

Kevin D. Kimmel, Superintendent
Goals 2026-2027

Standard 1: Purpose and Direction. The agency maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commits 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 feedback from the spring 2026 Mid-Ohio ESC Satisfaction Survey by conducting individual meetings with district leaders, implementing appropriate organizational and personal improvements, and developing or refining programs and supports in response to identified needs.

Goal #2: Conduct a satisfaction survey with our client districts in the spring of 2027 to measure the performance of Mid-Ohio ESC as it relates to the following purpose and role.

Evidence: Documentation of follow-up meetings and actions taken in response to the 2026 survey; results of the spring 2027 satisfaction survey.

Goal #3: In collaboration with the Mid-Ohio ESC Board of Governors and Treasurer, develop a Client District Reinvestment Program that leverages the ESC's strong financial position to provide a financial benefit to client districts based upon their level of contracted services with Mid-Ohio ESC.

As part of the program, establish a "True Days Cash" policy that identifies the appropriate level of cash reserves necessary to maintain the long-term financial stability of Mid-Ohio ESC. Once the established reserve level and other financial obligations are met, the Board may annually determine an amount of available margin to be reinvested in participating client districts.

Each participating district's share will be calculated proportionately based upon the percentage of eligible Mid-Ohio ESC services purchased by that district during the applicable fiscal year. District superintendents and boards of education will retain flexibility in determining how their distribution is used based upon local priorities, with Mid-Ohio ESC encouraging the use of these funds to directly benefit students through programming, opportunities, incentives, and recognition.

Evidence: Board adoption of a True Days Cash policy; development and Board approval of the Client District Reinvestment Program methodology and eligibility criteria; annual calculation of available margin; documentation of district service utilization; and, if authorized by the Board, distribution of reinvestment funds to eligible client districts.

PURPOSE:

The purpose of an ESC is to meet the needs of client districts, provide highly qualified staff supported through training and networking, and engage our client districts by providing support with curricular and programming 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, remaining committed to a client-driven, customer-satisfaction model of service delivery, and 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 #4: Provide Weekly Friday Notes and Monthly Board Agenda Backups to the Board of Governors throughout the 2026-2027 school year to keep members informed of organizational initiatives, programs, opportunities, challenges, and other significant developments.

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

Goal #5: Complete an average of six news releases each month that highlight student and staff achievements, training and professional development opportunities, programs and services offered by the ESC, partnerships, and 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 #6: Maintain frequent connections and communication with each client district superintendent throughout the 2026-2027 school year through networking meetings at Mid-Ohio ESC, district site visits, and regular email and phone communication.

Evidence: Copies of networking meeting agendas, district site-visit calendars, and records of regular phone and email communication.

Dr. Mark Burke, Executive Director of Achievement & Leadership
Goals 2026-2027

Goal #1: During the 2026-2027 academic year I will strengthen our service connection to client districts through viewing supports through a new model.

Action Steps:

1. I will work with the director of L&L to create a new scope of work document that clearly defines the amount of service, service method, structural/system barriers, and identified outcomes.
2. I will meet with “high risk”/”high-need” district leadership to create service outcomes, service model, and deliverables.
3. I and my director will make scheduled and unscheduled visits to districts to ensure quality service is being provided.
4. Our department will create a mid-year service spotlight booklet highlighting the great work present in our schools.

Evidence:

1. Scope of Work Documents
2. Scope of Work Documents, Calendar Appointments, Emails, communications
3. Visit logs/notes
4. Mid-year Document, Monthly Partnership Highlights (to share with the Board and media)

Goal #2: During the 2026-2027 academic year I will strengthen our connections to potential client districts.

Action Steps:

1. Our department will check in with new and potential partners monthly to ensure needs are being met.
2. New and future clients will be added to our mid-year spotlight document.
3. An experienced administrator will be serving as oversight in our new service area to ensure success.

Evidence:

1. Communication Logs, Emails
2. Mid-year Document, Monthly Partnership Highlights (to share with the Board and media)
3. Communication Logs, Emails

Goal #3: During the 2026-2027 academic year I work with MOESC directors and staff to develop efficiencies that streamline our processes.

