



TALLAHASSEE
**COLLEGIATE
ACADEMY**

Governing Board Meeting

Monday, October 30, 2023 6:00PM
TCC Fine & Performing Arts Center – Room 104

VISION

Tallahassee Collegiate Academy graduates will be lifelong learners and contributors to society through STEM careers and continued education.

MISSION

Tallahassee Collegiate Academy will prepare a diverse population of students for high-demand, high wage positions through rigorous coursework leading to an associate degree in a science, technology, engineering, or mathematics (STEM) field concurrent with a high school diploma.

Agenda

- 1. Call to Order**
- 2. Approval of Minutes from September Meeting**
- 3. Board Member Opening Comments**
- 4. New Business**
 - a. Principal's Report- Teacher Presentation
 - b. Enrollment Update
 - c. Budget Update
- 5. Items for Consideration**
 - a. Academic Goals – 2023-2024
 - b. Schedule of Observations
 - c. Projected Enrollment – 2024-2025
 - d. MOU – USF – Florida's RTI Project
 - e. Service Contract - Speech
- 6. Announcements**
 - a. Upcoming Events Report
- 7. Public Comment**
- 8. Adjourn**

Next Meeting: Monday, November 27, 2023

Minutes
Tallahassee Collegiate Academy
Charter School Office
444 Appleyard Drive
Tallahassee, FL 32304
Monday, September 18, 2023

Board Meeting

On September 18, 2023, the Tallahassee Collegiate Academy (TCA) Board of Trustees meeting was called to order by Trustee Karen Moore at 6:00 p.m.

Members Present: Board Chair Moore, Vice-Chair Clark, Trustees Kelling and Pople.

Absent: None

Via Phone/Zoom: None

Others Present: Jessica Chapman, Calandra Stringer, Barbara Willis, James Taylor, and Melanie Larson.

COMMENTS:

- i. **Board Chair** – Trustee Moore concurred with comments made by Trustee Clark and Kelling regarding the communication from TCA to the public having been excellent and credited this largely to Principal Chapman’s passion in her role.
- ii. **Board Members-** Trustees Clark and Kelling both mentioned the updates and communications from TCA have been terrific and very informative, and they have enjoyed knowing what has been going on.

APPROVAL OF MINUTES

1. September 18, 2023

Requested Board approve August board meeting minutes as presented.

MOTION: Trustee Pople **SECOND:** Vice-Chair Clark

Motion passed unanimously.

NEW BUSINESS

a. Nominations Committee Report

Trustee Moore brought forward a nominee, James “Jim” Taylor, to join the Tallahassee Collegiate Academy Board of Trustees. A unanimous welcome was extended the James Taylor as a board member candidate. Trustee Moore made a motion to nominate James Taylor as a TCA board member, and Trustee Kelling seconded the motion. The board unanimously approved and welcomed Trustee Taylor as a board member.

MOTION: Trustee Moore **SECOND:** Trustee Kelling

Motion passed unanimously.

b. Enrollment Update

Update provided by Principal Chapman. At the time of the memorandum, there were 141 students enrolled; as of the Board Meeting, there were 144 enrolled students. Trustee Moore reiterated there is capacity for up to 200 students.

For information only, no Board action required.

c. Academic Update

Update provided by Principal Chapman. FAST Testing for PM1 begins September 20, 2023. Students and teachers are provided with time to prepare and breakfast to alleviate any possible pressures or stress. Student Intervention Meetings as well as Power Hour have begun to provide additional support to our students in preparation for these tests.

For information only, no Board action required.

d. TCA Budget Update

Update provided by Principal Chapman, including a summary of revenues and expenses.

For information only, no Board action required.

e. TCC Grant Award Update

Update provided by Dr. Wills.

For information only, no Board action required.

f. Governing Board Meeting Dates Revised

The Board voted to move the October Board Meeting date to October 30th, 2023. Principal Chapman reminded the board that the change was due to timelines with regard to testing and the testing data reports needed to develop accurate academic achievement goals. Principal Chapman shared that she would be filing a formal written extension request to TCC regarding the date change to November 1, directly following the October TCA board meeting. Trustee Pople mentioned he would not be in attendance for the November 27th, 2023 Board Meeting, as he will be out of the country.

For information only, no Board action required.

ITEMS FOR CONSIDERATION

a. Hurricane Closure, Proposed Make Up Days

Principal Chapman requested Board approval for rescheduling school days due to Hurricane Idalia closure to be in accordance with the number of instructional days required by the school charter. Principal Chapman thanked TCC Emergency Management, Communications, and Police Department for all their diligent work and timely communication. The three days of missed instruction were proposed to be tacked on to the end of the school year; the school calendar will be updated and shared.

MOTION: Trustee Clark **SECOND:** Trustee Pople

Motion passed unanimously.

ANNOUNCEMENTS

a. Upcoming Events Report

Principal Chapman provided upcoming events, including the upcoming Florida Charter School Conference in Orlando. Dr. Wills is working with Principal Chapman to provide the budget for her travel.

PUBLIC COMMENTS

None

NEXT MEETING DATE

October 30, 2023 at 6:00 p.m.

Location: **TCC Main Campus**

ADJOURNMENT

Chair Moore adjourned at 6:50 p.m.

Minutes approved at the business meeting of the Board of Trustees on October 30, 2023.

Karen Moore
Chair

Jim Murdaugh, Ph.D.
President/Superintendent



444 Appleyard Drive
Tallahassee, Florida 32304-2895
850.5046300 | www.tca.fl.edu

October 30, 2023

M E M O R A N D U M

TO: Governing Board for Tallahassee Collegiate Academy

FROM: Jessica Chapman, Principal

SUBJECT: Enrollment Update

Item Description

This item provides an overview of the current enrollment numbers for the 2023-2024 school year.

Overview and Background

TCA has 142 students enrolled. There are 82 9th graders, 49 10th graders, and 11 11th graders.

Funding/ Financial Implications

None

Past Actions by the Board

None

Recommended Action

Presented as an information item only.



444 Appleyard Drive
Tallahassee, Florida 32304-2895
850.5046300 | www.tca.fl.edu

October 30, 2023

M E M O R A N D U M

TO: Governing Board for Tallahassee Collegiate Academy

FROM: Jessica Chapman, Principal

SUBJECT: Budget Update

Item Description

This item provides an update on the TCA Budget, including a summary of revenues and expenses as of September 30, 2023.

Overview and Background

In accordance with Florida Statute 1002.33(9) the governing board of the charter school shall annually adopt and maintain an operating budget. The LEA and School monitors the operating fund activity to ensure approved budget limits are maintained. This form is provided in accordance with Statute, which requires charter schools to provide annual financial report and program cost report information in the state-required formats for reporting.

September 30, 2023, was the last date for grant award funds. The next report will include expenses posted against the TCA revenues.

Funding/ Financial Implications

None

Past Actions by the Board

The Board approved the operating budget for the Tallahassee Collegiate Academy at the meeting on June 20, 2023. A budget workshop was also presented to the Board at the meeting on July 17, 2023. A detailed budget presentation was provided on August 21, 2023.

Recommended Action

Presented as an information item only.

**Governmental Accounting Standards Board Statement of Revenue, Expenditures, and Changes in Fund Balance
(Unaudited)**

For Month or Quarter Ended and for the Year Ending: _____

Florida DOE Form IEPC - F1

| | Account Number | Annual Budget | Year To Date As Of 093023 | |
|---|----------------|----------------|------------------------------|----------------------|
| Revenues | | | | |
| Federal Sources | | | | |
| Federal Direct | 3100 | \$0.00 | | |
| Federal through State and Local | 3200 | \$328,497.00 | | |
| State Sources | | | | |
| FEFP | 3310 | \$0.00 | | |
| Capital outlay | 3397 | \$0.00 | | |
| Class size reduction | 3355 | \$0.00 | | |
| School reconigition | 3361 | \$0.00 | | |
| Other state revenue | 33XX | \$1,568,460.00 | \$392,118.00 | State Disbursement |
| Local Sources | | | | |
| Interest | 3430 | \$0.00 | | |
| Local Capital Improvement Tax Other local revenue | 3413 | \$0.00 | | |
| Other local revenue | 34xx | \$0.00 | \$544.50 | Cafeteria Revenue |
| | | | 0 | Student Government F |
| Total Revenues | | \$1,896,957.00 | \$392,662.50 | |

| | | | |
|--|------|--------------|--|
| Expenditures | | | |
| Instruction | 5000 | \$695,151.44 | |
| Teacher Salary & Benefits | | \$520,536.64 | |
| Teacher Professional Development \$4,000/teacher | | \$28,000.00 | |
| Substitute Teachers - 10 days per teacher at \$120/day | | \$8,400.00 | |
| .5 FTE Dean of Students related to ESE instruction | | \$41,214.80 | |
| Student Technology Device Replacement Y1 (10% at \$1000) | | \$20,000.00 | |
| Faculty Technology Device Replacement Y1 (5% at \$2000) | | \$2,000.00 | |
| Instructional Material Replacement | | \$10,000.00 | |

