

Kevin D. Kimmel, Superintendent
Goals 2025-2026

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 2025 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 2026 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 2025-2026

Goal #1: During the 2025-2026 academic year I will develop talent within the L&L department that will allow our team to be more versatile in serving clients and partners.

Action Steps:

1. Encourage new staff to earn or achieve additional certifications aligned to MOESC goals. (gifted, TESOL, reading endorsements)
2. Strategic staffing plans to be more effective and efficient in the assignment of staff.

Evidence:

-

Goal #2: During the 2025-2026 academic year I will work with the Student Services, Technology, and Human Resources Departments to create greater operational efficiencies and alignment to the ESC's mission and vision.

Action Steps:

1. Quarterly meetings with student services to discuss topics and issues that impact both departments.
2. Results and/or discussions will be shared with chairs and consultants.
3. Regular meetings to discuss operations, staffing, and plans for future growth.

Evidence:

-

Goal #3: During the 2025-2026 academic year I will work directly with county principals to learn more about the problems/concerns facing local leaders, offer support/guidance, and build stronger relationships with client and non-client partners.

Action Steps:

1. Host quarterly meetings in all 3 counties.
2. Assist in developing county networks for school leaders.
3. Use information to improve MOESC services.
4. Build relationships with all parties to strengthen our partnerships.

Evidence:

-

Amber Clay-Mowry, Director of Leadership & Learning
Goals 2025-2026

Goal #1: During the 2025–2026 academic year, I will facilitate professional learning and collaborative structures that intentionally align Gifted, Math, and Literacy consultants to district priorities, ensuring consistency of service delivery and building cross-functional expertise across the department.

Action Steps:

1. Facilitate cross-functional training and team learning sessions that integrate Gifted, Math, and Literacy practices, ensuring alignment between expertise areas and with MOESC's role and purpose and district goals.
2. Support existing consultants in pursuing certifications (Gifted, TESOL, Structured Literacy-Accred+) that expand expertise and strengthen interdisciplinary service delivery.
3. Develop and implement shared projects where consultants from different content areas co-design and co-facilitate professional development sessions, modeling alignment and demonstrating the value of integrated support for districts.

Evidence:

-

Goal #2: I will refine and implement an onboarding process for new consultants that ensures alignment with MOESC's role and purpose, departmental expectations, and cross-functional practices, building a strong foundation for consistent district support.

Action Steps:

1. Develop and deliver an onboarding framework that communicates MOESC's mission, vision, expectations, and cross-departmental procedures to new consultants.
2. Establish structured 7-30-60-90-day feedback loops to monitor progress, provide coaching, and ensure alignment to MOESC and district priorities.
3. Mentor Pairing: Strategically assign each new consultant a mentor from another discipline (e.g., Literacy with Math, Gifted with Literacy, etc.) to promote cross-functional understanding and ensure consistency of service.

Evidence:

-

Carrie Wood, Director of Literacy
Goals 202-2026

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

Citation: <https://www.isbe.net/Documents/advancED-esa-stds-032212.pdf>

Standard 2: Governance and Leadership

Indicator 2.6

The agency’s supervision and evaluation processes result in improved professional practice.

The primary focus of the criteria and processes of supervision and evaluation is improving professional practice in all areas of the agency. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice throughout the agency.

Goal #1: By the end of the academic year (June 30, 2026), each literacy coach on the team will increase educator engagement and instructional effectiveness by implementing three individualized coaching cycles—each aligned with leveraging their unique strengths, with measurable improvements in teacher practices and student literacy outcomes within the context of a PLC or Teacher Based Team

Action Steps: Strengths-Based Coaching Aligned to AdvancED ESA Standards

1. Identify Individual Strengths
 - Hold facilitated strength-discovery sessions and self-assessment surveys in early August and September aligned to the role qualifications and job description.
2. Match Strengths to ESA Standards & Coaching Focus
 - Standard 1 (Purpose & Direction): For coaches strong in visioning or communication—focus on helping teachers clarify their literacy instructional purpose or goals.
 - Standard 3 (Teaching & Assessing for Learning): For coaches skilled in pedagogy or modeling—lead demonstration lessons, co-plan assessments, or model strategy-based reading instruction.
 - Standard 5 (Using Results for Continuous Improvement): For analytically strong coaches—guide teachers in interpreting literacy data (e.g., DIBELS, running records), adjusting instruction, and tracking outcomes.
3. Plan & Launch Coaching Cycles
 - Each coach will three distinct coaching cycles—one per standard—that include:

