



TRECA  
107 N. Main St., STE 100  
Marion, OH 43302  
Phone: 888-828-4798  
Fax: 740-389-6695

## Title One Part A Description

TRECA Digital Academy believes parents are the key to student success. We have used research based practices to ensure parents have the tools to support successful students. We provided teachers and staff with intensive training over the course of two years in the areas of strength-based family support, provided by Dr. Steve Gavazzi from The Ohio State University, and understanding poverty, provided by Aha Processes (Ruby Payne). We survey our parents several times each school year about academics and engagement activities. Our team compiles information from those survey results, which impacts our planning and drives our choices for parent engagement activities.

The Community School Leadership Team is comprised of teacher leaders from all groups who impact our school: Response to Intervention, Ohio Improvement Process, administrators across the district, and other school wide initiative team members. The OIP Facilitators led the CSLT in updating and combining our academic and engagement goals with the results of parent survey into usable comprehensive tools. Two times per year we meet with parents onsite and via virtual sessions to explain our goal progress, how the federal money is spent, and how we are attempting to involve families and students. The CSLT members continue to review and refine these goals on a yearly basis.

A Response to Intervention framework is utilized to identify and serve students. We identify students most in need, as dictated by federal guidelines, using multiple sources of data. These data points include, but is not limited to, students who score 399 or below on the OGT, scores below 699 on OST or End of Course exams, multiple attempts of same assessment, previous data review identification, age of student compared to grade level, the number of unexcused absences accumulated per school year, teacher identification of academic struggles, universal screener results, and parent request. Numerical weight is given to each of these points and then sorted. The students lowest on the rank are the students deemed most in need and will be served first. Any student who is identified as habitually absent is referred to an advisor, who supports the social/emotional aspects of a student, for an attendance intervention first as students must progress in the core curriculum before academic intervention can be given. Once a student is determined to be progressing through the core curriculum we can better assess the need for follow-up services. Our Title I Program is designed to deliver targeted interventions based on student need. Our Title I coordinator ensures the federal process is upheld and student's interventions are targeted and research based while the Family Engagement Liaison coordinates parent training and supports based upon the needs of the students.

Communication in an online environment is necessary and constant. TRECA staff are in constant communication regarding the academic and social/emotional progress of the student. Formal and specific data from interventions, housed in RTIm Direct, is available at any time and is searchable by student name. In the student report the topic of the intervention, progress monitoring information, and anecdotal notes are included.

At TRECA Digital Academy, our Title I teachers lead their own classes with students who were selected based on all the data points described previously. Through this class-size reduction, Title I teachers are serving the population of students who were identified as most in need of academic support in Language Arts and math. Classes were designed for grades 1, 2, 3, and 4 that are self-contained (all subject areas) and utilize adaptive programs that enable teachers to better identify skill-gaps and design instruction to best support the learning needs of their students. In grades 7 and 8, we designed both Language Arts and math courses to support our struggling learners at those grade levels. For high school students, we have created an English I and Algebra I class to support struggling learners who are entering high school. Our Title I teachers are in contact with all other grade level teachers to share resources and teaching strategies that can be used with students in our non-Title I classrooms who need assistance.