GOAL DIGITAL ACADEMY

ANNUAL REPORT
2025-2026

OUR MISSION

GOAL IS:

DEDICATED TO THE SUCCESS OF ALL STUDENTS BY PROVIDING FLEXIBLE, SUPPORTIVE, STUDENT-CENTERED PROGRAMMING IN A CARING AND INNOVATIVE ENVIRONMENT.

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Board of **DIRECTORS**



Tish Jenkins
Superintendent
GOAL Digital Academy



Steve Earnest
Treasurer
GOAL Digital Academy



Larry Hickman
Retired Assistant Superintendent
Tri-Rivers Career Center



Debbie Curtis
Retired Executive Assistant
Tri-Rivers Career Center



Greg Nickoli
Superintendent
Pioneer CTC



Doug Ute
Executive Director
OHSAA



Jim Peterson
Retired Superintendent
River Valley Local



David Jones
Director of Community Schools
Mid-Ohio ESC

"As I reflect on the school year, I am incredibly proud of what our students, staff and families accomplished together. With the continued guidance and support of the GOAL Board of Directors, we had the resources and direction to grow across the seven learning labs that make up our district while remaining grounded in our mission to ensure every person is Known, Valued, and Successful. Throughout the year, we focused on meeting students where they are, setting high academic expectations and creating positive experiences that help them thrive. That commitment led to significant milestones, including our largest graduating class in school history with 183 graduates and an overall Exceeds Standards rating on the Ohio School Report Card. We also welcomed 15 experienced new team members, and expanded opportunities that brought students, families and staff together across our school community. Behind every accomplishment are people who care deeply about GOAL. The staff members working directly with students to those supporting our school behind the scenes, their dedication, collaboration and kindness make this work possible. I am proud of how much we accomplished together this year and even more excited about where we are headed next."

— Tish Jenkins, Superintendent

RECOGNIZED FOR FINANCIAL EXCELLENCE



GOAL Digital Academy earned the Ohio Auditor of State Award, recognizing the district's commitment to strong financial practices, accurate reporting and responsible stewardship of public resources. Treasurer Steve Earnest's leadership continues to guide GOAL's financial operations, ensuring careful oversight and accountability in accordance with Ohio public school requirements. The Auditor of State Award recognizes qualifying public entities that meet rigorous financial auditing standards, including timely financial reporting and the absence of findings for recovery, material citations, material weaknesses, significant deficiencies or questioned costs. This recognition highlights GOAL's ongoing commitment to maintaining accurate financial records, meeting state requirements and managing district resources responsibly. Strong financial stewardship allows GOAL to continue investing in its students, staff, programs and Learning Labs while remaining accountable to the communities it serves.

Key Areas of Focus FY26

As Reported by: Tish Jenkins, Superintendent

STUDENT GROWTH & ACHIEVEMENT

Student growth and achievement begin with ensuring every learner is Known, Valued, and Successful at GOAL. Students reached significant milestones while taking greater ownership of their learning and future pathways. GOAL celebrated the largest graduating class in school history with 183 graduates. Students also took advantage of expanded academic support through Night Scholars, accessing help four evenings a week, on select weekends and during holiday breaks to stay on track toward their goals. Career exploration expanded to the middle school level through exploratory Career Technology courses, giving younger students opportunities to discover interests, develop skills and begin considering future pathways. Students also became more active participants in their academic growth. Working alongside staff, they reviewed assessment data, identified areas for improvement, developed action plans and set meaningful learning goals. These accomplishments highlight a year of meaningful student achievement, increased engagement and expanded opportunities for academic and personal growth.

LITERACY & DATA

GOAL used student data to guide instruction, identify areas of need and strengthen alignment with state standards. Literacy remained a key focus through state initiatives and resources including, but not limited to Phonics for Reading, the Science of Reading and GOAL's partnership with ReadOhio. These efforts contributed to significant academic gains reflected in GOAL's Ohio School Report Card. GOAL's Gap Closing score increased from 21.5% to 48.7%, including a 41-point increase in math and more than 12 points of growth in English Language Arts. Graduation performance also increased by nearly 14 points. GOAL's overall Progress rating advanced from Meets Standards to Exceeds Standards, with the district earning 100% of the available points for student growth, Gap Closing and Graduation Rate. GOAL finished just 13 passing state assessments short of earning every available point on its overall report card, reflecting the impact of intentional instruction, targeted literacy support and the use of data to respond to student needs.

CHANGING TECHNOLOGY

GOAL continued adapting to rapidly changing technology while balancing innovation, security and responsible use. Professional development introduced staff to emerging tools, including Brisk AI, while ongoing evaluation helped determine how new technologies could best support teaching and learning. GOAL strengthened its approach to artificial intelligence through new Board policies, an AI Stoplight System and an AI Council focused on responsible use, privacy and emerging needs. The district also improved the digital learning experience through standardized student logins, expanded live online instruction and continued development of internal technology tools. GOAL's Instructional Design Team brought together instructional, technical & communication expertise to strengthen course design and the use of technology across virtual classrooms. Together, these efforts created a more consistent and secure digital environment while positioning GOAL to thoughtfully adapt as technology continues to evolve.

INVESTING IN OUR WORKFORCE

GOAL continued investing in the people who support students every day. Federal grant funding helped expand access to advanced coursework, Literacy Networks, state and national education technology conferences, and "Grow Your Own" pathways that support professional growth from within the district. Staff also strengthened their skills through Canvas certification programs and targeted professional development designed to improve instruction and student support. These opportunities allowed educators to build expertise, explore new practices and bring new learning back to their classrooms and teams. GOAL staff were also recognized for their leadership and contributions through honors including the Franklin B. Walter Award, LifeChanger of the Year nominations and the RISE Award. Together, professional learning, internal pathways and staff recognition reflect GOAL's continued commitment to developing and supporting a strong workforce.

GROWING TOGETHER AS LEADERS

GOAL's administrative team continued its ongoing mentorship with Dr. Mark Burke, with the Mid-Ohio Educational Service Center (MOESC), creating dedicated time for leaders to reflect, grow and strengthen their work together. Building on previous conversations around time management, communication and leadership growth, Dr. Burke worked with the team to take a deeper look at GOAL's priorities and the practices needed to move them forward. Discussions centered on GOAL's vision and mission and how those commitments are reflected in everyday decisions, as well as using data to identify needs, measure progress and guide meaningful improvement.

Together, the administrative team established areas of focus and developed actionable steps toward achieving its goals. Each meeting provided an opportunity to revisit those priorities, discuss progress, work through challenges and determine where additional attention was needed. Through reflection, accountability and thoughtful conversation, Dr. Burke's mentorship has helped GOAL administrators continue growing individually and collectively as leaders while keeping the district's mission and student success at the center of their decision-making.

GOAL is grateful for its continued partnership with Mid-Ohio ESC, whose support extends well beyond leadership mentorship. Through specialized services, professional expertise, collaborative learning opportunities and ongoing guidance across numerous areas of school operations and instruction, MOESC continues to serve as a valuable partner in GOAL's work to support students, staff and families.

MEMPHIS WILSON: OUTSTANDING YOUTH HONOREE

FY26 Graduate, Memphis Wilson was recognized as the 2025 Outstanding Youth Honoree at the Delaware County Foundation's 13th Annual Evening of Generosity, celebrating his commitment to serving young people across Ohio. At just 15 years old, the Delaware Learning Lab student founded Hope in a Box Ohio, a nonprofit supporting young adults experiencing homelessness or aging out of foster care. Through the organization, Memphis has distributed hundreds of care packages filled with essential items while building community partnerships, engaging volunteers & raising awareness about youth homelessness. The Delaware County Foundation's recognition celebrates Memphis's leadership, compassion and initiative, and the meaningful difference one young person can make in the lives of others.





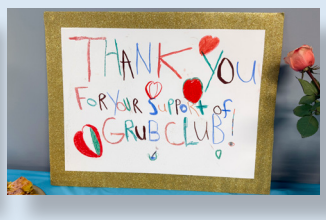


Grub Club Serves Up a Year of Learning

After a year of cooking, learning and working together, students in the Galion Learning Lab's Grub Club put their skills to the test by preparing and serving a special meal for GOAL administrators. Led by Sandi Brummage and Jenna Streib, Grub Club gave students opportunities throughout the year to build practical kitchen skills, try new recipes and gain confidence while connecting with their peers and staff. The culminating meal allowed students to showcase what they had learned by taking their experience from preparation to presentation. More than a shared meal, the experience celebrated a year of participation, teamwork and hands-on learning, and gave administrators the opportunity to see, and taste, what Galion students had accomplished.









Family Spotlight
MORE THAN ACADEMIC SUPPORT

The past year brought significant personal and family challenges that made everyday responsibilities, including school, more difficult to navigate for one Delaware Learning Lab family. While the details of their circumstances are being kept private out of respect for the family, they graciously allowed us to share their experience and the impact GOAL's support had on their lives. The Delaware Learning Lab team became an important source of stability, encouragement and support. Staff recognized that helping a student succeed academically sometimes means addressing challenges beyond the classroom. The team worked closely with the family to understand their changing needs, maintain consistent communication and ensure the student could continue participating in their education despite difficult circumstances including months of homelessness.

That support extended well beyond coursework. Staff provided individualized academic assistance, connected the family with community resources, helped address food insecurity and other basic needs, offered additional assistance during the holidays and stepped in with practical support as new challenges arose. The team remained flexible and responsive, understanding that the family's needs could change from week to week. Their efforts helped ease some of the pressures the family was experiencing while providing a consistent source of encouragement and reassurance.

What meant the most to the parent was that they rarely had to ask for help. Staff had taken the time to build a genuine relationship with the family, creating an environment where they felt comfortable, understood and supported. That connection allowed team members to recognize when additional assistance could make a difference and respond with compassion and care. Rather than waiting for the family to reach out during difficult moments, staff took the initiative to check in, offer resources and find meaningful ways to help.

> **"You just did, no questions, no prodding, you just did. I have never had anyone do that for me."**

The family's experience illustrates the importance of the relationships built within GOAL's Learning Labs. Academic support remains central to the district's mission, but the connections between staff, students and families often make that support possible. The Delaware team's commitment provided more than assistance during a challenging year. It gave the family a dependable network of people who cared about their well-being and their student's continued success.

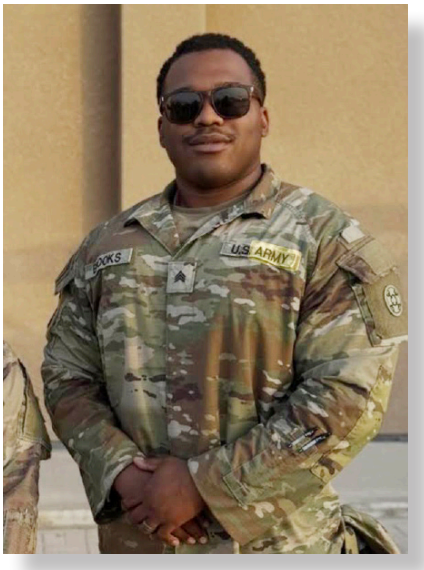
> **"You are the reason my child knows that there is good in the world and that people outside of me care about him so much to do wonderful things for us."**

> "For this family, GOAL became so much more than a place to receive an education. Our Delaware team became a dependable network of people who were there when they were needed most. I want to personally thank my team in Delaware for leading with compassion, recognizing when a family needed support and never hesitating to step in. The care they show our students and families every day is what makes our Learning Lab such a special place."
>
> **— Amanda Waggoner, Delaware Learning Lab Principal**

GOAL

EXCELLENCE

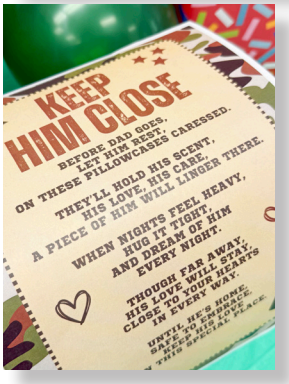
Called to Serve
SERGEANT CHRISTION BROOKS



GOAL Digital Academy teacher Christion Brooks stepped away from the classroom after being called to active military service in November 2025. A Sergeant in the U.S. Army Reserves, Brooks continues to serve his country while remaining an important part of the GOAL community. His commitment to service extends across two very different roles, supporting students as an educator and answering the responsibilities of military service when called.

Before his deployment, GOAL students and staff came together to show Christion and his family just how much they mean to our school community. Students and colleagues wrote letters and prepared gifts, while GOAL provided gifts for Christion and his family and gathered together for a meal before his departure.

That support has continued throughout his deployment, with care packages sent to Christion from home, reminding him that even while serving far from the classroom, he remains an important part of the GOAL family. Christion, at the time of press, is still on active duty overseas.









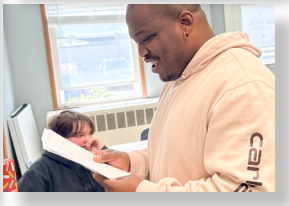












GOAL is proud to recognize Sgt. Christion Brooks for his dedication, leadership and service, and we are equally proud of the students and staff who have continued to surround him and his family with encouragement and support.

From all of us at GOAL: Thank you for your service, Sgt. Brooks! We love you!

ADDING TO OUR GOAL FAMILY

Camden Arnold
Technology Coordinator

Katherine Batten
MS Science Teacher

Sarah Brewster
Customer Service

Jason Calder
Assistant Principal

Carrie Clay
K-12 Intervention Specialist

Kimberly Dart
HS English Teacher

Dr. Michael Falgout
HS English Teacher

Rachel Hawerlander
Intervention Specialist

Chris Kapel
Teacher/Tutor

Meredith Snow
Speech Language Pathologist

Lily Tate
K-12 Physical Education Teacher

Rob Terrill
Intervention Specialist + Admin Special Projects

Juliet Thibault
K-12 Art Teacher

Garrett Quickle
Fiscal/Accounts Payable

Amanda Waggoner
Director of K-8, Principal

CELEBRATING YEARS OF SERVICE

5 YEARS OF SERVICE

Matthew Alexander, Teacher
Stephanie Andrews, Advocate
Richard Guins, Teacher
Nancy Hale, Intervention Specialist
Chelsea Lee, Transitions Coordinator
Dakota Parrish, Advocate/Teacher
Beth Pemberton, Tutor
Micheal Thompson, Technology
Eric Uhde, Advocate

10 YEARS OF SERVICE

Sharon Lloyd, Advocate
Nan Stanish, Intervention Specialist
Wes Stauffer, Intervention Specialist

15 YEARS OF SERVICE

Steve Haverdill, Truancy Officer



Honoring 20 Years of Service & Retirement

GOAL Digital Academy celebrates Shannon Wellin as she begins her retirement. Throughout her time at GOAL, Shannon has been a valued member of the district and has made a lasting impact through her service to students, families, and colleagues. We thank Shannon for the time, care, and commitment she has given to GOAL and wish her the very best in this next chapter.

GOAL also recognizes Kelli Fisher, Sharon Lloyd, and Shawn Rose, who reached an important career milestone during FY26 by officially retiring and continuing their service to the district through retire-to-rehire. Their decision to remain part of the GOAL team allows our students, families, and staff to continue benefiting from the knowledge, relationships, and experience they have built throughout their careers.

Celebrating
STAFF ACCOMPLISHMENTS

A Life-Changing Impact - LifeChanger of the Year Nominee
GOAL educator Beth Pemberton was nominated for the national LifeChanger of the Year Award, recognizing her extraordinary commitment to student well-being and the difference she makes in the lives of students. Beth serves students through GOAL's partnership with Mended Reeds, a residential treatment facility for boys ages 12–17. Her impact extends far beyond academics. From gardening and art projects to field days, outings, movie Fridays, and celebrations of academic success, Beth creates opportunities for students to experience connection, encouragement, and belonging. Her nomination recognizes the consistency, compassion, and care she brings to her students each day, qualities that help students feel seen, supported, and valued.



"Whatever you do, work at it with all your heart. I always follow my heart when it comes to my boys at Mended Reeds."

- Beth

RECOGNIZING EXCEPTIONAL SERVICE



Sandi Brummage was nominated for the 2026 Recognizing Inspiring School Employees (RISE) Award, a national recognition overseen by the U.S. Department of Education that celebrates school employees whose contributions make a meaningful difference for students and their school communities. Nominated by Jason Calder, Sandi was recognized among a competitive group of Ohio school employees for her dedication to her work, school, and students. While only two Ohio nominees were selected to advance to the national level, the state review committee recognized Sandi's exceptional work and the important role she plays in supporting student success. The Ohio Department of Education and Workforce commemorated Sandi's achievement with a 2026 Ohio RISE Award nomination certificate, celebrating her commitment and impact on Ohio GOAL students and staff.

GROWING WITH GOAL

The 2025-2026 school year brought new opportunities for staff members to grow their roles and take on expanded responsibilities within the district. Through promotions, new positions and evolving responsibilities, GOAL continued to recognize the experience and strengths of employees from within its own team.



Melinda Radabaugh • **2-8 Literacy Specialist** • Previously: K-5 Teacher
Ryan Hontz • **Technical Training Specialist** • Additional Duties
Casey Clark • **Director of Communications** • Previously: Art Teacher
Rob Terrill • **Director of Curriculum** • Previously: Intervention Specialist + Special Projects

GOAL Grow Our Own **PROGRAM**

At GOAL Digital Academy, professional growth is an investment in both employees and the students we serve. Through the district's Grow Our Own Program, staff are encouraged to pursue degrees, licenses and credentials that expand their expertise, create new career pathways and strengthen GOAL from within.

Employees continued advancing their education across counseling, teaching, special education, literacy and educational leadership. Alongside degree and licensure programs, staff also completed professional certifications that strengthened expertise across departments. By supporting employees as they pursue their next professional goal, GOAL is building leadership capacity, developing specialized expertise and creating opportunities for talented staff to continue growing their careers within the district.