Action Steps:

1. All actions will be determined through feedback received during cabinet.

Evidence:

1. Cabinet Notes (updated monthly)

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:

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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 2026-2027

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, 2027), 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 Service delivery items related to focus goal, and analysis of video evidence, mid/final evaluation (DEW/ESC)

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 2026-2027 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*

Nicholas Jacobs, Director of Literacy
Goals 2026-2027

Goal #1: By the end of the 2026-27 school year, the West Region literacy coaching program will strengthen governance and leadership structures so that coaching supervision, communication, and decision-making processes improve literacy coaches' professional practice and regional program effectiveness (Standard 2: Governance & Leadership).

Action Steps:

6. Develop and implement a coaching supervision and evaluation protocol
 - Establish structured communication & feedback cycles, regularly review and provide feedback to coaching logs, and align protocol with the evaluation rubric
 - Apply protocol consistently to all 26 coaches, with a formal review of results quarterly
7. Establish a West Region Advisory Team
 - Recruit and implement a team of leaders that represent the West team (veteran coaches, new coaches, coaches supporting elementary grades, coaches supporting secondary grades, coaches in traditional public schools, coaches in charter/community schools)
 - Collaboratively review team policies, meeting agendas, scheduling, and program decisions before they are finalized
8. Establish West Region team meetings as professional learning opportunities
 - Create a monthly cadence for team meetings that spans the entire year
 - One meeting a month will be dedicated to professional learning around the Literacy Improvement Pathway
 - One meeting a month will be guided by voluntary coach sharing: a success story from their school, or a problem of practice for the team to collectively help the coaches address
 - [Problem of Practice protocol](#)
9. Establish a set schedule for partner district touchpoints monthly
 - Schedule out meetings with each partner district at the beginning of each semester to ensure an ongoing communication/feedback loop with our partners

Evidence:

- ✓ Meeting artifacts: agendas, meeting recordings, minutes from Advisory Team and Regional Micro-Meetings
- ✓ Stakeholder survey responses (coach responses, partner district responses) capturing coach and partner perceptions regarding communication quality and inclusive decision-making
- ✓ Professional learning records: attendance logs, session materials, post-evaluation data from Literacy Improvement Pathway sessions
- ✓ Evaluation rubrics collected once per semester

Goal #2: By the end of the 2026-2027 school year, the West Region literacy coaching program will implement a comprehensive, data-driven evaluation system that systematically collects, analyzes, and reports coaching effectiveness data, and uses those results to guide continuous improvement of coaching practices and student learning outcomes (Standard 5: Using Results for Continuous Improvement)

Action Steps:

1. Establish the standardization of the coaching data dashboard
 - Provide explicit training and ongoing support for new coaches in logging coaching events aligned with ReadOhio coaching playbook protocols
 - Create a common tool for standardization for coaches to return to when faced with uncertainty with logging coaching events
 - Share and discuss the common tool with the entire West Team to ensure clarity and expectations
2. Establish a coaching data review cycle quarterly to align with 1:1 meetings between the Regional Coaching Coordinator and individual coaches
 - Create and implement a common protocol for reviewing coaching data to guide quarterly review conversations
 - Share the protocol with coaches to provide transparency and an opportunity for all to be prepared for these conversations
3. Administer a standardized coachee (teacher) feedback survey
 - Administer the survey twice per year to measure perceived effectiveness of coaching support
 - Disaggregate results by coach and district for trend analysis
4. Align Coaching Service Delivery Plans (CSDPs) with personal goals of each coach
 - Coaches will identify 2-3 coaching goals (aligned with strategies, structure, or process of coaching) that are data-driven and measurable
 - Progress around the CSDP and their personal goals will be captured with 1:1 check-in meetings with the coordinator with follow-up as needed
 - Compile and (coaches) present an annual summative report for their partner schools/districts summarizing outcomes, trends, and program adjustments resulting from ReadOhio coaching support.

Evidence:

- ✓ Data dashboard training materials (common tool for standardization)
- ✓ Quarterly data review cycle minutes
- ✓ Quarterly data review cycle coaching protocol
- ✓ Feedback survey results from teachers receiving direct support from coaches
- ✓ Feedback survey analysis
- ✓ Coaching service delivery plans
- ✓ Personal coaching goals from each coach
- ✓ Annual summative reports from each coach for each partner school

Casie M. Grau, School-Community Partnership Coordinator
Goals 2026-2027

Focus: Interactive Community Alignment with Career-Connected Learning

Goal #1: By June 30, 2027, I will administer the Business-Education Advisory Council by overseeing meetings and coordinating associated initiatives that align stakeholders with career-connected learning.

