

## Kevin D. Kimmel, Superintendent

### Goals 2024-2025

**Standard 1: Purpose and Direction.** The agency maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to providing programs and services, active learning, and high expectations for professional practice as well as shared values and beliefs (Standards for Quality Education Service Agencies).

Indicator 1.2: The agency leadership and staff at all levels commit to a culture that is based on shared values and beliefs that include provision of relevant and targeted educational programs and services, equitable support, active engagement in learning, application of knowledge and skills, and high expectations for professional practice.

***Goal #1: Follow up on the feedback from the spring 2024 Mid-Ohio ESC Satisfaction Survey by conducting individual meetings, making the necessary personal changes, development of new programs and supports.***

***Goal #2: Conduct a satisfaction survey with our client districts in the spring of 2025 to measure the performance of Mid-Ohio ESC as it relates to the following purpose and role.***

Evidence: Results of the satisfaction survey

#### **PURPOSE:**

The purpose of an ESC is to; meet the needs of the client districts, provide highly qualified staff supported through trainings and networking, and to engage our client districts by providing support with curricular and programing needs.

#### **ROLE:**

Our role at Mid-Ohio ESC is to; build RELATIONSHIPS, create an environment of TRUST, and provide superior SERVICE.

We will accomplish this by; following up and following through on the needs of our districts, being committed to client-driven, customer satisfaction model of service delivery, and by assisting our client districts in improving student achievement.

**Standard 2: Communications and Collaboration.** Superintendents establish process to communicate and collaborate effectively (Ohio Standards for Superintendents).

Element 2.2: Develop, implement, and maintain effective communication system.

Element 2.3: Communicate effectively and openly and demonstrate a willingness to collaborate with the Board of Governors, the treasurer and staff.

***Goal #3: Weekly Friday Notes and Monthly Board Agenda Backups will be shared with the Board of Governors to inform them on what is occurring in the organization.***

Evidence: Copies of the weekly Friday notes and monthly Board Agenda Backups.

***Goal #4: An average of 6 news releases will be completed each month that highlight student & staff achievement, training and professional development opportunities, programs and services offered by the ESC, along with other positive news stories.***

Evidence: Copies of the news releases, posted on the MOESC website and social media pages.

Element 2.4: Communicate effectively and openly and demonstrate a willingness to collaborate with external stakeholders.

***Goal # 5: Establish frequent connections and communications with each client district superintendent by conducting networking meetings at Mid-Ohio, making district site visits, and conducting frequent emails and phone calls.***

Evidence: Copies of networking meeting agendas, district site visits calendar of events, phone and email logs.

**Dr. Mark Burke, Executive Director of Achievement &  
Leadership  
Goals 2024-2025**

**Ohio Standards for Principals**

Standard 3: The effective educational leader implements collaborative structures and shared leadership to analyze data and causality, align evidence-based strategies to deliberate goals, develop the capacity of staff, and partner with internal and external supports to improve teaching and learning conditions and outcomes.

Standard 5: The effective educational leader supports all staff by promoting and organizing an environment focused on continuous improvement and personal growth to achieve positive outcomes for each student.

***Goal #1: During the 2024-2025 academic year I will create leadership programming that meets our clients' needs but that is also easily accessible.***

**Action Steps:**

1. Development a teaming structure that is based in educator feedback, grounded in district data, and aligns to district priorities.
2. Develop strategic communications and engagement processes that will assist districts in developing string partnerships.

**Evidence:**

1. Digital Program, Professional Learning Presentations, District Implementation.
2. Program Artifacts, State Presentation, National Presentation, District Implementation.

***Goal #2: During the 2024-2025 academic year I will work with directors and colleagues to create alignment of departments (starting with L&L, Student Services).***

**Action Steps:**

1. Create an alignment document that creates clarity of the issues, policy, and programming present in all department
2. Meet quarterly to discuss common issues, policies, and programming; make plans to ensure alignment and monitor outcomes.