| | | | |
|---|------|--------------|--|
| Lab Equipment | | \$10,000.00 | |
| Consumables | | \$10,000.00 | |
| Supplemental Instructional Materials | | \$15,000.00 | |
| Dual Enrollment Instruction | | \$20,000.00 | |
| Dual Enrollment Textbooks | | \$5,000.00 | |
| ESE Direct Services | | \$5,000.00 | |
| Instructional support services | 6000 | \$259,769.60 | |
| Support personnel (non instructional and non administrative) | | \$183,769.60 | |
| Support Staff Professional Development \$2,000/each | | \$6,000.00 | |
| Copies, Postage, Office Supplies | | \$10,000.00 | |
| Communication Materials | | \$35,000.00 | |
| Travel Costs | | \$15,000.00 | |
| Contracted services for Therapy | | \$5,000.00 | |
| Student Health Materials | | \$5,000.00 | |
| Board | 7100 | \$60,000.00 | |
| Legal Services | | \$50,000.00 | |
| Liability Insurance | | \$10,000.00 | |
| School administration | 7300 | \$267,986.40 | |
| School Administrators Salary & Benefits 2.5 FTE | | \$256,986.40 | |
| Administrator Technology Device Replacement at \$2000 each | | \$2,000.00 | |
| Communication Devices | | \$3,000.00 | |
| Travel Costs | | \$6,000.00 | |
| Facilities and acquisition | 7400 | \$33,513.00 | |
| Energy costs calculated based on DOE formula; 33,582 sf*DOE OEF for Leon County rate of .99 | | \$33,513.00 | |
| Fiscal Services | 7500 | \$169,232.97 | |
| Financial Fee of 1% of FTE - budgeting, reporting, accounting, purchasing | | \$15,684.60 | |
| Financial Audit Estimate | | \$25,000.00 | |
| HR Service Fee (Recruiting, Payroll, Leave, Benefits, EAP, Workers Compensation, Employee Relations, Legal liability). Calculated based on 5% of total personnel costs. | | \$50,125.37 | |
| Indirect Rate 5% of FTE per FS for contract management, FTE and data reporting, testing administration, SIS, etc. | | \$78,423.00 | |
| Food Services | 7600 | \$161,760.00 | |

| | | | |
|--|------|----------------|--------------|
| Contract for Services for Student Lunches | | \$161,760.00 | |
| Central Services | 7700 | \$0.00 | |
| | | | |
| Pupil Transportation Services | 7800 | \$0.00 | |
| Operation of Plant | 7900 | \$124,925.00 | |
| Operational Costs calculated based on DOE formula: 33,582 sf*DOE OEF for Leon County rate of \$3.72 | | \$124,925.00 | |
| Administrative Technology services provided by College | 8100 | \$0.00 | |
| Community Services | 8200 | \$0.00 | |
| | | | |
| Debt Service | 9100 | \$0.00 | |
| | 9200 | | |
| Total Expenditures | | \$1,772,338.41 | 0 |
| | | | |
| Excess (Deficiency) of Revenues over Expenditures | | \$124,618.59 | \$392,662.50 |
| | | | |
| Other Financing Sources (Uses) | | | |
| Transfers in | | | |
| Transfers out | | \$0.00 | |
| | | | |
| Total other Financing Sources (uses) | | \$0.00 | 0 |
| | | | |
| Net Change in Fund Balance | | | |
| Fund balances, beginning | | \$0.00 | 0 |
| Adjustments to beginning fund balance | | \$124,618.59 | \$392,662.50 |
| Fund Balances, Beginning as Restated | | \$0.00 | 0 |
| | | | |
| Fund Balances, Ending | | \$124,618.59 | \$392,662.50 |



444 Appleyard Drive
Tallahassee, Florida 32304-2895
850.5046300 | www.tca.fl.edu

October 30, 2023

M E M O R A N D U M

TO: Governing Board for Tallahassee Collegiate Academy

FROM: Jessica Chapman, Principal

SUBJECT: Academic Achievement Goals for 2023-2024

Item Description

This item requests approval of the proposed academic achievement goals for this academic year, 2023-2024, which per our charter contract are due to TCC as the school authorizer upon approval by the TCA board.

Overview and Background

Schools develop academic achievement goals each year to monitor the teaching and learning process to ensure student learning needs are being met. As stipulated in our charter contract, the deadline for submitting academic achievement goals to TCC was originally set for October 15, 2023. During the September board meeting, I shared a brief update on my intention to formally request an extension of the submission deadline for these academic achievement goals to November 1st. The adjustment was requested to have the utmost accurate data to develop accurate and pragmatic goals to be presented to the board. Additionally, the delay was also in anticipation of the state board of education vote on the proposed amendment to rule 6A-1.09422, F.A.C., Statewide, Standardized Assessment Program Requirements, as the adjustments largely impact how our school grade will be calculated in this inaugural year.

On October 18, 2023, the State Board of Education voted to approve the Commissioner's recommendation, establishing new cut scores for last year's new assessments. These performance standards/cut scores define what students should know and be able to do, and identify clear expectations for students, parents and teachers. With the now established performance standards, we then were able to accurately assess our school data and thus develop and create accurate goals for our school. An additional area to note, learning gains and performance of the lowest 25% will not be calculated and factored into our school grade this year.

The detailed goals are reflected in the attached 17-page document titled Academic Achievement Goals.

Baseline Data: To establish a clear starting point, we gathered baseline data considering the average achievement, learning gains, graduation rates and college and career acceleration rates of the target area schools in our service district (Leon, Gadsden, Wakulla). We also considered the requirement for dual-enrollment eligibility by grade 11, and the impact that would have on influencing the baseline group of students that we attracted. The following formula was followed when establishing our baseline: Remove the lowest performing school's score, calculate the average of the remaining schools in all data boxes. *See page three of the attached document Academic Achievement Goals to review the baseline data.*

2023-2024 Academic Goal Data: To establish our goals in all areas, we reviewed data from each student from the prior year, applying the new performance standards as established, as well as the preliminary data that we've gathered on our students as a school. The preliminary data was gathered through FLDOE PM1 testing in ELA, and iXL diagnostic data for Math. For Biology and US History, the student literacy levels largely influence our ability to project performance in these areas as both tests are reading as well as content area tests. *It is important to note that in an update from the FLDOE on October 18th, we learned that learning gains and the gains of the lowest quartile will not be factored in our school grade this year. In accordance with this new understanding, we developed goals based on projections for our school grade, while also also continuing to target the subgroups to move student learning to proficiency. The numbers for the omitted areas were purposely omitted as the goal for this year is proficiency, and school grade calculation will only contain **four boxes**. If we meet our proposed goals, we will be an "A" school for the 2023-2024 school year.

2023-2024 Dual-Enrollment Data: In addition to our Academic Achievement Goals, TCC requested additional goals to be developed based on students targeted for dual-enrollment programs, specifically A.S. Degree pathways. It is important to note that TCA accepts all students regardless of academic abilities, and we must do intensive intervention with students at the high school level before they can qualify for dual-enrollment. However, we have many systems in place to support this, as our overall school goal is for students to earn a high school diploma and an A.S. Degree upon graduation. *See page four of the attached document Academic Achievement Goals to review Dual-Enrollment data.*

Comprehensive Goals and Strategies: To support our Academic Achievement Goals, we have also provided comprehensive goals that we've developed to support student achievement in the areas of ELA, Math, College-Readiness, and Career-Readiness. *See pages five through seventeen of the attached Academic Achievement Goals to review all school-wide comprehensive goals and strategies.*

Funding/ Financial Implications

\$74,120.00 total, paid for out of TCC's *Expanding Early Career and Technical Education College High School* grant award. This grant award was made to Tallahassee Community College for the award period of December 16, 2021 to September 30, 2023, and expenditures needed to start up the school were funded through this award.

Past Actions by the Board

None

Recommended Action

Review and Approve Academic Achievement Goals as presented.



October 9, 2023

RE: Request for Extension of Academic Goals Submission Deadline Outlined in Charter Agreement

Dr. Calandra Stringer:

I am writing this letter to request an extension for the submission of TCA's academic goals to TCC's district office as outlined in our Charter Agreement. As you are aware, the state testing timelines where the preliminary data for school goal development was later this year. Thus, the originally planned October school board meeting date was pushed back to October 30th, and this change in timeline requires us to also change our timeline for academic goal submission, as our goals must be board approved.

Our school strives to maintain the highest standards of educational excellence and it is crucial that we submit well-thought-out and data supported comprehensive academic goals that align with the needs of our student population.

Given that our next school board meeting will be held on Monday, October 30th and the academic goals will be presented at that time, I am requesting that the goal submission date to TCC be moved back to Wednesday, November 1st, 2023.

If you have any further questions or require additional documentation regarding this request, please do not hesitate to contact me directly.

Thank you for your continued guidance,

A handwritten signature in black ink, appearing to read "JChapman", with a long horizontal flourish extending to the right.