Action Steps:

1. Complete four BAC meetings (one per quarter), each containing significant information for stakeholders to understand workplace trends, in-demand job skills, and experience local organizations.
2. Submit the BAC plan document to ODE by September 30, 2026 with high-quality data and promotion of our work to obtain at least a 3-Star Rating.
3. Oversee TurboCert programming and facilitation by working with coordinators, instructors, site location administrators, and school administrators to ensure programs are running smoothly and as expected.
4. Develop team of reliable TurboCert facilitators, upskilling with required certification as needed.
5. Oversee Educator Bootcamp in coordination with Ashland University and regional Action Teams.
6. Work collaboratively with Crawford, Morrow, and Richland County Action Teams and other organizations, including the CPSN, to assist in development of career-connected learning programs.

Evidence:

- BAC Attendance List, Agendas, and Program Surveys
- BAC Plan and Addendum Document
- TurboCert attendance documentation, notes/minutes from check-in meetings with stakeholders
- Listing of facilitators along with certifications
- Bootcamp program documentation, including attendance, online coursework, and presentation records
- Action Team meeting minutes, utilization of YouScience and similar data

Focus: High-Impact Sustainable Client Relationships

Goal #2: For the 2026-2027 academic year, I will oversee the career-technical education provided by Kalin Wilbur and Career Connection Team (Bethany Rachel and Kevin Fourman as needed) at Crestline Exempted Village School District, resulting in a positive experience for students and administrators (short-term result) and the desire for continued services from Mid-Ohio ESC (long-term result).

Action Step:

1. Conduct regular check-ins with Crestline Administrators and Mid-Ohio ESC Staff to review progress, discuss challenges, and provide necessary support and feedback.
2. Ensure coverage is provided for each school day by Career Connection Team, with primary coverage provided by Kalin Wilburn and Bethany Rachel (on Thursdays).

3. With stakeholder input and collaboration, work to design subsequent services for client from Mid-Ohio.

Evidence:

- Meeting notes from check-ins, documentation of coverage, feedback from client district.

Eric Turlo, Director of Student Services
Goals 2026-2027

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.*

Indicator 4.5: *The agency provides, coordinates, and evaluates the effectiveness of programs and services delivered to constituent schools and systems.*

BASELINE: Student Services prioritizes recruiting, developing, supporting, and retaining highly qualified professionals. A coordinated “Hire to Retire” continuum will align recruitment, onboarding, mentorship, development, and recognition to strengthen support throughout an employee’s career with Mid-Ohio ESC.

GOAL #1: During the 2026–2027 school year, I will lead the development and implementation of a comprehensive Hire to Retire Continuum of Support for Student Services that strengthens recruitment, onboarding, mentorship, professional development, leadership capacity, and ongoing provider support in order to recruit and retain a highly qualified workforce.

Action Steps:

1. Collaborate with Student Services Administration, Human Resources, Leads, and providers to update the Hire to Retire Continuum and create a related checklist.
2. Complete and implement a consistent Student Services onboarding plan for new hires.
3. Ensure all newly hired staff requiring mentorship are assigned an appropriate mentor and that mentors receive clearly defined expectations and training.
4. Maintain regular check-ins with Graduate Development participants to support successful progression toward employment with Mid-Ohio ESC.
5. Strengthen partnerships with university preparation programs through scheduled visits, presentations, and ongoing communication with universities.

EVIDENCE:

- Completed Hire to Retire Continuum of Support with an aligned checklist. Completed Student Services onboarding plan.
- Documentation that 100% of new hires are matched with a mentor.
- Completed mentor/mentee training plan and documentation of mentor training.
- Documentation of Graduate Development participant check-ins and follow-up.
- Documentation of university visits, presentations, and partnership activities.

STANDARD 2: GOVERNANCE AND LEADERSHIP

Indicator 2.4: *Leadership and staff throughout the agency foster a culture consistent with the agency's purpose and direction.*

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

BASELINE: Student Services providers work across multiple districts and disciplines, making intentional connection, recognition, and staff voice essential. The Leading Change Plan prioritizes a positive culture through work-life balance opportunities, provider-informed celebrations, and staff recognition.

GOAL #2: During the 2026–2027 school year, I will cultivate a positive Student Services culture and climate by intentionally creating opportunities for staff connection, recognition, engagement, wellness, and provider voice that strengthen employees' sense of belonging and connection to Mid-Ohio ESC.