**Evidence:**

1. Alignment Document
2. Meeting

## **Amber Clay-Mowry, Director of Leadership & Learning**

### **Goals 2024-2025**

#### **Standard 1: Vision, Continuous Improvement, and Focus of District Work** (Ohio Standards for Superintendent)

***Goal #1: Throughout the 2024-2025 year, I will facilitate professional learning opportunities and collaborative sessions to support team members (serving in Gifted, Math, and literacy) in aligning their practices with district-specific goals, ensuring continuous improvement and shared understanding across all teams.***

#### **Action Steps:**

1. Work directly with all team members to ensure alignment to MOESC's mission and purpose.
2. Opportunities for Cross-Functional Teams & Training: Encourage groups consisting of members from different teams (Math, Literacy, & Gifted) to work on specific projects or initiatives for districts. This will encourage collaboration and a deeper understanding of each team's role in achieving district-specific goals.
3. Organize team check-ins and professional learning meetings to review district goals and plans, pinpoint areas needing improvement or reinforcement, and align team members by addressing current or relevant issues
4. Continued alignment of Leadership & Learning department with Student Services to create clarity and holistic support systems for districts

#### **Evidence:**

1. Create clarity for common expectations, procedures, and/or practices members to ensure consistency and alignment that upholds MOESC's purpose (Team Operational guidance/Handbook)
2. Hold ongoing regularly scheduled meetings with individuals, teams, and full departments (Collaborative meetings that assist in aligning Gifted, Math, & Literacy consultants to ensure consistency in districts)
3. Weekly & monthly summaries (from all consultants) demonstrating progress toward meeting all district/client goals and objectives.
4. Network agendas for Special Education Coordinators & Curriculum, Instruction, and Assessment that intentionally build clarity for districts on the intersection of both departments and the outcome of integrated teams.

### **Standard #3 School Improvement**

The effective educational leader implements collaborative structures and shared leadership to analyze data and causality, align evidence-based strategies to deliberate goals, develop the capacity of staff, and partner with internal and external supports to improve teaching and learning conditions and outcomes. (Ohio Standards for Principals)

***Goal #2: During the 2024-2025 academic year, use collaborative structures and shared leadership to develop staff capacity and review internal service day data to improve team outcomes.***

#### **Action Steps:**

1. Onboard Gifted & Math consultants to the process of identifying district/building goals, outcomes, deliverables, professional development, and systems of monitoring.
2. Conduct Regular Meetings: Schedule bi-weekly meetings to discuss progress, share insights, and address challenges.
3. Professional Development Opportunities: Provide focused learning opportunities on skill enhancement and capacity building to ensure team is adept at meeting a variety of district requests and current needs and build capacity/anticipate future requests.
4. Data Collection and Analysis: Collect and analyze internal service day data to identify trends and areas for improvement.
5. Develop my own capacity as a leader through coursework and professional development

#### **Evidence:**

1. District/building goal documents/forms and processes/procedures.
2. Evidence of knowledge and skill area growth in consultant goals
3. Agendas & Communications and/or meeting summaries from training and meetings.
4. Collecting, reviewing, and providing feedback on consultant goal progress and district service analysis
5. Completion of professional coursework and participation in state and regional professional learning opportunities

## **Carrie Wood, Director Literacy Goals 2024-2025**

**Source of Standards: “AdvancED” Standards for Quality Education Service Center Agencies**

### **Standard 2: Governance and Leadership**

Indicator 2.5 Leadership engages stakeholders effectively in support of the agency’s purpose and direction. Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on agency improvement efforts, and provide and support meaningful leadership roles for stakeholders. Agency leads proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the agency; a strong sense of community; and ownership.