Jessica Chapman
Principal
Tallahassee Collegiate Academy at TCC
444 Appleyard Drive, Tallahassee, FL 32304
Jessica.Chapman@tcc.fl.edu

CC: Trustee Karen Moore
TCA Board Chair
Karen.Moore@tca.fl.edu



TALLAHASSEE
**COLLEGIATE
 ACADEMY**

Academic Achievement Goals

| | | | |
|---|---|---|--------------|
| District Name: | School Name: | School Code: | Year: |
| Tallahassee Community College – District 81 | Tallahassee Collegiate Academy | 0100 | 2023-2024 |
| Principal Name: Jessica B. Chapman | | Principal Email: Jessica.Chapman@tcc.fl.edu | |
| Charter School District Vision: | <p>To provide access to high-quality secondary educational choices for students and their families and accelerated pathways to college and career that lead to greater socio-economic mobility. This vision and the associated goals listed below align directly with the College’s strategic plan as well as with the principles and purposes of charter schools spelled out in section 1002.33. F.S., Charter Schools, and Florida’s Principles and Standards for Quality Charter School Authorizing.</p> <p>Through sponsorship of charter schools, TCC will:</p> <ul style="list-style-type: none"> • Offer flexibility to students and parents in selecting their educational pathways, particularly for underserved and underrepresented populations. • Provide college acceleration programs that lead to certificate or degree attainment so that students can continue their career or immediately enter the workforce with less debt. • Support student achievement through academic excellence and support services. • Ensure any affiliated charter school supports and embodies the mission of TCC in providing open access to a high-quality education that prepares students for success in a global economy by offering higher education pathways, workforce opportunities, and civic engagement. | | |
| School Vision: | Tallahassee Collegiate Academy graduates will be lifelong learners and contributors to society through STEM careers and continued education. Students will simultaneously earn a high school diploma and an Associate of Science degree their selected field of study or the equivalent in transferable credits. | | |
| School Mission: | Tallahassee Collegiate Academy will prepare a diverse population of students for career and higher education opportunities through rigorous coursework leading to professional certification in a wide variety of science, technology, engineering, and mathematics (STEM) fields leading to high-demand, high-wage career opportunities. | | |

Academic Achievement Goals

Student Demographics: Provide the demographic information for the 2023-2024 academic year.

| | |
|---|------------|
| Total # of student enrolled for the 2023-2024 academic year: | 142 |
|---|------------|

| Grade Level | Number | Percentage |
|------------------|--------|------------|
| 9 th | 82 | 57% |
| 10 th | 49 | 35% |
| 11 th | 11 | 8% |

| Gender | Number | Percentage |
|---|--------|------------|
| Female | 80 | 56% |
| Male | 62 | 44% |
| Not Reported | 0 | 0% |
| Race/Ethnicity | Number | Percentage |
| Black or African American | 83 | 58% |
| White | 52 | 37% |
| Asian | 3 | 2% |
| American Indian/Alaska Native | 4 | 3% |
| Native Hawaiian or other Pacific Islander | 0 | 0% |

| Previous School District | Number | Percentage |
|--------------------------|--------|------------|
| Leon | 96 | 68% |
| Gadsden | 17 | 12% |
| Wakulla | 6 | 4% |
| Other | 23 | 16% |
| Previous School Type | Number | Percentage |
| Public | 83 | 59% |
| Public Charter | 36 | 25% |
| Private | 17 | 12% |
| Home School | 4 | 3% |
| Lab Charter | 2 | 1% |

Data Analysis: Provide the requested baseline data.

TCA's achievement goals are divided between four areas for 2023-2024:
 ELA, Math, Science, Social Studies.

Learning Gains and the Lowest Quartile will not be calculated for 23-24.

With our current enrollment and the elimination of the additional boxes, we are working with FOUR boxes.

If we meet our goals, we will score $273/400=68\%$ (A)

| English Language Arts (Florida Assessment of Student Thinking; Grades 9 and 10) | | |
|---|-----------------|----------------------|
| Measure | Baseline Number | Goal for 23-24 |
| Achievement \geq Level 3 | 58 | 64 |
| Learning Gains | 53 | <i>n/a for 23-24</i> |
| Learning Gains Lowest Quartile | 40 | <i>n/a for 23-24</i> |

| Mathematics (Algebra 1 and Geometry EOCs; enrolled students) | | |
|--|-----------------|----------------------|
| Measure | Baseline Number | Goal for 23-24 |
| Achievement \geq Level 3 | 49 | 60 |
| Learning Gains | 48 | <i>n/a for 23-24</i> |
| Learning Gains Lowest Quartile | 49 | <i>n/a for 23-24</i> |

| Science (Biology 1 EOC) | | |
|----------------------------|-----------------|----------------|
| Measure | Baseline Number | Goal for 23-24 |
| Achievement \geq Level 3 | 67 | 72 |

| Social Studies (U.S. History EOC) | | |
|-----------------------------------|-----------------|----------------|
| Measure | Baseline Number | Goal for 23-24 |
| Achievement \geq Level 3 | 76 | 77 |

Additional Academic Data Requested by TCC:

| Registered Dual Enrollment (General Education Courses*) | | |
|--|---|---|
| <i>*State Core Classes Required to enter A.S. Degree Pathway</i> | | |
| Measure | Currently Enrolled for Fall 2023 | Goal for Spring 2024 |
| Total number of students: | 12 | 20 |
| Total number of 9 th graders: | 0 | 1 |
| Total number of 10 th graders: | 4 | 9 |
| Total number of 11 th graders: | 8 | 11 |
| Total number of 12 th graders: | n/a – no 12 th graders this year | n/a – no 12 th graders this year |

| Registered in Associate of Science Program (A.S. Program Level Courses) | | |
|---|---|----------------------|
| Program | Number Currently Enrolled for Fall 2023 | Goal for Spring 2024 |
| Cybersecurity | 0 | 2 |
| Computer Programming and Web Development | 0 | 2 |
| Engineering Technology | 0 | 0 |
| Dental Hygiene | 0 | 2 |
| Nursing (R.N.) | 0 | 1 |
| Building Automation Systems | 0 | 1 |
| Other A.S. Degrees | 0 | 0 |

Academic Achievement Goals

| | | |
|--|---|--|
| <p>Goal #1: (SMART – Specific, Measurable, Attainable, Realistic, Time-Bound)</p> | <p>During the 2023-2024 School year, we will identify and provide targeted reading intervention to 30 students that represent the lowest quartile of learners at Tallahassee Collegiate Academy. 30 students represent the lowest quartile of learners at TCA. 14 of our lowest quartile of students are Level 1 in ELA. 16 of our lowest quartile of students are Level 2 in ELA</p> | |
| <p>School Vision/Mission Alignment:</p> | <p>Tallahassee Collegiate Academy is committed to preparing a diverse population of students for career and higher education opportunities. By improving ELA achievement for the 30 students that represent the bottom 25%, we are equipping students with the foundational skills needed to qualify for advanced STEM studies.</p> | |
| <p>District Vision/Mission Alignment:</p> | <p>The district’s mission is to provide a high-quality education that prepares students for future success. This goal directly supports the district’s mission by addressing the specific needs of a group of students who require intervention in ELA to reach their full potential at the college. By addressing student deficiencies in ELA, we are equipping students with the skills needed to qualify for dual-enrollment in the future.</p> | |
| <p>Strategy #1: Describe the strategy that will support this goal</p> | <p>Students will receive targeted reading intervention from a reading endorsed teacher through our TCA Humanities course, 230 minutes per week as scheduled.</p> | |
| <p>Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.</p> | <p>Tasks/Action Steps:</p> <ol style="list-style-type: none"> 1. Review student schedules of all 30 students that represent the lowest quartile of learners at TCA. 2. Ensure that students are scheduled into Humanities with Ms. Sarah Chapman for Reading Intervention. 3. Reading intervention provided through the following measures: <ol style="list-style-type: none"> a. Direct Instruction using Data Driven Individualized Intervention Plans. b. Achieve 3000 (research and evidence-based reading program) c. Common Lit Materials (aligned with the ELA curriculum) <p>Evidence: (Identify documents and artifacts)</p> <ul style="list-style-type: none"> ● Standard Tracking ● Achieve 3000 Data ● PM1 and PM2 data comparison ● Common Lit Assessments ● Classroom Assessments | |

| | | |
|---|--|--|
| | | <ul style="list-style-type: none"> • Formal/Informal Measures • Literacy Leadership Team Data Tracking |
| | Person(s) Responsible: | Sarah Chapman/Patricia Pagozalski/Jessica Chapman |
| | Timeline: | September 2023-May 2024 |
| | Budget Amount: \$14,342.80 Achieve 3000- \$3,342.80 1/5 TCA Instructor Salary- \$11,000 | Budget Source: General Appropriation |
| Strategy #2: Describe the strategy that will support this goal | Students will receive targeted reading intervention from a reading endorsed teacher through Power Hour for 40 minutes a week, one time per week on Wednesdays during lunch. | |
| | Tasks/Action Steps: <ol style="list-style-type: none"> 1. Identify students in lowest quartile. 2. Assign students in lowest quartile to a Power-Hour with a reading endorsed teacher (Sarah Chapman or Bronwen West) 3. Reading intervention provided through the following measures: <ol style="list-style-type: none"> a. Direct Instruction using Data Driven Individualized Intervention Plans. b. Achieve 3000 (research and evidence-based reading program) c. Common Lit Materials (aligned with the ELA curriculum) | |
| | Evidence: (Identify documents and artifacts) | <ul style="list-style-type: none"> • Achieve 3000 Data • PM1 and PM2 data comparison • Formal/Informal Measures |
| | Person(s) Responsible: | Bronwen West / Sarah Chapman Jessica Chapman / Patricia Pagozalski |
| | Timeline: | September 2023-May 2024 |
| | Budget Amount: \$3,342.80 Achieve 3000- \$3,342.80 | Budget Source: General Appropriation |
| Strategy #3: Describe the strategy that will support this goal | TCA's Literacy Leadership Team will meet once monthly to discuss student progress as it relates to ELA performance and progress in English Courses, Humanities Reading Intervention and Power Hour Reading Intervention. A combination of qualitative and quantitative data will be reviewed to gain a comprehensive understanding of each student's needs. Prior to beginning our Literacy Leadership Team meetings, TCA Administration and Teachers met with the Florida Center for Reading Research (FCRR) | |