ACTION STEPS:

1. Collaborate with Student Services Leads and providers to plan and implement at least two work-life balance opportunities during the 2026–2027 school year.
2. Develop an end-of-year Student Services celebration that incorporates provider input and provides meaningful opportunities for recognition and connection.
3. Establish practices for recognizing individual and team accomplishments, professional milestones, exemplary service, and contributions to students, families, districts, and MOESC.
4. Intentionally incorporate opportunities for staff connection and relationship-building into meetings, professional networks, trainings, and other activities.
5. Create opportunities for providers to contribute ideas and feedback regarding culture, communication, recognition, wellness, and professional supports.
6. Work collaboratively with Leads to identify emerging staff needs and determine appropriate follow-up or department-level support.
7. Increase connection between Student Services Administration and providers through district visits, activities, pd opportunities, and informal interactions.
8. Review provider feedback throughout the year and adjust department practices when opportunities exist to strengthen staff engagement and belonging.

EVIDENCE DEMONSTRATING COMPLETION OF GOAL:

- Two work-life balance events during the school year.
- Completed end-of-year celebration developed with provider input.
- Documentation of regular staff recognition.
- Provider feedback from culture, climate, recognition, and events.
- Evidence of administrative participation in provider visits and activities.
- Lead meeting documentation identifying staff needs and follow-up actions.

STANDARD 4: RESOURCES AND SUPPORT SYSTEMS

Indicator 4.2: *Material and fiscal resources are sufficient to support the purpose and direction of the agency.*

Indicator 4.4: *The agency demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the agency.*

BASELINE: Student Services manages multiple personnel, program, grant, and service-related expenditures. Stronger alignment with Fiscal will help ensure budgets and expenditures reflect the **true cost of services**, improve forecasting, and support better decisions about sustainability, agreements, and future budgets.

GOAL #3: During the 2026–2027 school year, I will collaborate with the MOESC Fiscal Department to refine Student Services budgeting, expenditure tracking, and forecasting practices so financial reports more accurately capture the true costs of

department programs and services and provide reliable information for administrative decision-making.

ACTION STEPS:

1. Establish regular meetings with Fiscal staff to review budgets, expenditures, revenues, encumbrances, grants, contracts, and related financial activity.
2. Review existing expenditure coding and allocation practices to identify expenses that may not currently provide an accurate representation of costs.
3. Establish shared understanding between Student Services and Fiscal regarding where significant department expenses should be budgeted and recorded.
4. Review major expense categories including purchased services, professional development, travel, supplies, Graduate Development programming, grants, and other program-specific expenditures.
5. Analyze the actual cost of significant Student Services programs and services and compare those costs with associated revenues, district agreements, grants, or other funding sources when applicable.

EVIDENCE DEMONSTRATING COMPLETION OF GOAL:

- Documentation of regularly scheduled Student Services/Fiscal budget reviews.
- Updated budget tracking forms to allow for easier flow of information with Fiscal.
- Identification of significant differences between projected and actual program costs.
- Year-end financial analysis reflecting a more accurate picture of Student Services program and service expenses.

Shelly Patrick, Assistant Director of Student Services
Goals 2026-2027

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:

Based on surveys completed during the 25-26 school year by our providers and client districts, professional development to grow professionally continues to be an area of need, as well as recruitment of high-quality staff and retention of that staff.

Goal #1:

By July 31, 2027, evaluate, strengthen, and continuously improve systems for recruiting, supporting, and retaining high-quality staff to build a stable and effective workforce that meets the evolving needs of students and district schools.

Action Steps:

1. Collaborate with the Leads to coordinate 3 networking opportunities for each related service discipline.
 - a. October Legal, Co-Regulation and Executive Functioning with Amy Secrist and myself
 - b. January Network, Hybrid, Legal Updates
 - c. March, TBD based on needs of interest this year
2. Working with a committee, orchestrate Includapalooza 2027 on 8/10/26
3. Maintain and oversee the workload calculator and data collection
4. 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 3 times throughout the 26-27 school year.
5. Collaborate with Leads to plan at least 2 work/life balance activities
6. Coordinate at least 2 visits to each provider throughout the 26-27 school year
7. Continue support for the mentor/mentee program for new staff
8. Support the HS Mentorship program for SLP and School Psychologist

Evidence:

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

Teaching and Assessing for Learning, Indicator 3.18

The agency and its schools provide and coordinate learning support services to meet the unique learning needs of students.

Baseline:

Feedback gathered through surveys from professional development participants, service providers, and district partners indicates a significant and ongoing need for continued learning and support focused on effectively meeting the diverse needs of all students, with particular emphasis on supporting neurodivergent learners.

