

# Print Your Plan



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## Basic Information

Plan Entity Name: FY 2026 North Central Ohio ESC

One Plan (0)

Plan Fiscal Year: FY 2026

Cohort #: 2

District IRN: 123257

Plan Status: Plan In Progress

Revision #: 0

Primary Contact: undefined (OEDS\_Superintendent)

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## Plan Information

### 1. Goal #1 of 1

#### 1.1. Root Cause Analysis

The underlying root causes that, if addressed, would result in a positive impact on access and participation within NCOESC's One Plan and strategic initiatives include: 1. Variability in District Resources and Capacity – Different districts within NCOESC's service area may have varying levels of resources, staffing, and expertise to implement various educational practices effectively. Addressing this by providing targeted funding support, shared services, and professional development could create more consistent access to high-quality education. 2. Gaps in Educator Training and Awareness – Ensuring that all educators have the skills and knowledge to support diverse learners, including students with disabilities, English learners, and those from low-income backgrounds, is essential. Expanding professional development programs focused on, differentiated instruction, and comprehensive practices would help bridge these gaps. 3. Data-Driven Decision-Making Gaps – The lack of consistent, actionable data on student performance and program effectiveness can hinder targeted interventions. Enhancing data collection, analysis, and utilization to track progress and adjust strategies in real time would lead to more positive outcomes. 4. Limited Family and Community Engagement – Strong collaboration between schools, families, and communities is critical to student success, but engagement levels can vary. Strengthening outreach efforts, communication strategies,

and relevant engagement opportunities can help bridge the gap between schools and the communities we serve. 5. Hiring and Retaining Employees - Hiring and retaining staff in fields that are hard to staff for our districts (i.e. school psychologists, speech and language pathologists, TVIs, ToDs, TESOL teachers, Educational Audiology, Behavior Specialists, Intervention Specialists, Educational Interpreters, and Adaptive PE.) By addressing these root causes, NCOESC can create a more positive educational environment, ensuring that all students and educators have the support they need to thrive, including the districts we serve.

## 1.2. SMART Goal Statement

**English Language Learner** students in **Elementary, Middle School, High School, Junior High** will **increase 4.00 Numerical Value** in **OELPA** at/in **Elgin Local, Pleasant Local, River Valley Local, Ontario Local, Carey School** by **06/30/2028** as measured with **OELPA Results**.

## 1.3. Student Measures

### 1.3.1. Student Measure #1

Every **Semester, Reading, Writing, Listening, Speaking - Teacher created formative assessments** of **English Language Learners & Immigrant/Migrant Students** will be monitored by **Staff**, with an overall improvement of **increase 80.00 %** by the end of the plan.

01/01/2026	06/01/2026	01/01/2027	06/01/2027	01/01/2028	06/01/2028
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### 1.3.1. Student Measure #2

Every **Semester, English Language Arts - District Formative Assessments** of **Students with Disabilities** will be monitored by **Staff**, with an overall improvement of **increase 10.00 %** by the end of the plan.

01/01/2026	06/01/2026	01/01/2027	06/01/2027	01/01/2028	06/01/2028
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## 1.4. Strategies and Actions

### 1.4.1. Strategy #1: Leadership, Administration, Governance

#### 1.4.1.1. Strategy Level: Level 4

#### 1.4.1.2. Description:

NCOESC will strengthen its leadership, administration, and governance structures by embedding ongoing, job-embedded professional development (PD) that directly supports district and ESC staff in implementing evidence-based practices. This PD will be aligned to our mission and commitments—fostering innovative practices, deeper thinking, meaningful relationships, empowered stakeholders, and exemplary services—and delivered through a multi-tiered framework that includes:

1. Foundational Workshops on key topics (e.g., Content PD, Multi-Tiered Systems of Support, data-driven decision-making, etc.) to ensure all leaders share a common knowledge base.

2. Leadership Cohorts that bring together administrators, teacher-leaders, and ESC specialists for collaborative problem-solving and peer mentoring.
3. Just-in-Time Learning Modules (micro-PD) accessible online and in person, so that staff can upskill in targeted areas—such as policy requirements, strategic planning, or stakeholder engagement—exactly when the need arises.

