



October 31, 2023

RE: Academic Goals Submission to LEA

Dr. Calandra Stringer,

I am writing to formally submit the academic goals for the upcoming 2023-2024 school year for Tallahassee Collegiate Academy. The academic goals were approved by the Tallahassee Collegiate Academy Governing Board on October 30, 2023. TCA's academic goals for 2023-2024 encompass a comprehensive plan to enhance the educational experience of our students. These goals involve implementing innovative and rigorous interventions to guarantee students attain proficiency, as well as the introduction or preparation for STEM A.S. Dual-Enrollment Programs at TCC.

We have five school goals identified in the area of Intervention and Dual-Enrollment programs.

The attached document outlines the details of these goals, as well as provides the data to support the goals.

If you have any further questions or require additional documentation, please do not hesitate to contact me directly at [Jessica.Chapman@tcc.fl.edu](mailto:Jessica.Chapman@tcc.fl.edu).

Thank you,

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](mailto:Jessica.Chapman@tcc.fl.edu)

CC: Trustee Karen Moore, TCA Board Chair  
Trustee David Clark, TCA Board Vice Chair, Academic Committee Chair  
TCA Teachers

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 30<sup>th</sup>, 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 30<sup>th</sup> 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 1<sup>st</sup>, 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,



Jessica Chapman  
Principal  
Tallahassee Collegiate Academy at TCC  
444 Appleyard Drive, Tallahassee, FL 32304  
[Jessica.Chapman@tcc.fl.edu](mailto:Jessica.Chapman@tcc.fl.edu)

CC: Trustee Karen Moore  
TCA Board Chair  
[Karen.Moore@tca.fl.edu](mailto:Karen.Moore@tca.fl.edu)



444 Appleyard Drive  
Tallahassee, Florida 32304-2895  
850.5046300 | [www.tca.fl.edu](http://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 1<sup>st</sup>. 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. That is the goal.

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**

\$74,12.00 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.



TALLAHASSEE  
**COLLEGIATE  
 ACADEMY**

**Academic Achievement Goals**

<b>District Name:</b>	<b>School Name:</b>	<b>School Code:</b>	<b>Year:</b>
Tallahassee Community College – District 81	Tallahassee Collegiate Academy	0100	2023-2024
<b>Principal Name:</b> Jessica B. Chapman		<b>Principal Email:</b> Jessica.Chapman@tcc.fl.edu	
<b>Charter School District Vision:</b>	<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 <a href="#">Florida’s Principles and Standards for Quality Charter School Authorizing</a>.</p> <p>Through sponsorship of charter schools, TCC will:</p> <ul style="list-style-type: none"> <li>• Offer flexibility to students and parents in selecting their educational pathways, particularly for underserved and underrepresented populations.</li> <li>• 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.</li> <li>• Support student achievement through academic excellence and support services.</li> <li>• 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.</li> </ul>		
<b>School Vision:</b>	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.		
<b>School Mission:</b>	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.

<b>Total # of student enrolled for the 2023-2024 academic year:</b>	<b>142</b>
---	------------

Grade Level	Number	Percentage
9 <sup>th</sup>	82	57%
10 <sup>th</sup>	49	35%
11 <sup>th</sup>	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 <sup>th</sup> graders:	0	1
Total number of 10 <sup>th</sup> graders:	4	9
Total number of 11 <sup>th</sup> graders:	8	11
Total number of 12 <sup>th</sup> graders:	n/a – no 12 <sup>th</sup> graders this year	n/a – no 12 <sup>th</sup> 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><b>Goal #1:</b> (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><b>School Vision/Mission Alignment:</b></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><b>District Vision/Mission Alignment:</b></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><b>Strategy #1:</b> 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><b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.</p>	<p><b>Tasks/Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. Review student schedules of all 30 students that represent the lowest quartile of learners at TCA.</li> <li>2. Ensure that students are scheduled into Humanities with Ms. Sarah Chapman for Reading Intervention.</li> <li>3. Reading intervention provided through the following measures:               <ol style="list-style-type: none"> <li>a. Direct Instruction using Data Driven Individualized Intervention Plans.</li> <li>b. Achieve 3000 (research and evidence-based reading program)</li> <li>c. Common Lit Materials (aligned with the ELA curriculum)</li> </ol> </li> </ol> <p><b>Evidence:</b> (Identify documents and artifacts)</p> <ul style="list-style-type: none"> <li>● Standard Tracking</li> <li>● Achieve 3000 Data</li> <li>● PM1 and PM2 data comparison</li> <li>● Common Lit Assessments</li> <li>● Classroom Assessments</li> </ul>	

