communicating to students and parents about classroom activities and progress.	Partially implemented	Will work to implement and employ	2016

6.	Implementation status of a system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.	Partially implemented	Will work to implement and employ	2016
7.	Implementation status of a system that houses documents, videos, and information for teachers, students, parents, district administrators and technical support to access when they have questions about how to use or support the system.	Partially implemented	Will work to implement and employ	2017
8.	Implementation status of a system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents, and district administrators to use data to inform instruction and operational practices.	Partially implemented	Will work to implement and employ	2017
9.	Implementation status of a system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	Partially implemented	Will work to implement and employ	2017

### Quality Efficient Services

	<b>Online Assessments Needs Analysis (Required)</b>	<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
1.	Computer-Based Assessment Certification Tool completion rate for schools in the district (Spring 2014)	100%	100%	N/A
2.	Computers/devices required for assessments (based on schedule constraints)	100%	100%	N/A

**Step 2 - Goal Setting:**

Goal 1: To support the integration of technology into the curriculum to improve student performance.

Goal 2: All teachers and administrators will have the support required to become technology literate in order to increase student achievement.

Goal 3: Continue to provide a state of the art district wide technology infrastructure to promote effective utilization of available services by students, teachers, administrators, and the educational community at large.

Goal 4: At least 80% of teachers and at least 60% of students will use a Single Sign-On (SSO) system to access District software annually by 2016-17.

Goal 5: The District will support a Local Instructional Improvement System (LIIS) that meets, or exceeds, all of FL DOE’s minimum standards for acceptance for LIIS.

Goal 6: All Hernando County schools will maintain and demonstrate readiness to support computer-based assessment and Partnership for Assessment of Readiness for College and Careers, through the network and enterprise wireless solution.

**Step 3 - Strategy Setting:**

<b>Goal Addressed</b>	<b>Strategy</b>	<b>Measurement</b>	<b>Timeline</b>
Goal 1: To support the integration of technology into the curriculum to increase student performance.	Utilize Instructional Technology Specialists already on district staff to increase Technology PD Opportunities for staff. Also re-launch Tech Ambassador cadre.	Increased scores in desired areas of the TIM (higher levels of technology integration).	2016 and ongoing
Goal 2: All teachers and administrators will have the support required to become technology literate in order to increase student achievement.	Utilize Instructional Technology Specialists already on district staff to increase Technology PD Opportunities for staff. Also re-launch Tech Ambassador cadre.	Increased scores in desired areas of the TIM (higher levels of technology integration).	2015 and ongoing

Goal 3: Continue to provide a state of the art district wide technology infrastructure to promote effective utilization of available services by students, teachers, administrators, and the educational community at large.	Continue to provide a district-wide technology to promote effective utilization of available services by stakeholders through purchases and upgrades to systems.	Inventory and readiness surveys completed by District Technology Staff. Completion of state surveys like Florida Innovates Survey, etc. Consistent monitoring of technology resources.	2015 and ongoing
Goal 4: At least 80% of teachers and at least 60% of students will use a Single Sign-On (SSO) system to access District software annually by 2016-17.	Offer Instructional Technology training and education on the district Single Sign-On system to teachers. Teachers will train students.	Observation of student use in classroom settings. Usage reports pulled from administrative account of district Single Sign-on system.	2017 and ongoing
Goal 5: The District will support a Local Instructional Improvement System (LIIS) that meets, or exceeds, all of FL DOE's minimum standards for acceptance for LIIS.	District staff identifies key features and objectives they wish to add and implement to the LIIS. Continue to observe and evaluate all components in the LIIS.	Continue the implementation of the Local Instructional Improvement System (LIIS).	2015 and ongoing
Goal 6: All Hernando County schools will maintain and demonstrate readiness to support computer-based assessment and Partnership for Assessment of Readiness for College and Careers, through the network and enterprise wireless solution.	Continue to monitor and maintain computer systems utilized for computer-based assessments.	Inventory and readiness surveys completed by District Technology Staff. Certifications of testing locations completed by District Technology Staff.	2015 and ongoing