By coordinating PD across levels (ESC leadership, district administrators, building leaders, and teacher-leaders), we ensure coherence between governance policies and classroom practice. This strategic alignment allows NCOESC to model best practices in leadership and administration, driving systemic improvements and positive outcomes across our service region.

#### 1.4.1.3. Action Steps

##### 1.4.1.3.1. Start Action Step: 2026, End Action Step: 06/30/2026

Launch a Leadership Learning Cohort - Convene a cohort of 15–20 administrators (ESC and district) for a year-long series of facilitated sessions on strategic governance, continuous improvement cycles, and updates, focusing on leadership.

Participant(s):

- District Administration
- Principals
- Building Leadership
- Instructional Coaches
- Central Office Administration
- Directors and Supervisors

##### 1.4.1.3.2. Start Action Step: 2026, End Action Step: 06/30/2028

PD Evaluations and ESC Feedback - Collect data on PD participation, leadership practice changes, and district outcomes; including feedback on ESC services receiving and current/changing needs.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals
- Building Leadership
- Support Staff
- Teacher-Based Teams
- Building Leadership Teams
- District Leadership Team

- Related Service Personnel
- Instructional Coaches
- Central Office Administration
- Positive Behavior Intervention Support Team

#### 1.4.1. Strategy #2: Curriculum, Instruction and Assessment

##### 1.4.1.1. Strategy Level: Level 4

##### 1.4.1.2. Description:

The NCOESC focus will be on ensuring curriculum consistency, improving instructional quality, and using assessment data to drive instructional decisions. Professional Learning and Development to collaborate, analyze assessment results, adjust instruction, align to Ohio Learning Standards and expectations.

To support this work, the North Central Ohio Educational Service Center (NCOESC) will build internal capacity by training staff and scheduling a variety of professional development sessions, network meetings, and instructional coaching opportunities. NCOESC will also create and distribute resources to assist districts in system-level implementation of evidence-based practices. Additionally, the NCOESC will provide Title I-D related services to support high-quality instruction for vulnerable and alternatively placed students, ensuring equitable access to rigorous learning experiences.

Priority will be given to differentiation strategies to meet the needs of all learners, including students with disabilities, English learners, preschool students, and students in alternative settings.

##### 1.4.1.3. Action Steps

##### 1.4.1.3.1. Start Action Step: 2026, End Action Step: 06/30/2028

ESC personal will attend train the trainer and state professional development to support onsite and regional trainings as needed. This will be for current and new staff and continues yearly with updates and new programming and requirements.

##### Participant(s):

- District Administration
- Teachers
- Staff
- Principals
- Building Leadership
- Support Staff
- Teacher-Based Teams
- Building Leadership Teams

- District Leadership Team
- Instructional Coaches

1.4.1.3.2. Start Action Step: 2026, End Action Step: 06/30/2028

Schedule/implement various trainings/professional development to support districts in implementation of evidence-based instructional practices and new curriculum.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals
- Instructional Coaches

1.4.1.3.3. Start Action Step: 2026, End Action Step: 06/30/2028

Title ID Provide instruction and supports in reading, mathematics and other core academic subject areas, through the hiring, retainment, and support of qualified, competent staff.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals
- Support Staff
- Related Service Personnel
- Central Office Administration

1.4.1.3.4. Start Action Step: 2026, End Action Step: 06/30/2028

Title ID Ensure compliance in programming and the use of funding to enhance existing programs.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals
- Support Staff
- Related Service Personnel
- Central Office Administration

1.4.1.3.5. Start Action Step: 2026, End Action Step: 06/30/2028

NCOESC will deliver Title I-D services aimed at strengthening instruction for vulnerable, alternatively placed students.

## Participant(s):

- Teachers
- Staff
- Support Staff
- Central Office Administration
- NCOESC Staff

## 1.4.1.3.6. Start Action Step: 2026, End Action Step: 06/30/2028

NCOESC will deliver Title III services aimed at strengthening instruction for English Learners.