		<ul style="list-style-type: none"> <li>• Formal/Informal Measures</li> <li>• Literacy Leadership Team Data Tracking</li> </ul>
	<b>Person(s) Responsible:</b>	Sarah Chapman/Patricia Pagozalski/Jessica Chapman
	<b>Timeline:</b>	September 2023-May 2024
	<b>Budget Amount:</b> <b>\$14,342.80</b>  Achieve 3000- \$3,342.80 1/5 TCA Instructor Salary- \$11,000	<b>Budget Source:</b> General Appropriation
<b>Strategy #2:</b> 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.	
	<b>Tasks/Action Steps:</b> <ol style="list-style-type: none"> <li>1. Identify students in lowest quartile.</li> <li>2. Assign students in lowest quartile to a Power-Hour with a reading endorsed teacher (Sarah Chapman or Bronwen West)</li> <li>3. Reading intervention provided through the following measures:                             <ol style="list-style-type: none"> <li>a. Direct Instruction using Data Driven Individualized Intervention Plans.</li> <li>b. Achieve 3000 (research and evidence-based reading program)</li> <li>c. Common Lit Materials (aligned with the ELA curriculum)</li> </ol> </li> </ol>	
	<b>Evidence:</b> (Identify documents and artifacts)	<ul style="list-style-type: none"> <li>• Achieve 3000 Data</li> <li>• PM1 and PM2 data comparison</li> <li>• Formal/Informal Measures</li> </ul>
	<b>Person(s) Responsible:</b>	Bronwen West / Sarah Chapman Jessica Chapman / Patricia Pagozalski
	<b>Timeline:</b>	September 2023-May 2024
	<b>Budget Amount: \$3,342.80</b>  Achieve 3000- \$3,342.80	<b>Budget Source:</b> General Appropriation
<b>Strategy #3:</b> 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.	
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<b>Tasks/Action Steps:</b> <ol style="list-style-type: none"> <li>1. Literacy Leadership Team Meetings Scheduled for the year, led by Patricia Pagozalski, Assistant Principal.</li> <li>2. Data will be brought to each meeting by Sarah Chapman and Bronwen West.</li> <li>3. Data will be reviewed beforehand by admin to develop data questions.</li> <li>4. The Literacy Leadership Team will utilize data to make informed decisions to adjust instruction to meet the needs of the identified students.</li> </ol>	
	<b>Evidence:</b> (Identify documents and artifacts)	<ul style="list-style-type: none"> <li>• Standard Tracking</li> <li>• Achieve 3000 Data</li> <li>• PM1 and PM2 data comparison</li> <li>• Common Lit Assessments</li> <li>• Classroom Assessments</li> <li>• Formal/Informal Measures</li> <li>• Literacy Leadership Team Data Tracking</li> </ul>
	<b>Person(s) Responsible:</b>	Patricia Pagozalski/Jessica Chapman
	<b>Timeline:</b>	September 2023-May 2024
	<b>Budget Amount:</b> n/a	<b>Budget Source:</b> n/a

<b>Goal #2:</b> (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.
<b>School Vision/Mission Alignment:</b>	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.
<b>District Vision/Mission Alignment:</b>	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><b>Strategy #1:</b> 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><b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.</p>	<p><b>Tasks/Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. Identify the nine students who did not pass the Algebra 1 EOC last year, adjust schedules if needed.</li> <li>2. Review grades and data from previous years.</li> <li>3. Recode Algebra 1 to Algebra 1A on student transcripts.</li> <li>4. Move students to Algebra 1 this year.</li> <li>5. Students are provided direct instruction using Data Driven Individualized Intervention Plans through IXL (Math)</li> </ol> <p><b>Evidence:</b> (Identify documents and artifacts)</p> <ul style="list-style-type: none"> <li>• Standard Tracking</li> <li>• IXL Math Data</li> <li>• Classroom Assessment Data</li> <li>• Formal/Informal Measures</li> <li>• Algebra 1 EOC practice test</li> <li>• Algebra 1 EOC</li> <li>• Math Team Data Tracking</li> </ul> <p><b>Person(s) Responsible:</b> Javon Williams / Patricia Pagozalski / Jessica Chapman</p> <p><b>Timeline:</b> September 2023-May 2024</p> <p><b>Budget Amount:</b> n/a      <b>Budget Source:</b> n/a</p>	
<p><b>Strategy #2:</b> 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><b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.</p>	<p><b>Tasks/Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. Identify the lowest quartile in math.</li> <li>2. Review grades and data from previous years.</li> <li>3. Students complete diagnostic testing on IXL with fidelity.</li> <li>4. Teachers use data from IXL to prescribe support lessons.</li> <li>5. Teachers use data from IXL to identify patterns of math deficit with specific groups of learners.</li> <li>6. Teachers use data from IXL to inform their instruction.</li> </ol>	