COMPLETED DEGREE PROGRAMS



Joe Sumner
Masters in Educational Leadership



Kyleigh Holtsberry
Master of Education in Literacy

CONTINUING THEIR JOURNEY



Kaneisha Brooks
Bachelor's Degree in Special Education



McKynna Wallace
Bachelor's Degree in Pre K-5 Education



Jenna Streib
Master's of Science in School Counseling



Colleen Clayton
RESA for 7-12 LA Teaching Certification



Nathan Leasure
Bachelor's Degree in Special Education

EXPANDING PROFESSIONAL EXPERTISE

Professional learning extended beyond degree and licensure programs as staff earned additional certifications during the year. Growing our own means recognizing potential, creating opportunity and investing in the people who already know and believe in GOAL's mission.



Wesley Brooks
Canvas Technical Admin/Certified Educator



Ryan Hontz
Canvas Technical Admin/Certified Educator



Adam Young
Canvas Technical Admin



Amanda Waggoner
Canvas Certified Educator



Jason Calder
Canvas Certified Educator



Casey Clark
Canvas Certified Educator

FRANKLIN B. WALTER

Recognizing Outstanding Student Achievement

GOAL Digital Academy senior Camden Arnold was selected as the school's 2026 Franklin B. Walter Scholarship nominee, an honor recognizing outstanding high school seniors for academic achievement, leadership, and service to their schools and communities.

Camden represented GOAL at the annual Franklin B. Walter Scholarship Recognition Program, hosted by the Mid-Ohio Educational Service Center on March 10. He joined 14 other nominees from school districts across Crawford, Morrow, and Richland Counties for an event celebrating students whose accomplishments and contributions have distinguished them throughout their high school careers.

As part of the program, each student also recognized a "Positive Impact Person" who had made a meaningful difference in their educational journey. Camden selected GOAL Technology Supervisor Micheal Thompson, sharing how Micheal had helped him develop new skills, advocated for him, and provided encouragement and support.

Camden's selection as GOAL's Franklin B. Walter nominee celebrated not only his accomplishments as a student, but the leadership, initiative, and commitment he demonstrated throughout his time at GOAL.











FROM STUDENT TO COLLEAGUE



For 2026 GOAL graduate Camden Arnold, hands-on experience and mentorship from Technology Supervisor Micheal Thompson helped turn an interest in technology into a potential career pathway. Camden joined GOAL's Student Technology Internship Program in summer 2025, working alongside the Technology Department approximately 20 hours each week. He gained experience with device repair, troubleshooting, inventory management and software systems while developing workplace skills such as communication, teamwork, initiative and accountability.

His growth earned him an extended internship throughout his senior year, where he took on increasingly advanced projects and responsibilities. The experience also helped confirm his interest in cybersecurity and gave him the opportunity to learn directly from professionals in the field. After graduating, Camden took the next step in a journey that began as a student intern, joining GOAL full time as a Technology Coordinator while pursuing a degree in Cybersecurity at Southern New Hampshire University. His journey from student to intern to employee demonstrates what mentorship paired with meaningful, real-world experience can make possible.

Investing in OUR PEOPLE

Supporting students starts with supporting the people who serve them. GOAL created opportunities for staff to learn together, connect with one another, celebrate accomplishments, and simply feel appreciated.

TOM SPEAKS: THE IMPACT GROUP







GOAL continued investing in professional growth and organizational culture with three all-staff sessions led by Tom Speaks of The Impact Group. Centered on appreciation, trust and communication, the sessions gave staff practical strategies for strengthening relationships, navigating challenges and contributing to a healthy, mission-driven culture. Through Tom's Appreciology framework, staff explored the difference between simple recognition and genuine, intentional appreciation. Employees were challenged to identify the unique strengths they bring to GOAL and consider how those strengths can be used to support colleagues, students and the district's shared mission. The sessions also focused on building trust through stronger communication and approaching conflict as an opportunity for productive conversation rather than something to avoid. Staff practiced strategies including the Platinum Rule, the HEAT method for navigating tense situations, Hear, Empathize, Apologize and Take Action, and the Dichotomy of Control, which encourages individuals to focus their energy on the thoughts, actions and responses within their control. Together, the sessions created a shared language and practical toolkit for strengthening collaboration across GOAL, reinforcing that a strong school culture is built not only through programs and policies, but through the way staff support, communicate with and appreciate one another every day.



A Little Appreciation Goes a Long Way

GOAL found plenty of ways to say thank you throughout the year. Staff kicked off the fall with cozy GOAL blankets and notes of appreciation from administration recognizing their strong start to the school year. Staff Appreciation Week brought even more surprises, including a Cinco de Mayo lunch, GOAL mugs, flashlights with a "May the Force Be With You" theme, notepads and pens, and two-day wellness bars at each Learning Lab stocked with treats, goodies & beverages. Staff were also invited to connect with students and families at the annual GOAL Art Show & Sale, celebrating student creativity while enjoying time together outside of the typical workday.

STAFF MEMBERS OF THE YEAR

Some of the most meaningful recognition came directly from GOAL students. Graduating seniors voted for the FY26 Staff Members of the Year, recognizing the people who made an impact on their GOAL experience.

Intervention Specialist: Kyleigh Holtsberry
Counselor: Ryan Caplinger
Teacher: Gregg Snouffer
Support Staff: Stephanie Andrews
Administrator: Stephanie Bowers
Receptionist: Rebecca Shaw



Accolades & ACCOMPLISHMENTS



OPERATIONS & SAFETY

Jeff Grimmett
Director of Operations
GOAL Digital Academy

Operations & Facilities
GOAL continued investing in the safety, functionality, and long-term sustainability of its Learning Labs. Work throughout the year ranged from school safety planning and security improvements to facility upgrades designed to create more effective spaces for students and staff.

Strengthening School Safety & Preparedness
The district successfully completed and submitted its Emergency Operations Plan, and received approval from the Ohio School Safety Center. As part of the district's ongoing safety planning, the Delaware Learning Lab also underwent a threat assessment conducted by the Delaware City Police Department, fulfilling the assessment required every three years as part of GOAL's Emergency Operations Plan.

Additional staff members completed CSTAG threat assessment training, expanding GOAL's Threat Assessment Team and strengthening the district's capacity to identify, assess, and respond appropriately to potential safety concerns.

Physical security infrastructure was also expanded with the installation of 10 additional security cameras district-wide and a new network video recorder at the Delaware Learning Lab. Customer Service Representatives received updated safety training, including guidance for accessing and using security camera systems from Learning Lab front desks.

75+
SECURITY CAMERAS DISTRICT-WIDE

5
EMPLOYEES CSTAG-TRAINED

EOP
APPROVED



Building a Culture of Safety
Members of the GOAL Digital Academy Safety Team attended the Ohio School Safety Summit in June 2026, participating in professional development focused on emerging issues affecting school safety and student well-being. Sessions addressed topics including recognizing indicators of human trafficking, social media and online safety, proactive school safety procedures and prevention strategies. Team members brought information and resources from the summit back to the district to help inform GOAL's ongoing approach to creating safe learning environments for students and staff.

IMPROVING OUR LEARNING ENVIRONMENTS

Facility improvements created spaces that better support students, staff, and district operations. The Galion Learning Lab added additional electrical outlets that allowed staff workspaces to be reorganized and expanded into larger rooms, creating additional opportunities for staff to work individually with students. The Mansfield Learning Lab added a new storage shed which increased on-site storage capacity while helping reduce costs associated with off-site mobile storage. Planning began for future improvements to the Delaware Learning Lab, with architectural drawings underway for renovations that will add new restrooms, staff offices, and a conference room. Construction is anticipated for completion by Summer 2027. Planned improvements for all labs will help GOAL make better use of the existing facilities while creating additional functional space for staff, students, meetings, and district operations.

LEGAL GUIDANCE & COMPLIANCE



Brian DeSantis
Partner, Legal Counsel
Pepple & Waggoner, Ltd.

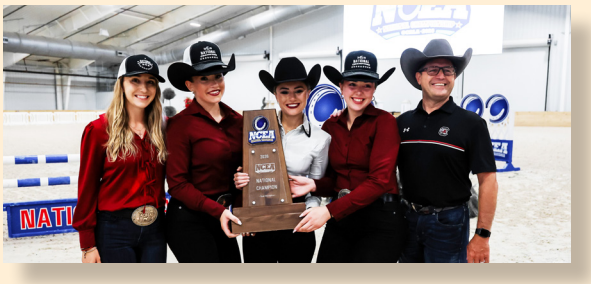
GOAL Digital Academy works closely with Brian DeSantis, from Pepple & Waggoner, Ltd. to help district leadership and the Board of Education navigate changes in education law and maintain compliance with state and federal requirements. Throughout the 2025-2026 school year, legal counsel provided guidance on evolving requirements affecting areas including attendance and truancy, special education and district operations. Counsel also supported GOAL in navigating the unique legal and educational considerations associated with serving students in juvenile detention settings. This ongoing partnership helps district leadership remain informed as regulations and requirements change while supporting sound decision-making, student rights and responsible district operation.

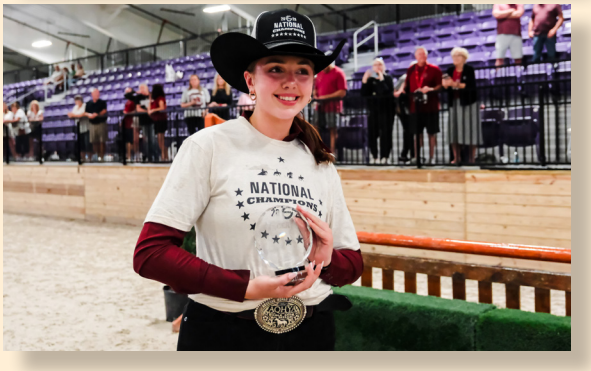
EXPANDING OPPORTUNITIES

NCAA Course Approval Opens a Path to Collegiate Athletics

GOAL reached an important milestone by securing NCAA approval for eligible high school courses, creating new opportunities for student-athletes interested in competing at the collegiate level. The approval means designated GOAL courses can be used toward the NCAA core-course requirements considered as part of a student-athlete's initial academic eligibility certification. For Division I student-athletes, the NCAA requires 16 approved core-course credits in specific academic areas, along with additional academic requirements. For GOAL graduate Emily Patton, the timing of that approval mattered. As she prepared to continue her academic and athletic career at the University of South Carolina, GOAL's newly approved courses allowed eligible credits she had earned at GOAL to be recognized as NCAA core-course credit.







FROM GOAL TO GAMECOCKS

Emily Patton | University of South Carolina Equestrian

Emily is now continuing her journey as a collegiate student-athlete with the University of South Carolina Equestrian Team. Her experience provided an immediate example of why pursuing NCAA course approval was important for GOAL: students should be able to choose a flexible, nontraditional educational pathway without unnecessarily closing the door on future collegiate athletic opportunities.The approval also creates a pathway for future GOAL student-athletes. Staff can now work with students and families earlier to identify NCAA-approved coursework, understand eligibility requirements and build academic plans that support both graduation and their goals beyond high school.



TECHNOLOGY

Wesley Brooks
Director
GOAL Digital Academy

STRENGTHENING OUR DIGITAL INFRASTRUCTURE

Technology is at the center of GOAL Digital Academy's blended learning model, connecting students and staff to instruction, resources and one another across the district. GOAL continued investing in the security, reliability and accessibility of its digital environment while expanding the tools available to support teaching and learning.

Cybersecurity
Protecting student, staff and district information remained a priority throughout the year. GOAL expanded cybersecurity measures by requiring Multi-Factor Authentication (MFA) and deploying Windows Defender for continuous system monitoring. The district also upgraded core network switches and strengthened firewall rules to provide additional protection against potential security threats and unauthorized access. Administrative permissions across Canvas were also reviewed and tightened, helping ensure users have access only to the systems and information necessary for their roles.

SECURE

- Multi-Factor Authentication
- Defender
- Firewalls
- Permissions

RELIABLE

- Core Switches
- UPS Replacements
- NEONet
- Technical Support

CONNECTED

- Google Meet
- Canvas
- Learning Labs
- Devices

EVOLVING

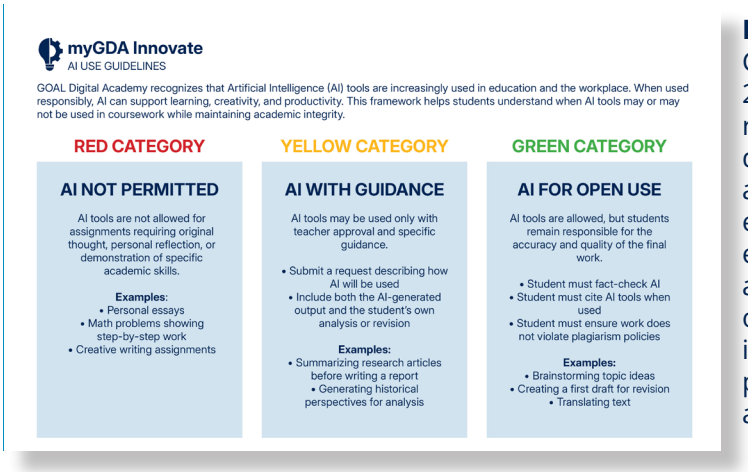
- Canvas Next
- Ignite AI
- AI Council
- AI Literacy

Building a More Consistent Technology Experience
GOAL continued standardizing technology across the district to provide students and staff with reliable tools regardless of where they learn or work. Student devices were standardized to Acer Chromebooks capable of supporting the district's online coursework, while staff hardware was refreshed with tiered device options based on position and technology needs. Outdated Uninterruptible Power Supply (UPS) units were also replaced throughout the district, providing critical systems with battery backup during power interruptions.

INSTRUCTIONAL DESIGN SUPPORT

Technology played an important role in supporting the districtwide implementation of GOAL's new Canvas Blueprint and instructional design framework, helping ensure the systems and tools behind the student learning experience remained reliable, accessible and scalable. As new course structures, templates and instructional expectations were implemented across the district, the Technology Department provided ongoing technical troubleshooting and support for staff, addressing issues related to Canvas functionality, course settings, integrations, permissions and compatibility. This support helped the Instructional Design Leadership (IDL) Team and teaching staff focus on course development and instruction while Technology addressed the technical infrastructure needed to support their work. The department also worked directly with Instructure when issues required additional backend support or platform-level expertise. This partnership provided GOAL with access to specialized technical assistance for troubleshooting compatibility concerns, resolving more complex system issues and ensuring district-developed solutions worked effectively within the Canvas environment.

GOAL DIGITAL ACADEMY AI COUNCIL



myGDA Innovate
AI USE GUIDELINES

GOAL Digital Academy recognizes that Artificial Intelligence (AI) tools are increasingly used in education and the workplace. When used responsibly, AI can support learning, creativity, and productivity. This framework helps students understand when AI tools may or may not be used in coursework while maintaining academic integrity.

RED CATEGORY	YELLOW CATEGORY	GREEN CATEGORY
AI NOT PERMITTED	**AI WITH GUIDANCE**	**AI FOR OPEN USE**
AI tools are not allowed for assignments requiring original thought, personal reflection, or demonstration of specific academic skills. **Examples:** • Personal essays • Math problems showing step-by-step work • Creative writing assignments	AI tools may be used only with teacher approval and specific guidance. • Submit a request describing how AI will be used • Include both the AI-generated output and the student's own analysis or revision **Examples:** • Summarizing research articles before writing a report • Generating historical perspectives for analysis	AI tools are allowed, but students remain responsible for the accuracy and quality of the final work. • Student must fact-check AI • Student must cite AI tools when used • Student must ensure work does not violate plagiarism policies **Examples:** • Brainstorming topic ideas • Creating a first draft for revision • Translating text

Establishing A Framework
GOAL established a districtwide AI Council in the 2025-2026 school year, to guide the thoughtful and responsible integration of artificial intelligence across the district. The AI Council brings together educators, administrators and technology staff to collaboratively evaluate emerging AI tools, establish guidelines and expectations, and prepare students and staff to navigate an evolving technological landscape. The work focused on balancing the educational opportunities of AI with important considerations surrounding student safety, privacy, academic integrity, responsible use, and age-appropriate access.

KEY AREAS OF EXPLORATION:

- **Evaluating AI Tools:** Reviewing emerging platforms for educational value, privacy, safety, and appropriate use.
- **Vetting District Resources:** Approving tools including Gemini, NotebookLM, and Brisk for appropriate staff use.
- **Establishing AI Expectations:** Developing districtwide guidance for how AI can appropriately support initiatives.
- **Creating the Stoplight Model:** Establishing clear Red, Yellow, and Green expectations for student AI use.
- **Building Consistent Communication:** Developing shared language and student-facing guidance so AI expectations could be communicated consistently across the district.
- **Preparing for AI Literacy:** Laying the groundwork for expanded student instruction, staff professional development, family education, orientation resources, and ongoing AI safety and literacy initiatives.

Rather than adopting emerging technology simply because it is available, the AI Council established a framework for evaluating AI with purpose, considering how each tool supports learning, protects students, and aligns with GOAL's educational goals. The Council's first year of work created both the technical and instructional foundation for GOAL's continued AI literacy efforts, positioning the district to expand responsible AI education for students, staff, and families in FY27.

Exploring AI in the Classroom with Eric Curts
GOAL staff continued building their understanding of artificial intelligence through professional learning with educator and technology integration specialist Eric Curts. The training provided practical opportunities to explore how AI can support teaching, learning and everyday work. A key focus was Brisk Teaching, an AI-powered tool designed for educators. Staff explored ways Brisk can help create and adapt instructional materials, provide student feedback, adjust reading levels, develop assessments & streamline time-consuming tasks. The training supported GOAL's broader work around AI literacy and responsible use.

STUDENT INTERN: GAVIN GRIMMETT

Gavin Grimmett has served as an IT Intern at GOAL starting in 2024, supporting the technology that keeps students and staff connected while gaining hands-on experience in troubleshooting, infrastructure and digital learning tools. One of Gavin's most meaningful projects explored the role of generative AI in education, examining both the risks of AI replacing student thinking and its potential to support learning when used responsibly. That work helped build skills he has carried beyond GOAL. Now studying Supply Chain Management and Entrepreneurship at Miami University, Gavin also serves as an Undergraduate Teaching Assistant for an introductory computer science course and has earned an AI Literacy certification through IBM SkillsBuild.