| | | |
|---|---|--|
| | to review our goals, standards, and curriculum used before launching our plan. As an additional support for the Literacy Leadership Team, FCRR will be consulted quarterly by TCA Leadership. | |
| Tasks/Action Steps: Describe the action steps that will be taken to support this strategy. | Tasks/Action Steps: <ol style="list-style-type: none"> 1. Literacy Leadership Team Meetings Scheduled for the year, led by Patricia Pagozalski, Assistant Principal. 2. Data will be brought to each meeting by Sarah Chapman and Bronwen West. 3. Data will be reviewed beforehand by admin to develop data questions. 4. The Literacy Leadership Team will utilize data to make informed decisions to adjust instruction to meet the needs of the identified students. | |
| | Evidence: (Identify documents and artifacts) | <ul style="list-style-type: none"> • Standard Tracking • Achieve 3000 Data • PM1 and PM2 data comparison • Common Lit Assessments • Classroom Assessments • Formal/Informal Measures • Literacy Leadership Team Data Tracking |
| | Person(s) Responsible: | Patricia Pagozalski/Jessica Chapman |
| | Timeline: | September 2023-May 2024 |
| | Budget Amount: n/a | Budget Source: n/a |

| | |
|--|--|
| Goal #2: (SMART – Specific, Measurable, Attainable, Realistic, Time-Bound) | During the 2023-2024 School year, we will identify and provide targeted math intervention to 30 students that represent the lowest quartile of learners at Tallahassee Collegiate Academy. 30 students represent the lowest quartile of learners at TCA. 13 of our lowest quartile of students are Level 1 in Math. 17 of our lowest quartile of students are Level 2 in Math. |
| School Vision/Mission Alignment: | Tallahassee Collegiate Academy is committed to preparing a diverse population of students for career and higher education opportunities. By improving Math achievement for the 30 students that represent the bottom 25%, we are equipping students with the foundational math skills needed to qualify for advanced STEM studies. |
| District Vision/Mission Alignment: | The district’s mission is to provide a high-quality education that prepares students for future success. This goal directly supports the district’s mission by addressing the specific needs of a group of |

| | | |
|--|--|--|
| | <p>students who require intervention in Math to reach their full potential at the college. By addressing student deficiencies in Math, we are equipping students with the skills needed to qualify and excel in dual-enrollment in the future.</p> | |
| <p>Strategy #1: Describe the strategy that will support this goal</p> | <p>Nine students scored a Level 1 on last year’s Algebra 1 EOC. The Algebra 1 EOC is not only a graduation requirement but provides foundational math skills needed for success in the post-secondary setting. We will recode last year’s Algebra 1 class to Algebra 1A to provide robust instruction and targeted remediation to ensure that the nine students have the foundational skills needed to pass the Algebra 1 EOC this year, while filling in skill gaps that currently exist.</p> | |
| <p>Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.</p> | <p>Tasks/Action Steps:</p> <ol style="list-style-type: none"> 1. Identify the nine students who did not pass the Algebra 1 EOC last year, adjust schedules if needed. 2. Review grades and data from previous years. 3. Recode Algebra 1 to Algebra 1A on student transcripts. 4. Move students to Algebra 1 this year. 5. Students are provided direct instruction using Data Driven Individualized Intervention Plans through IXL (Math) <p>Evidence: (Identify documents and artifacts)</p> <ul style="list-style-type: none"> • Standard Tracking • IXL Math Data • Classroom Assessment Data • Formal/Informal Measures • Algebra 1 EOC practice test • Algebra 1 EOC • Math Team Data Tracking <p>Person(s) Responsible: Javon Williams / Patricia Pagozalski / Jessica Chapman</p> <p>Timeline: September 2023-May 2024</p> <p>Budget Amount: n/a Budget Source: n/a</p> | |
| <p>Strategy #2: Describe the strategy that will support this goal</p> | <p>Implement IXL Math as an effective in-classroom intervention tool to improve the math skills and proficiency of the 30 students who represent the lowest quartile of learners.</p> | |
| <p>Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.</p> | <p>Tasks/Action Steps:</p> <ol style="list-style-type: none"> 1. Identify the lowest quartile in math. 2. Review grades and data from previous years. 3. Students complete diagnostic testing on IXL with fidelity. 4. Teachers use data from IXL to prescribe support lessons. 5. Teachers use data from IXL to identify patterns of math deficit with specific groups of learners. 6. Teachers use data from IXL to inform their instruction. | |

| | | |
|---|---|--|
| | Evidence: (Identify documents and artifacts) | <ul style="list-style-type: none"> ● Standard Tracking ● IXL Math Data ● Classroom Assessment Data ● Formal/Informal Measures |
| | Person(s) Responsible: | Javon Williams/Marilynn Griffith/Patricia Pagozalski |
| | Timeline: | September 2023-May 2024 |
| | Budget Amount: <p style="text-align: center;">\$2,570.00</p> <p style="text-align: center;">IXL Site License: \$2,570.00</p> | Budget Source: State Appropriation |
| Strategy #3: Describe the strategy that will support this goal | Students will receive targeted math intervention from a skilled math intervention teacher through Power Hour for 40 minutes a week, one time per week on Wednesdays during lunch. | |
| Tasks/Action Steps: Describe the action steps that will be taken to support this strategy. | Tasks/Action Steps: <ol style="list-style-type: none"> 4. Identify students in lowest quartile. 5. Assign students in lowest quartile to a Power-Hour with a math interventionist teacher (Javon Williams/Marilynn Griffith) 6. Math intervention provided through the following measures: <ol style="list-style-type: none"> d. Direct Instruction using Data Driven Individualized Intervention Plans. e. IXL Math (research and evidence-based math program) <p><i>Note: When students struggle in both reading and math and require intervention in both, reading will always come first during Power Hour, and math intervention will follow.</i></p> | |
| | Evidence: (Identify documents and artifacts) | <ul style="list-style-type: none"> ● IXL Math Data ● Classroom Assessments ● Formal/Informal Measures ● Algebra 1 EOC practice test ● Geometry EOC practice test ● Algebra 1 EOC ● Geometry EOC |
| | Person(s) Responsible: | Javon Williams / Marilynn Griffith / Patricia Pagozalski |
| | Timeline: | September 2023-May 2024 |
| | Budget Amount: <p style="text-align: center;">\$2,570.00</p> <p style="text-align: center;">IXL Site License: \$2,570.00</p> | Budget Source: State Appropriation |

| | | |
|--|---|--|
| <p>Goal #3: (SMART – Specific, Measurable, Attainable, Realistic, Time-Bound)</p> | <p>During the 2023-2024 School year, we will identify and provide targeted social-emotional support to 9th and 10th grade students who aspire to participate in TCC’s dual-enrollment programs but have demonstrated a need for additional social and emotional support.</p> | |
| <p>School Vision/Mission Alignment:</p> | <p>Tallahassee Collegiate Academy is committed to preparing students for higher education opportunities and future career success. Our mission is to provide an education that addresses not only academic needs but the social and emotional well-being of our students. We recognize that students may be academically ready but must also be socially ready to take on the demands and executive functioning skills in Dual-Enrollment.</p> | |
| <p>District Vision/Mission Alignment:</p> | <p>Our TCC District provides high-quality education that equips students for lifelong success. For our students to move to TCC successfully, they must first be equipped both socially and emotionally to handle the additional workload and demands. We prioritize the holistic development of students, including their social and emotional well-being.</p> | |
| <p>Strategy #1: Describe the strategy that will support this goal</p> | <p>Establish a Leadership Class led by our school counselor that equips students with a targeted social-emotional learning curriculum to include executive functioning skills.</p> | |
| <p>Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.</p> | <p>Tasks/Action Steps:</p> <ol style="list-style-type: none"> 1. Identify students to take the class, check schedules and schedule students accordingly. 2. Plan curriculum in collaboration with Leadership and the School Counseling Office to cover key areas that we want to provide to students as areas of support. 3. Identify book studies that students will complete collaboratively. Example: The 7 Habits of Highly Effective Teens | |
| | <p>Evidence: (Identify documents and artifacts)</p> | <ul style="list-style-type: none"> • Percentage of Leadership Class/SGA students who will take a Dual-Enrollment course when ready • Pre-Assessment and Post-Assessment on student self-efficacy • Student Grades • Student Persistence in HS courses and consistent demonstration of college readiness. |
| | <p>Person(s) Responsible:</p> | <p>Quashier Flood/Jessica Chapman</p> |