**Part III. Digital Classrooms Plan - Allocation Proposal:**

**A) Student Performance Outcomes:**

	<b>Student Performance Outcomes</b>	<b>Baseline</b>	<b>Target</b>
A1.	ELA Student Achievement	60%	69%
A2.	Math Student Achievement	57%	65%
A3.	Science Student Achievement	59%	70%
A4.	Overall, 4-year Graduation Rate	74.1%	85%
A5.	Acceleration Success Rate	84%	90%

**B) Digital Learning and Technology Infrastructure:**

**Infrastructure Implementation**

	<b>Deliverable</b>	<b>Estimated Completion Date</b>	<b>Estimated Cost</b>	<b>School/District</b>	<b>Outcome from Section A)</b>
B1.	Education Enterprise Agreement with Microsoft	2015	\$133,000	District	District will be at State recommendations
B2.	Purchase and implement 325 Tablet devices in elementary and combo school settings (25 devices per) throughout the district.	2015	\$162,500	Elem & combo schools in district	Meet Student 2:1 ratio by 2018
B3.	Purchase and implement 13 Tablet mobile charging stations in elementary and combo school settings throughout the district.	2015	\$36,400	Elem & combo schools in district	Meet Student 2:1 ratio by 2018

**Infrastructure Evaluation and Success Criteria**

<b>Deliverable from above</b>	<b>Monitoring and Evaluation and Process(es)</b>	<b>Success Criteria</b>
B1.	Upgrade and monitor systems to make sure more current Operating System and Productivity software is in place.	All current computer systems used for instructional purposes updated to more current specifications for online assessments.
B2.	Use of asset tracking and monitoring software installed. Inventory tracking also monitored.	Meet Student 2:1 ratio by 2018. Also will increase the amount of large screen tablets available.
B3.	Use of asset tracking and monitoring software installed. Inventory tracking also monitored.	Meet Student 2:1 ratio by 2018

**C) Professional Development:**

**Professional Development Implementation**

	<b>Deliverable</b>	<b>Estimated Completion Date</b>	<b>Estimated Cost</b>	<b>School/District</b>	<b>Outcome from Section A)</b>
C1.	Creation of various Moodle LMS courses in a variety of topics useful for district staff.	2016	None anticipated	District	Outcomes 1-5
C2.	Increase participation in district LMS courses as well as the district's online learning community	2016	N/A	District	Outcomes 1-5
C3.	Re-creation and implementation of Technology Ambassador cadre program. Participants will receive \$100 stipend.	2016	\$6,700	All schools within district	Outcomes 1-5
C4.	Substitute teachers provided for various trainings and course creation materials for the PD grant.	2016	\$7,500	District	Outcomes 1-5

**Professional Development Evaluation and Success Criteria**

<b>Deliverable from above</b>	<b>Monitoring and Evaluation and Process(es)</b>	<b>Success Criteria</b>
C1.	Monitor the creation of new Moodle LMS courses. Evaluate the instructional value through rubrics and surveys	New courses will be available in district Moodle LMS system. Teachers will have the ability to enroll in these new courses.
C2.	District Staff will monitor various attendance reports and enrollments in LMS courses	Enrollment and attendance will increase within the LMS courses versus baseline data established in 2015.
C3.	Identification of new cadre members, development of cadre group, establish goals for cadre	Re-creation of Tech Ambassador cadre group and establishment of group goals.
C4.	Substitutes provided for PD trainings. Attendance logs and PD session surveys completed.	Teachers' attendance and completion of PD sessions.