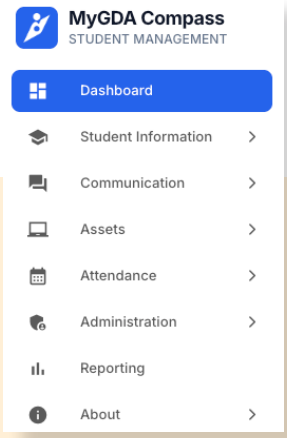
> "Whether I'm running my own apparel brand or supporting a classroom, I try to bring a problem-solving, people-first approach, and a lot of that started at GOAL Digital Academy."

- Gavin Grimmett, Student Intern



SOFTWARE DEVELOPMENT

Ryan Hontz
Academic Software Developer
GOAL Digital Academy



GOAL Digital Academy made significant investments in software development around the district's educational model. From the launch of MyGDA Compass to expanded Canvas administration and staff technology onboarding, this work focused on creating more connected systems and improving how staff access and use information.

MyGDA Compass - Rebuilding GOAL's Student Information System
One of GOAL's largest technology initiatives of the year was the development and launch of MyGDA Compass, a custom student information and support platform designed specifically for the district's blended learning model. GOAL's previous student management system stored essential information but no longer fully supported the way staff work across academics, attendance, mentoring and intervention. Led by Software Developer Ryan Hontz, GOAL began rebuilding the platform to better connect student information and streamline common staff workflows. Throughout the year, MyGDA Compass expanded to include role-specific dashboards, redesigned student search and roster tools, direct Canvas integration, communication and mentoring systems, dynamic attendance tracking, centralized asset management and updated reporting tools. Together, these changes moved major functions that previously operated through separate systems and processes into a more connected environment.

THE COMPASS METHODOLOGY

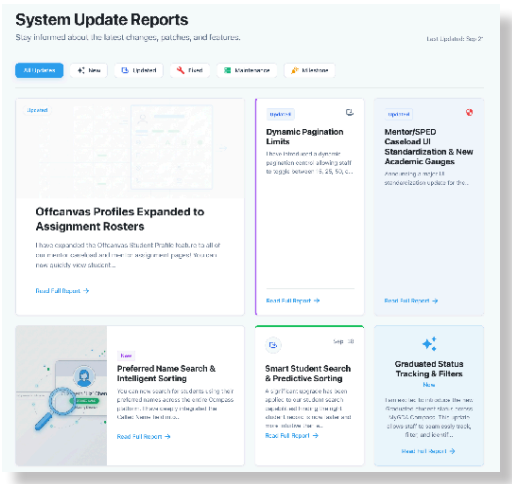
The Compass Methodology organizes the platform around connected areas. These areas reflect the information and systems staff use to monitor student progress, coordinate support and manage day-to-day operations. Connecting them within Compass provides staff with a more complete view of each student while reducing the need to move between separate systems.

Information Designed Around Staff Needs
Compass organizes information around how staff use it, bringing relevant student data, alerts and tools into more focused dashboard views. Student search and roster tools were rebuilt, making it easier to distinguish between student grade, status and lab with quick-view student profiles without leaving the current workflow.

Connecting Compass + Canvas
GOAL also integrated Canvas Learning Management System directly with Compass, bringing course enrollments, grades, pacing & recent assignment activity into student profiles. This places academic information alongside other student data, giving mentors & support staff a more immediate view of where additional support may be needed.

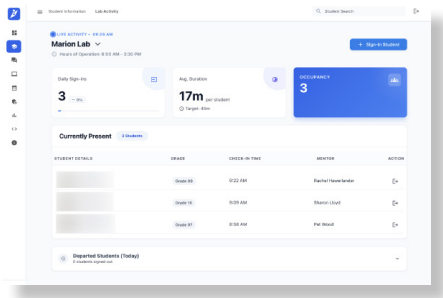
Communication & Student Support
Compass improves how student & family outreach is documented & accessed, while redesigned mentoring tools provide greater visibility into caseloads, attendance, communication activity and unassigned students. Specialized workflows also support students receiving special education. services.

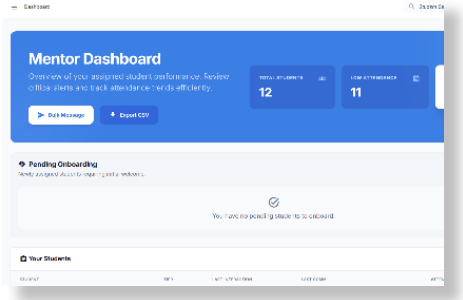
Attendance, Assets & Reporting
Several operational tools are built into one system. Dynamic Attendance Pacing & the Live Activity Dashboard help staff monitor attendance & Lab activity in real time. The Asset Hub centralizes device inventory, checkouts, returns & damages, while updated reporting tools give staff access to attendance, caseload & inventory data.

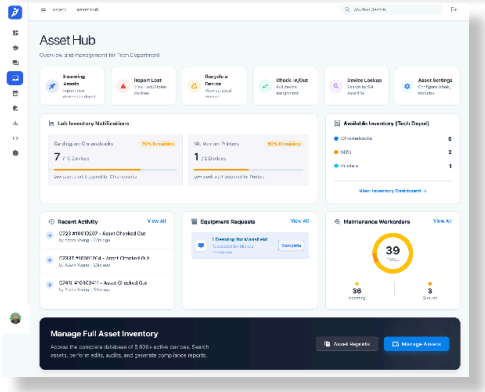


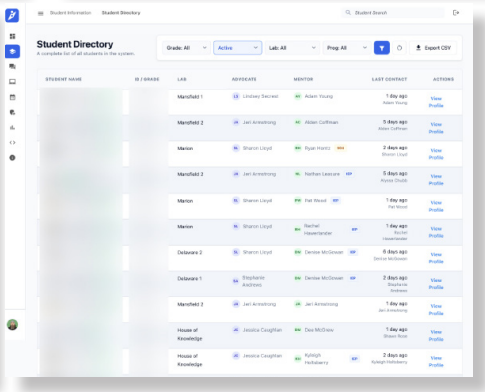
Improving the Staff Experience

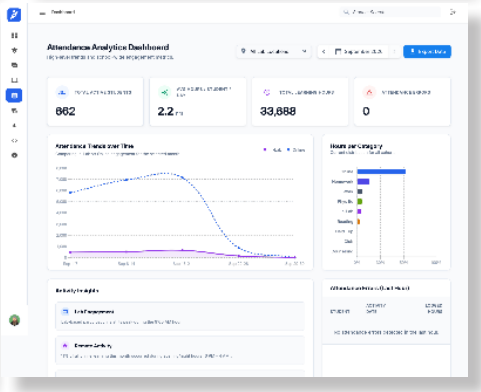
Google authentication, responsive design and streamlined navigation make Compass easier to access across devices. Because the platform was built specifically for GOAL, staff feedback and district needs can continue to guide new integrations and improvements.











EXPANDING TECHNICAL LEADERSHIP

While Compass represented the year's largest software development initiative, Ryan's work also extended across departments, supporting staff onboarding with Communications, Canvas administration and instructional design with Teaching and Learning, and emerging technology initiatives within Technology. This cross-department work helped connect technical development with GOAL's instructional and operational needs.

Staff Technology Onboarding

GOAL expanded its internal capacity to manage and develop Canvas, allowing more technical work to be handled alongside the district's growing instructional design efforts. Ryan took on the additional role of Technical Training Specialist, helping expand GOAL's approach to practical Onboarding. Interactive workshops provided staff with support across district systems, while additional on-demand and self-paced resources were developed to extend training beyond live sessions.

CANVAS ADMINISTRATION

GOAL expanded its internal Canvas Administration & development capacity during FY26, allowing more technical work to be managed alongside the district's growing instructional design efforts. Ryan took on an expanded role supporting Canvas backend infrastructure, administration, technical troubleshooting and system integrations. One of the most significant projects connected Canvas directly with MyGDA Compass. The integration allows key academic information from Canvas, including course enrollments, grades, pacing and recent assignment activity, to appear within Compass student profiles, giving staff access to academic and student-support information in one place. Ryan also worked with GOAL's Instructional Design Team as the district implemented its Canvas Blueprint Template. His work with custom HTML layouts contributed to the design framework adopted across GOAL courses, supporting a more consistent structure, navigation and visual experience throughout the LMS. Together, this expanded Canvas administration gave GOAL greater internal capacity to manage the technical side of its learning environment, support integrations and develop districtwide solutions as instructional and technology needs evolved.

Attendance INITIATIVES



Stephanie Andrews
Attendance Coordinator
GOAL Digital Academy



Jill Millisor
Process Improvement Coordinator
GOAL Digital Academy

Working Together to Keep Students on Track
Improving attendance often requires more than a reminder to log in. Students and families may face barriers that require communication, individualized support and coordination among the school, community agencies and local courts. Throughout FY26, GOAL's Attendance Team continued strengthening community partnerships to help address those barriers, intervene early and keep students connected to their education.

+40
INCREASE IN ATTENDANCE HRS

GOAL worked collaboratively with juvenile courts, truancy and diversion professionals, probation officers, Job and Family Services, resident school districts, legal partners and other community agencies. These relationships help the district navigate attendance requirements and local processes while creating a coordinated approach when students experience significant attendance challenges. The work begins with prevention.

GOAL staff use family communication, phone calls, home visits, mentorship, weekly check-ins and connections to community resources to help students improve attendance before concerns escalate. When additional intervention is needed, GOAL works alongside community partners to coordinate next steps, communicate with families and develop plans designed to help students re-engage with school. These combined efforts contributed to measurable progress during FY26. GOAL successfully resolved many truancy diversion cases that students were involved in at the time of enrollment, while students districtwide increased their attending time by an average of 40 hours during the school year.

A TRUSTED PARTNER IN ATTENDANCE



Steve Haverdill • Attendance Officer • Mid-Ohio Educational Service Center

Partnership in Action
Steve Haverdill, Attendance Officer with the Mid-Ohio Educational Service Center, has become an important partner in GOAL's efforts to strengthen attendance and help students remain connected to school. Working alongside GOAL's Attendance Team, Steve provides another point of connection between the district, students, families and the systems designed to support students experiencing attendance challenges. That collaboration is especially valuable when attendance concerns become more complex. Community partners like Steve provide additional expertise and coordination, helping staff navigate attendance processes while keeping the focus on what each student needs to successfully re-engage with school. For a district serving students and families across multiple counties, relationships like this are an important part of creating consistency and continuity of support. Steve's ongoing collaboration with GOAL reflects a shared commitment to addressing attendance concerns proactively, connecting families with appropriate resources and helping students move forward before attendance becomes an even greater barrier to their education.

> "In the big picture, I try to make sure students attend school daily and prevent them from having to attend court hearings whenever possible. When prevention doesn't work, I work with the courts to do what is needed to get students back on track."
>
> **- Steve**

THANKING OUR COMMUNITY PARTNERS

A Shared Commitment to Student Success
GOAL's attendance work extends far beyond the walls of our Learning Labs. We are grateful to the community professionals and agencies throughout our service area who share their expertise, coordinate services, communicate with students and families, and work alongside our staff to remove barriers to attendance. Their collaboration helps shape GOAL's practices and provides students and families with both the support and accountability needed to move forward.

Crawford County
Nathalie Golab, Juvenile Diversion Officer
Michael Wiener, Assistant Prosecutor

Delaware County
Stacy Blair, School Liaison/Intake Supervisor

Huron County
Bobbi Wright, HC Prosecutor's Office

Licking County
Josh Dawson, Probation Officer
Wade Kirk, RPh QBHS, LC A & Resource Center
Lea Anderson, ARC Educational Consultant

Regional Partners
Steve Haverdill, Attendance Officer, MOESC
Staci Thomas, Managing Attorney, Legal Aid
Maggie Smith, QBHS, JJ Behavioral Specialist, NYAP
Quinetta Jackson, Bridges Liaison, NYAP

Marion County
Hannah Kielmeyer, Juvenile Legal Assistant
Martha Schultes, Juvenile Prosecutor
Harry Simmons, Diversion Specialists
Ainsley Bigler, Diversion Specialists
Susan Kieffer, Diversion & RECLAIM Administrator
Sheena Bateman, Magistrate

Morrow County
Kathy Nicolosi, Court Mediator

Richland County
Amy Baumberger, Truancy Coordinator
Jermaine Bradley, RC Juvenile Justice Center

Union County
Lindsey Keller, Juvenile Court Probation Officer

Statewide
Patrick Hickman - Ohio's Attendance Advisor ODEW

ATTENDANCE AWARENESS MONTH

GOAL celebrated Attendance Awareness Month in September 2025 with a five-week campaign designed to make attendance, engagement, & academic success more meaningful, and more fun, for students. Weekly themes used familiar student interests, including Pokémon, Minecraft, Super Mario, and Animal Crossing, to connect attendance with real-world skills such as perseverance, problem-solving, organization, creativity, and time management. Students participated in creative competitions, attendance challenges, GOAL Goes Live activities, and a districtwide Spirit Week. During Attendance & Assignments Count Week, 80% of GOAL's student population earned new "Learning Today, Leading Tomorrow" GOAL sweatshirts by logging attendance and completing assignments. Spirit Week also featured daily themes and GOAL Goes Live Zoom sessions that gave students and staff another way to connect and celebrate together. The month-long art competition drew 30+ student participants, with entries ranging from hand-drawn characters and stories to digital creations & imaginative worlds. Nelimar Spaulding of the Galion Learning Lab was selected as the overall winner, and participating artwork later became part of GOAL's 7th Annual Art Show & Sale.











80% OF STUDENTS EARNED SWAG

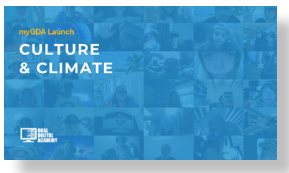


COMMUNICATIONS

Casey Clark
Director
GOAL Digital Academy

MYGDA LAUNCH: ONBOARDING AT GOAL

Communications worked with a cross-functional team to design and develop a comprehensive onboarding experience as part of GOAL's blended new staff onboarding model, combining in-person training for fall new hires with an online onboarding pathway for employees hired mid-year. This approach created a more consistent and sustainable onboarding experience while ensuring employees joining GOAL at different points throughout the year receive access to the same foundational information and expectations. The program brings together essential training on GOAL's culture, professional expectations, academics, safety, student support, documentation, and district systems while also providing specialized learning for different staff roles. In partnership with Academic Software Developer Ryan Hontz, technical training was incorporated to provide consistent guidance on GOAL's technology platforms, Canvas, and essential digital tools. Interactive checkpoints, real-world scenarios, reflection activities, quizzes, and practical applications were also incorporated to move the experience beyond information-based training and help employees connect learning to their day-to-day responsibilities. The blended onboarding model will continue to expand and evolve. New graphics, instructional videos, slideshows, and other multimedia resources are currently in development to strengthen both the in-person fall experience and the online experience available to mid-year hires. The long-term goal is a centralized, reusable onboarding system that provides every new employee with a consistent introduction to GOAL while remaining flexible enough to grow alongside district needs.





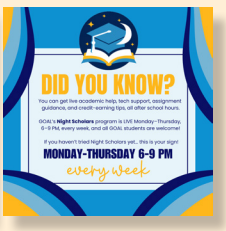


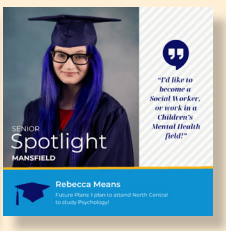


KEEPING OUR COMMUNITY CONNECTED

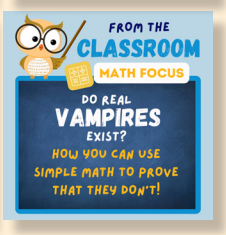
GOAL continued to expand its social media presence from primarily announcements & event promotion toward a more intentional year-round storytelling & engagement strategy. Content highlighted student and staff accomplishments, graduation and senior milestones, Learning Labs and their communities, student artwork, district events, PBIS+, attendance and engagement, enrollment, orientation, & school culture. Greater emphasis was also placed on identifying stories throughout the district and turning everyday accomplishments, programs, events, and experiences into engaging content that showcases GOAL's students, staff, and school community.













Most Engaging Content
Student-centered storytelling emerged as some of GOAL's most engaging social media content during FY26. Senior Spotlight posts were standout performers, generating 5,000+ views & more than 550 engagements per featured post, reinforcing the value of putting student stories at the center of GOAL's social media strategy.

297,879 Content Views
+13.2% Follower Growth
42.9% Views from Non-Followers

STRENGTHENING COMMUNICATION

GOAL continued strengthening the systems, tools, and visual standards behind district communications, creating a more coordinated and recognizable experience across Learning Labs, digital platforms, events, and community outreach. A major focus was developing the district calendar as a central source for schoolwide communication, helping coordinate events, deadlines, campaigns, student activities, and important dates while reducing gaps, duplication, and conflicting information. **Other areas of impact:**

District Calendar: Schoolwide events, deadlines, closures, activities, campaigns, & important dates
Learning Lab TV: Upcoming events, reminders, celebrations, student opportunities, & district initiatives
Canvas: Dashboard announcements, district resources, surveys, challenges, contests, & interactive student content
Social Media: Public-facing storytelling, event promotion, celebrations, reminders, & district campaigns
Student Engagement: PBIS, Attendance Awareness, spirit activities, monthly themes, surveys, & special initiatives
Major Events: Orientation, testing, senior activities, graduation, staff events, & other district programming



BUILDING THE GOAL IDENTITY

GOAL also continued strengthening its visual identity so that students, families, staff, & community members experience a more unified district wherever they encounter the school. This work included:

- **District Publications:** Annual Report, flyers, handouts, presentations, & print materials.
- **Digital Communications:** Social media graphics, email communications, announcements, & campaigns.
- **Canvas & Instructional Resources:** Course templates, onboarding, & district resources.
- **Learning Lab Branding:** Interior and exterior signage, facility graphics, & location-specific materials.
- **Events:** Branding for graduation, orientation, the Art Show & Sale, staff events, & student activities.
- **Templates & Resources:** Reusable materials that allow staff to create content while maintaining standards.
- **Photography & Storytelling:** Greater use of authentic GOAL students, staff, Learning Labs, & events.
- **Brand Standards:** Consistent use of GOAL colors, logos, typography, messaging, & overall presentation.
- **Community Presence:** Branded materials & presentations that strengthen GOAL's recognition throughout the communities it serves.