- Bi-Monthly one-on-one meetings: Review progress, troubleshoot challenges, reinforce strengths.
- Facilitate Quarterly Micro Meetings: Coaches from same county areas share successes and insights, fostering mutual learning
- 4. Collect & Review Evidence of Impact
 - Gather:
 - Teacher feedback survey/analysis of video.
 - One videotaped TBT/PLC
 - Student work samples or progress data.
 - Self-reflection journals/Data Dashboard “teaming” coded sessions
 - Review during quarterly meetings to assess growth and plan next pulses.
- 5. Reflect & Iterate
 - In May 2026, each coach completes a final ReadOhio evaluation rubric & reflective summary:
 - Which standard-aligned cycle paired best with their strengths?
 - What was the measurable impact on teacher and student literacy?
 - How will they stretch their coaching skills next year?

Evidence:

Tool artifacts, meeting notes, breakout presentations, state exit survey regarding content, Coach evaluation items related to goal, and analysis of video evidence

Indicator 2.10 — For ESAs that operate schools Leadership and staff supervision, mentorship and evaluation processes result in improved professional practice and student success. (related to Goal#1)

Goal #2: By the end of the 2025-2026 academic year, effectively render the ReadOhio deliverables to partner schools by coordinating a team of coaches to support quality literacy coaching as outlined in the Read Ohio contract project, contributing to the MOESC footprint.

Action Steps:

1. Collaborate with the ReadOhio ODEW team and Coordinators to create a handbook for creating effective onboarding, goals, action steps, monitoring and evaluation of coach performance related to the goal above.
2. Create additional resources and tools for leadership and collaborative problem-solving sections of the Read Ohio Coaching Module LMS course resources to support the tiered coaching levels in K-5 and 6-12.

Evidence:

Universal Newsletter, tools, artifacts, adult engagement data and feedback survey, calendared meetings, data dashboard evidence, impact report evidence, leadership work group/PLC at ReadOhio network (presentation on use of effective teaming cycles to sustain literacy improvement in focus grade level) via ReadOhio Coaching model outlined in *Ohio’s Plan to Raise Literacy Achievement*

Jennifer Crum, Director of Student Services
Goals 2025-2026

Standard 2 Governance and Leadership

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

BASELINE:

The effective date for retirement will be January 30, 2026. To ensure a smooth transition of the Student Services Director role to Eric Turlo, the following phased timeline will be implemented:

- August – September 2025: Jennifer Crum will retain director responsibilities and provide training on essential functions.
- October – November 2025: Jennifer Crum and Eric Turlo will share responsibility for essential director functions.
- December 2025 – January 2026: Eric Turlo will assume full responsibility for essential director functions, with Jennifer Crum providing support as needed.

In addition, the following guided philosophy will support the transition:

- For new tasks and initiatives, Eric Turlo will assume lead responsibility. Future For existing tasks, Jennifer Crum will ensure appropriate support is engaged to complete essential functions of the director's role. Present/Past

GOAL #1: I will work collaboratively with MOEESC Administration to transition the Student Services Director by completing the Training Plan with Eric Turlo the following plan steps by November 30, 2025.

Action Steps:

1. Tools and Systems platforms are shared and in use (August).
2. Introductory Meetings with MOESC staff have been scheduled and completed (August/September)
3. Review the Student Services Position Specific Items:
 - a. Administrative Organizational Chart Roles and Responsibilities (August).
 - b. Associated Department Programs and Services (August).
 - c. Review Process to request a service (September).
 - d. Review Process for determining Staff Assignments (September).
 - e. Introduction to client, partner, and member districts (October).
 - f. Understand how the director provides leadership with legal requirements for implementation of programs and services (September).
 - g. Understand how the department supervises and coordinates all services: preschool, alternative programs, related services, psychology services, home instruction, behavior services, multi-language programs, mentorship and graduate programs (October).
 - h. Review the planning and execution of high-quality, value added professional learning opportunities around relevant student services topics (September/November).
 - i. Review process of developing, achieving, and maintaining research based best practices for all student services (needs survey, collaboratively

developing practices, with progress monitoring maintenance of practices)(All Months)