**D) Digital Tools:**

**Digital Tools Implementation**

	<b>Deliverable</b>	<b>Estimated Completion Date</b>	<b>Estimated Cost</b>	<b>School/District</b>	<b>Outcome from Section A)</b>
D1.	System that provides teachers and administrators to create instructional materials and resources	2016	\$10,000	District	Outcomes 1-5
D2.	System that enables teachers and administrators to access information about benchmarks and uses it to create aligned curriculum guides.	2016	None anticipated	District	Outcomes 1-5
D3.	System that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.	2016	None anticipated	District	Outcomes 1-5
D4.	Establishment of a Digital Classroom Technology Director that manages, supervises, and facilitates all areas of the DCP and other instructional technology directives.	2015	\$68,900	District	Outcomes 1-5

**Digital Tools Evaluation and Success Criteria**

<b>Deliverable from above</b>	<b>Monitoring and Evaluation and Process(es)</b>	<b>Success Criteria</b>
D1.	Creation of system benchmarks and goals, periodic checks of system, overall evaluation of system	System and depository in place for instructional materials and resources.
D2.	Creation of system benchmarks and goals, periodic checks of system, overall evaluation of system	System in place for creating aligned curriculum guides.
D3.	Creation of system benchmarks and goals, periodic checks of system, overall evaluation of system	System in place that allows viewing, analyzing, and implementation of data.
D4.	Creation of position, goals, and evaluation criteria to supervise the implement of all digital classroom and instructional technology components within the district.	Digital classroom and instructional technology infusion will show positive gains as well as a stronger network of our Instructional Technology Specialists assisting in the incorporation of these materials.

**E) Online Assessments:**

**Online Assessments Implementation**

	<b>Deliverable</b>	<b>Estimated Completion Date</b>	<b>Estimated Cost</b>	<b>School/District</b>	<b>Outcome from Section A)</b>
E1.	Continue to maintain systems used for Computer-Based Online assessments.	2015	None anticipated	District	Outcomes 1-5
E2.	Purchase new tablet systems identified in B2	2015	Cost identified in B2	Schools within district	2:1 system ratio

**Online Assessments Evaluation and Success Criteria**

<b>Deliverable from above</b>	<b>Monitoring and Evaluation and Process(es)</b>	<b>Success Criteria</b>
E1.	Inventory and readiness surveys completed by District Technology Staff. Completion of state surveys like Florida Innovates Survey, etc. Consistent monitoring of technology resources.	Maintain computer systems used for online assessments.
E2.	Use of asset tracking and monitoring software installed. Inventory tracking also monitored.	More tablet systems in place in district schools for student use and online assessments.

**TO:** Commissioner Stewart, Florida Department of Education

**FROM:** Dr. Lori Romano

**DATE:** October 1, 2014

**SUBJECT:** Digital Classrooms Plan – District Superintendent Certification Form

Districts shall complete all sections of this form and return it along with the district's Digital Classrooms Plan and any required attachments.

**Certification One:**

Hernando County School Board has adopted the attached district Digital Classrooms Plan that meets the unique needs of the students, schools and personnel of the district. School Board will approve on October 7, 2014. This page will be sent with Signature on October 8, 2014.

Signature

Name

Date

**Certification Two**

Hernando County School district superintendent has approved the Digital Classrooms Plan of the following charter schools in the district:

Charter School Name	Charter School Number	Date Approved
Brooksville Engineering, Science and Technology School	4461	September 30, 2014
Gulf Coast Academy of Science and Technology	4422	September 30, 2014
Gulf Coast Middle School	4442	September 30, 2014

*Lori Romano*

Lori Romano

10-1-14

Signature

Name

Date

**Certification Three:**

Hernando County School district has provided teachers, administrators, students and parents access to:

1. Instructional materials in digital or electronic format, as defined in Section 1006.29, Florida Statutes (F.S).
2. Digital materials, including those digital materials that enable students to earn certificates and industry certifications pursuant to s. 1003.4203 and s.1008.44, F.S.
3. Teaching and learning tools and resources, including the ability for teachers and administrators to manage, assess and monitor student performance data.