Together, these efforts created a system that was more connected operationally & more consistent visually, helping GOAL share information across multiple channels while maintaining a recognizable district voice and identity.

PUBLIC RELATIONS & PRESENCE

GOAL continued strengthening its presence in the communities it serves by more intentionally sharing district accomplishments, student and staff successes, programs, events, community partnerships & new initiatives. GOAL distributed 17 press releases during the year, with stories receiving coverage from local news outlets throughout the district's service area. Coverage highlighted GOAL's impact. Alongside press outreach, district publications, community presentations, event materials, and other public-facing communications helped increase awareness of GOAL and share the opportunities available to students & families.

17
DISTRIBUTIONS

24+
MEDIA PLACEMENTS

8
NEWS OUTLETS



TESTING

Jason Calder
Director & Assistant Principal
GOAL Digital Academy

Using Data to Drive Student Success
GOAL continued strengthening how student data is collected, analyzed and translated into action in FY26. From diagnostic assessments and state testing to early warning indicators and collaborative intervention teams, staff are using multiple measures to better understand student needs, identify learning gaps and provide targeted support. This work extends beyond measuring academic performance. Through districtwide planning, integrated supports and partnerships with State Support Team 7 and other state initiatives, GOAL is building systems that connect assessment, instruction, attendance, behavior, student wellbeing, helping teams respond earlier and more intentionally when students need additional support.

MEASURING GROWTH & NEEDS

Strengthening Assessment Practices
GOAL continued refining testing procedures for STAR Diagnostic, i-Ready Diagnostic and Ohio State Tests, with an emphasis on student engagement and reliable data that can help inform instruction. Testing also extended across grade levels and program areas. GOAL completed required elementary assessments including dyslexia screening, Kindergarten Readiness Assessment and Third Grade Reading Guarantee testing, while Physical Education teacher Lily Tate collaborated with the elementary team to complete Ohio's Physical Education Evaluation.

STAR DIAGNOSTIC GROWTH
Change in average scaled scores from beginning- to end-of-year testing.

Grade	Reading	Math
12	+11 points	+12 points

[7 of 8 grade-level subject areas showed growth in average STAR scaled scores]

GROWTH ON OHIO STATE TESTS
Year-over-year change in student proficiency rates.

6th Grade Math	HS Math 1	4th Grade Math	8th Grade ELA	8th Grade Math	High School Biology
+20 pp	+17.09 pp	+16.66 pp	+14.45 pp	+7.42 pp	+6.34 pp

[Overall proficiency increased from 20.33% in FY25 to 21.42% in FY26]

ACCESS • IDENTIFY • INTERVENE • MONITOR • ADJUST

Assessment data provides more than a snapshot of student performance, it helps GOAL identify needs, recognize areas of growth and determine where additional support can make the greatest impact. By reviewing diagnostic results alongside attendance, course performance and other student indicators, staff can identify learning gaps earlier and respond with more targeted instruction and intervention. This ongoing cycle of assessment, collaboration and progress monitoring helps ensure that data does not simply measure where students are, but informs the next steps designed to help them move forward.

TURNING DATA INTO ACTION

Building an Integrated System of Support

GOAL began participating in the State Personnel Development Grant (SPDG), a federally funded initiative under the Individuals with Disabilities Education Act (IDEA), the federal law that ensures students with disabilities have access to a free appropriate public education and necessary special education services & supports. The initiative focuses on improving outcomes for students with disabilities and other at-risk learners through professional development, coaching and evidence-based interventions. GOAL formed a cross-functional SPDG team that brought together administrators, teachers, Intervention Specialists, an Educational Advocate, a school counselor, attendance staff and State Support Team members. The team met monthly with the Ohio Department of Education and Workforce's state SPDG team, learning alongside other participating districts while strengthening systems and practices within GOAL. A central focus of the work was strengthening GOAL's Integrated Multi-Tiered System of Supports (iMTSS), connecting academic, behavioral and wellness supports within one framework. Rather than waiting until students experience significant challenges, the system is designed to use data to identify needs and match students with increasingly targeted levels of support.

TIER 1
UNIVERSAL

High-quality core instruction + explicit instruction + schoolwide PBIS

TIER 2
TARGETED

Small-group, standardized interventions for students demonstrating moderate skill deficits

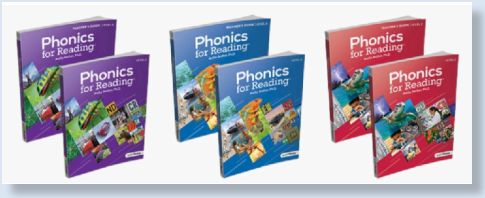
TIER 3
INTENSIVE

Individualized, data-driven interventions for students with severe or persistent needs

District Leadership Team: Reviews district-level screening, progress and implementation data.
Teacher-Based Teams: Analyze classroom data and refine instructional strategies.
Student Success Team: Bring staff and families together to develop individualized success plans.
Electronic Resource Hub: Centeralizes protocols, resources and guidance for staff

PHONICS FOR READING

GOAL implemented the Tier 2 Phonics for Reading intervention (PfR) a full year ahead of schedule during FY26. Data-based decision rules were developed to identify participating students, and Middle School ELA & Intervention Specialist staff were trained to pilot the program. GOAL worked with ReadOhio coach, Whitney Imhoff and SST7 to prepare for full implementation during 2026-2027.





LOOKING AHEAD: ONE PLAN

GOAL's One Plan is the district's continuous improvement plan, bringing together student achievement data, identified needs, strategies and measurable goals into one coordinated framework for improvement. GOAL's FY27 One Plan builds on this work with a continued focus on high school graduation and closing gaps for Students with Disabilities and Economically Disadvantaged students. The district is emphasizing early explicit literacy instruction, Phonics for Reading and an integrated MTSS framework to address foundational learning gaps. Implementation will continue in partnership with State Support Team 7, which provides job-embedded coaching, support for Teacher-Based Team data practices and guidance for integrating Specially Designed Instruction within High-Quality Instructional Materials. Shared review cycles will help GOAL and SST7 monitor implementation and student growth throughout the year, using progress data to inform next steps.

+10%
INDEX INCREASE

100%
PFR TRAINING



EARLY & MIDDLE GRADES

Amanda Waggoner
Director & Principal
GOAL Digital Academy

Welcoming New K–8 Leadership
GOAL welcomed Amanda Waggoner as Assistant Principal/Elementary Director for the 2025-2026 school year. Amanda provided leadership and support across GOAL's elementary programs while also serving as principal of the Delaware Learning Lab. Throughout her first year, Amanda worked alongside teachers and staff to strengthen instruction, student support and the K-8 learning experience across the district.

STRENGTHENING ELEMENTARY LITERACY

GOAL continued strengthening literacy instruction across the elementary grades with the implementation of a new HMH reading curriculum. The curriculum provided K–5 teachers with a consistent scope and sequence for reading and writing while supporting explicit vocabulary and language development, foundational skills and differentiated instruction. HMH also aligned elementary instruction with Ohio's Science of Reading requirements. A dedicated Friday Writing Live Lesson was added to the weekly schedule, creating targeted time for students to strengthen opinion/argumentative, informative/explanatory and narrative writing. Lessons also emphasized the writing process, including planning, revising and editing with teacher guidance.

Third-grade students received additional ELA and state testing support through collaboration and co-teaching between Taylor Starcher and Laurie Sorrick, while the K-5 team participated in K-3 Literacy Network meetings through the Mid-Ohio Educational Service Center to bring additional strategies and resources back to GOAL classrooms. Building on this focus, K-5 teacher Melinda Radabaugh was promoted to GOAL's Literacy Specialist for FY27, expanding dedicated literacy support across multiple grade levels.

IMPROVING K-5 ATTENDANCE

90 STUDENTS MONITORED

GOAL strengthened its approach to elementary attendance through collaboration between the K–5 team and Attendance Coordinator Stephanie Andrews.

Approximately 90 students were monitored through a revised process that incorporated weekly input from teachers and Educational Advocates alongside system activity. The change addressed gaps created when student work completed in outside programs was not fully reflected in existing activity data. Teachers could document expected attendance, provide context surrounding absences and share observations about individual student engagement. This provided teams with a more complete picture of participation while helping identify barriers and disengagement earlier. Giving teachers a greater role in the process also created additional opportunities for family outreach, allowing staff to identify challenges, connect families with support and schedule appointments for students needing additional assistance.

STUDENT & FAMILY SUPPORT

Reading Improvement and Monitoring Plans (RIMPs) remained an important part of GOAL's elementary literacy support. As students enter and transition throughout the school year, GOAL continually adjusts RIMP support to ensure students who need additional reading intervention are identified and supported. The district ended the year with approximately 36 RIMPs across grades K-5. RIMP forms and parent resources were also updated to strengthen communication with families, while teachers met with parents and guardians to review plans, discuss student progress and obtain signatures. For students approaching the transition to fourth grade, staff worked directly with families to explain Third Grade Reading Guarantee requirements, available assessment pathways and additional learning opportunities, including Summer School.

STRENGTHENING MIDDLE SCHOOL LEARNING

GOAL continued strengthening the middle school experience through expanded literacy resources, instructional coaching, targeted intervention and opportunities for students to learn beyond their regular online coursework. Together, these efforts supported stronger classroom instruction while creating additional ways for students to connect, participate and receive individualized support.

BUILDING STRONGER READERS

PHONICS STUDENT PILOT

Middle school literacy instruction continued to grow with the full implementation of CommonLit 360 in ELA courses, providing a consistent high-quality instructional resource for reading, writing and engagement with grade-level texts. GOAL also began implementing Phonics for Reading, a Tier 2 intervention designed for students who need additional support with foundational reading skills. Approximately 10 students participated in the initial pilot, allowing staff to establish data-based decision rules, refine implementation and build a foundation for expansion in FY27. The intervention also continued with select students during Summer School.





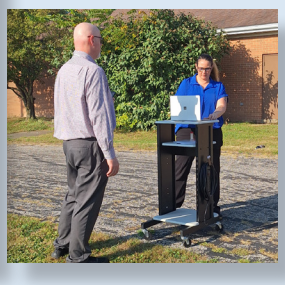
PARTNERING WITH READOHIO

Middle school teachers continued working alongside ReadOhio Coach Whitney Imhoff, bringing professional learning directly into GOAL's virtual classrooms. Whitney joined educators during live lessons to observe, model strategies, co-teach and provide real-time instructional support.This job-embedded approach allowed coaching to move beyond traditional professional development, giving educators opportunities to apply strategies alongside students and strengthen instructional practices within the environment where learning happens.

LEARNING BEYOND THE SCREEN



Middle school learning extended beyond regular online coursework through hands-on activities and in-person experiences across GOAL's Learning Labs. Lily Tate brought Fitness Club to labs throughout the district, giving students opportunities to get active, interact with peers and build connections outside the virtual classroom. After joining GOAL's Science team, Katie Batten incorporated experiments into online instruction while creating opportunities for students to experience science beyond the screen, including a trip to the zoo with the EK3 Science Teachers.







SUPPORTING INDIVIDUAL PATHWAYS

GOAL continued strengthening processes for students who enter the district with gifted identification or advanced coursework. Katelin Lee supported the identification and tracking of these students by reviewing previous school records, documenting gifted identification and Written Education Plans (WEPs), and working with Jolene Healea to support accurate records and reporting. The process extended beyond recordkeeping. Working cross-functionally, Katelin helped ensure students entering GOAL could continue appropriate academic pathways established at their previous schools. When documentation showed that a K-8 student had already been placed in above-grade-level coursework or a high school credit-bearing course, GOAL worked to provide a comparable placement when possible. Staff also coordinated testing requirements for students taking advanced courses, such as ensuring an eighth-grade student enrolled in Algebra I was scheduled for the appropriate End-of-Course assessment.



CURRICULUM & INSTRUCTION

Rob Terrill
Director
GOAL Digital Academy

Rob Terrill joined GOAL Digital Academy as an administrator of special projects and Intervention Specialist. He was then named the Director of Curriculum & Instruction in May of 2026, bringing new leadership to the district's work in teaching and learning. Throughout the year, educators collaborated across grade levels & subjects, strengthened literacy instruction, and developed more consistent learning experiences for students.

TEACHER-BASED TEAMS

Every GOAL teacher participated in monthly Teacher-Based Team (TBT) meetings during FY26. K-5 educators met in grade-level teams, while teachers in grades 6-12 collaborated by subject in ELA, math, science and social studies. These meetings gave teachers regular time to examine lessons, discuss challenges and share strategies they could use in GOAL's virtual classrooms.

With support and guidance from Stacie Meyers of the Mid-Ohio Educational Service Center (MOESC), GOAL continued strengthening the TBT process and creating meaningful opportunities for teachers to learn from one another and reflect on their instructional practices.

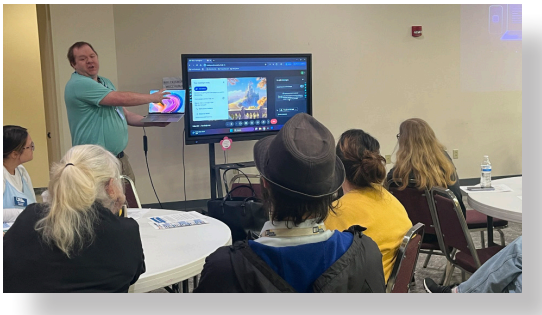
A major focus throughout the year was explicit instruction and the I Do, We Do, You Do model. Teachers considered how to clearly model a skill, guide students through practice, check for understanding and prepare students to work independently during live lessons. At the conclusion of the year's professional learning, 100% of participating staff reported learning at least one instructional strategy they could apply immediately, demonstrating the value of continued collaboration, reflection and instructional support.



Whitney Imhoff
ReadOhio Coach
Mid-Ohio Educational Service Center

Stacie Meyers
Consultant, Literacy Specialist
Mid-Ohio Educational Service Center









BUILDING EDUCATOR CAPACITY

ReadOhio coaching gave GOAL educators regular opportunities to put literacy research into practice. During dedicated weekly professional learning time, teachers worked with Literacy Coach Whitney Imhoff on lesson planning, pacing, instructional strategies and student data. That work continued inside live lessons through modeling, co-teaching and reflection. Eighth-grade ELA was a particular focus as educators implemented CommonLit 360. Working alongside the teaching team, Whitney helped refine lessons and supported a gradual shift toward greater independence in planning and instruction. The experience also helped prepare GOAL to extend the work into sixth- and seventh-grade ELA.

BETTER TOGETHER: CO-TEACHING IN ACTION



In eighth-grade ELA, teacher Rich Guins and Intervention Specialist Carla Pasheilich developed a co-teaching approach that made room for both content instruction and targeted support. Rich frequently led the lesson while Carla incorporated explicit vocabulary routines and helped students work through challenging text. Both educators modeled concepts, clarified misunderstandings and encouraged students to take part in discussion. They also offered students several ways to participate, including verbal responses, chats, sentence starters and breakout rooms. With support from ReadOhio Coach Whitney Imhoff, the team continued adjusting its lessons in response to what students needed. Live lesson attendance grew throughout the year, an increase of about 73% by May 2026. On the first unit assessment, 20% of participating students scored between 76% and 100%. By the final unit assessment, 64% scored in that range, an increase of 44 percentage points.

> “Rich and I discovered that our greatest strength wasn't teaching alike, it was trusting each other's strengths enough to teach as one team.” **- Carla**

Strengthening Targeted Literacy Intervention
GOAL’s Phonics for Reading pilot gave educators a way to provide targeted instruction to students needing additional support with foundational reading skills. Working with ReadOhio Coach Whitney Imhoff and State Support Team Region 7, staff developed criteria for identifying students, completed training and used coaching and student data to refine instruction. The pilot also helped GOAL identify what a broader intervention system will require: consistent screening, time for instruction, progress monitoring and support when attendance interrupts learning. In FY27, additional spelling, oral reading fluency and MAZE assessments are planned to help educators identify student needs and monitor growth as the intervention expands.

EVERY TEACHER IS A LITERACY TEACHER

Through the Mid-Ohio ESC’s C3/Adolescent Literacy Network, GOAL educators explored ways to strengthen reading, vocabulary and writing across subjects. Participants learned alongside educators from other districts, then brought those ideas back to GOAL. Every GOAL participant shared at least one strategy with their Teacher-Based Team, and several presented their classroom experiences to the regional network.





LITERACY ACROSS CURRICULUM

- **English Language Arts**: Stephanie Frisch refined vocabulary instruction using the I Do, We Do, You Do model & explored ways to help students read texts for different purposes.
- **Science**: Kelly Crosby used morphology to help students break complex scientific terms into meaningful word parts.
- **Social Studies**: Alden Coffman introduced vocabulary scavenger hunts, sentence starters and RACE/CER writing strategies to support evidence-based responses.
- **Mathematics:** Shawn Rose explored ways to incorporate reading and communication into math instruction.