***Goal #1: By the end of the 2024-2025 school year, contribute to the quality and collective efficacy of the State Literacy Network by serving on the state leadership advisory team supporting the planning and execution of the professional learning during the 2024-2025 calendared state meetings.***

#### **Action Steps:**

- Attend, plan and present (PM sessions) at all ReadOhio State Network meetings
- Create breakout content and presentation for virtual professional learning related to the state network goal of collective efficacy.
- Collaborate with the Department’s work group on the new CLSD initiative - leadership, coaching, MTSS, curriculum-based PD and Family and Community engagement.
- Collaborate and create tools with the other Coordinators for the ReadOhio Project.

#### **Evidence:**

Tool artifacts, meeting notes, breakout presentations, state exit survey regarding content, awarded position of Coordinator year 3-4

### **Standard 2, Indicator 2.5 continued**

***Goal #2: By the end of the 2024-2025 school year, render ODE deliverables to district contract clients by coordinating a team of coaches to support literacy as outlined in the Read Ohio contract project and contributing to the MOESC footprint.***

**Action Steps:**

- Collaborate with the Read Ohio ODE team and Coordinators to create a handbook for literacy coaching that will be replicated in the state.
- Create additional resources and tools for leadership and collaborative problem-solving sections of the Read Ohio Newsletter to help drive the CoP, Office hours to support the tiered coaching levels (sponsor for year 2 of state project)
- Gain insight from weekly meetings with the contract program manager to support leadership on the coaching team and in rendering deliverables to district leaders in the Read Ohio Project NW region.

**Evidence:**

Universal Newsletter, tools, artifacts, adult engagement data, calendared meetings, coaching hand, leadership work group at the Department

**Jennifer Crum, Director of Student Services**  
**Goals 2024-2025**

**Standard 2 Governance and Leadership**

Indicator 2.5 Leadership engages stakeholders effectively in support of the agency's purpose and direction.

**BASELINE:**

Effective Date for Retirement will be January 30, 2026. This timeline leaves one year and five months from now to prepare for the transition of the Student Services Director.

***GOAL #1: Given the intent to retire, I will work collaboratively with MOESC Administration to prepare for the Student Services Director transition by completing the following:***

**Action Steps:**

1. Prepare a job description for each member of the Student Services Department in collaboration with the Superintendent, Human Resources, and Treasurer/CFO, by September 2024.
2. Develop a Succession Plans and Tools, with detail to the following qualities, by May 2025.
  - a. Plan – Developed with Superintendent beginning September 4, 2024, and implemented through January 30, 2026.
  - b. Plan – Continue to Assess, Implement and Refine Student Services Leading Change Plan
  - c. Tools - A monthly calendar/journal highlighting expectations for the Student Services Director/or Student Services Department for each contracted month by May 2025
  - d. Qualities – Embed within journal tasks/strategies that support effective communication, organization, delegation, appreciation of district needs with timely follow-up and follow through, and understanding of the fiscal aspects of the role as a director

**EVIDENCE:**

Job Descriptions, Succession Plan, Yearly Calendar/Journal

**STANDARD 4 RESOURCES AND SUPPORT SYSTEMS**

Indicator 4.1: The agency engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the agency.

**BASELINE:**

The current number of students in the Speech Language, School Psychology and BCBA (Board Certified Behavior Analyst) Development Program is the following:

1. Speech Language:



- a) One candidate ready for employment Fall of 2025
- 2. School Psychology:
  - a) Two candidates ready for employment Fall of 2025
- 3. BCBA:
  - a) Zero candidates ready for employment Fall of 2025

The current trend data supporting the rationale to aggressively recruit in each of these areas is the following:

- 1) Forecasted Retirees and FTE Need:
  - a) Speech Language Therapists for 2025-2026: Jennifer Arnold, Plymouth; 1 Potential FTE, Mansfield City
  - b) School Psychology for 2025-2026 Eligible: Steve Willeke, Plymouth; Trudi Marapodi, Mansfield City. 2027-2028 Intention Provided: Carolyn Miller; Potential FTE, Plymouth (Mansfield Psych Services)
  - c) BCBA: 1 Potential FTE, All districts