Lori Romano

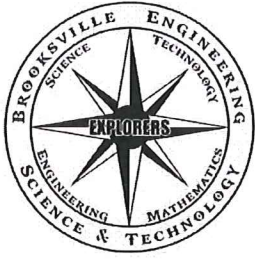
Lori Romano

10-1-2014

Signature

Name

Date



Brooksville Engineering, Science & Technology Academy  
A Florida Public No-Tuition Charter School

835 School Street, Brooksville, Florida 34601  
Main: (352)544-2373  
FAX: (352)544-2375

**DCP**

**Florida Department of Education  
Charter Schools Digital Classroom Plan**


This year Brooksville Engineering, Science & Technology (BEST) Academy will be receiving \$2,457 for the 2014-2015 school year.

Our student performance outcome goal for the 2014-2015 school is to have a 10 percent increase in the number of students who achieve at or above grade level in both the Reading and Mathematics sections of the Florida standards assessment.

In order to achieve this goal we will implement the research-based, best-practice online assessment program offered through Apex VS as an extension of our classroom lessons. The Apex visual, teacher directed, guided lessons with immediate performance feedback will enhance classroom delivery of the tested standards of the FSA. This teacher independent, mastery program, is aligned with the Florida standards and will help ensure students receive instruction that mirrors the assessed standards.

The total funds received will be used to offset the cost of Apex, which is \$4,620 annually. (\$35 per student).

X   
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Nevin R. Siefert, Interim Director

X   
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Joseph A. Gatti, Interim Director

**[info@flbestacademy.org](mailto:info@flbestacademy.org)  
<http://www.flbestacademy.org>**

The mission of BEST Academy is to create a powerful, life-changing middle school program that has the ability to alter the cycle of poverty often seen within the South Brooksville community. This will be accomplished by providing an unprecedented middle school educational program within a positive, caring, safe, and encouraging environment with the attitude that we will never give up on any child within our school community.



**Gulf Coast Middle School**  
10444 Tillery Road  
Spring Hill, Florida 34608

## DCP

### **Florida Department of Education Charter Schools Digital Classroom Plan**

This year Gulf Coast Middle School will be receiving \$2,162 for the 2014-2015 school year.

Our student performance outcome goal for the 2014-2015 school is to have a 10 percent increase in the number of students who achieve at or above grade level in both the Reading and Mathematics sections of the Florida standards assessment.

In order to achieve this goal we will implement the research-based, best-practice online assessment program offered through Apex VS as an extension of our classroom lessons. The Apex visual, teacher directed, guided lessons with immediate performance feedback will enhance classroom delivery of the tested standards of the FSA. This teacher independent, mastery program, is aligned with the Florida standards and will help ensure students receive instruction that mirrors the assessed standards.

The total funds received will be used to offset the cost of Apex, which is \$3,850 annually. (\$35 per student).

X  #  
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Nevin R. Siefert, Director

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Joseph A. Gatti, Director



## Gulf Coast Academy of Science and Technology

10444 Tillery Road, Spring Hill, Florida 34608

Main: (352)688-5092

FAX: (352)688-5095

### DCP

#### Florida Department of Education Charter Schools Digital Classroom Plan

This year Gulf Coast Academy of Science and Technology will be receiving \$2,555 for the 2014-2015 school year.

Our student performance outcome goal for the 2014-2015 school is to have a 10 percent increase in the number of students who achieve at or above grade level in both the Reading and Mathematics sections of the Florida standards assessment.

In order to achieve this goal we will implement the research-based, best-practice online assessment program offered through Apex VS as an extension of our classroom lessons. The Apex visual, teacher directed, guided lessons with immediate performance feedback will enhance classroom delivery of the tested standards of the FSA. This teacher independent, mastery program, is aligned with the Florida standards and will help ensure students receive instruction that mirrors the assessed standards.

The total funds received will be used to offset the cost of Apex, which is \$4,690 annually. (\$35 per student).

X   
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Nevin R. Siefert, Director

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Joseph A. Gatti, Director

**info@gulfcoastacademy.org**  
**http://www.gulfcoastacademy.org**

**Gulf Coast Academy of Science and Technology is committed to providing students a unique education through weekly field experiences integrated with a hands-on advanced middle school curriculum.**