EXPLORING AI USE IN INSTRUCTION



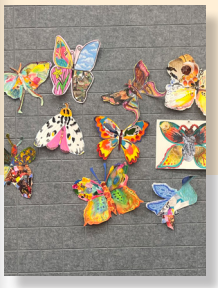
GOAL educators Kyleigh Holtsberry, Wesley Brooks, Jason Calder and Joe Byrne attended the DLAC Ignite conference in Sacramento alongside colleagues from The Tomorrow Center. The conference brought together educators and leaders working in online, hybrid and digital learning, giving the group opportunities to exchange ideas with peers from across the country. AI literacy was a focus for GOAL's attendees. They explored how educators can use AI in instruction while helping students think critically about its output and understand when its use supports their own learning. The experience gave the group perspectives to bring back to GOAL as the district developed its approach to responsible AI use.

> "DLAC really changed the way I think about and use AI in education. I came away realizing that our job isn't to keep AI away from students, but to teach them how to use it responsibly, think critically about what it gives them, and use it as a tool to enhance their learning rather than replace it."
>
> **- Kyleigh Holtsberry, Intervention Specialist**

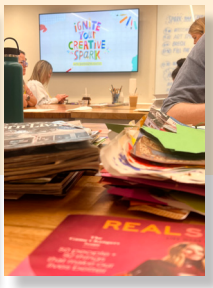


SUMMER LEARNING AT SCAD

GOAL educators Stephanie Frisch and Alyssa Chubb traveled to Savannah, Georgia, June 21–26, 2026, for the Savannah College of Art and Design (SCAD) Summer Educator Program. Through hands-on workshops, they explored new techniques and approaches to creative instruction while earning recertification hours. They returned with ideas and inspiration to bring into their GOAL classrooms.





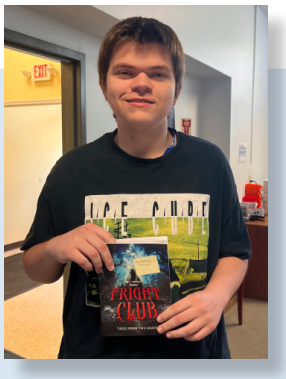




FROM CLASSROOM TO PUBLICATION

In fall 2025, students in Stephanie Frisch's English 9, 11 and 12 classes took on the Young Writers Fright Club challenge: tell a compelling mini-thriller in just 100 words. All three classes participated in the writing experience, and 16 GOAL students chose to submit their stories. Their work was selected for publication in a nationwide anthology alongside writing from students across the country.

The project gave students a chance to practice storytelling and revision for an audience beyond their classroom, and to see their own words in print.



Published GOAL Authors:

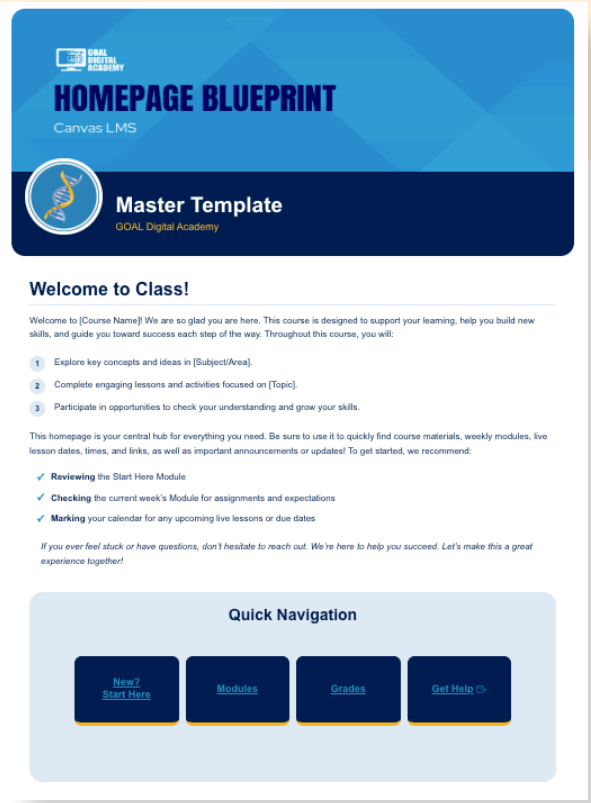
Aaliyah Bailey · Aidan Driscoll · Allie Montgomery
Ashley Hall · Austin Chartier · Caiden Lawhorn
Cami Jarrell · Campbell Good · Carson Hagans ·
Evan Scarbury · Gage Fieg · Jason Bigler · Lauriana Shumway
Michael Downing · Ruby Stratton · Serenity Anderson

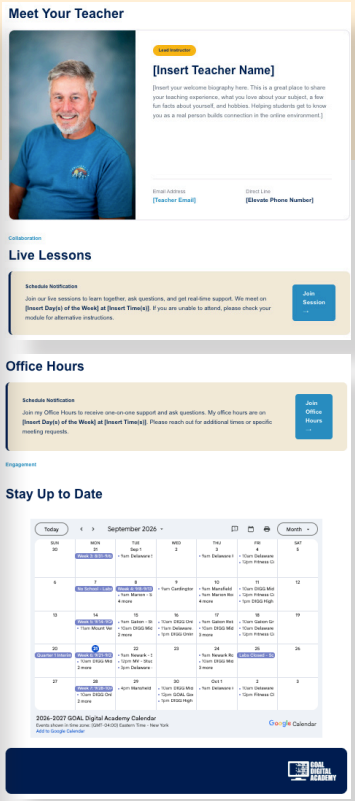


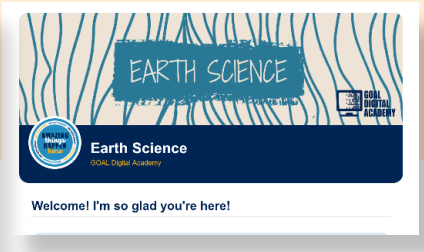
DESIGNING CONSISTENT DIGITAL LEARNING

A student moving between GOAL courses should be able to find the lesson, understand what to do next and locate help without learning a new layout each time. GOAL's Instructional Design Team turned that goal into a shared approach to Canvas course design. Educators Kelly Crosby, Kyleigh Holtsberry, Gregg Snouffer and Taylor Starcher brought classroom and instructional experience to the development of GOAL's new Canvas Blueprint. Software Developer Ryan Hontz contributed expertise in digital systems and functionality, while Director of Communications Casey Clark brought expertise in visual communication, organization and user-friendly design.

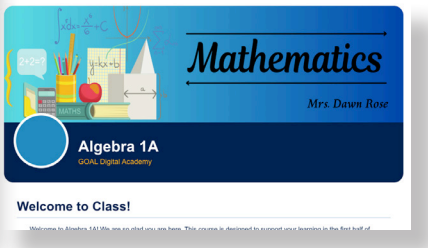
Together, the team established common expectations for course navigation, homepages, modules, instructional resources and student support information, creating a more consistent experience for students while giving teachers flexibility within their courses. Through resources, demonstrations, workshops and guided work time, the IDL Team helped educators build and transition courses while refining the design based on day-to-day use. The result was a shared foundation for GOAL's virtual classrooms built around how students access learning. Looking ahead, the team will continue exploring course design and engaging curriculum development to advance digital learning across the district.











MEET THE INSTRUCTIONAL DESIGN TEAM



Kelly Crosby • High School Science Teacher
Kyleigh Holtsberry • Intervention & High School Science
Gregg Snouffer • High School Social Studies Teacher
Taylor Starcher • Elementary Teacher
Ryan Hontz • Academic Software Developer
Casey Clark • Director of Communications



GUIDANCE

Heather Allen
Lead School Counselor
GOAL Digital Academy

GETTING A HEAD START ON COLLEGE

153
CCP CREDITS EARNED

GOAL Digital Academy continued expanding opportunities for students to begin their college journey while still in high school through College Credit Plus (CCP). Through partnerships with colleges and universities, students were able to take college-level coursework, earn credits toward future degrees and explore the expectations of higher education while continuing to work toward their GOAL diploma. During FY26, students participating in CCP during the fall and spring semesters, earned 153 college credits. These opportunities allow students to challenge themselves academically, reduce the time and cost associated with earning a future degree, and take meaningful steps toward their goals beyond high school.

Honor Roll
GOAL Digital Academy proudly recognized 759 Honor Roll achievements during the 2025-2026 school year, celebrating students who demonstrated strong academic performance throughout the year. Honor Roll recognition grew each quarter, reflecting the continued effort and commitment of GOAL students as they worked toward their academic goals. From the first quarter through the end of the school year, 36 more students earned Honor Roll recognition in Q4 than in Q1, providing a strong finish to a year of academic achievement across the district.

759
HONOR ROLL ACHIEVEMENTS



QUARTER 1: 177 STUDENTS
QUARTER 2: 179 STUDENTS
QUARTER 3: 190 STUDENTS
QUARTER 4: 213 STUDENTS

BUILDING PATHWAYS TO GRADUATION

64.8%
4YR - RATE GRADUATION

^10.1
PERCENTAGE POINTS

GOAL continued making significant progress in helping students reach graduation during the 2025-2026 school year. The district's four-year graduation rate climbed from 54.7% to 64.8%, an increase of 10.1 percentage points in one year. GOAL's weighted graduation rate across all measured cohorts also increased from 53.1% to 57.8%, a gain of 4.7 percentage points. These results helped GOAL maintain an Exceeds Standards rating for Graduation Rate on the 2025–2026 Ohio School Report Card. For GOAL students, the path to graduation does not always follow a traditional timeline. Throughout the year, teachers, intervention specialists, counselors, Educational Advocates, mentors and other support staff worked together to identify barriers and provide individualized pathways toward completion. Through flexible learning, credit recovery, academic intervention, attendance support and expanded opportunities such as Night Scholars, GOAL continued building systems designed to keep students connected.

Demonstrating Readiness
Members of GOAL's graduating class demonstrated their readiness for life beyond high school by earning graduation seals across a wide range of academic, career & community experiences. Students earned 504 seals across 10 categories, reflecting accomplishments in areas ranging from academics and industry credentials to community service, the arts, military service and student engagement. The most frequently earned distinctions included OhioMeansJobs Readiness (122), Industry-Recognized Credentials (118), Science (96), highlighting the many different ways GOAL students demonstrated knowledge, skills and preparation for their next steps.

504
SEALS EARNED

EXPANDING CAREER-TECHNICAL OPPORTUNITIES

GOAL students continued pursuing hands-on career and technical education through partnerships with career centers across the region. During the 2025–2026 school year, 30 students were enrolled in external career center programs, gaining specialized training and experience while completing their education through GOAL. Students attended Delaware Area Career Center (14), Pioneer Career & Technology Center (7), Knox County Career Center (4), Tri-Rivers Career Center (2), Ashland County-West Holmes Career Center (2) and C-TEC (1). These opportunities allow students to explore career pathways, develop industry-relevant skills and connect their GOAL education with their plans beyond high school.

THE LIFELONG LEARNING SCHOLARSHIP

Graduation marks the completion of one journey, but for many GOAL Digital Academy students, it is also the beginning of something new. Through the Lifelong Learning Scholarship, GOAL staff come together throughout the year to help graduating seniors take that next step. Staff supported the scholarship fund through activities including Early Release Day events, football squares, a Biggest Loser competition, a step challenge and raffles during all-staff meetings. Those efforts ultimately turned staff participation and generosity into direct support for members of the graduating class. At graduation, four students were each awarded a $1,000 Lifelong Learning Scholarship, a total of $4,000 invested in their futures:



NOT PICTURED:
ARELI ALLEN

$4,000
INVESTED IN OUR GRADUATES

- **Joshua Roberts** refused to allow personal challenges to define his limits, instead using them as motivation to graduate & take ownership of his future. Joshua plans to pursue studies in forensic science and business, with the goal of one day assisting law enforcement.
- **Kaelyn Burton** balanced the demands of working two jobs while maintaining straight A's, demonstrating an exceptional work ethic and commitment to her education. She plans to attend Marion Technical College to pursue her goal of becoming a medical sonographer.
- **Areli Allen** demonstrated perseverance in overcoming personal obstacles while proactively taking control of her education and future. She plans to study psychology at Bowling Green State University.
- **Rebecca Means** transformed personal challenges into an opportunity for growth, learning to better express her emotions while developing a desire to help others. She plans to pursue a degree in psychology at North Central State College.

The Lifelong Learning Scholarship represents more than financial assistance. It reflects GOAL's belief that graduation is not the end of the district's investment in its students. By supporting graduates as they move into college, career training and other opportunities, GOAL staff are helping students carry their progress beyond the diploma and into whatever comes next.



JR Burns
Credit Recovery Instructor
GOAL Digital Academy



Matthew Alexander
Credit Recovery Instructor
GOAL Digital Academy

SUCCESS THROUGH CREDIT RECOVERY COURSES

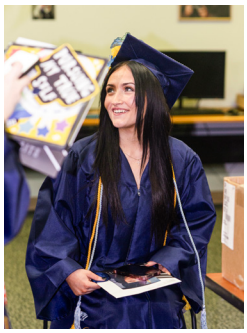
Credit Recovery continued to provide GOAL Digital Academy students with an important pathway to regain credits, make academic progress and stay on track toward graduation. Throughout the year, 529 students participated in Credit Recovery courses across subject areas. In non-math courses, 435 students enrolled, with 322 students successfully earning credit, representing a 74.02% success rate that includes students who withdrew during the school year. Math Credit Recovery served an additional 94 students across 112 course enrollments. Students successfully completed 97 math courses, resulting in an 86.6% course completion rate, with 79 students earning credit in at least one math course.

Graduation
CLASS OF 2026







The Lifelong Learning Scholarship

Four Lifelong Learning Scholarships were awarded to students in support of their continuing education. These scholarships are possible due to generous staff donations & fundraisers.

2026 Winners
Joshua Roberts, Newark - $1000
Areli Allen, Delaware - $1000
Rebecca Means, Mansfield - $1000
Kaelyn Burton, Cardington - $1000

Award of Excellence

CBI American Government
Gavin Haycook

CBI American History
Corey Otey

CBI World History
Liddia Damron

Business Technology
Cambria Jarrell
Kaelyn Burton
Mason Frost
Celina Sexton

Student Speakers

Seven GOAL graduates took the stage to share their experiences and encourage their peers to embrace their potential:

Braylon Chandler
Aryanna Baldwin
Rencee Leber
Sophia Tewell
Gabriella Russell
Shelby Turner
Ashley Hall

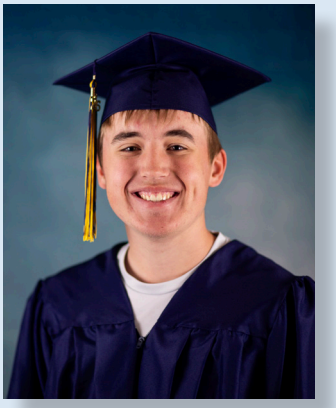












Braylon Chandler
Valedictorian
4.449 GPA



Nora Swanson
Salutatorian
4.175 GPA

183
GOAL GRADUATES

118
CREDENTIALS EARNED

GOAL Digital Academy celebrated a historic milestone on May 21, 2026, as 183 students crossed the stage as members of the Class of 2026, the largest graduating class in school history. Surrounded by family, friends, staff & community supporters, graduates were recognized not only for their academic accomplishments, but for the perseverance, growth and determination that shaped their individual journeys. The ceremony celebrated students from across GOAL's Learning Labs and online community, including Valedictorian Braylon Chandler and Salutatorian Nora Swanson. Student speakers shared personal reflections on the flexibility, relationships and support that helped them reach graduation. The celebration also recognized the many ways students made their mark at GOAL. Graduates earned honor cords for accomplishments in academics, attendance, career and technical education, community service, the arts, military enlistment and published authorship.As the Class of 2026 moves forward into higher education, career training, military service, skilled trades, employment and entrepreneurship, their accomplishments reflect GOAL's commitment to ensuring every student is Known, Valued and Successful, and to helping students find a pathway that prepares them for what comes next.



PLANNING FOR EVERY PATH

At GOAL, planning for life after graduation means helping students explore the path that fits their individual goals, whether that leads to college, career training, the workforce or military service. School counselors work alongside students as they consider their options and prepare for what comes next. For Aaliyah Bailey, that path led to service in the United States Marine Corps. Her next chapter reflects the many different directions GOAL graduates can take and the importance of helping every student leave GOAL with a plan for their future.

"My time at GOAL has been incredible, I'm honestly at a loss for words to express my gratitude to all of the teachers who supported me throughout my journey. They didn't just teach us lessons from textbooks, they encouraged us when we struggled, reminded us of our potential and helped us grow into the people we are today."

- Rencee Leber



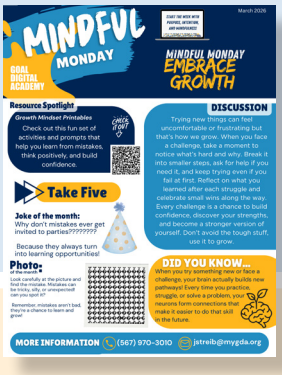
BEHAVIORAL HEALTH

Jenna Streib
Behavioral Therapist/School Counseling Intern
GOAL Digital Academy

Supporting Mental Health & Wellness
GOAL's Mental Health team partnered with Positive Behavioral Interventions & Supports (PBIS) to expand opportunities for students and staff to build social-emotional skills, practice self-care, strengthen connections, and access mental health resources. The partnership brought wellness-focused activities into virtual programming, classrooms, Learning Labs, and Canvas, creating multiple ways for students to engage based on where and how they learned.

MINDFUL & MEANINGFUL MONDAYS

Mental health and social-emotional learning became part of GOAL's regular communication with both students and staff through Mindful and Meaningful Mondays. Students received Mindful Monday resources with simple strategies they could incorporate into everyday routines to support self-care, emotional awareness, and overall well-being. Meaningful Mondays extended a similar focus to staff, encouraging GOAL employees to make space for their own wellness throughout the school year.