| | | |
|---|---|---|
| | Timeline: | September 2023-May 2024 |
| | Budget Amount: \$12,000.00 \$2,000.00 for student books for book study \$10,000.00 – 1/5 of school counselor salary for instruction | Budget Source: State Appropriation |
| Strategy #2: Describe the strategy that will support this goal | Establish a partnership with Florida Ready to Work to provide student soft-skills training in the areas of effective communication, teamwork and collaboration, critical thinking and problem solving. Selected targeted students will work through the Florida Soft Skills program and earn the Florida Soft Skills Credentials. This training will strengthen students socially and emotionally and provide support before beginning dual-enrollment. | |
| Tasks/Action Steps: Describe the action steps that will be taken to support this strategy. | Tasks/Action Steps: <ol style="list-style-type: none"> 1. Identify students who would benefit from additional support before entering their dual-enrollment workforce pathway. 2. All students in the Leadership class will take the soft-skills training as well. 3. Implement the soft-skills training with a whole-student approach | |
| | Evidence: (Identify documents and artifacts) | <ul style="list-style-type: none"> • Percentage of Leadership Class/SGA students who will take a Dual-Enrollment course when ready • Pre-Assessment and Post-Assessment on student self-efficacy • Student Grades • Percentage of targeted students who complete and earn The Florida Soft Skills Credential |
| | Person(s) Responsible: | Matt Gregory/Jessica Chapman |
| | Timeline: | September 2023-May 2024 |
| | Budget Amount: n/a (Free to Florida Schools) | Budget Source: n/a |
| Strategy #3: Describe the strategy that will support this goal | We will identify and assign students who self-identify or parent-identify as struggling with anxiety to participate in anxiety support group for 40/minutes per week led by our school counselor. Identified students would have demonstrated decreased school | |

| | | |
|---|--|--|
| | attendance due to anxiety and increased school attendance would be a goal of the group. | |
| Tasks/Action Steps: Describe the action steps that will be taken to support this strategy. | Tasks/Action Steps: <ol style="list-style-type: none"> 1. Identify students who need the support group, as evidenced by self or parental reporting. 2. Provide school counselor with the list of students who wish to participate in the group. 3. Provide school counselor with a book-study for students in overcoming anxiety and managing anxiety effectively both in school and beyond. 4. Engage parents in our process, providing resources and information to support their students at home. | |
| | Evidence: (Identify documents and artifacts) | <ul style="list-style-type: none"> • Percentage of students who attend support group who increase their school attendance/decrease anxiety-related absences. • Pre-Assessment and Post-Assessment on student self-efficacy, anxiety management |
| | Person(s) Responsible: | Quashier Flood / Matt Gregory |
| | Timeline: | September 2023-May 2024 |
| | Budget Amount: \$500 \$500 / books for students and parent support group | Budget Source: State Appropriation |

| | |
|--|--|
| Goal #4: (SMART – Specific, Measurable, Attainable, Realistic, Time-Bound) | During the 2023-2024 School year, we will identify and provide targeted academic support to 9 th and 10 th grade students who aspire to participate in TCC’s dual-enrollment programs but have demonstrated a need for additional academic support in order to qualify for dual-enrollment. The students in this area are not in our lowest quartile and mostly are on grade level, but need additional work in order to demonstrate the level of college-readiness required to qualify for dual-enrollment. |
| School Vision/Mission Alignment: | Tallahassee Collegiate Academy is committed to preparing students for higher education opportunities and future career success. We recognize that students may not all be academically ready for dual-enrollment but come to us very close to college-readiness. TCA prioritizes college and career readiness in order to prepare students for future success in TCC dual-enrollment programs. |

| | | | |
|--|---|---|--|
| <p>District Vision/Mission Alignment:</p> | <p>The district’s mission is to provide a high-quality education that prepares students for future success. This goal directly supports the district’s mission by addressing the specific needs of a group of students who require support to reach their full potential at the college. By providing students with targeted support, we are equipping students with the skills needed to qualify and excel in dual-enrollment at TCC.</p> | | |
| <p>Strategy #1: Describe the strategy that will support this goal</p> | <p>Review previous testing data, and strategically select students scoring at a Level 3 to take the PERT assessment to predict college and career readiness based on prior scores. While the PERT is not required to dual-enroll, for students who do not have a qualifying grade or score, (Especially in English), we can have them take the PERT to qualify for Dual-Enrollment. The PERT can also inform where the student is showing deficits, and we can remediate the student and have them take the PERT again in a timely manner as the test is fluid.</p> | | |
| <p>Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.</p> | <p>Tasks/Action Steps:</p> <ol style="list-style-type: none"> 1. Review previous testing data from prior years 2. Review grades for private and home school students who did not take a state test / have no prior year data to review 3. Sign students up to take the PERT at TCC 4. Track PERT scores and students who demonstrate college-readiness 5. Students who do not demonstrate college-readiness will be remediated and provided with targeted intervention in areas as identified by the PERT test. | | |
| | <p>Evidence: (Identify documents and artifacts)</p> | <ul style="list-style-type: none"> • PERT Test | |
| | <p>Person(s) Responsible:</p> | <p>Quashier Flood/Patricia Pagozalski/Matt Gregory</p> | |
| | <p>Timeline:</p> | <p>September 2023-May 2024</p> | |
| | <p>Budget Amount: n/a</p> | <p>Budget Source: State Appropriation</p> | |
| <p>Strategy #2: Describe the strategy that will support this goal</p> | <p>Provide test-taking strategies during Power-Hour once per week for 40/minutes a week for students who demonstrate high grades but low test-scores, with the intention that our students will perform better on standardized tests used to inform their college-readiness score.</p> | | |
| <p>Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.</p> | <p>Tasks/Action Steps:</p> <ol style="list-style-type: none"> 1. Discuss student grades vs. low standardized test scores with teachers for qualitative data gathering. 2. Review students who have high GPAs but low standardized tests 3. Review students who attended private or homeschool and did not take standardized tests previously | | |

| | | | | | | | | | | | |
|---|--|---|---|--|---|-------------------------------|---|------------------|-------------------------|---------------------------|---------------------------|
| | <p>4. Develop a roster and schedule students in Power-Hour 5. Review curriculum and track student progress</p> | | | | | | | | | | |
| | <table border="1"> <tr> <td data-bbox="555 275 894 466">Evidence: (Identify documents and artifacts)</td> <td data-bbox="894 275 1416 466"> <ul style="list-style-type: none"> • Performance on class assessments • Pretest / Post test • Performance on standardized practice tests </td> </tr> </table> | Evidence: (Identify documents and artifacts) | <ul style="list-style-type: none"> • Performance on class assessments • Pretest / Post test • Performance on standardized practice tests | | | | | | | | |
| Evidence: (Identify documents and artifacts) | <ul style="list-style-type: none"> • Performance on class assessments • Pretest / Post test • Performance on standardized practice tests | | | | | | | | | | |
| | <table border="1"> <tr> <td data-bbox="555 478 894 504">Person(s) Responsible:</td> <td data-bbox="894 478 1416 504">Caitlin Ward / Patricia Pagozalski</td> </tr> </table> | Person(s) Responsible: | Caitlin Ward / Patricia Pagozalski | | | | | | | | |
| Person(s) Responsible: | Caitlin Ward / Patricia Pagozalski | | | | | | | | | | |
| | <table border="1"> <tr> <td data-bbox="555 516 894 541">Timeline:</td> <td data-bbox="894 516 1416 541">September 2023-April 2024</td> </tr> </table> | Timeline: | September 2023-April 2024 | | | | | | | | |
| Timeline: | September 2023-April 2024 | | | | | | | | | | |
| | <table border="1"> <tr> <td data-bbox="555 554 894 579">Budget Amount: n/a</td> <td data-bbox="894 554 1416 579">Budget Source: n/a</td> </tr> </table> | Budget Amount: n/a | Budget Source: n/a | | | | | | | | |
| Budget Amount: n/a | Budget Source: n/a | | | | | | | | | | |
| <p>Strategy #3: Describe the strategy that will support this goal</p> | <p>Provide students who show deficits in Math and are not ready to dual-enroll in Math but have completed Algebra 1 and Geometry successfully with a Math Intervention course aimed at strengthening college-readiness skills in order to perform well on the PERT in Math. The intention is to be in the math intervention course for only one semester and qualify for dual-enrollment by the very next semester.</p> | | | | | | | | | | |
| <p>Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.</p> | <table border="1"> <tr> <td colspan="2" data-bbox="555 863 1416 1276"> <p>Tasks/Action Steps:</p> <ol style="list-style-type: none"> 1. Discuss student grades vs. low standardized math test scores with teachers for qualitative data gathering. 2. Schedule students in Math for College Liberal Arts with Ms. Marilyn Griffith who will provide robust instruction in math to fill in skill gaps that exist. 3. Review students who attended private or homeschool and did not take standardized tests previously 4. Review curriculum and track student progress. 5. Schedule students for the PERT test several times first semester </td> </tr> <tr> <td data-bbox="555 1283 894 1339">Evidence: (Identify documents and artifacts)</td> <td data-bbox="894 1283 1416 1339"> <ul style="list-style-type: none"> • Qualifying score on PERT math </td> </tr> <tr> <td data-bbox="555 1346 894 1371">Person(s) Responsible:</td> <td data-bbox="894 1346 1416 1371">Marilynn Griffith / Patricia Pagozalski</td> </tr> <tr> <td data-bbox="555 1377 894 1402">Timeline:</td> <td data-bbox="894 1377 1416 1402">September 2023-May 2024</td> </tr> <tr> <td data-bbox="555 1409 894 1434">Budget Amount: n/a</td> <td data-bbox="894 1409 1416 1434">Budget Source: n/a</td> </tr> </table> | <p>Tasks/Action Steps:</p> <ol style="list-style-type: none"> 1. Discuss student grades vs. low standardized math test scores with teachers for qualitative data gathering. 2. Schedule students in Math for College Liberal Arts with Ms. Marilyn Griffith who will provide robust instruction in math to fill in skill gaps that exist. 3. Review students who attended private or homeschool and did not take standardized tests previously 4. Review curriculum and track student progress. 5. Schedule students for the PERT test several times first semester | | Evidence: (Identify documents and artifacts) | <ul style="list-style-type: none"> • Qualifying score on PERT math | Person(s) Responsible: | Marilynn Griffith / Patricia Pagozalski | Timeline: | September 2023-May 2024 | Budget Amount: n/a | Budget Source: n/a |
| <p>Tasks/Action Steps:</p> <ol style="list-style-type: none"> 1. Discuss student grades vs. low standardized math test scores with teachers for qualitative data gathering. 2. Schedule students in Math for College Liberal Arts with Ms. Marilyn Griffith who will provide robust instruction in math to fill in skill gaps that exist. 3. Review students who attended private or homeschool and did not take standardized tests previously 4. Review curriculum and track student progress. 5. Schedule students for the PERT test several times first semester | | | | | | | | | | | |
| Evidence: (Identify documents and artifacts) | <ul style="list-style-type: none"> • Qualifying score on PERT math | | | | | | | | | | |
| Person(s) Responsible: | Marilynn Griffith / Patricia Pagozalski | | | | | | | | | | |
| Timeline: | September 2023-May 2024 | | | | | | | | | | |
| Budget Amount: n/a | Budget Source: n/a | | | | | | | | | | |
| <p>Goal #5: (SMART – Specific, Measurable, Attainable, Realistic, Time-Bound)</p> | <p>By the end of the 2023-2024 school year, TCA Administration, Faculty and Staff – in collaboration with TCC- will provide students at Tallahassee Collegiate Academy with comprehensive exposure to all of the STEM A.S. Degree pathways offered at TCC, enabling students to see into the future and make an informed decision as they select their A.S. Degree pathway of study.</p> | | | | | | | | | | |
| <p>School Vision/Mission Alignment:</p> | <p>Tallahassee Collegiate Academy is committed to preparing students for higher education opportunities and future career success. We recognize that students may not all be ready to choose a degree pathway until they have been properly exposed</p> | | | | | | | | | | |