- j. Understand the leadership in managing CCIP/OFA associated grant applications, budgets, and associated agreements (Title 1D, Parent Mentor, School Psychology Intern, and SLP/SP Consultant Grants). (September)
- k. Review leadership in managing evaluations, eTPES and OTES (September).
- l. Review of the forms used for Fiscal purposes (September/October/November).
- m. Review the department's budget and development processes (September).

EVIDENCE:

Eric Turlo's demonstration of understanding for each area identified in the goal with successful independent implementation by January 2026.

Eric Turlo, Director of Student Services
Goals 2025-2026

Standard 2 Governance and Leadership

Indicator 2.5 Strengthen stakeholder relationships to build a culture of trust and provide superior service, resulting in a measurable increase in engagement and a strong sense of community.

BASELINE:

As a new director, establishing strong relationships is the foundational step to ensuring our services are relevant and meet the evolving needs of our districts. Proactive and prompt communication will help us preemptively address challenges and build upon our reputation for reliability and excellent service.

GOAL #1: During the 2025-2026 school year, I will consistently communicate with key stakeholders in our client districts to ensure that needs are being met in a timely manner by focusing on the following:

Action Steps:

1. At a minimum of monthly phone calls with directors to check in on how we can best support their needs.
2. Complete a fall and spring visit with directors to get time with them to discuss our services and how we can best expand those services or refine what is already being done.
3. Complete a fall, winter, and spring visit with our service providers in each district to build relationships and support for their needs in the district. This will be done outside of the visit from Shelly Patrick and will have an emphasis on what they need to best complete their job and provide exemplary services to the district, staff, students, and families of the district.

EVIDENCE:

4. Call log tracking communications with any action steps to follow up on discussion.
5. Calendar invitations with a follow-up report to summarize what is discussed in these meetings.
6. Calendar notices with documentation of what was discussed.

Standard 4 Resources and Support:

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:

We are currently using contract services including grad development students to provide support in three of our districts, with requests in the previous year to fill a need of a school psychologist and an SLP.

Currently have:

- 1 school psych grad set for 2027-2028, one for 2029-2030, and one for 2030-2031.
- 3 SLP grads set for employment in 2027-20, one for 2028-2029
- 1 BCBA set for employment 2027-2028

GOAL #2: During the 2025-2026 school year, I will work to continue to recruit and retain high quality staff for employment at Mid-Ohio Educational Service Center by focusing on the following.

Action Steps:

1. Promote and recruit students for the HS mentorship program for both SLP (Cohort 2) and School Psychology (Cohort 1) program.
2. Attendance and presentations for job fairs/awareness fairs to promote related service/intervention specialist field.
3. Expand partnerships with number of IHEs to continue to recruit students into the hire to retire continuum.
 - a. Presentations to undergrad and grad student organizations to raise awareness of opportunity.
4. Check-ins with current staff to see what support or needs they may have (focus on retention).
 - a. Celebrate our staff and providers during designated months (include in press releases)
5. Support implementation of a minimum of 2 work life balance events including one being an end of year celebration (retention).

EVIDENCE:

1. Presentations from and participants in SLP-Cohort 2 and School Psychology-Cohort 1 program.
2. Presentations from and participation in job fairs (contact with HS school counselors).
3. Expand partnerships with number of IHEs-communication with multiple programs.
 - a. Presentations to 3-5 undergrad and grad student organizations to raise awareness of opportunity.
4. Check-ins with current staff and documentation of needs and follow up actions to be completed.
 - a. Press releases and photos
5. 2 work life balance events including one being an end of year celebration (retention).

Shelly Patrick, Assistant Director of Student Services
Goals 2025-2026

INDICATOR #: Purpose and Direction, 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

BASELINE RATIONALE AND/OR DATA:

Based on surveys completed during the 24-25 school year by our providers and client districts, professional development, networking, and the desire to grow professionally continue to be areas of need.