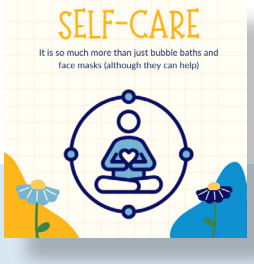


DISCUSSIONS IN GOAL GROUP

Discussions in GOAL Group, also known as D.I.G.G., provided another opportunity for students to connect with counselors and their peers in a small-group setting. Participation varied by group and Learning Lab, with regular groups established in locations including Galion and Cardington. Sessions incorporated check-ins, rating scales, relationship-building activities, and conversations about positive mental health strategies, giving participating students a supportive space to connect and practice social-emotional skills.



SEL in the Classroom
GOAL counselors also brought social-emotional learning directly into classroom Live sessions throughout the year. Lessons reached students across multiple grade levels and explored topics including bullying, understanding and regulating emotions, respecting differences, empathy, mental health, and the role school counselors can play in supporting students. Eighth-grade programming placed an additional emphasis on building skills and strategies students could carry with them as they transitioned into high school.









THE DIGITAL RESOURCE ROOM

The partnership extended into Canvas through the PBIS Digital Resource Room, giving students an engaging space they could access wherever they were learning. Monthly content included interactive games, inspirational quotes, motivational videos, music, activities, and student-centered resources designed to provide moments of encouragement, connection, and fun while reinforcing positive habits and student well-being.

PBIS AT GOAL

GOAL continued expanding Positive Behavioral Interventions and Supports (PBIS) to create meaningful opportunities for recognition, connection, engagement, and social-emotional learning across both the virtual school environment and GOAL's Learning Labs. Through student recognition, interactive digital resources, and live experiences, PBIS helped reinforce positive behaviors while giving students additional ways to connect with their school community.





CELEBRATING STUDENTS

Each month, GOAL recognized Students of the Month across elementary, middle, and high school grade bands. Designed specifically for GOAL's blended learning environment, the recognition celebrates students who demonstrate positive learning habits, engagement, resilience, self-advocacy, digital citizenship, collaboration, and a commitment to their school community. Honorees received a Student of the Month medal and certificate and were celebrated both within their Learning Labs and through GOAL's virtual learning environment.

140+ NOMINATIONS



BUILDING A CULTURE OF KINDNESS

The Thankful Initiative

During the Thanksgiving season, GOAL's PBIS program encouraged students & staff to pause and recognize the people, experiences, & moments they were thankful for through a districtwide Thankful Initiative. The activity provided a simple way for the GOAL community to practice gratitude while strengthening connections across the district. Students and staff were invited to share what they were thankful for, helping reinforce a positive school culture centered on kindness, appreciation, and belonging.









The Kindness Award

The GOAL PBIS Kindness Award celebrated students and staff in February who helped make their Learning Labs and the greater GOAL community a kinder place. Individuals from across the district were recognized for demonstrating kindness through their actions, whether by supporting others, offering encouragement, lending a helping hand, or making someone feel welcome and included.

By recognizing kindness across GOAL's Learning Labs, the initiative reinforced that creating a positive school culture is something everyone can contribute to. The award provided another way to celebrate the everyday actions that strengthen relationships, build belonging, and bring GOAL's commitment to kindness to life.



SPECIAL EDUCATION

Stephanie Bowers
Director
GOAL Digital Academy

EXPANDING OUR TEAM

GOAL strengthened its Special Education team with the addition of three Intervention Specialists, expanding the department's capacity to provide individualized support to students across the district. From their first days at GOAL, new team members brought experience, dedication and a shared commitment to meeting students and families where they are.



**"My job doesn't feel like 'work.'
It brings me happiness and a sense that I'm making a difference."**
- Carrie Clay



"At GOAL, we meet students and families where they are and guide them to be their best selves."
– Rachel Hawerlander



"I have been amazed at the resources available for our students and staff. Our students have multiple layers of support, including advocates, counselors, mentors and of course, the outstanding teachers. We pledge support for our families and work really hard to communicate with them." – Rob Terrill

PROFESSIONAL LEARNING AT OCALICON

OCALICONLINE 20 Years

GOAL staff members Chelsea Lee, Laurie Sorrick, and Jason Calder represented the district at OCALICON 2025, expanding their knowledge of strategies and practices for supporting students with disabilities. Their professional learning explored Specially Designed Instruction, IEP and ETR compliance, autism and neurodevelopmental disabilities, secondary transition, executive functioning, trauma-informed practices, student regulation, MTSS, accessibility, mental health, literacy, and emerging uses of artificial intelligence in education. Staff returned to GOAL with practical strategies and new perspectives to strengthen instruction, accessibility, student support, and preparation for life beyond high school.

"OCALICON was an amazing experience. The sessions were insightful and very informative. I especially enjoyed learning more about leadership, AI, and communications. Overall, it was an extremely valuable experience."
— Jason Calder



SUPPORTING EVERY STUDENT

GOAL Digital Academy continued strengthening Special Education services during FY26, supporting a growing population of students with disabilities through individualized instruction, expanded staffing, stronger systems, professional learning, and increased collaboration across the district. The number of GOAL students supported through Individualized Education Programs grew to 345 by May 2026. Students receiving Special Education services represented approximately 28% of GOAL's overall enrollment.

Reaching an Important Compliance Milestone

GOAL reached an important Special Education compliance milestone during FY26, meeting state requirements for Indicators 9 and 10 for the first time since 2020. These indicators examine whether students from particular racial or ethnic groups are disproportionately identified for Special Education services or within specific disability categories due to inappropriate identification practices. Meeting requirements for both indicators reflects GOAL's continued focus on ensuring Special Education eligibility decisions are based on comprehensive evaluation data, appropriate identification practices and each student's individual needs.

Progressing Toward Graduation

The most recent state-reported outcome data available during FY26 showed significant improvement in graduation and dropout outcomes for GOAL students with disabilities. The graduation rate for students receiving Special Education services increased from 34.25% to 62.07%, an improvement of 28 percentage points. During the same reporting period, the dropout rate decreased from 64.38% to 31.03%, a decline of more than 33 percentage points. While the most recent state-reported outcome data reflects prior student cohorts, the improvement provides an important measure of progress in GOAL's ongoing work to help students with disabilities remain connected to school and progress toward graduation.



Chelsea Lee
Transition Coordinator
GOAL Digital Academy

20
SPED STAFF MEMBERS

266
STUDENTS SUPPORTED

410
IEP/ETR MEETINGS

28%
INCREASE IN SPED GRADUATION RATE

PREPARING STUDENTS FOR THE FUTURE

GOAL's Transition Coordinator helped students explore career possibilities and prepare for life after graduation. Students researched a wide range of careers, from healthcare, law enforcement and STEM to skilled trades, creative fields & entrepreneurship, while identifying their own interests, strengths and work preferences. Students also built practical employability skills through resume writing, job applications, interview preparation, professional communication and goal setting, while learning about career centers, trade programs, community colleges and four-year universities. For some students, that preparation extended into hands-on workforce experience. At least two FY26 graduates connected with Opportunities for Ohioans with Disabilities participated in the Summer Youth Program, working with job coaches to develop skills and gain workplace experience.

Modernizing Special Education Records

GOAL completed a major modernization of Special Education recordkeeping during FY26, transitioning the department to a fully digital documentation system. Technology Project Manager, Micheal Thompson worked in partnership with the Board to process seven filing cabinets of historical and current Special Education records. More than two decades of records, were digitized, organized, and preserved. The transition strengthens record accessibility, organization, and continuity while creating a more efficient system for managing Special Education documentation moving forward.

7 Filing Cabinets Digitized • 20+ Years of Records Organized

EXCELLENCE IN SPECIAL EDUCATION AT GOAL

GOAL Digital Academy celebrated students and staff through State Support Team Region 7's annual recognition programs honoring outstanding achievement in special education. The R.A. Horn Outstanding Student Achievement Award recognizes students with disabilities who have made significant gains in their educational journey. Every nominated student receives a plaque and regional recognition, while one student is selected as the regional winner and advances for state recognition through the Ohio Coalition for the Education of Children with Disabilities.

STUDENT Success Stories

Deshawn Randolph



SST7 R.A. HORN REGIONAL WINNER

GOAL student Deshawn Randolph of Galion earned the highest regional distinction as the SST7 R.A. Horn Outstanding Student Achievement Award regional winner. Over the past three years, Deshawn has demonstrated significant academic and personal growth, strengthening his reading skills to perform at or above benchmark while becoming an increasingly independent and confident learner. He now completes his coursework independently, consistently earns successful grades, and advocates for himself when he needs support. His growth in academic achievement, independence and self-advocacy helped earn him the regional honor. As the regional winner, Deshawn received a trophy and advanced to represent the region for state helping students reach their full potential.

GOAL's R.A. HORN HONOREES

GOAL also celebrated Natalee Scarbury of Mansfield, Wyatt Rine of Newark, and Niki Steininger of Delaware, who were each nominated in recognition of the meaningful gains they have made. Each student received a plaque honoring their achievement and joined students from across the region in being recognized for their progress, perseverance and success.





Outstanding Educator Award
Lisa Thomas
Intervention Specialist

GOAL proudly celebrated Lisa Thomas as a recipient of the Franklin B. Walter Outstanding Educator Award, recognizing her dedication to supporting students with disabilities and helping them achieve meaningful growth and success. The regional recognition honors educators whose commitment, advocacy and support make a lasting difference in the lives of students. Through her work at GOAL, Lisa exemplifies that commitment, helping students navigate challenges, recognize their strengths and continue progressing toward their individual goals. Lisa joined outstanding educators from across the State Support Team Region 7 area in receiving the honor, representing GOAL among professionals recognized for their exceptional service to students with disabilities.



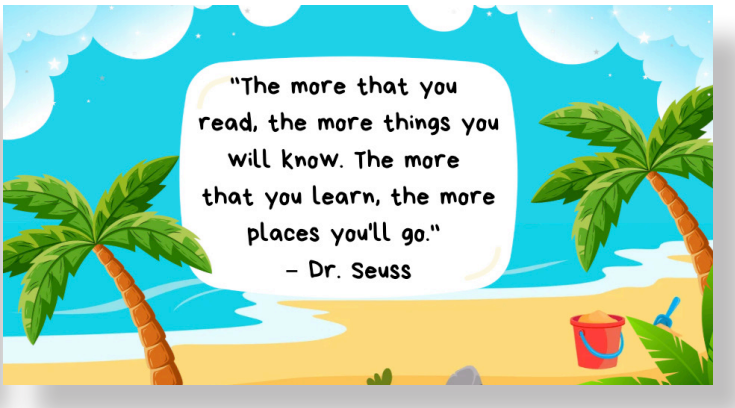




Academic Support & SUMMER ENRICHMENT

Learning and academic support continued throughout the summer as GOAL provided students with multiple opportunities to strengthen skills, recover credits, complete targeted interventions, and prepare for the next school year.





SUPPORTING GRADE-LEVEL ADVANCEMENT

Students in grades 5-8 who needed additional academic support were given an opportunity to complete summer school and demonstrate readiness to advance to the next grade level. Across participating grade levels, 27 students successfully completed summer school and advanced to the next grade level. No fourth-grade students required summer school for grade-level advancement.

KEEPING STUDENTS LEARNING WITH I-READY

GOAL encouraged elementary and middle school students to continue building their reading and math skills through a summer i-Ready enrichment challenge. Students could earn a $25 incentive for completing 25 lessons in either reading or math. Twenty students completed 25 lessons in both subjects, earning both incentives, while an additional student completed the reading challenge. Together, participating students completed at least 1,025 i-Ready lessons through the summer enrichment challenge.

Targeted Reading Intervention

GOAL also continued providing individualized literacy support through Phonics for Reading. Students in grades 3-12 participated in one-on-one reading intervention sessions with a teacher, providing targeted instruction designed to strengthen foundational reading skills. Six students completed at least 12 of 15 individual intervention sessions, meeting the program's summer participation goal.

HIGH SCHOOL CREDIT RECOVERY

Summer credit recovery provided high school students with another opportunity to make progress toward graduation. Sixty-two students participated, completing coursework across 107 credit recovery courses. Of those courses, 94 were successfully passed, resulting in an 88% course completion rate and helping students recover credits and continue progressing toward graduation.

27 STUDENTS ADVANCE

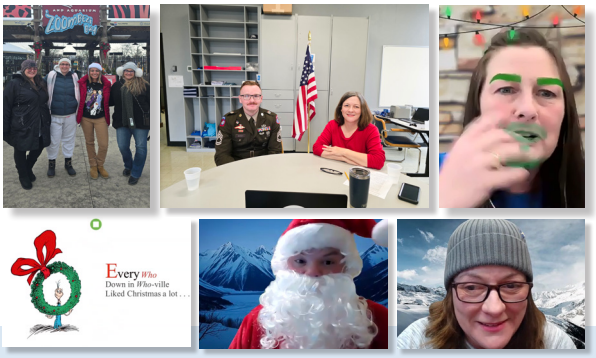
1,025+ I-READY LESSONS COMPLETED

88% COURSE COMPLETION

Expanding Virtual Lessons with GOAL GOES LIVE

Now in its second year, GOAL Goes Live continues bringing students together through interactive virtual experiences designed to build connection, encourage engagement, and extend learning beyond the traditional online classroom. Led through GOAL's PBIS program, GOAL Goes Live created shared experiences throughout the school year that connected students with teachers, community partners, guest speakers, and one another. Programming blended academics, social-emotional learning, creativity, celebrations, and school culture, giving students across the district opportunities to participate together regardless of where they were learning.

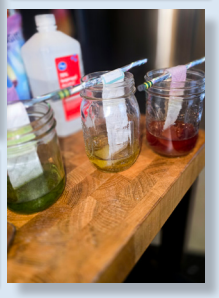
- **MEET YOUR TEACHERS: Starting the Year Together**
- **SELF-CARE: Taking Care of You**
- **HALLOWEEN BASH: Virtual School. Real Fun.**
- **VETERANS DAY: Learning Through Lived Experience**
- **HEALTHY RELATIONSHIPS: Building Healthy Connections**
- **EK3 SCIENCE + THE ZOO: Bringing Science to Life**
- **WORLD READ ALOUD DAY: Celebrating Stories Together**
- **NAMI + MENTAL HEALTH: Supporting Student Wellness**
- **5 DAYS OF CHRISTMAS: Five Days. Five Experiences.**



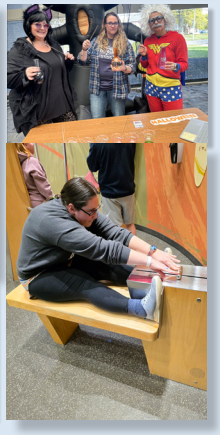
BRINGING SCIENCE TO LIFE WITH EK³

GOAL's EK³ Science Team continued taking science beyond the traditional classroom, connecting K-12 students with experiments, experts, organizations, and environments throughout Ohio. The team welcomed Katie Batten, who joined Emily, Kelly, and Kyleigh in 2025. Together, the four educators created interactive science experiences designed to make concepts taught across grade levels more engaging, accessible, and connected to the world around students.








Experimenting Together, From Anywhere
EK³ transformed GOAL's virtual classrooms into spaces for exploration and experimentation. Students investigated plant science through Leaf Chromatography, explored chemical reactions with Color-Changing Potions, experimented with energy through an Apple Catapult, & investigated the science of food during Let's Get Nutty. For GOAL's 7th Annual Art Show & Sale, EK³ also crossed into the arts with GLOW, a special live lesson exploring bioluminescence and showing students how science and creativity can intersect.

Taking Students Across Ohio
Other live events allowed students to experience science beyond their homes and Learning Labs without having to travel themselves. Students virtually visited the Columbus Zoo and Aquarium to explore polar animals, traveled to COSI for an investigation of the human body alongside guest PE teacher Lily Tate, and headed outdoors for a virtual nature walk at Mt. Gilead State Park. Students also heard from Dr. Wayne, a zoo staff member and former veterinarian, providing an opportunity to learn about science through the experiences of a professional in the field.

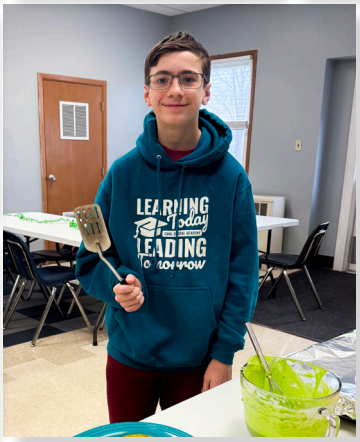
Bringing Local Science Into the Curriculum
EK³'s work expanded beyond live events as the team began creating new science course content focused on science found right here in Ohio. Team members traveled to locations including Oak Openings, Ohio Caverns, & the Ohio School of Falconry, meeting with local experts and gathering experiences that could be brought back into GOAL's science courses. With more explorations planned, the project is creating opportunities for students to connect what they learn in their courses with the scientific work happening throughout their own state.




Welcome
GOAL Digital Staff







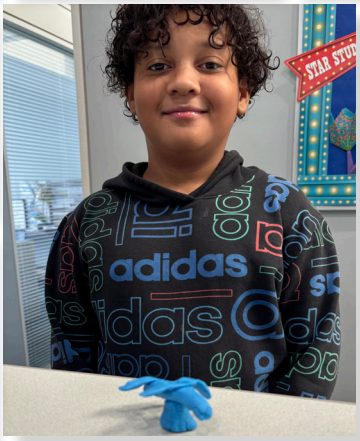












adidas





PARTNERSHIPS & FAMILY ENGAGEMENT

Jessica Caughlan
Director
GOAL Digital Academy

Removing Barriers & Keeping Students Connected

Student success often depends on more than what happens in the classroom. GOAL continued strengthening the systems, people, and community connections that help students access school, stay engaged, and receive support when challenges arise. Under the leadership of Director of Partnerships & Engagement Jessica Caughlan, GOAL's work spanned the entire student experience, from enrollment and orientation to coordinated student support, community partnerships, and initiatives designed to remove barriers to learning. GOAL continued strengthening its tiered approach to student support, connecting students and families with the right level of assistance based on their individual needs. School counselors, Educational Advocates, mentors, and other student support staff worked together to address barriers to engagement and connect students with resources.