| | | |
|---|---|--|
| | to each degree. TCA prioritizes exposure in order to assist students in making an informed decision in their A.S. Degree pathway selection. | |
| District Vision/Mission Alignment: | Our TCC District provides high-quality education that equips students for lifelong success. For our students to move to TCC successfully, they must first be informed about all that TCC has to offer when making a degree pathway selection. | |
| Strategy #1: Describe the strategy that will support this goal | Develop high school electives around A.S. Degrees offered at TCC, to provide a “first-look” at fields of study from the high-school perspective to aid students in making their selection. | |
| Tasks/Action Steps: Describe the action steps that will be taken to support this strategy. | Tasks/Action Steps: <ol style="list-style-type: none"> 1. The following electives are offered at TCA in order to provide students with a “first look” into certain fields of study: <ul style="list-style-type: none"> • Cybersecurity Essentials – this course offers an overview of Cybersecurity and provides students with the basics needed to gain interest in the field of Cybersecurity. • Artificial Intelligence in the World- this is an introductory course that guides students through the building blocks, concepts and tools of artificial intelligence. • Integrated Science/STEM – students spend several weeks exploring the science involved in each STEM A.S. degree pathway offered at TCC. 2. Allow students to select courses based on their interest, initial interest surveys, and predicted outcomes. | |
| | Evidence: (Identify documents and artifacts) | <ul style="list-style-type: none"> • By the end of 9th grade year, students will be able to make an informed decision based on the degree pathway they would like to choose. |
| | Person(s) Responsible: | Brandi Faison/Jessica Chapman/Patricia Pagozalski/Javon Williams/Marilynn Griffith |
| | Timeline: | August 2023-May 2024 |
| | Budget Amount: \$40,000.00 for FLVS curriculum that aligns with A.S. Degree Pathways | Budget Source: TCC’s CTE / Workforce Grant provided by the Florida Department of Education to establish Tallahassee Collegiate Academy |
| Strategy #2: Describe the strategy that will support this goal | TCA will host STEM Immersion week in April which will provide students with a week-long discovery into the A.S. Degrees pathway of their choice. 9 th graders will be provided the ability to explore several options, while 10 th graders will be required to narrow it down to one focus degree. | |
| | Tasks/Action Steps: | |

| | | |
|--|---|--|
| <p>Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.</p> | <ol style="list-style-type: none"> 1. Identify all STEM A.S. Degree pathways offered by TCC that are of interest to TCA students, including any new pathways. 2. Schedule guest speakers 3. Collaborate with businesses 4. Collaborate with TCC / professors and current students 5. Collaborate with the TCC STEM center 6. Host STEM Immersion Week | |
| | <p>Evidence: (Identify documents and artifacts)</p> | <ul style="list-style-type: none"> • By the end of STEM immersion week, students would have selected their degree pathway of choice and can begin academic and career planning. |
| | <p>Person(s) Responsible:</p> | <p>Brandi Faison/Melanie Larson/Jessica Chapman/Matt Gregory/Patricia Pagozalski/Quashier Flood</p> |
| | <p>Timeline:</p> | <p>April 2024</p> |
| | <p>Budget Amount: \$5,000.00 – curriculum, printing, guest speakers, student STEM Immersion Shirts</p> | <p>Budget Source: State Appropriation</p> |
| <p>Strategy #3: Describe the strategy that will support this goal</p> | <p>TCA will work to collaborate with TCC A.S. Degree Pathways throughout the year for various events and symposiums in order to attract student interest. (Example: Cybersecurity Symposium)</p> | |
| <p>Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.</p> | <p>Tasks/Action Steps:</p> <ol style="list-style-type: none"> 1. Meet with TCC leaders regularly to identify areas that we can collaborate. 2. Pay attention to TCC board meeting minutes and information released about new A.S. Degrees coming out in the future/stay informed. 3. Plan events in collaboration with TCC that support the A.S. Degree pathways. <ul style="list-style-type: none"> • TCA’s Dual-Enrollment Information Breakfast (TCC-Jessica Jones presentation- August 2023) • Cybersecurity Symposium (TCC/TCA- Oct 2023) • World Of Work (TCC/Building Automation Systems- Oct 2023) • Artificial Intelligence Training with UF (TCA instructor attending- Oct 2023) • Meeting scheduled with TCC STEM Center to learn about how TCA students who are dual-enrolling can get involved with TCC STEM – (TCA/TCC- Nov 2023) | |

| | | |
|--|---|---|
| | <ul style="list-style-type: none"> Additional Events will be planned leading up to STEM Immersion Week | |
| | Evidence: (Identify documents and artifacts) | <ul style="list-style-type: none"> Plan at least ten strategic events throughout the year that lead to exposure for students. Successful events and collaboration |
| | Person(s) Responsible: | Jessica Chapman |
| | Timeline: | August 2023-May 2024 |
| | Budget Amount: n/a | Budget Source: n/a |



444 Appleyard Drive
Tallahassee, Florida 32304-2895
850.5046300 | www.tca.fl.edu

October 30, 2023

M E M O R A N D U M

TO: Governing Board for Tallahassee Collegiate Academy

FROM: Jessica Chapman, Principal

SUBJECT: Schedule of Teacher Observations for 2023-2024

Item Description

This item requests approval of the proposed Schedule of Teacher Observations for 2023-2024.

Overview and Background

Teacher Observations are designed to support effective instruction and student learning growth. The quality and implementation of observations and feedback directly support school-wide learning goals. Results of teacher observations are used in a coaching model to identify professional development needs both individually and school-wide.

The attached Schedule of Teacher Observations outlines the *frequency* at which educators will undergo observation at TCA. Observation data is one element in the teacher evaluation calculation. This Schedule of Teacher Observations serves as a means of communication and agreement between the Principal, Board, and Teachers, and establishes the minimum teacher evaluation threshold. Due to our model of innovation, administrators are in classrooms every day, and coaching is an ongoing process. In addition, teachers observe and learn from their peers as well.

To develop the schedule, teachers were placed into categories based on years of teaching experience. The number of formal and informal observations and walkthroughs needed are dictated based on years of experience. Category 1A teachers are first year teachers, and an observation must be conducted within the first 45 days of employment. There are no first year teachers at TCA. Instructional Support teachers are teachers who have demonstrated Needs Improvement in prior years and have been provided an Instructional Support plan. There are no Instructional Support Teachers at TCA.