GOAL#1: By July 31, 2026, design and deliver comprehensive, data-informed professional development programs for student service providers (SLP, OT, PT, School Psychologists, IS, Paraprofessionals, etc.) that align with contemporary educational trends that will improve provider competencies, satisfaction, and student outcomes measured through participant feedback and relevant service usage.

Action Steps:

1. Collaborate with the Leads to coordinate 3 networking opportunities for each related service discipline.
2. Working with a committee, orchestrate Includapalooza 2026 on 8/11/26
3. With feedback from area district directors and collaborating with the Director of Student Services, implement support to area Intervention Specialists through an Open Office Hours format at least 6 times throughout the 25-26 school year.
4. Collaborate with the BST to plan 3 Dinner and Discussions to support paraprofessionals and ISs.

EVIDENCE DEMONSTRATING COMPLETION OF GOAL:

Sign-in sheets for each event, survey responses from each event, survey feedback from district directors, budget a project proposal for Includapalooza

INDICATOR #: 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 RATIONALE AND/OR DATA:

Identifying workload versus caseload helps with retention. There is a continued need to educate solutions to a workload that is unmanageable.

- According to the Ohio Administrative Code (OAC) 3301-51-09(I). When determining service provider workload and caseload, here are definitions of terms.

- “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.
- “Caseload” means the number of children who receive specially designed instruction or direct related service from a service provider.
- “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.
 - “Case management” means case coordination of a specific student’s IEP process and includes the activities listed above.
- Feedback from the Student Services “Napkinology” activity completed in Spring 2025, indicated providers value an administrator visiting them in their district placement, which also increases retention.
- We are currently building our pipeline of SLP Grow Your Own candidates by utilizing SLP Grad students in our districts while working with their IHE to have this fulfill their fieldwork placement requirements to fill 2 SLP positions. They will need continuous support from the ESC.
- We have hired 1 SLP Aide and have another SLP Aide position posted to support the workload of SLPs in our client districts. With this being a new position, the SLP Aides will also require support throughout the year.

GOAL#2: By July 31, 2026, the student services administration will develop consistent processes and procedures to recruit and retain high quality related service providers to fulfill the needs in our client districts by focusing on the following:

Action Steps:

1. Educate about workload and additional solutions rather than additional staff
 - Refine calculator process
 - ✓ Leads will develop a guidance list for the “other district duties” line of the calculator for their discipline area
 - ✓ A time study document will be available for providers who have completed the calculator and the workload does not fit within their allotted FTE. The time study will be used to determine solutions to workload.
2. Supporting staff with at least 2 visits throughout the year to their district and follow up with email
3. Support District Directors by attending support meetings for Related Service Providers
4. Attend mentorship kickoff, year end celebration, and lunch and learns
5. Provide support to State Consultants while developing the Mentorship programs for 25-26 school year for SLP and School Psychologist.
6. Collaborate with Leads to plan 2 work life balance activities

7. Collaborate with Leads to revamp the End of Year Celebration with a different date and time, food, and activities
8. Reach out to IHEs to attend NSSHLA meetings and other opportunities to reach out to undergraduate students about SLP and School Psychology career opportunities in the schools.

EVIDENCE DEMONSTRATING COMPLETION OF GOAL:

Sign-in sheets for Related Service Networks, IS Open Office Hours, and Dinner and Discussions. Workload Data and Time Study data as well as minutes from meetings with providers to discuss solutions to workload based on the time study. Meeting notes for Leads Meetings. Agenda for Year End Celebration. Agendas/Minutes from IHEs meetings. Surveys to capture feedback for WLB activities. Visit schedule and emails to staff to follow up. Guidance list for “other duties” for each discipline for the calculator.