***GOAL #2: During the 2024-2025 School Year, I will continue to work collaboratively with the Director of Special Projects to develop a framework to recruit future Speech Language Therapists, School Psychologists, and BCBAs. The framework will include:***

#### **Action Steps:**

- 1. Continue to partner in the Mentorship to Grad development programming throughout the year 2024-2025.
- 2. Strengthen partnership with IHEs (Institute of Higher Education) through the Ohio SLP Task Force and expand the relationships to include programs that support school psychology and board-certified behavior analysis graduates.

#### **EVIDENCE:**

Year One implementation of SLP Mentorship Program within at least one Richland, Crawford, and Morrow school districts by May 2025.

Initiation of Mentorship to Grad development programming for School Psychologist to launch in Fall of 2025.

### **GOAL #3 SHARED WITH THE ASSISTANT STUDENT SERVICES DIRECTOR**

#### **STANDARD 4 Resources and Support Systems**

4.1 The agency engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the agency.

#### **BASELINE:**

According to the Ohio Administrative Code (OAC) 3301-51-09(I). When determining service provider workload and caseload, the following definitions are applicable and required:

1. “Workload” means all services and duties assigned to service providers. This consists of direct and indirect (including but not limited to meetings, paperwork, professional development) service to children with and without disabilities.
2. “Caseload” means the number of children who receive specially designed instruction or direct related service from a service provider.
3. “Serve” means fulfill the service role of preschool and school-age service providers under OAC Rule 3301-51-09(G)(3). Therefore, “serve” includes direct and indirect activities such as: direct services and interventions, diagnostics, paperwork, arranging parent involvement, meetings, correspondence, planning, lesson preparation, prevention activities, professional development and collaboration with general education teachers.
4. “Case management” means case coordination of a specific student’s IEP process and includes the activities listed above.

Feedback from the Student Services Climate and Culture Survey completed in Spring 2024, indicated provider time and caseload management to be an area of concern due to balancing both direct and indirect services, excessive paperwork, and overwhelming caseload for providers of multiple districts.

***GOAL #3: By July 31, 2025, the Student Services Administration will develop consistent processes and procedures with all related service providers to communicate their workload biannually.***

#### **Action Steps:**

1. Educate with a common language
  - a) Dr. Carlin of University of Akron to present at the RSP Network on 10/8/2024
    - i) ODE calculator and SLP Focused North Carolina Calculator
  - b) Dr. Carlin of University of Akron to present at the Sp Ed Directors Network 3/21/2025
    - i) Awareness of ODE calculator and SLP Focused NC Calculator and workload process
2. Pilot calculator process
  - a) Related Services Providers will collect/gather qualitative and quantitative data throughout the 24-25 SY
  - b) All Staff Meeting, May 19, 2025, a work session will be facilitated to determine workload information
  - c) Meet with Student Services Leads to determine consistent calculator for each discipline, as well as the process to use the calculator
  - d) Summer 2025 - Communicate to Directors workload information and identify outlying factors for the 25-26 SY

#### **EVIDENCE DEMONSTRATING COMPLETION OF GOAL:**

Sign-in sheets for 10/8/2024, 3/21/2025, and 5/19/2025. Workload Information, Meeting notes for Leads Meeting end of 24-25 SY, Process and Procedure determined for biannual collection of workload information for 25-26 SY.

# **Amy Wood, Director of Grants & Special Projects**

## **Goals 2024-2025**

### **Standard 2: Governance and Leadership**

Indicator 2.5 Leadership engages stakeholders effectively in support of the agency's purpose and direction.

Project: Business Advisory Council

***Goal #1: Enhance the effectiveness and quality of the Business Advisory Council by implementing strategies that support increased engagement among businesses and schools.***

**Strategy 1:** Provide supervision, support, and feedback to coordinators to ensure implementation of BAC programs defined as high impact by ODEW. (Workforce Academy, TurboCert, Bootcamp, SLP Mentor Program (SLP Internship)).