Goal #2:

By July 31, 2027, complete a pilot project to develop and strengthen staff capacity to support diverse learners, including neurodivergent students, through the implementation of the BASE (Building Academic Structured Environments) framework. Professional learning, coaching, and collaborative support will focus on using data to inform decisions, creating intentional and accessible learning environments, strengthening classroom structures and systems, and integrating supports that promote student access, engagement, independence, and success.

Action Steps:

1. Initial team to complete train the trainer with OCALI
2. Communicate regularly with BST in pilot district for ongoing support
3. Complete training with RBT's in all districts
4. Collaborate with Administration and teachers of pilot district for feedback.
5. Develop plan for full implementation 27-28 school year

Evidence:

Feedback from pilot district throughout the school year and a plan for full implementation for the 27-28 school year
Data that indicates BASE supports the learning needs of diverse learners.

Jennifer Reed, Executive Director of Human Resources
Goals 2026-2027

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 June 30, 2027, complete an established training and development plan for the new HR Administrative Assistant, focused on the essential duties, responsibilities, processes, and systems within the HR role. Training and development will support a consistent transition into the position and build the knowledge and skills necessary to independently perform assigned responsibilities.

EVIDENCE DEMONSTRATING COMPLETION OF GOAL:

A. Assess & Establish

- Review the essential duties and responsibilities of the HR Administrative Assistant role.
- Identify key training areas, processes, systems, and compliance requirements.
- Establish a structured training and development plan with timelines and priorities.

B. Build & Develop

- Provide training, job shadowing, and hands-on learning opportunities aligned with the HR role.
- Gradually increase responsibilities and opportunities for independent application of knowledge and skills.
- Provide ongoing guidance, feedback, and support throughout the training period.

C. Complete & Evaluate

- Complete the established training and development plan by **June 30, 2027**.
- Evaluate progress and identify any additional training or development needs.
- Ensure the employee has the foundational knowledge and resources needed to effectively perform the responsibilities of the position.

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 June 30, 2027, collaborate with the Executive Director of Achievement and Leadership and the Director of Community Schools to identify and implement greater operational efficiencies and alignment related to employment contracts, legal review, and automation.

EVIDENCE DEMONSTRATING COMPLETION OF GOAL:

A. Assess & Align

- Review current employment contracts and identify opportunities for greater consistency, efficiency, and alignment.

B. Improve & Implement

- Provide employment contract materials/ recommendations to the internal team on or before September 30, 2026.
- Documents sent to legal for review.
- Make any applicable revisions to documents.
- Work with Executive Director of Achievement and Leadership and the Director of Community Schools to work toward an automated solution.

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: Implement E-Verify Compliance by June 30, 2027**EVIDENCE DEMONSTRATING COMPLETION OF GOAL:****A. Assess & Prepare**

- Review the requirements of House Bill 246 and applicable E-Verify requirements.
- Determine how E-Verify will integrate with current hiring and I-9 processes.
- Identify responsible staff and establish an implementation timeline.

B. Build & Implement

- Establish an E-Verify account and develop internal procedures.
- Update hiring and onboarding processes, forms, and communications as needed.
- Provide appropriate training for staff responsible for I-9 and E-Verify processes.

C. Monitor & Maintain

- Implement the E-Verify process on or before June 30, 2027.
- Monitor compliance and address any issues identified during implementation.
- Maintain procedures and provide ongoing training or updates as requirements change.

Dave Jones, Director of Community Schools
Goals 2026-2027

Source of Standards: 2026-2027 Community School Quality Practices Rubric

D.01 (Oversight Transparency), D.05 (Performance Monitoring), D.06 (Monitoring and Technical Assistance), with D.03/D.04 oversight practices related to on-site visits and reporting.

GOAL #1: For the 2026-2027 academic year, I will successfully transition key sponsor oversight and evaluation responsibilities to Mr. Secrist through structured training, documentation, and support to ensure continuity, consistency, and compliance.

Action Steps:

- Develop a transition plan identifying key duties, recurring activities, timelines, and critical deadlines.
- Provide hands-on training in school monitoring, onsite visits, performance reviews, documentation, and sponsor communication.
- Organize procedures, templates, calendars, and reference materials needed to perform the role independently.
- Gradually transfer ownership of responsibilities while providing regular review, feedback, and support.
- Attendance at Board meetings and continuous improvement meetings

Evidence:

- Transition plan and training documentation.
- Updated procedures, templates, and reference materials.
- Completed work and progress reviews demonstrating successful transfer of responsibilities.