## Participant(s):

- Teachers
- Staff
- Support Staff
- NCOESC Staff

## 1.4.1.3.7. Start Action Step: 2026, End Action Step: 06/30/2028

Participate in ongoing professional development and networking events offered by DEW and Statewide Family Engagement Center.

## Participant(s):

- District Administration
- Principals
- Related Service Personnel
- Community Organizations, Families, Special Education Direct.

## 1.4.1.3.8. Start Action Step: 2026, End Action Step: 06/30/2028

Create/provide content, information and community partnership resources to support district families (through engagement with various community organization boards, special education networks, etc.)

## Participant(s):

- Principals
- Related Service Personnel

## 1.4.1.3.9. Start Action Step: 2026, End Action Step: 06/30/2028

Investigate new opportunities for and ensure ongoing partnerships and professional learning opportunities to engage and survey parents and community partners

## Participant(s):

- Staff
- Community Organizations, Families, Special Ed. Directors

## 1.4.1.3.10. Start Action Step: 2026, End Action Step: 06/30/2028

Monthly Leadership Meetings - Host facilitated virtual meetings where ESC directors and district leaders share challenges, analyze governance case studies, and co-design solutions—ensuring peer support and accountability.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals
- Building Leadership
- Support Staff
- Teacher-Based Teams
- Building Leadership Teams
- District Leadership Team
- Related Service Personnel
- Instructional Coaches

## 1.4.1.3.11. Start Action Step: 2026, End Action Step: 06/30/2028

Schedule/implement various trainings/professional development to support our staff implementation of evidence based instructional practices and new curriculum.

Early childhood includes ongoing monthly staff meetings, quarterly PDs, etc.

Participant(s):

- Teachers
- Staff
- Principals
- Building Leadership
- Support Staff
- Building Leadership Teams
- Instructional Coaches

## 1.4.1. Strategy #3: Professional Capital

## 1.4.1.1. Strategy Level: Level 4

## 1.4.1.2. Description:

We will strengthen Professional Capital by intentionally investing in the recruitment, development, collaboration, and leadership capacity of all staff members. This includes growing human capital (knowledge and skills), social capital (collaborative networks and collective efficacy), and decisional capital (professional judgment and expertise).

Our strategy emphasizes:

1. Providing evidence-based professional development aligned to district and state priorities;
2. Launching coaching and mentoring supports;
3. Facilitating professional learning networks and cross-district networks;
4. Partnering with the North Central Ohio Educational Service Center (NCOESC) to offer additional coaching, network meetings, and resources.

Additionally, we will focus on the recruitment, hiring, and retention of professionals in hard-to-fill roles, including TESOL-endorsed educators, speech-language pathologists, school psychologists, intervention specialists, and other specialized support staff. Through targeted recruitment strategies, partnership building with higher education institutions, and creating supportive onboarding and mentoring programs, we aim to strengthen our workforce and ensure that students have access to high-quality services.

By building robust professional capital and staffing critical positions, we aim to raise instructional quality, improve student outcomes, and close opportunity gaps, particularly for vulnerable populations.

#### 1.4.1.3. Action Steps

##### 1.4.1.3.1. Start Action Step: 2026, End Action Step: 06/30/2028

Provide ongoing professional development focused on instructional strategies and best practices aligned to district and state priorities.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals
- Building Leadership
- Support Staff
- Teacher-Based Teams
- Building Leadership Teams
- District Leadership Team
- Related Service Personnel
- Instructional Coaches

##### 1.4.1.3.2. Start Action Step: 2026, End Action Step: 06/30/2028

Implement a targeted recruitment plan to attract candidates for hard-to-fill positions, including partnerships with universities and professional organizations.

Participant(s):



- Central Office Administration
- NCOESC Staff and HR

1.4.1.3.3. Start Action Step: 2026, End Action Step: 06/30/2028

Develop and implement retention strategies (e.g., onboarding programs, recognition initiatives, supportive working conditions) for hard-to-staff positions.