Ongoing Projects for 2024-2025:

1. Implementation of PBIS
 - Participating in the Review Team for Online PBIS Online Modules for Classroom Practices and Tier 2 and Tier 3
 - 25-26 school year, will attend meetings for State Networks
 - Provide Coaching to Districts who request it
 - Request from so far from Mt. Gilead and Lexington
2. Oversee CPI Processes
 - Work with Megan to order workbooks from CPI
 - Communicate with CPI contact, Mark Kohnlein, with any questions or concerns
3. Oversee implementation of Student Services Newsletter with Administrative Assistant

Amy Wood, Director of Grants & Special Projects
Goals 2025-2026

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: Expand or enrich BAC high impact student programs

Action Steps:

1. Expand Crawford County TurboCert program with additional pathway in healthcare and increased enrollment
2. Submit Crawford County Community Foundation Grant
3. Pilot district embedded TurboCert Program (Lexington IT)
4. Pilot Morrow County TurboCert Program with at least one pathway in advanced manufacturing
5. Enrich Workforce Academy
6. Support SLP/SP Mentorship Programs

Strategy 2: Enhance professional knowledge in the Business Advisory Council Quality Practices and issues impacting workforce and education.

Action Steps:

1. Leverage participation in local workforce development boards, college or university councils or committees, conferences and programs to connect with local organizations, facilitate knowledge sharing, and foster collaborative relationships with business, postsecondary and community partners in BAC Counties.
2. Ohio State Marion Advisory Board
3. Engage in ODEW Career Leader and BAC Leader professional development
4. Attend relevant professional development workshops, seminars, and conferences to continuously improve knowledge and stay current on industry trends.

Project: Aspire and 21CCLC Grants

Goal #2: Oversee the implementation of grants and related scopes of work by providing guidance and support to the program respective managers, ensuring all deliverables and compliance requirements are met.

Strategy 1: Provide regular guidance and resources to the program staff to ensure smooth implementation and address any issues promptly.

Action Step:

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

Strategy 2: Manage the grant process by ensuring all final reports, financial documents, and compliance requirements are completed accurately and on time.

Action Step:

1. Coordinate with other departments to gather and review all required documentation to submit final monitoring reports and by the deadlines.

Project: Half-Time Project Director at Bucyrus City Schools

Goal #3: Oversee the implementation of the Career Tech Equipment grant and related scope of work for career connected learning by providing direct implementation, and guidance and support to the superintendent and administration.

Strategy 1: Grant Implementation and Compliance**Action Steps:**

1. Ensure grant funded activities are implemented according to the scope of work and within established timelines
2. Monitor expenditures to confirm alignment with grant guidelines and district inventory and purchasing policies
3. Prepare required reports and documentation for ODEW, including tracking progress toward student credential attainment
4. Attend ODEW required meetings
5. Oversee equipment installation, training and integration into classroom instruction

Strategy 2: Stakeholder Engagement**Action Steps:**

1. Facilitate quarterly Project Advisory Committee Meetings
2. Design and Implement PreK-12 Career Connected Learning activities with Industry Champions

Strategy 3: District Alignment to Support Career Connected Learning**Action Steps:**

1. Design Career and STEM related activities for Convocation and each of 3 district professional development days
2. Teach Ashland Graduate Course (89 seats) for Connections to Careers Advisors
3. Support and Participate in monthly District Administrative Team Meetings
4. Provide Learning Spotlight activities each month
5. Attend the OSLN Innovative Leaders Network 25-26

6. Provide support for development of district wide vision for STEM
7. Lead the BCS Career Navigation Team (School counselors, principals, career coach, family advocates) to align career advising and activities in the district
8. Lead revision of the BCS Portrait of a Graduate in collaboration with the DLT
9. Lead Signing Day or similar event

Jennifer Reed, Executive Director of Human Resources
Goals 2025-2026

BASELINE RATIONALE AND/OR DATA FOR GOAL:

Section 4: Ohio Standards for School Business Managers, Standard 3, provide direction to support services and guide business operations of the district.

GOAL #1: By January 31, 2026, will work with SC View to build out the Hiring Module to include process/workflow. Training of administrators and those impacted will take place on or before March 31, 2026.

EVIDENCE DEMONSTRATING COMPLETION OF GOAL:

Workflow/process map created and provided at the time of training. Training sign-in sheets will be collected to verify those who have attended, and training completed. Final implementation and utilization of the module.