Source of Standards: 2026-2027 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 #2: For the 2026-2027 academic year, I will sustain and strengthen high-quality community school sponsorship practices by maintaining effective oversight, addressing areas for improvement identified in the 2025-2026 sponsor evaluation, and supporting continuous improvement.

Action Steps:

- Review prior evaluation findings and complete corrective actions or improvements where needed.
- Continue consistent academic, operational, financial, and compliance monitoring of sponsored schools.
- Refine sponsor procedures, documentation, and templates based on lessons learned from the prior evaluation.
- Periodically review sponsorship practices for alignment with quality practices, regulatory expectations, and organizational goals.

Evidence:

- Documentation showing resolution or progress on prior evaluation findings.
- School monitoring records, reports, and technical assistance documentation.
- Updated sponsor procedures, templates, and internal review materials.

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 2026-2027 academic year, I will strengthen the organization's cybersecurity posture and improve office efficiency through enhanced security practices, streamlined technology processes, and appropriate automation.

Action Steps:

- Review cybersecurity practices and implement prioritized improvements in access, authentication, endpoint protection, data security, backup, and monitoring.
- Provide practical cybersecurity awareness guidance and periodically review user accounts and permissions.
- Identify repetitive or inefficient office processes and use technology, automation, or appropriate AI-supported tools to improve productivity and consistency.
- Update documentation for critical technology processes and evaluate the impact of implemented improvements.

Evidence:

1. Documentation of cybersecurity reviews and implemented security enhancements.
2. Cybersecurity awareness materials and account/access review records.
3. Examples of streamlined or automated processes and updated technology procedures.

Jeremy Secrist, Director of Special Projects
Goals 2026-2027

Source of Standards: 2026-2027 Community School Quality Practices Rubric

D.01 (Oversight Transparency), D.05 (Performance Monitoring), D.06 (Monitoring and Technical Assistance), with D.03/D.04 oversight practices related to on-site visits and reporting.

GOAL #1: For the 2026-2027 academic year, I will successfully transition into my role with Community Schools, learning sponsor oversight and evaluation responsibilities from Mr. Jones through structured training, documentation, and support to ensure continuity, consistency, and compliance.

Action Steps:

- Develop a transition plan identifying key duties, recurring activities, timelines, and critical deadlines.
- Through hands-on training in school monitoring, onsite visits, performance reviews, documentation, and sponsor communication I will learn to provide proper oversight.
- Organize procedures, templates, calendars, and reference materials needed to perform the role independently.
- Seek to fully have ownership of responsibilities through regular review, feedback, and support.

Evidence:

- Transition plan and training documentation.
- Updated procedures, templates, and reference materials.
- Completed work and progress reviews demonstrating successful transfer of responsibilities.

Source of Standards: 2026-2027 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 #2: For the 2026-2027 academic year, I will sustain and strengthen high-quality community school sponsorship practices by maintaining effective oversight, addressing areas for improvement identified in the previous sponsor evaluation, and supporting continuous improvement.

Action Steps:

- Review prior evaluation findings and complete corrective actions or improvements where needed.
- Continue consistent academic, operational, financial, and compliance monitoring of sponsored schools.

- Refine sponsor procedures, documentation, and templates based on lessons learned from the prior evaluation.
- Periodically review sponsorship practices for alignment with quality practices, regulatory expectations, and organizational goals.
- Attendance at Board meetings and continuous improvement meetings.

Evidence:

- Documentation showing resolution or progress on prior evaluation findings.
- School monitoring records, reports, and technical assistance documentation.
- Updated sponsor procedures, templates, and internal review materials.

Source of Standards: Ohio Standards for Superintendents (Standards 1-5)

GOAL #3: For the 20206-2027 school year I will establish and implement a plan for governance of our two private residential treatment facilities and expand outreach, communication, and collaboration with other non-public schools.

Action Steps:

- Establish a pattern for regular visits of both FIRST and Abraxas.
- Meet with administration for both PRTF's.
- Provide OPES support and evaluation for PRTF principals.
- Visit local non-public schools to offer support, service, and build relationships.
- Create or utilize a needs assessment for non-public schools.

Evidence:

- OPES final evaluations.
- Mileage logs.
- Evidence of meetings and communication with administration.
- Discussions with non-public schools to gauge needs, and where service and support can be strengthened or added.