#### **Action Steps:**

1. Conduct regular meetings with coordinators to review program progress, address challenges, and provide support and feedback.
2. Monitor and evaluate the implementation of BAC programs through site visits, performance metrics, and coordinator reports, and offer targeted feedback to guide program success.

**Strategy 2:** Engage with and collect feedback from business & educators directly to advise the implementation/improvement for BAC programs.

#### **Action Steps:**

1. Surveys
2. Committees/Focus Groups
3. Identify and secure a BAC Co-Chair

**Strategy 3:** Engage Action Team Chairs to support the improved collection of career activities data from each community and BAC schools.

#### **Action Steps:**

1. Facilitate Data Collection Meetings with Action Team Chairs to discuss and establish standardized methods for collecting career activities data.
2. Develop and Distribute Data Collection Tools and/or processes to streamline the gathering of career activities data and support effective tracking and analysis.

**Strategy 4:** Enhance professional knowledge in the Business Advisory Council Quality Practices and issues impacting workforce and education.

#### **Action Steps:**

1. Leverage participation in the CU Lead program to connect with local organizations, facilitate knowledge sharing, and foster collaborative relationships with business and community partners in Crawford County.
2. Engage in ODEW Career Leader and BAC Leader professional development
3. Attend relevant professional development workshops, seminars, and conferences to continuously improve knowledge and stay current on industry trends.

***Goal #2: Oversee the implementation of the 21CCLC grant by providing guidance and support to the coordinator, while successfully completing the closeout process for the SLAOG grant, ensuring all deliverables and compliance requirements are met.***

**Strategy 1:** Provide regular guidance and resources to the 21CCLC coordinator to ensure smooth implementation and address any issues promptly.

**Action Steps:**

1. Conduct regular meetings to review progress, discuss challenges, and provide necessary support and feedback.

**Strategy 2:** Manage the closeout process for the SLAOG and 21CCLC grants by ensuring all final reports, financial documents, and compliance requirements are completed accurately and on time.

**Action Steps:**

1. Coordinate with other departments to gather and review all required documentation for the SLAOG grant closeout, and submit final monitoring reports and by the deadlines.
2. Complete SLAOG (Summer III) Close Out
3. SPEND-ALL-THE-MONEY!!!!!!!!!!

**Jennifer Reed, Executive Director of Human Resources**  
**Goals 2024-2025**

**BASELINE RATIONALE AND/OR DATA FOR GOAL:**

To obtain foundational knowledge in the Educational / School field to better understand and support my role and the employees of the ESC.

***GOAL #1: Will complete training on Title IX Coordinators by July 31, 2025***

**EVIDENCE DEMONSTRATING COMPLETION OF GOAL:**

Completion certificate.

**BASELINE RATIONALE AND/OR DATA FOR GOAL:**

Section 4, Standard 3, provide administrative support to human resources for non-teaching personnel.

***GOAL #2: By July 31, 2025, will review and update the MOESC job descriptions.***

**EVIDENCE DEMONSTRATING COMPLETION OF GOAL:**

Job descriptions updated

**BASELINE RATIONALE AND/OR DATA FOR GOAL:**

Audit I-9 documents to ensure compliance with storage and ensuring all documents containing an expiration date must be unexpired.

***GOAL #3: To complete the I-9 audit, update documents/records to ensure compliance by July 31, 2025.***

**EVIDENCE DEMONSTRATING COMPLETION OF GOAL:**

Met compliance.

**BASELINE RATIONALE AND/OR DATA FOR GOAL:**

To provide a centralized repository of communicated information and guidance for the Mid-Ohio ESC staff that is current and adds value to staff and the organization. Carried over from 2023-2024.

