



Learning Recovery & Extended Learning Plan

District Name:	TRECA Digital Academy
District Address:	107 N Main St Marion, Ohio 43302
District Contact:	Adam Clark, Executive Director
District IRN:	143305

TRECA Digital Academy has been able to maintain the delivery of quality educational services to students throughout the pandemic. While TRECA students were not directly impacted by building closures, they were impacted by the changes within the world around them. The social-emotional impact of the pandemic is not yet fully known, but will be a critical component in ensuring student success moving forward.

TRECA students often enter the program deficient in credits and/or with skill gaps. As a result, our students have high needs and we are continuously pursuing ways to close the achievement gaps and help students to recover credit. TRECA will continue in its efforts to identify and respond to these gaps by providing students with additional high-quality learning opportunities.

Identifying Academic Needs

Impacted Students:	<i>How will schools/districts identify which students have been most impacted by the pandemic in terms of their learning progress (with a focus on the most vulnerable student populations including but not limited to disengaged students)?</i>
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TRECA will utilize all possible data points to identify academic needs. Teachers and administrators will use diagnostic assessments, teacher classroom grades and observations, and state testing results to determine the academic impact of the pandemic. In addition, attendance and behavioral information will be incorporated into the analysis of the pandemic's impact on individual students. Moving forward, as additional assessments (both state and local) are administered, data analysis will continue to be used for identification of academic needs, particularly in reading and math, as to best meet the learning gaps of individual students. This work will be conducted in conjunction with the monitoring and needs analysis done in TRECA's current School Quality Improvement Plan and One Needs Assessment. Doing so will ensure that plans are aligned with existing initiatives to support the academic gaps of students and that resources are used efficiently and effectively.

Approaches to Address Academic Gap Filling

Approaches & Removing/Overcoming Barriers	<i>What approaches will schools/districts use to fill learning needs identified above? What steps will be taken to remove/overcome barriers that may be associated with the "Gap Filling Approaches" (transportation to tutoring, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?</i>
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A number of approaches will be used to address academic gaps, and may include the following during summer of 2021 (subject to change):

- Summer school for grades 7-12 (both credit recovery & extended school year)
- Summer Math & Reading Programs supporting grades 1-6
- Increased staffing, both instructional and support
- Tutoring services
- Sustained access to Internet connectivity and quality devices

Approaches to Identify Social & Emotional Needs

Impacted Students:	<i>How will schools/districts identify which students have been most impacted by the pandemic in terms of their social/emotional needs (with a focus on the most vulnerable student populations including but not limited to disengaged students)?</i>
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TRECA will strive to engage parents in the process of identifying students most impacted by the pandemic. This will include gathering input from families in the development of additional supports for students. Additional tools for the identification of student needs will also be researched and implemented, as existing data is limited. This will include partnerships with third party entities and vendors, resulting in additional funding needs.

A collaboration of staff (teachers, admin, counselors, and support staff) will continue to leverage a multi-tiered system of support for the referral of students in need. This includes the analysis of school data, such as grades, attendance and behavioral observations, to identify individual students in need of support.

Approaches to Address Social and Emotional Need

Approaches & Removing/Overcoming Barriers	<i>What approaches will schools/districts use to address social and emotional needs identified above? What steps will be taken to remove/overcome barriers that may be associated with the social/emotional needs" (transportation to support services, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?</i>
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TRECA will continue to utilize its support systems for students throughout the entire year, including the summer. This includes the referral and monitoring in place via the collaboration of teachers, admin, counselors, and advisors. The school SAFE (Student Assistance & Family Engagement) program will work with identified students to provide needed support and/or seek partnerships with local agencies to address specific needs as necessary. New approaches may be used as additional tools are implemented and needs identified. Staffing needs and sustainability will be of concern, as supports are expanded. Programs for parents/guardians may also be developed to provide additional support to those students and families most impacted by the pandemic.



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PROFESSIONAL LEARNING NEEDS

In addition to the professional learning needs aligned with the School Quality Improvement Plan and One Needs Assessment, TRECA will work to further empower its staff to support the whole child. Current professional learning initiatives to support instruction, with an emphasis on reading and math, will continue; however, additional opportunities for supporting PBIS (Positive Behavioral Intervention and Support), RTI (response to intervention), trauma informed teaching, and family engagement will be provided.

Additional funds will be necessary to support the professional learning needs of staff, in the form of training, supplies, materials, and compensation to support extended work schedules during the summer.