Participant(s):

- Central Office Administration
- NCOESC Staff and HR

1.4.1.3.4. Start Action Step: 2026, End Action Step: 06/30/2028

Offer professional learning on data-informed decision-making and responsive instructional design, including considerations for multilingual learners and students with disabilities.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals
- Support Staff
- Instructional Coaches
- NCOESC Staff

## 1.5. Adult Measures

### 1.5.1. Adult Measure #1

- Professional Capital

Every **Semester**, **Teacher Evaluations - OTES/OPES Rating of Preschool Staff** will be monitored by **Special Education Director, Staff**, with an overall improvement of **increase 90.00 %** by the end of the plan.

01/01/2026	06/01/2026	01/01/2027	06/01/2027	01/01/2028	06/01/2028
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## 1.6. Funding Sources

### 1.6.1. FY 2026

Launch a Leadership Learning Cohort - Convene a cohort of 15–20 administrators (ESC and district) for a year-long series of facilitated sessions on strategic governance, continuous improvement cycles, and updates, focusing on leadership.

General Fund

### 1.6.1. FY 2026,2027,2028

PD Evaluations and ESC Feedback - Collect data on PD participation, leadership practice changes, and district outcomes; including feedback on ESC services receiving and current/changing needs.

General Fund

1.6.1. FY 2026,2027,2028

ESC personal will attend train the trainer and state professional development to support onsite and regional trainings as needed. This will be for current and new staff and continues yearly with updates and new programming and requirements.

General Fund

1.6.1. FY 2026,2027,2028

Schedule/implement various trainings/professional development to support districts in implementation of evidence-based instructional practices and new curriculum.

General Fund

Early Childhood Education

1.6.1. FY 2026,2027,2028

Title ID Provide instruction and supports in reading, mathematics and other core academic subject areas, through the hiring, retainment, and support of qualified, competent staff.

Title I-D Delinquent

1.6.1. FY 2026,2027,2028

Title ID Ensure compliance in programming and the use of funding to enhance existing programs.

Title I-D Delinquent

1.6.1. FY 2026,2027,2028

NCOESC will deliver Title I-D services aimed at strengthening instruction for vulnerable, alternatively placed students.

Title I-D Delinquent

1.6.1. FY 2026,2027,2028

NCOESC will deliver Title III services aimed at strengthening instruction for English Learners.

Title III Language Instruction for English Learners

General Fund

1.6.1. FY 2026,2027,2028

Participate in ongoing professional development and networking events offered by DEW and Statewide Family Engagement Center.

General Fund

1.6.1. FY 2026,2027,2028

Create/provide content, information and community partnership resources to support district families (through engagement with various community organization boards, special education networks, etc.)

General Fund Parent Mentor Project (State)

1.6.1. FY 2026,2027,2028

Investigate new opportunities for and ensure ongoing partnerships and professional learning opportunities to engage and survey parents and community partners

General Fund

1.6.1. FY 2026,2027,2028

Monthly Leadership Meetings - Host facilitated virtual meetings where ESC directors and district leaders share challenges, analyze governance case studies, and co-design solutions—ensuring peer support and accountability.

General Fund Early Childhood Education

1.6.1. FY 2026,2027,2028

Schedule/implement various trainings/professional development to support our staff implementation of evidence based instructional practices and new curriculum. Early childhood includes ongoing monthly staff meetings, quarterly PDs, etc.

Early Childhood Education General Fund Title I-D Delinquent

1.6.1. FY 2026,2027,2028

Provide ongoing professional development focused on instructional strategies and best practices aligned to district and state priorities.

General Fund

1.6.1. FY 2026,2027,2028

Implement a targeted recruitment plan to attract candidates for hard-to-fill positions, including partnerships with universities and professional organizations.

General Fund

1.6.1. FY 2026,2027,2028

Develop and implement retention strategies (e.g., onboarding programs, recognition initiatives, supportive working conditions) for hard-to-staff positions.

General Fund Early Childhood Education Title I-D Delinquent Title III Language Instruction for English Learners IDEA Early Childhood Special Education

1.6.1. FY 2026,2027,2028

Offer professional learning on data-informed decision-making and responsive instructional design, including considerations for multilingual learners and students with disabilities.

General Fund