	<b>Evidence:</b> (Identify documents and artifacts)	<ul style="list-style-type: none"> <li>• Standard Tracking</li> <li>• IXL Math Data</li> <li>• Classroom Assessment Data</li> <li>• Formal/Informal Measures</li> </ul>
	<b>Person(s) Responsible:</b>	Javon Williams/Marilynn Griffith/Patricia Pagozalski
	<b>Timeline:</b>	September 2023-May 2024
	<b>Budget Amount:</b>  \$2,570.00  IXL Site License: \$2,570.00	<b>Budget Source:</b> State Appropriation
<b>Strategy #3:</b> 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.	
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<b>Tasks/Action Steps:</b> <ol style="list-style-type: none"> <li>4. Identify students in lowest quartile.</li> <li>5. Assign students in lowest quartile to a Power-Hour with a math interventionist teacher (Javon Williams/Marilynn Griffith)</li> <li>6. Math intervention provided through the following measures:           <ol style="list-style-type: none"> <li>d. Direct Instruction using Data Driven Individualized Intervention Plans.</li> <li>e. IXL Math (research and evidence-based math program)</li> </ol> </li> </ol> <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>	
	<b>Evidence:</b> (Identify documents and artifacts)	<ul style="list-style-type: none"> <li>• IXL Math Data</li> <li>• Classroom Assessments</li> <li>• Formal/Informal Measures</li> <li>• Algebra 1 EOC practice test</li> <li>• Geometry EOC practice test</li> <li>• Algebra 1 EOC</li> <li>• Geometry EOC</li> </ul>
	<b>Person(s) Responsible:</b>	Javon Williams / Marilyn Griffith / Patricia Pagozalski
	<b>Timeline:</b>	September 2023-May 2024
	<b>Budget Amount:</b>  \$2,570.00  IXL Site License: \$2,570.00	<b>Budget Source:</b> State Appropriation

<p><b>Goal #3:</b> (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 9<sup>th</sup> and 10<sup>th</sup> 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><b>School Vision/Mission Alignment:</b></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><b>District Vision/Mission Alignment:</b></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><b>Strategy #1:</b> 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><b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.</p>	<p><b>Tasks/Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. Identify students to take the class, check schedules and schedule students accordingly.</li> <li>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.</li> <li>3. Identify book studies that students will complete collaboratively. Example: The 7 Habits of Highly Effective Teens</li> </ol>	
	<p><b>Evidence:</b> (Identify documents and artifacts)</p>	<ul style="list-style-type: none"> <li>● Percentage of Leadership Class/SGA students who will take a Dual-Enrollment course when ready</li> <li>● Pre-Assessment and Post-Assessment on student self-efficacy</li> <li>● Student Grades</li> <li>● Student Persistence in HS courses and consistent demonstration of college readiness.</li> </ul>
	<p><b>Person(s) Responsible:</b></p>	<p>Quashier Flood/Jessica Chapman</p>