EXPANDING ACCESS WITH NIGHT SCHOLARS

GOAL launched Night Scholars during FY26, an internally developed initiative created by GOAL Teacher Mike Galleher to expand academic support beyond the traditional school day. Monday through Thursday from 6-9 p.m., students could connect virtually with instructors for tutoring & support across a variety of subjects. Breakout rooms allowed staff to work with students one-on-one or in small groups, providing individualized help based on each student's needs.

During its first year, Night Scholars served 58 students through 266 interactions, providing more than 213 hours of academic support. The average student interaction lasted nearly 49 minutes, showing that students were not simply dropping in for quick questions, they were spending meaningful time working with staff.

A seven-member team brought Night Scholars to life: Mike Galleher, Kyleigh Holtsberry, Chelsea Lee, Wes Stauffer, Nan Stanish, Angeline Burke, and JR Burns. By creating a consistent evening option for personalized academic help, Night Scholars gave GOAL students another way to connect with educators, work through challenges, and access support when traditional school-day hours did not meet their needs.

Connecting GOAL with the Community

GOAL continued building relationships with organizations and agencies throughout its service area to increase awareness of educational options and connect students and families with community resources. Outreach included involvement with local Community Family and Children First Councils (CFFCs) and participation in a November school-options meeting in Licking County, providing opportunities to share information about GOAL while strengthening connections.

SUPPORTING FAMILIES DURING THE HOLIDAYS

The Newark Learning Lab turned a simple act of care into meaningful support for local families during the holiday season. Led by Angeline Burke, GOAL staff came together to prepare fresh winter meal kits for more than 45 families, providing approximately 300 individuals with a holiday meal. Each family received a complete meal with items such as rotisserie chicken, potatoes, vegetables & other essentials, along with instructions for cooking or freezing the food to enjoy when it worked best for them. Pies were generously donated by The Ohioan Hotel, adding something special to each family's meal. The initiative reflected the generosity of GOAL staff & community partners who lead with heart, helping ensure families felt supported, valued and connected during the holiday season.



DORP Cross-functional Partnerships & Planning
GOAL Digital Academy enhanced its Dropout Recovery and Prevention (DORP) framework through deliberate cross-functional planning and strategic community partnerships. By aligning administrative oversight, testing data, and instructional support across our learning labs, we established targeted pathways to re-engage at-risk students and support their continued progress toward graduation. Key collaborative efforts emphasized the integration of data-driven decision-making with student-centered intervention strategies, ensuring cohesive coordination among laboratory leadership, testing teams, and federal program resources. These joint planning initiatives maximized the capacity to address diverse student needs, monitor individual progress, and ensure compliance, all while providing accessible, high-impact support across blended learning environment.



Jamie Byrne
Superintendent
The Tomorrow Center

GOAL Partnership
THE TOMORROW CENTER

Stronger Together: GOAL & The Tomorrow Center
GOAL Digital Academy's partnership with The Tomorrow Center continued to create opportunities for collaboration, shared resources, and stronger support for students and staff during FY26. The connection between the two schools is especially visible in Cardington, where GOAL's Cardington Learning Lab is housed within The Tomorrow Center. Sharing a building has created a unique environment where staff and students from both schools can connect through activities, events, and everyday collaboration.

The partnership extends well beyond shared space. GOAL and The Tomorrow Center share employees across several areas, including instruction, intervention services, EMIS, and technology, allowing expertise and resources to support both school communities. Staff also come together through professional development and all-staff meetings, creating opportunities to learn alongside one another and strengthen practices across both organizations.

The Tomorrow Center Superintendent Jamie Byrne remains an active partner with GOAL leadership and the GOAL Board, helping maintain communication and collaboration between the schools. GOAL and The Tomorrow Center are both community schools sponsored by the Mid-Ohio Educational Service Center, further connecting the organizations through a shared educational network. Throughout the year, that relationship also comes to life through crossover events and student experiences, giving students opportunities to participate in activities beyond the boundaries of their individual school. While GOAL and The Tomorrow Center serve students through different educational models, the partnership reflects a shared commitment: using people, resources, and relationships collaboratively to create more opportunities for students.

"What makes our partnership with GOAL so meaningful is our shared commitment to student success. Through staff collaboration and shared resources, we are able to expand opportunities and support systems for all of our students, creating a stronger educational network across both schools. "
- Jamie Byrne









Student

CLUBS



ROBOTICS & ENGINEERING

Keith Willis
Club Instructor + Teacher
GOAL Digital Academy

GOAL's Robotics program provides students opportunities to take learning off the screen through hands-on challenges in engineering, design, coding, problem-solving, and teamwork. Led by Keith Willis, students progressed throughout the school year from experimenting with basic engineering concepts to designing, programming, and operating robots in a competitive game environment. Rather than simply learning how a robot works, students were challenged to build, test, fail, redesign, and try again, experiencing the iterative process that drives real-world engineering.















45
PARTICIPANTS

130
EVENTS

Ready for Launch

The year's hands-on learning began in September with rocketry. Students designed and constructed rockets using classroom supplies before testing their creations. Each student had multiple opportunities to launch a rocket, evaluate its performance, make design changes, and try again with the goal of increasing its distance. The challenge introduced students to an important principle that would carry throughout the year's Robotics activities: the first design doesn't have to be the final design.

From Parts to Robots

In October, students moved into robot design and construction, learning about drivetrains, actuators, and sensors before working in teams to build basic clawbots. Students then put their robots into motion and were introduced to the 2025-2026 VEX game, preparing them for increasingly complex challenges later in the year. By November, students were exploring gyroscopes, inertial sensors, and autonomous programming. During Castle Crasher, students programmed their robots to knock over castles and push them off an island, all while keeping their own robot from falling into the game's imaginary "ocean of acid."

Designing the Challenge

When students returned in January, the roles changed: instead of simply completing a challenge designed for them, students became the game designers. Using elements inspired by previous VEX competitions, students created their own games and challenges, requiring them to think about objectives, rules, robot capabilities, and strategy. February then shifted the emphasis toward collaboration. Students competed in teams, with robots working together to complete tasks and score points rather than operating only as individual competitors.

Putting It All Together

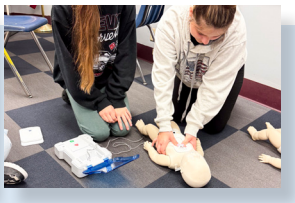
By March, students were ready to combine the skills they had developed throughout the year. Teams entered a full competitive game environment requiring both driver-controlled operation and autonomous programming, bringing together months of work in engineering, coding, strategy, communication, and collaboration. The progression, from homemade rockets to autonomous robots, gave students repeated opportunities to solve authentic problems and discover that engineering is rarely about getting something right the first time. It's about learning from each attempt and building something better.

Student
SERVICE CLUB

Led by: Gregg Snouffer, Keith Willis, and JR Burns

Learning Through Service
During FY26, GOAL's Student Service Club, led by Gregg Snouffer, Keith Willis, and JR Burns, gave students opportunities to build practical skills, serve others, and connect with their school communities through hands-on and virtual experiences throughout the year.

Building Skills That Matter
In October, Student Service Club leaders traveled to GOAL Learning Labs to help students put their online learning into practice through American Red Cross CPR training. After studying CPR skills through an online course, students completed the hands-on portion of their training at the labs, resulting in 41 students earning CPR certification.
The experience gave students an opportunity to develop a skill with applications far beyond the classroom while demonstrating that meaningful hands-on learning can complement GOAL's virtual instruction.



41
CERTIFICATIONS

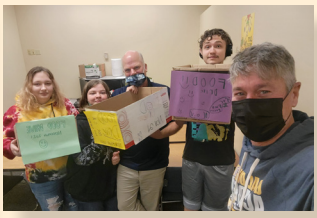
Showing Appreciation For GOAL Staff Members
Ahead of the holiday season, students turned their attention to the people who support them throughout the school year. In November, more than 30 students participated in a districtwide project to create cookie kits in jars as staff appreciation gifts. Student Service Club leaders traveled to each lab, where students worked assembly-line style to measure ingredients, fill jars, and prepare the gifts. The project combined teamwork and service with a simple message of appreciation for GOAL staff.



SUPPORTING GOAL FAMILIES

GOAL's annual November food drive also continued, but with an important change. In previous years, donations collected at each Learning Lab were distributed to food pantries within the surrounding community. During FY26, some labs instead kept collected items available to directly support GOAL students and families experiencing food insecurity. That shift allowed the generosity of GOAL's students, staff, and families to remain within the school community and provide assistance closer to home.








GOAL clubs gave students opportunities to connect with their peers, explore new interests and learn through hands-on experiences throughout the year.

GRUB CLUB **Led by: Sandi Brummage & Jenna Streib**

Students mixed learning with a little fun in the kitchen through Grub Club, building cooking skills, trying new foods and recipes, and enjoying the experience of preparing and sharing food together.










Fitness Club - Led by Lily Tate
Fitness Club encouraged students to explore healthy living through exercise, movement and food exploration. Activities helped students discover approachable ways to make physical activity and healthy choices part of their everyday lives.

Origami Club - Led by Shawn Rose
Origami Club brought creativity and mathematics together as students used concepts such as geometry, symmetry, patterns and spatial reasoning to transform paper into intricate designs. Students also explored traditional hex sign design, connecting mathematical thinking with art and design.






Art Club - Led by Casey Clark, Alyssa Chubb & Juliet Thibault
Creativity took many forms in Art Club, where students experimented with materials and techniques including 3D clay and mixed-media sculpture, Huichol-inspired bead art and painted gourds. Each project gave students a new way to explore artistic traditions while developing their own creative voice.

Fine Arts AT GOAL

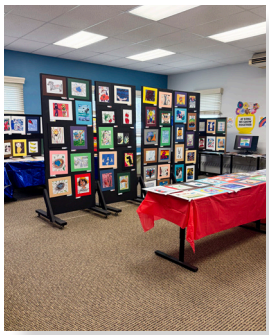
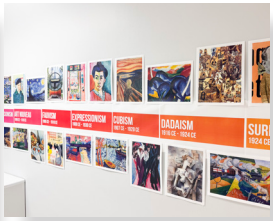
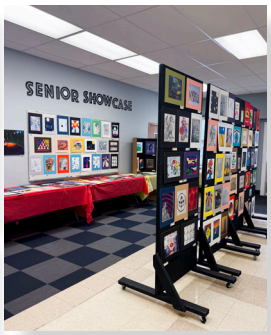
7TH ANNUAL ART SHOW & SALE

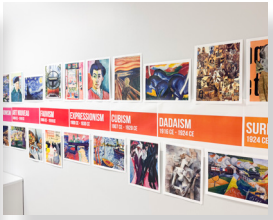
GOAL Digital Academy's 7th Annual Art Show & Sale transformed the Delaware Learning Lab into a districtwide celebration of creativity, bringing together students, families, staff, alumni, and community members. Artwork filled the building with dedicated displays featuring elementary, middle school, and high school art; photography; 3D work; staff artwork; and a special Senior Showcase. An Art History Timeline stretched through the hallway, while student-created decorations and an immersive Pokémon-inspired exhibit turned the Learning Lab itself into part of the experience. Interactive activities invited everyone to create. Visitors could draw portraits, build scenes at a felt world-building station, & color flowers for a collaborative GOAL bouquet. Live student music, karaoke, a cookout, lawn games, & raffles extended the celebration beyond the galleries. Students across the district could also participate virtually through two special live lessons connected to the Art Show. A collaboration with EK3 Science explored bioluminescence through science and art, while Student Service Club toured the exhibition virtually.

220
PARTICIPANTS

$1,376
RAISED

40+
AWARDS

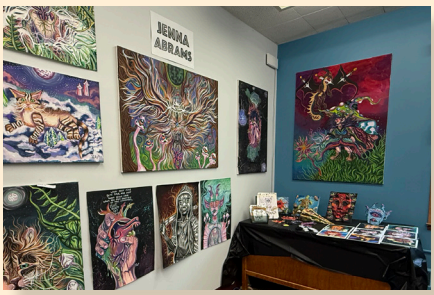











ALUMNI SHOWCASE Jenna Abrams





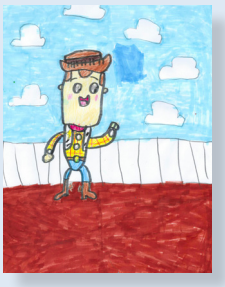


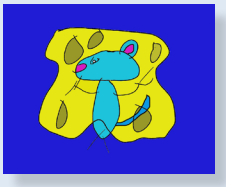
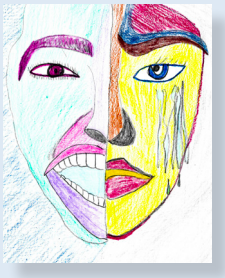

Art Beyond Graduation

GOAL's Art Show & Sale continues to provide a place for creativity even after graduation. This year, GOAL alumni Jenna Abrams returned to the show with a collection of her original artwork, earning more than $750 in sales. Jenna's work is hard to miss. Her whimsical, fantasy-inspired style comes to life through bright, bold colors, oversized pieces and handmade creations spanning a variety of artistic materials and mediums. From large statement pieces to imaginative handcrafted items, her collection brought a distinctive alumni presence to this year's show. Today, Jenna works at the Humane Society while building her art business and expanding her presence as an artist. Her return to the Art Show offered current students a chance to see a former GOAL student continuing to pursue her creativity beyond high school, & finding an audience willing to invest in her work.

Featured Student **ART**

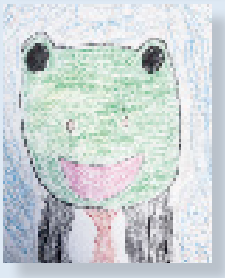


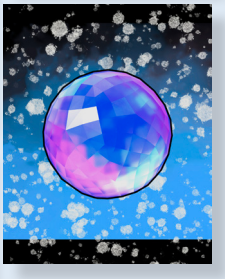



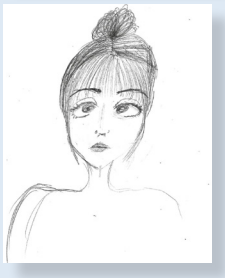
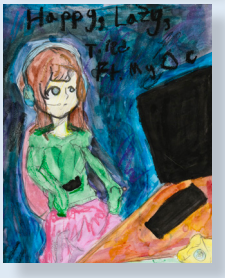




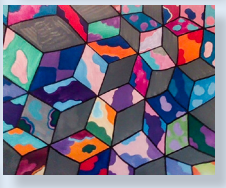
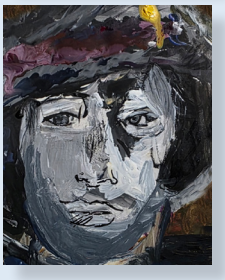
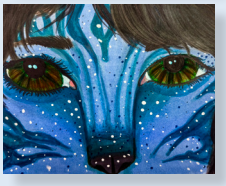


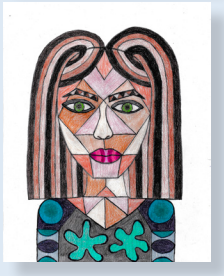
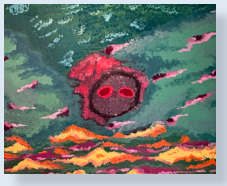


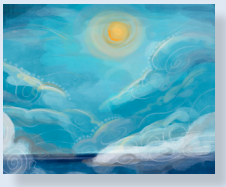
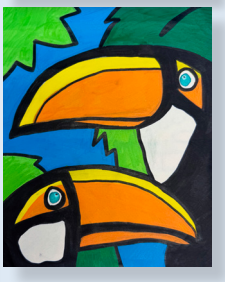



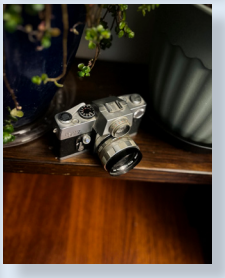



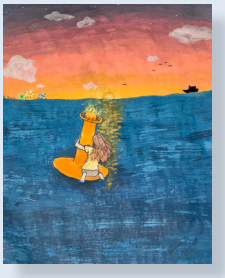



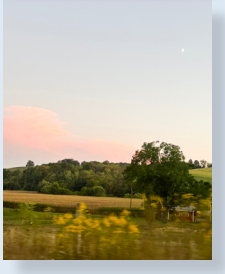








ARTAPOLOOZA

GOAL Digital Academy students demonstrated their creativity and artistic talent at the Artapolooza Art Show in April of 2026, hosted by the Mid-Ohio Educational Service Center in Mansfield. GOAL participated alongside 22 school districts from across the region, giving students the opportunity to have their artwork displayed and celebrated within a broader community showcase. Nine GOAL students earned recognition for their outstanding artwork, representing students from elementary through high school and Learning Labs across the district. The recognition reflects the strength of fine arts programming across GOAL and the opportunities students have to develop their individual artistic voices, build confidence, and share their work beyond the classroom.