77% of our teachers at TCA fall into Category 3, with ten or more years of teaching. However, due to our innovative teaching methods and project based learning approach, many of these teachers are teaching differently than they have in the past and we are working on a consistent instructional coaching approach, which they welcome.

Funding/ Financial Implications

None

Past Actions by the Board

None

Recommended Action

Review and Approve the Schedule of Teacher Observations for 2023-2024 as presented.



TCA Schedule of Observations

2023-2024 School Year

| Teacher Category | Formal Observations (Announced) | Informal Observations (Announced or Unannounced) | Walkthroughs (not a limited number) |
|--|------------------------------------|--|--|
| CATEGORY 1A *1 st Year Teachers | 2 *1 during first 45 Days | 2 | Once nine weeks |
| CATEGORY 1 *2 nd -3 rd Year Teachers | 2 | 2 | Once a semester |
| CATEGORY 2 *Starting with your 4 th year of Teaching | 1 | 1 | Once a semester |
| CATEGORY 3 *Starting with your 10 th year of Teaching | 1 | 1 | Once a semester |
| Instructional support Teacher | 2 | 2 | Once each nine weeks |
| *The number of observations listed above serve as a minimum requirement | | | |



444 Appleyard Drive
Tallahassee, Florida 32304-2895
850.5046300 | www.tca.fl.edu

October 30, 2023

MEMORANDUM

TO: Governing Board for Tallahassee Collegiate Academy

FROM: Jessica Chapman, Principal

SUBJECT: Projected Enrollment for 2024-2025

Item Description

This item requests approval of the Projected Enrollment numbers for Tallahassee Collegiate Academy for 2024-2025.

Overview and Background

As outlined in the Florida Standard Charter Contract agreed upon between Tallahassee Community College and Tallahassee Collegiate Academy; by November 1 of each year, the school will provide to the sponsor the school's preliminary projected enrollment for the following school year. The preliminary projected enrollment shall not constitute a cap on the school's enrollment for the following school year, but should serve as a goal.

As shared in the enrollment update, there are 142 students currently enrolled at Tallahassee Collegiate Academy. There are 82 9th graders, 49 10th graders, and 11 11th graders.

Upon opening, our initial projection was for 100 students. Due to community excitement, we increased that goal to 200 students, landing at 142.

For the 2024-2025 school year, we would like to even our numbers out in 9th and 10th grade, so instead of bringing in 100 new students, we would like to increase that number to 125.

The breakdown of those numbers is as follows: 100 9th graders, 25 10th graders. The addition of 25 10th graders would increase our 10th grade numbers to around 100 students, bringing our school overall enrollment to ~267.

The total enrollment goal for 2024-2025 is **260** students, accounting for fluidity and fluctuation with student numbers. *Please see the attached Enrollment Projection Data Chart for a proposed comprehensive look at the next five years.*

Funding/ Financial Implications

None

Past Actions by the Board

None

Recommended Action

Review and Approve the Projected Enrollment numbers for Tallahassee Collegiate Academy as presented.

Tallahassee Collegiate Academy - Enrollment Projections – Years 1 through 5

| Grade Level | Number of Students | | | | |
|--------------|--------------------|-------------------|-------------------|-------------------|-------------------|
| | Year 1 Actual | Year 2 Projection | Year 3 Projection | Year 4 Projection | Year 5 Projection |
| 9 | 82 | 100 | 100 | 100 | 100 |
| 10 | 49 | 100 | 100 | 100 | 100 |
| 11 | 11 | 49 | 100 | 100 | 100 |
| 12 | | 11 | 50 | 100 | 100 |
| Total | 142 | 260 | 350 | 400 | 400 |



444 Appleyard Drive
Tallahassee, Florida 32304-2895
850.5046300 | www.tca.fl.edu

October 30, 2023

M E M O R A N D U M

TO: Governing Board for Tallahassee Collegiate Academy

FROM: Jessica Chapman, Principal

SUBJECT: Memorandum of Understanding – University of South Florida

Item Description

This item requests approval of the Memorandum of Understanding with USF to collaborate on a project related to Response to Intervention (RTI) services for special populations.

Overview and Background

To help facilitate and inform implementation of a problem-solving and response-to-intervention model in the state, the Florida Department of Education and University of South Florida have partnered to create the Florida Problem Solving/Response to Intervention (PS/RTI) project. This project provides support to our school to ensure that our PS/RTI team is operating at the highest possible standard, ensuring that all students receive the comprehensive assistance that they require. The PS/RTI Team is a mandatory process for all school districts. This process allows us to identify students demonstrating learning difficulties, and test theories for why the student is struggling. Various interventions are implemented, and at times, students are evaluated for disabilities through the school district.

The attached Memorandum of Understanding outlines the terms and conditions between USF and TCA to collaborate on the Response to Intervention (RTI) processes at TCA. To provide clarity to provision 2. b. 5., shared information – the information will be provided ensuring that individual student names are not be identified, to remain in compliance with FERPA law. The purpose for the information sharing is so that the professionals working with us on the project can provide strategic support that is relevant to our student body.

Funding/ Financial Implications

This is a discretionary project funded through the Florida Department of Education, there will be no cost to the school.

Past Actions by the Board

None

Recommended Action

Review and Approve the Memorandum of Understanding with USF as presented.

MEMORANDUM OF UNDERSTANDING

This memorandum of understanding is between the University of South Florida Board of Trustees, a public body corporate (“**USF**”) and Tallahassee Collegiate Academy (“**Collaborator**”).

1. Purpose

The Florida Department of Education and USF have partnered to create the Florida Problem Solving/Response to Intervention Project (“**Project**”) to help facilitate the statewide implementation of a problem-solving and response-to-intervention model. The Project supports districts and schools with their multi-tiered system of supports (“**MTSS**”) regarding assessment, instruction, and intervention across the tiers; data-based problem solving; leveraging technology; and universal education. The Project provides Florida educators training, technical assistance, and other support to facilitate utilization of MTSS to promote the academic, behavioral, and social-emotional growth of all students. Collaborator wants to participate in and use the training, technical assistance, and other support available through the Project. The purpose of this memorandum of understanding (“**MOU**”) is to clearly identify the responsibilities of each party related to the Project.

2. Party Responsibilities

(a) USF shall do the following:

- (1) Provide consultation and professional learning support to help the Collaborator identify needs and attain goals for student learning,
- (2) Help build Collaborator’s capacity to refine and improve their MTSS,
- (3) Engage in a mutual and transparent collaboration and problem solving with the Collaborator to promote continuous improvement and progress toward Collaborator’s identified goals, and
- (4) Help the Collaborator gather, organize, and interpret data for the purposes of planning, problem solving, and continuous improvement of their MTSS and student outcomes.

(b) Collaborator shall do the following:

- (1) Identify one or more accountable officers to establish processes and procedures and allocate available resources related to Collaborator’s participation in the Project,
- (2) Use a structured problem solving and planning process to address identified needs and attain goals,
- (3) Engage in an ongoing mutual and transparent collaboration and problem solving with USF to promote continuous improvement and progress toward Collaborator’s identified goals,
- (4) Gather, organize, interpret, and apply data for the purposes of planning, problem solving, and continuous improvement, and
- (5) Share information and data with USF, including educator knowledge, skills, and dispositions; implementation of relevant critical components of MTSS; and aggregate district and school level student outcome data to evaluate the effectiveness of the training, technical assistance, and other support available through the Project.

3. **Termination**

Either party may terminate this MOU, with or without cause, upon no less than 30 days written notice.

4. **Non-binding**

This MOU is not intended by the parties to be legally binding.

5. **No Warranty**

USF makes no representation or warranty, express or implied, as to the accuracy or completeness of any of the information provided with the training, technical assistance, and other support available through the Project, as to the merchantability or fitness of such information for a particular purpose, or that the use of such information will not infringe any patent, copyright, trademark, or other proprietary rights.

6. **Protection of Personal Information**

Each party shall implement reasonable and appropriate safeguards to protect personal information as defined in § 501.171, Fla. Stat. and educational records as defined in § 1002.225, Fla. Stat. and 20 U.S.C. § 1232 disclosed by the other party in the performance of this Project (“**Personal Information**”), safeguard and prevent any unauthorized use or disclosure of Personal Information in accordance with applicable federal and state law, limit access to Personal Information to only its employees with a need to access the Personal Information to perform their job duties related to the Project, and ensure that such employees are aware of the obligations of this section. If either party becomes aware of any unauthorized use or disclosure of Personal Information, or has a reasonable belief that substantial risk of unauthorized use or disclosure exists, it will provide written notice to the other party within 5 calendar days from the discovery of such unauthorized use or disclosure or substantial risk thereof. Each party will cooperate fully to assist the other party in identifying individuals potentially affected by such unauthorized use or disclosure. Each party will be responsible for its own reasonable costs and expenses associated with such cooperation.

7. **Sovereign Immunity**

Each party has sovereign immunity as a state agency or subdivision of the State of Florida. Each party assumes risk of injury or loss of property, personal injury, or death caused by the negligent or wrongful act or omission of its employees while acting within the scope of their employment for a claim or judgment by any one person up to \$200,000 or any claim or judgment, or portions thereof, which, when totaled with all other claims or judgments paid by the State of Florida or its agencies or subdivisions arising out of the same incident or occurrence up to \$300,000. The parties each acknowledge that nothing contained in this MOU will be construed as the consent of USF, the Collaborator, or the State of Florida, including, its agents, agencies, or subdivisions to be sued except as provided for herein or a waiver of sovereign immunity by USF, the Collaborator, or the State of Florida, including, its agents, agencies, or subdivisions beyond that provided in § 768.28, Fla. Stat.