	<b>Timeline:</b>	September 2023-May 2024
	<b>Budget Amount:</b> <b>\$12,000.00</b> \$2,000.00 for student books for book study \$10,000.00 – 1/5 of school counselor salary for instruction	<b>Budget Source:</b> State Appropriation
<b>Strategy #2:</b> 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.	
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<b>Tasks/Action Steps:</b> <ol style="list-style-type: none"> <li>1. Identify students who would benefit from additional support before entering their dual-enrollment workforce pathway.</li> <li>2. All students in the Leadership class will take the soft-skills training as well.</li> <li>3. Implement the soft-skills training with a whole-student approach</li> </ol>	
	<b>Evidence:</b> (Identify documents and artifacts)	<ul style="list-style-type: none"> <li>• Percentage of Leadership Class/SGA students who will take a Dual-Enrollment course when ready</li> <li>• Pre-Assessment and Post-Assessment on student self-efficacy</li> <li>• Student Grades</li> <li>• Percentage of targeted students who complete and earn <b>The Florida Soft Skills Credential</b></li> </ul>
	<b>Person(s) Responsible:</b>	Matt Gregory/Jessica Chapman
	<b>Timeline:</b>	September 2023-May 2024
	<b>Budget Amount:</b> n/a (Free to Florida Schools)	<b>Budget Source:</b> n/a
<b>Strategy #3:</b> 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.	
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<b>Tasks/Action Steps:</b> <ol style="list-style-type: none"> <li>1. Identify students who need the support group, as evidenced by self or parental reporting.</li> <li>2. Provide school counselor with the list of students who wish to participate in the group.</li> <li>3. Provide school counselor with a book-study for students in overcoming anxiety and managing anxiety effectively both in school and beyond.</li> <li>4. Engage parents in our process, providing resources and information to support their students at home.</li> </ol>	
	<b>Evidence:</b> (Identify documents and artifacts)	<ul style="list-style-type: none"> <li>• Percentage of students who attend support group who increase their school attendance/decrease anxiety-related absences.</li> <li>• Pre-Assessment and Post-Assessment on student self-efficacy, anxiety management</li> </ul>
	<b>Person(s) Responsible:</b>	Quashier Flood / Matt Gregory
	<b>Timeline:</b>	September 2023-May 2024
	<b>Budget Amount:</b> \$500 \$500 / books for students and parent support group	<b>Budget Source:</b> State Appropriation

<b>Goal #4:</b> (SMART – Specific, Measurable, Attainable, Realistic, Time-Bound)	<p>During the 2023-2024 School year, we will identify and provide targeted academic support to 9<sup>th</sup> and 10<sup>th</sup> 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.</p>
<b>School Vision/Mission Alignment:</b>	<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 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>



<p><b>District Vision/Mission Alignment:</b></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><b>Strategy #1:</b> 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><b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.</p>	<p><b>Tasks/Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. Review previous testing data from prior years</li> <li>2. Review grades for private and home school students who did not take a state test / have no prior year data to review</li> <li>3. Sign students up to take the PERT at TCC</li> <li>4. Track PERT scores and students who demonstrate college-readiness</li> <li>5. Students who do not demonstrate college-readiness will be remediated and provided with targeted intervention in areas as identified by the PERT test.</li> </ol>	
	<p><b>Evidence:</b> (Identify documents and artifacts)</p>	<ul style="list-style-type: none"> <li>• PERT Test</li> </ul>
	<p><b>Person(s) Responsible:</b></p>	<p>Quashier Flood/Patricia Pagozalski/Matt Gregory</p>
	<p><b>Timeline:</b></p>	<p>September 2023-May 2024</p>
	<p><b>Budget Amount:</b> n/a</p>	<p><b>Budget Source:</b> State Appropriation</p>
<p><b>Strategy #2:</b> 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><b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.</p>	<p><b>Tasks/Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. Discuss student grades vs. low standardized test scores with teachers for qualitative data gathering.</li> <li>2. Review students who have high GPAs but low standardized tests</li> <li>3. Review students who attended private or homeschool and did not take standardized tests previously</li> </ol>	