BASELINE RATIONALE AND/OR DATA FOR GOAL:

Section 4: Ohio Standards for School Business Managers, Standard 3, provide direction to support services and guide business operations of the district.

GOAL #2: By January 31, 2026, will work with SC View to build out the Onboarding Module to include process/workflow. Training of administrators and those impacted will take place on or before March 31, 2026

EVIDENCE DEMONSTRATING COMPLETION OF GOAL:

Workflow/process map created and provided at the time of training. Training sign-in sheets will be collected to verify those who have attended, and training completed. Final implementation and utilization of the module.

BASELINE RATIONALE AND/OR DATA FOR GOAL:

Section 4: Ohio Standards for School Business Managers, Standard 3, provide direction to support services and guide business operations of the district.

GOAL #3: Completion of training on Title IX to be one of the MOESC Title IX Coordinators by July 31, 2025

EVIDENCE DEMONSTRATING COMPLETION OF GOAL:

Dave Jones, Director of Community Schools
Goals 2025-2026

Source of Standards: 202-2026 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 2025-2026 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:

1. Enhance the evaluation framework by regularly reviewing and updating it to align with best practices and regulatory requirements.
2. Implement a schedule for regular onsite visits and performance reviews, ensuring comprehensive assessments of academic, operational, and financial health.
3. Maintain clear communication with all stakeholders by sharing evaluation criteria, processes, and outcomes transparently.
4. Attending the 2025 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:

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

Source of Standards: 2025-2026 Community School Quality Practices Rubric

A.01 (Mission and Strategic Plan), A.02 (Goals and Self-Evaluation), A.04 (Conflicts of Interest), A.06 (Data Analysis and Use), D.06 (Monitoring and Technical Assistance), E.01–E.06 (Contract Performance Evaluation, Renewal, and Closure): The sponsor demonstrates the capacity to manage the sponsor evaluation process with integrity, accuracy, and alignment to established quality practices, including evidence collection, performance analysis, and structured submission.

GOAL #2: For the 2025–2026 academic year, I will manage all phases of the sponsor evaluation process, ensuring alignment with the 2025–2026 Sponsor Quality Practices Rubric through timely, complete, and

compliant evidence submissions that reflect high-quality sponsoring practices.

Action Steps:

1. Develop and manage a comprehensive timeline for gathering, drafting, and submitting all rubric-required materials.
2. Review and compile evidence aligned to each applicable standard, ensuring formatting, organization, and compliance with documentation protocols (e.g., explanatory memos for lengthy documents).
3. Draft narrative explanations that accurately describe practices and link clearly to the evidence submitted.
4. Perform a self-audit of all submissions to ensure quality, clarity, and alignment with rubric expectations.
5. Monitor for updates from the Department and adjust submissions accordingly to remain compliant.

Evidence:

1. Documented project timeline and task checklist
2. Completed rubric narratives and explanatory memos
3. Epicenter submission confirmations and document inventory
4. Internal rubric self-audit log

Source of Standards:

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

GOAL #3: For the 2025-2026 academic year, I will build on last year's progress to the technological infrastructure by updating critical systems, including the Domain Controller and Storage Infrastructure, while also advancing toward a more secure and flexible technological environment.

Action Steps:

1. **Update Domain Controller (Server)**
 - Upgrade and replace the onsite Domain Controller with the latest server operating system and hardware. This will ensure compatibility with current and future infrastructure and in addition to modern security standards.
2. **Update Storage Infrastructure:**
 - Replace or upgrade the primary user storage device to enhance capacity, performance, reliability, security, aligning with organizational data growth and backup needs.
3. **Resolve Technology Audit Issues and Implement Security Enhancements:**

- Address and resolve remaining issues identified in the technology audit, with a focus on optimizing systems for security and efficiency.
- Introduce additional security measures across the technology infrastructure, including advanced protocols and systems to protect against emerging threats.

Evidence:

1. Documentation of the Domain Controller upgrade, including project timelines, system specifications, and change management reports.
2. Storage device upgrade reports, detailing capacity improvements, performance metrics, and compliance security standards.
3. Reports on the resolution of audit-identified issues and security enhancements.