***GOAL #4: Work with Technology Manager to update the "Employee Portal" to review HR specific content, make updates to reflect current information and work to provide an updated look for the HR page by July 31, 2025.***

**EVIDENCE DEMONSTRATING COMPLETION OF GOAL:**

Completion of page.

**Dave Jones, Director of Community Schools**  
**Goals 2024-2025**

**Source of Standards: 2024-2025 Community School Quality Practices**  
**Rubric**

D.01 (Oversight Transparency), D.05 (Performance Monitoring): The sponsor maintains and communicates at all levels of the organization a purpose and direction for continuous improvement in oversight and evaluation processes.

***GOAL #1: For the 2024-2025 academic year, I will strengthen oversight and evaluation mechanisms to ensure robust and transparent oversight of sponsored schools, thereby supporting continuous improvement and accountability.***

**Action Steps:**

- Enhance the evaluation framework by regularly reviewing and updating it to align with best practices and regulatory requirements.
- Implement a schedule for regular onsite visits and performance reviews, ensuring comprehensive assessments of academic, operational, and financial health.
- Maintain clear communication with all stakeholders by sharing evaluation criteria, processes, and outcomes transparently.
- Attending the 2024 National Association of Charter School Authorizers (NACSA) conference to stay informed on the latest trends, standards, and best practices in charter school oversight and evaluation.

**Evidence:**

- Updated evaluation framework documentation.
- Onsite Visit reports and Performance Review summaries.
- Communication logs and emails sharing evaluation outcomes.
- Conference attendance records and materials, including insights and applications from the NACSA conference.

**Source of Standards: 2024-2025 Community School Quality Practices**  
**Rubric**

C.01 (Contract Student Performance Measures), C.02 (Contract Terms for Renewal and Non-Renewal), C.03 (Contract Amendment and Updates): The sponsor ensures that all legal and contractual obligations are met to uphold the highest standards of compliance in sponsorship activities.

***GOAL #2: For the 2024-2025 academic year, I will ensure that all legal and contractual obligations are met to uphold the highest standards of compliance in sponsorship activities, including facilitating the renewal process and contract completion for two schools.***

**Action Steps:**

- Conduct a periodic review of all sponsorship contracts to ensure they are up to date with current legal requirements and best practices.
- Facilitate the renewal process for the two schools with expiring contracts, ensuring timely and accurate completion of the renewal agreements.
- Provide ongoing training and resources to the sponsorship team and school leaders on legal obligations and best practices in contract management.
- Establish a system for continuous monitoring of legal compliance and contractual obligations, addressing any issues proactively.

**Evidence:**

- Documentation of contract reviews, amendments, and renewal agreements.
- Training agendas and sign-in sheets.
- Compliance monitoring reports.

**Source of Standards:**

- **Technology Infrastructure:** ITIL, ISO/IEC 27001
- **Information Security:** NIST Cybersecurity Framework, ISO/IEC 27002, CIS Controls
- **Operational Flexibility:** NIST SP 500-292 (Cloud Computing)

***GOAL #3: For the 2024-2025 academic year, I will build on the results of last year's technology audit by addressing identified issues, with a particular focus on upgrading the phone systems and website, while also advancing toward a more secure and flexible technological environment.***

**Action Steps:**

- 1. Replace Phone System and Website:**
  - Complete the replacement of the phone system and website, ensuring they meet current and future organizational needs.
- 2. Resolve Technology Audit Issues:**
  - Address and resolve remaining issues identified in the technology audit, with a focus on optimizing systems for security and efficiency.
- 3. Implement Security Enhancements:**
  - Introduce additional security measures across the technology infrastructure, including advanced protocols and systems to protect against emerging threats.
- 4. Increase Flexibility and Scalability:**
  - Formalize a plan to increase the flexibility and scalability of the technology environment, allowing for more adaptive solutions.

**Evidence:**

- Documentation of the phone system and website replacement, including project timelines and completion reports.
- Reports on the resolution of audit-identified issues and security enhancements.