	<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="553 275 894 466"><b>Evidence:</b> (Identify documents and artifacts)</td> <td data-bbox="894 275 1419 466"> <ul style="list-style-type: none"> <li>• Performance on class assessments</li> <li>• Pretest / Post test</li> <li>• Performance on standardized practice tests</li> </ul> </td> </tr> </table>	<b>Evidence:</b> (Identify documents and artifacts)	<ul style="list-style-type: none"> <li>• Performance on class assessments</li> <li>• Pretest / Post test</li> <li>• Performance on standardized practice tests</li> </ul>
<b>Evidence:</b> (Identify documents and artifacts)	<ul style="list-style-type: none"> <li>• Performance on class assessments</li> <li>• Pretest / Post test</li> <li>• Performance on standardized practice tests</li> </ul>		
	<table border="1"> <tr> <td data-bbox="553 478 894 504"><b>Person(s) Responsible:</b></td> <td data-bbox="894 478 1419 504">Caitlin Ward / Patricia Pagozalski</td> </tr> </table>	<b>Person(s) Responsible:</b>	Caitlin Ward / Patricia Pagozalski
<b>Person(s) Responsible:</b>	Caitlin Ward / Patricia Pagozalski		
	<table border="1"> <tr> <td data-bbox="553 516 894 541"><b>Timeline:</b></td> <td data-bbox="894 516 1419 541">September 2023-April 2024</td> </tr> </table>	<b>Timeline:</b>	September 2023-April 2024
<b>Timeline:</b>	September 2023-April 2024		
	<table border="1"> <tr> <td data-bbox="553 554 894 579"><b>Budget Amount:</b> n/a</td> <td data-bbox="894 554 1419 579"><b>Budget Source:</b> n/a</td> </tr> </table>	<b>Budget Amount:</b> n/a	<b>Budget Source:</b> n/a
<b>Budget Amount:</b> n/a	<b>Budget Source:</b> n/a		
<p><b>Strategy #3:</b> 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><b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.</p>	<p><b>Tasks/Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. Discuss student grades vs. low standardized math test scores with teachers for qualitative data gathering.</li> <li>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.</li> <li>3. Review students who attended private or homeschool and did not take standardized tests previously</li> <li>4. Review curriculum and track student progress.</li> <li>5. Schedule students for the PERT test several times first semester</li> </ol>		
	<table border="1"> <tr> <td data-bbox="553 1283 894 1331"><b>Evidence:</b> (Identify documents and artifacts)</td> <td data-bbox="894 1283 1419 1331"> <ul style="list-style-type: none"> <li>• Qualifying score on PERT math</li> </ul> </td> </tr> </table>	<b>Evidence:</b> (Identify documents and artifacts)	<ul style="list-style-type: none"> <li>• Qualifying score on PERT math</li> </ul>
<b>Evidence:</b> (Identify documents and artifacts)	<ul style="list-style-type: none"> <li>• Qualifying score on PERT math</li> </ul>		
	<table border="1"> <tr> <td data-bbox="553 1341 894 1367"><b>Person(s) Responsible:</b></td> <td data-bbox="894 1341 1419 1367">Marilynn Griffith / Patricia Pagozalski</td> </tr> </table>	<b>Person(s) Responsible:</b>	Marilynn Griffith / Patricia Pagozalski
<b>Person(s) Responsible:</b>	Marilynn Griffith / Patricia Pagozalski		
	<table border="1"> <tr> <td data-bbox="553 1379 894 1404"><b>Timeline:</b></td> <td data-bbox="894 1379 1419 1404">September 2023-May 2024</td> </tr> </table>	<b>Timeline:</b>	September 2023-May 2024
<b>Timeline:</b>	September 2023-May 2024		
	<table border="1"> <tr> <td data-bbox="553 1417 894 1442"><b>Budget Amount:</b> n/a</td> <td data-bbox="894 1417 1419 1442"><b>Budget Source:</b> n/a</td> </tr> </table>	<b>Budget Amount:</b> n/a	<b>Budget Source:</b> n/a
<b>Budget Amount:</b> n/a	<b>Budget Source:</b> n/a		
<p><b>Goal #5:</b> (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><b>School Vision/Mission Alignment:</b></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.	
<b>District Vision/Mission Alignment:</b>	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.	
<b>Strategy #1:</b> 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.	
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<b>Tasks/Action Steps:</b> <ol style="list-style-type: none"> <li>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"> <li>• Cybersecurity Essentials – this course offers an overview of Cybersecurity and provides students with the basics needed to gain interest in the field of Cybersecurity.</li> <li>• Artificial Intelligence in the World- this is an introductory course that guides students through the building blocks, concepts and tools of artificial intelligence.</li> <li>• Integrated Science/STEM – students spend several weeks exploring the science involved in each STEM A.S. degree pathway offered at TCC.</li> </ul> </li> <li>2. Allow students to select courses based on their interest, initial interest surveys, and predicted outcomes.</li> </ol>	
	<b>Evidence:</b> (Identify documents and artifacts)	<ul style="list-style-type: none"> <li>• By the end of 9<sup>th</sup> grade year, students will be able to make an informed decision based on the degree pathway they would like to choose.</li> </ul>
	<b>Person(s) Responsible:</b>	Brandi Faison/Jessica Chapman/Patricia Pagozalski/Javon Williams/Marilynn Griffith
	<b>Timeline:</b>	August 2023-May 2024
	<b>Budget Amount:</b> \$40,000.00 for FLVS curriculum that aligns with A.S. Degree Pathways	<b>Budget Source:</b> TCC’s CTE / Workforce Grant provided by the Florida Department of Education to establish Tallahassee Collegiate Academy
<b>Strategy #2:</b> 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 <sup>th</sup> graders will be provided the ability to explore several options, while 10 <sup>th</sup> graders will be required to narrow it down to one focus degree.	
	<b>Tasks/Action Steps:</b>	

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

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

Additional Information (if applicable): (Please provide any additional information, data, tables, etc. needed to support the goals)