8. **Notices.**

- (a) For a notice or other communication under this MOU to be valid, it must be in writing and delivered (1) by hand, (2) by private courier service with proof of delivery and all fees prepaid, (3) by registered or certified mail with return receipt requested and postage prepaid, or (4) by email with delivery confirmation.

- (b) For a notice or other communication to a party under this MOU to be valid, it must be addressed using the information specified below for that party or any other information specified by that party in a notice in accordance with this section.

To USF: The University of South Florida Board of Trustees
 ATTN: Dr. Prasant Mohapatra, Provost and Executive Vice President
 4202 E. Fowler Avenue, CGS 401
 Tampa, FL 33620
 pmohapatra@usf.edu

With Copy to:

Office of the General Counsel
Timothy C. Mays, Jr., Associate General Counsel
4202 E. Fowler Avenue, GCS 301
Tampa, FL 33620
813-974-8711
Timothy45@usf.edu

To Collaborator: Tallahassee Collegiate Academy
 ATTN: Jessica Chapman, **Principal, Tallahassee Collegiate Academy**
 444 Appleyard Drive
 Tallahassee, FL 32304
 jessica.chapman@tcc.fl.edu

A valid notice or other communication under this MOU will be effective when received by the party to which it is addressed. It will be deemed received as follows:

- (1) if it is delivered by hand, by private courier service with proof of delivery and all fees prepaid, by registered or certified mail with return receipt requested and postage prepaid, or by email with delivery confirmation, upon receipt as indicated by the date on the signed or otherwise validated receipt; and
 - (2) if the party to which it is addressed rejects or otherwise refuses to accept it, or if it cannot be delivered because of a change in address for which no notice was given, then upon that rejection, refusal, or inability to deliver.
- (c) If a valid notice or other communication is received after 5:00 p.m. on a business day at the location specified in the address for that party, or on a day that is not a business day, then that notice or other communication will be deemed received at 9:00 a.m. on the next business day.

9. **Modification; Waiver**

No amendment of this MOU will be effective unless it is in writing and signed by the parties. No waiver under this MOU will be effective unless it is in writing and signed by the party granting the waiver. A waiver granted on one occasion will not operate as a waiver on other occasions.

10. **Effectiveness and Date**

This MOU will become effective when all parties have signed it. The date of this MOU will be the date this MOU is signed by the last party to sign it. If a party signs this MOU but fails to date their signature, the date the other party receives the signing party's signature will be deemed to be the date the signing party signed this MOU.

[SIGNATURE PAGE FOLLOWS]



444 Appleyard Drive
Tallahassee, Florida 32304-2895
850.5046300 | www.tca.fl.edu

October 30, 2023

M E M O R A N D U M

TO: Governing Board for Tallahassee Collegiate Academy

FROM: Jessica Chapman, Principal

SUBJECT: Service Contract – Talk of the Town Speech Therapy LLC - Speech Services

Item Description

This item requests approval of the service contract with Talk of the Town Speech Therapy, LLC.

Overview and Background

Many schools, particularly small schools, often contract out with Exceptional Student Education (ESE) service providers for many reasons, to include specialized expertise, legal compliance, resource efficiency, and access to a wide range of services. The contract with Talk of the Town Speech Therapy, LLC is for speech services for one student who requires one hour a week of services per the student Individualized Education Plan (IEP).

TCA does not currently have a licensed speech therapist on staff. TCC does not have a licensed speech therapist on staff. Due to this, we are seeking to outsource to a service provider. TCA Administration has met with the service provider, Talk of the Town Speech Therapy, LLC, and reviewed the student IEP requirements.

While TCA reviewed the IEP, made the determination of services needed, consulted with TCC to determine if there was an existing employee with this certification, and thus sought out a service provider, the student was in need of services. As such, and in accordance with law, compensatory services were offered. Compensatory services are services that a school district provides to a student in order to make up for services not provided in the past due to staffing or other situations. The parent declined the compensatory services, but does wish for services to start once established.

Services will be billed every 30/days. Talk of the Town Speech Therapy, LLC will be involved in the students IEP meeting in order to make recommendations regarding student needs and services.

Funding/ Financial Implications

The estimated cost for the 2023-2024 school year is \$2,300. This amount has been budgeted for in the TCA budget under ESE Direct Services.

Past Actions by the Board

None

Recommended Action

Review and Approve the Service Contract with Talk of the Town Speech Therapy, LLC as presented.

AGREEMENT TO PROVIDE THERAPY SERVICES FOR TALLAHASSEE COLLEGIATE ACADEMY

I. SCOPE OF SERVICES

This contract agreement is between **Tallahassee Collegiate Academy, Tallahassee, Florida** hereinafter referred to as **“AGENCY”** and **“Talk of the Town Speech Therapy LLC”** , hereinafter referred to as **“CONTRACTOR”** for the **2023-24 school year**.

The AGENCY is in the business of providing childhood services to children with special needs enrolled in its program, and in the conduct of such business, desires to enter into a service agreement whereby the CONTRACTOR shall provide speech language therapy services.

II. NATURE OF WORK

CONTRACTOR shall provide speech language therapy services with respect to all matters relating or affecting the provision of speech language to the AGENCY. CONTRACTOR shall render services according to professional qualifications, and provide copies of appropriate registration, State of Florida licensure and/or permit, and proof of Professional Liability Insurance, all of which shall be maintained throughout the terms of this agreement.

III. PAYMENT

Services provided by the CONTRACTOR and authorized by the AGENCY shall be compensated at the following: **1 hour weekly at \$80.00 per hour**. CONTRACTOR will submit invoices and upon verification of the services, the AGENCY will make payments to the CONTRACTOR within **thirty (30) days** from the date of receipt of the invoice. **PAYMENTS SHALL BE MADE PAYABLE TO: Talk of the Town Speech Therapy LLC.**

IV. STATUS OF CONTRACTOR AND RELATIONSHIP OF PARTIES

The relationship between the AGENCY and the CONTRACTOR, its employees and agents, shall be that of an independent contractor, and CONTRACTOR will not be considered an employee of the AGENCY for any purpose.

V. REPRESENTATIONS

(a) Each party fully understands the provisions of this Agreement and each is signing this Agreement freely and voluntarily intending to be bound by its terms.

(b) Each party understands and agrees that this Agreement constitutes the contract of the parties.

IN WITNESS WHEREOF, the parties have caused this agreement to be duly executed on the dates hereinafter indicated.

_____ (CONTRACTOR) DATE

TALLAHASSEE COLLEGIATE ACADEMY

_____ (REPRESENTATIVE) DATE



October 23, 2023

Dear [REDACTED],

[REDACTED] has been identified as a student receiving speech services as outlined in his Individual Education Plan (IEP) at Tallahassee Collegiate Academy (TCA). We have been diligently searching for a Speech Language Pathologist (SLP) with whom to contract for speech services and have now identified a provider. Because [REDACTED] has missed some of [REDACTED] required speech services this year, we are offering compensatory speech services and you may opt for [REDACTED] to receive these services. Compensatory services are educational services provided to students to make up for services that were not provided.

It is TCA's plan is to offer compensatory services virtually by a licensed speech and language pathologist once a week during the school day in addition to his regular sessions, until missed sessions have been made up.

If a therapy session is missed due to the absence of the student, the therapy minutes from that session will be waived and reflected in the compensatory time logs. If a therapy session is missed due to the absence of a service provider, the service provider will make up that session. You will be notified by TCA once compensatory services have been completed.

If you wish for [REDACTED] to receive compensatory services, you may opt in by initialing below, signing, and returning this letter. If we do not receive a response from you by November 3, 2023, your child's compensatory services will be waived.

Please sign and return to Mr. Gregory:

_____ I do not wish for my child to receive compensatory services.

_____ I do wish for my child to receive compensatory services.

Parent's Name:

Parent's Signature:

Please do not hesitate to reach out to me at matthew.gregory1@tcc.fl.edu if you have questions.

Sincerely,

Matthew Gregory
Dean of Students



444 Appleyard Drive
Tallahassee, Florida 32304-2895
850.5046300 | www.tca.fl.edu

October 30, 2023

M E M O R A N D U M

TO: Governing Board for Tallahassee Collegiate Academy

FROM: Jessica Chapman, Principal

SUBJECT: Upcoming Events Report

Item Description

This item details the upcoming events at Tallahassee Collegiate Academy for the month of November.

Overview and Background

October 30 – TCC / TCA Cybersecurity Symposium

October 31 – TCA Fall Festival

November 15-17 – ELA Teachers at National Council for Teachers of English Conference

November 20-24 – TCA Closed for Thanksgiving Break

November 27 – TCA Board Meeting, 6pm

November 30 – TCA Fall Exhibition Night, 5:30-7:30

Funding/ Financial Implications

None

Past Actions by the Board

None

Recommended Action

This item was presented for informational purposes only.