9 AWARDS

22 DISTRICTS

WINNERS

Madelyn Downing
1st Grade - Galion
Budding Artist Award

Tyson Smith
2nd Grade - Mansfield
Budding Artist Award

Joshua Clark
2nd Grade - Galion
Budding Artist Award

Calah Mahek
5th Grade - Galion
Outstanding Artist Award

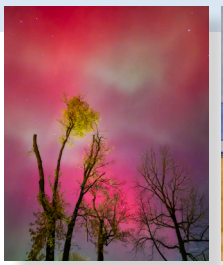
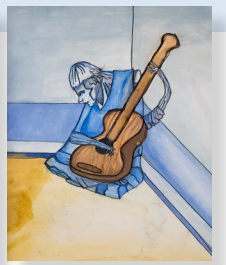
Lily Hecker
5th Grade - Cardington
Outstanding Artist Award

Joshua Grassick
5th Grade - Mansfield
Outstanding Artist Award

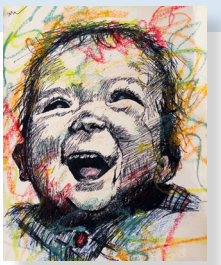
Noelle Thall
6th Grade - Delaware
Outstanding Artist

Korey Snyder
10th Grade, Galion
Honorable Mention

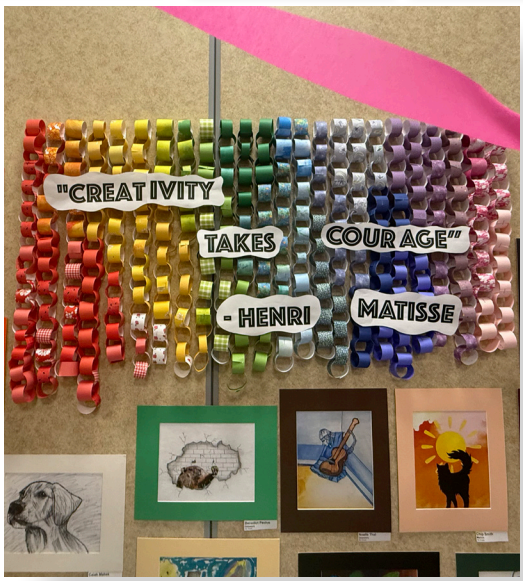
Nelimar Spaulding
10th Grade, Galion
Honorable Mention

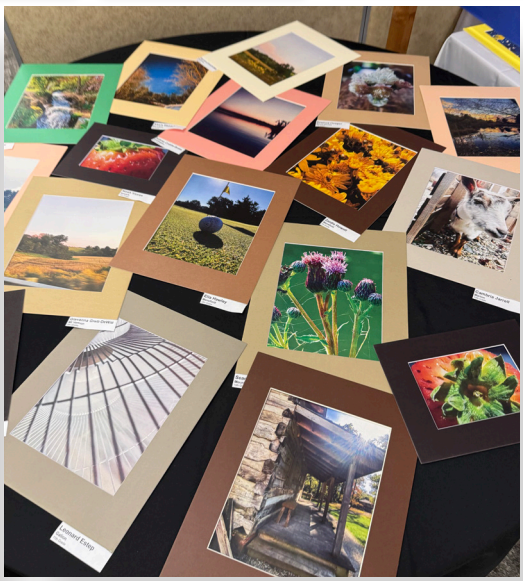













Lab

EVENTS

Lab Events at GOAL

Building Community Beyond the Classroom
GOAL's Learning Labs are more than places for academic support, they are spaces where students, families and staff build connections and experience school together. Throughout the 2025-2026 school year, Learning Lab teams created opportunities for students to connect beyond their coursework through celebrations, activities, family events and hands-on experiences. From recognizing student accomplishments to simply creating reasons to come together, these moments helped strengthen relationships, encourage engagement and build a sense of belonging across GOAL. The highlights below offer a glimpse at the many ways our Learning Labs brought their communities together throughout the year.

Delaware
BTS Breakfast
Delaware County Fair
Community Breakfast
Breakfast Cereal Bar
Halloween Party
Thanksgiving Feast
Student Baby Showers
Bowling at Penn Lanes

Galion
BTS Pizza Party
Oktoberfest
Halloween Party
Butterfly Release
Thanksgiving
St. Pat's Breakfast
End of Year Party

Cardington
BTS Breakfast
Community Resource Fair
Halloween Party
Thanksgiving
Holiday Bowling
Game Night

Marion
Popcorn Festival
Playdoh Day
Homemade Cookie Day
Chocolate Cupcake Day
Halloween Party
Thanksgiving
Holiday Bowling

Newark
Waffle Wednesday's
PTC Luncheon
Thanksgiving Lunch
Food Drive

Mansfield
Mansfield Car Show
Thanksgiving Party
Ice Cream Social
Polar Express Party
Pizza Party

Mount Vernon
BTS Breakfast
Round Hill Dairy
Halloween Party
Thanksgiving Lunch

MANSFIELD










GALION








DELAWARE









MARION









NEWARK









MOUNT VERNON








CARDINGTON








WHAT DO YOU LOVE ABOUT GOAL EVENTS?

"I like GOAL because I can learn at my own pace while still having a strong support system around me. Special Live sessions and events like trips to the county fair give us opportunities to connect outside of our regular schoolwork, meet other students and spend time with our teachers. Those experiences help us build real friendships and get to know each other on a more personal level."

CARSON HAGANS, GRADE 10
DELAWARE STUDENT

Family &

STUDENT STORIES

MANSFIELD Spotlight

The Garrett Family

WHY DO YOU LOVE GOAL?

"GOAL helps me stay focused without being distracted by others kids or things around me. I like how much help I get from my teachers, and I like having the freedom to work ahead and redo assignments when I need to." **- Zayvian**



Zayvian's Favorite Subject: None, He loves to explore!

Zayvian appreciates a learning environment where he can focus & work at a pace that fits him. Outside of school, he enjoys riding bikes, art & video games. He also loves sports & spending time throwing a football with his dad. Zayvian hopes to attend college & dreams of becoming a football player!





Raymire's Favorite Subject: Art

Individualized support has made a difference for Raymire, who appreciates being able to ask questions and receive help when he needs it. A creative at heart, Raymire loves art, riding bikes, playing video games, & solving puzzles! He is even creating his own comic book and hopes to become an animator someday. College is also part of his plans after high school.

WHY DO YOU LOVE GOAL?

"I love that I can get a lot of one-on-one help from my teachers when I need it. If I'm behind or need extra help understanding an assignment, I can also get on Night Scholars every night." **- Raymire**



For The Garrett Family, choosing GOAL meant finding an option that combined flexibility with in-person support. The ability to learn from home while also spending time at a Learning Lab gives the boys opportunities to connect with teachers and peers without many of the distractions they experienced in a traditional school setting. Both brothers found their own reasons to thrive at GOAL! While their interest and learning needs are different, both are building toward the same long-term goal: graduating from school and pursing college!

"We love GOAL Digital because of the freedom it gives us as parents. We have the option to take the boys to a physical location or have them work from home. They still get that social interaction while being able to focus with fewer distractions. We also love all the help they receive and the ability to work ahead. With our already busy schedule, GOAL makes things a little easier to manage." **- Elizabeth Morales**

CARDINGTON Spotlight

The Claus and Burton Family



For sisters Madelyn "Mady" Claus and Kaelyn Burton, GOAL provided the flexibility to follow two very different educational paths while remaining connected to the same school community. Mady, now an eighth grader, needed an environment that better accommodated her health needs. GOAL's blended model has allowed her to continue learning while reducing the amount of time she spends in a traditional classroom environment, with the option to connect with teachers and participate in activities at the Cardington Lab. Outside of school, Mady is involved in competitive dance and especially enjoys Art.

Favorite Subject: Art

WHY DO YOU LOVE GOAL?

"GOAL works better for me because I am immunocompromised. At public school I was sick all the time. Now I can keep learning while taking better care of my health, and I still get to be involved at the lab." - **Madelyn**

For Kaelyn, a member of GOAL's Class of 2026, flexibility helped her balance school with working two jobs while staying focused on graduation and her plans for the future. Her hard work paid off as she maintained straight A's and became one of four graduates selected to receive GOAL's $1,000 Lifelong Learning Scholarship. Kaelyn is now using that scholarship as she pursues her goal of becoming a medical sonographer at Marion Technical College.

Favorite Subject: Science



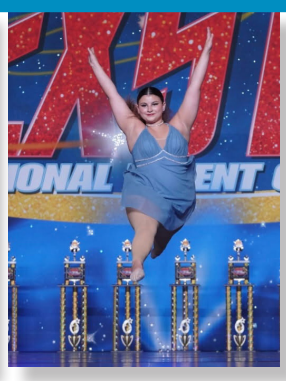
WHY DO YOU LOVE GOAL?

"I love the flexibility GOAL gave me. I was able to have more control over my schedule, balance working two jobs and still stay focused on graduating and preparing for my future." **- Kaelyn**

Both sisters became active members of the Cardington Lab community, regularly participating in events, activities and clubs. Their experiences demonstrate how GOAL's flexible model can meet students at different stages of their educational journeys, giving each student the support and opportunities they need while allowing them to continue pursuing the interests, responsibilities and goals that matter to them.

"I love GOAL because we had such an amazing experience last year. It works so well for our family dynamics, especially with Mady being immunocompromised. I love that she only gets sick occasionally now instead of every week. The staff at the Cardington Lab are amazing and truly go above and beyond to help and support families. Between the teachers, lab staff, and all of the activities and clubs available, we are extremely happy with our decision to move the girls to GOAL." **- Shannon Claus**











MOUNT VERNON Spotlight

Katieann Deems



WHY DO YOU LOVE GOAL?

"Since Katieann started at GOAL, we have seen such a difference in her. Her confidence has soared, her reading has improved tremendously, and she actually looks forward to going into the lab. We would recommend GOAL to anyone because of the difference we've seen in her."
- Katieann's Family

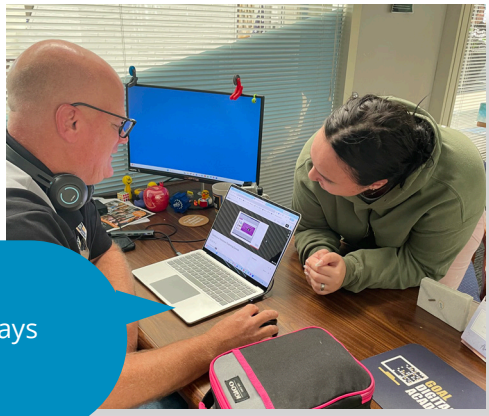
Favorite Subjects: Art & Science

Katieann Deems, a fifth-grade student at GOAL's Mount Vernon Lab, joined the district in 2023 after finding the traditional school environment overwhelming. Since making the transition to GOAL, her family and staff have seen tremendous growth in both her comfort at school and her confidence as a learner. Activities that once made her nervous, including coming into the lab for testing or meeting with her Intervention Specialist, have become experiences she now looks forward to. Her family has also seen significant growth in her reading, while GOAL staff have watched her become increasingly comfortable, engaged and confident. Katieann especially enjoys Science and Art and has had multiple pieces featured in GOAL's annual Art Show & Sale. Her creativity extends beyond the classroom, too, with Mount Vernon staff looking forward to the handmade holiday gifts she creates and brings to the lab each year. Katieann's journey reflects how finding the right learning environment can allow a student to grow not only academically, but also in confidence, independence and enthusiasm for school.



MARION Spotlight

Nichole Boothe



WHY DO YOU LOVE GOAL?

"I love that I can move at my own pace and that the staff are always there to help. Everyone is nice, polite and feels like family."
- Nichole

Favorite Subject: Math

Nichole's journey at GOAL is a story of perseverance. After facing significant health challenges throughout the year, including seizures and multiple hospitalizations, Nichole needed a school environment that could provide flexibility while allowing her to continue moving toward her goals. GOAL's online model has given Nichole the ability to work at her own pace, completing schoolwork when she is able while staying connected to staff who are ready to help. She especially appreciates the welcoming atmosphere at the Marion Learning Lab, describing GOAL staff as kind, polite and "like family." Math is Nichole's favorite subject because she enjoys working with numbers. Outside of school, she loves crocheting, coloring, playing video games and going on walks. Despite a challenging year, Nichole has continued working toward graduation and is on track as a potential member of GOAL's Class of 2027, a milestone that reflects her persistence and determination.

DELAWARE Spotlight

Elijah Cordell

Favorite Subject: Science & Career Connections



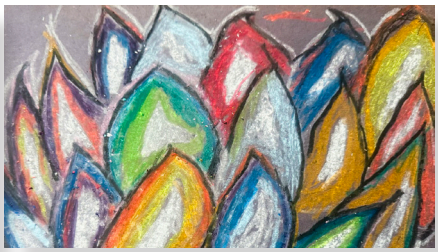
WHY DO YOU LOVE GOAL?

"I love GOAL because it's a great school and my teachers are nice."









Eli Cordell's family chose GOAL because they wanted the flexibility for him to learn from home while still having access to teachers, in-person support at the Delaware Learning Lab, clubs and other activities. That combination has given Eli the independence to learn from home while remaining connected to his school community. His family especially appreciates the care they have experienced along the way. "Every staff member that we come in contact with, in person and online, has treated our family with respect and care," they shared. "We love being a part of the GOAL family." Eli especially enjoys Science and Career Connections and appreciates the support of his teachers. Outside of school, he is very involved in his church, participating in Sunday School and youth group activities. He also loves sports and is an especially big fan of the Ohio State Buckeyes!

NEWARK Spotlight

Ryan Campanale



WHY DO YOU LOVE GOAL?

"The Newark Lab staff made sure I felt safe, comfortable and welcome. They helped me work through my remaining classes as I learned to navigate the challenges of my disability." **- Ryan**



Favorite Subject: Science & Social Studies

Ryan came to GOAL several years ago, but his path to graduation changed dramatically when an incident resulted in the loss of his vision in both eyes. While learning to navigate daily life without his sight, Ryan remained determined to continue his education. An important part of that transition was Kaneisha Brooks, who works with the Division of Developmental Disabilities (DDD) as a Vision Accessibility Specialist and also serves GOAL as an Aide and American Sign Language (ASL) teacher. Kaneisha worked with Ryan to help him learn to use assistive technology and develop the skills needed to access his education more independently. Kaneisha brings a unique range of skills to supporting students with diverse communication and accessibility needs. With support from Kaneisha, his family and the Newark Lab team, Ryan worked through his remaining high school courses over the next year and a half. His persistence paid off when he earned his high school diploma, completing an educational journey defined by determination, adaptation and hard work.

GALION Spotlight



The Lohr Family

For The Lohr family, choosing GOAL meant stepping away from the constant rush of a traditional school week and finding a learning environment that better fits the rhythm of their lives. Mornings no longer begin with alarms and a race to get out the door, and afternoons aren't a scramble of homework, barn chores, dinner and bedtime. Instead, the girls have the flexibility to balance school with the responsibilities and activities that are important to their family.

WHY DO YOU LOVE GOAL?

"We love the flexibility of being able to do our own barn chores morning and evening without having to wake up early. Not having to set alarms in the morning. Working on school work in between barn chores, while sitting on the couch cuddling all the dogs. Not having to pack their lunches. Not having to deal with disruptive/disrespectful students. Not getting sick as much since starting online school." - **Choe & Ally**



Animals are a big part of life for both sisters. Their family farm includes dogs, horses, cows, cats and chickens, and Chloe and Ally spend plenty of time caring for them. They show cattle at the Richland County Fair and Bellville Street Fair, ride horses around their farm and hit the trails at Malabar Farm. During the summer, they also take their horses to Friday Night Fun Shows at the Morrow County Fairgrounds. When they aren't working with their animals, the girls enjoy crafting, hiking and reading. Helping others is important to them, too.

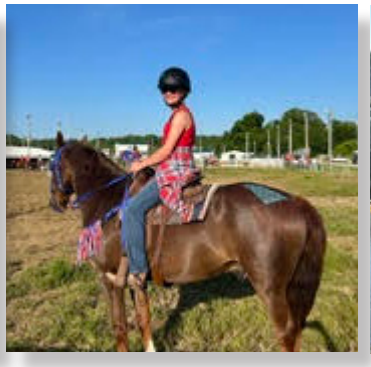
Every Friday afternoon, they visit their grandparents and lend a hand with whatever needs done. For Chloe and Ally, GOAL makes it possible for school to fit alongside the responsibilities, interests and relationships that matter most to them, giving them room to learn while still being fully involved in life on the farm.

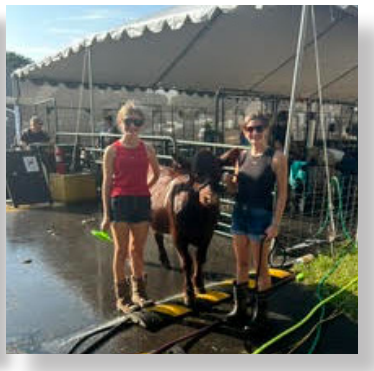
Ally's Favorite Subjects:
Math & English

Chloe's Favorite Subjects:
English & Science









"We love that if the girls have any questions and we are unable to help, that they can message their teachers. Teachers are very quick to message back. And we love that each student also has a student advocate. " **- Tiffany Lohr**

General Fund
FINANCIAL OVERVIEW

Unencumbered Cash Balance	$1,510,340	-
Funded FTE's	854	-
Revenue	**2026**	**of Total %**
State Funding	$8,071,390	92%
Career Tech	$607,093	7%
All Other Revenues	$74,263	1%
Total Revenues	**$8,752,746**	**-**
Expenditures	**2026**	**of Total %**
Personal Service	$4,341,498	51%
Employee Benefits	$1,876,356	22%
Purchased Services	$1,772,652	21%
Supplies & Materials	$430,449	5%
Capital Outlay	$2,212	0%
Other Purchases	$49,226	1%
Total Expenditures	**$8,472,393**	**-**
Deficit	**$280,353**	**-**
Unreserved General Fund Balance	**$1,790,693**	**-**
Expenditures per FTE	**$9,920.83**	**-**

SCHOOL REPORT CARD

Exceeds Standards

2025 - 2026 Report Card for
GOAL Digital Academy

Schools that receive the dropout prevention and recovery report card receive ratings for up to eight measures and four components.

Meets Standards

Achievement Component
The Achievement component, previously called the High School Test Passage Rate component, represents the number of students who meet applicable criteria on assessments that are required for graduation.

Exceeds Standards

Progress
The Progress component looks closely at the growth all students are making during the school year.

Exceeds Standards

Gap Closing
This component shows how well schools are improving or meeting the performance expectations for all students in English language arts, math, graduation, and English language proficiency.

Exceeds Standards

Graduation Rate
The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four, five, six, seven, or eight years.

Exceeds Standards
4-Year Rating

Exceeds Standards
5-Year Rating

Exceeds Standards
6-Year Rating

Exceeds Standards
7-Year Rating

Exceeds Standards
8-Year Rating

Exceeds Standards
Combined Rating

Graduation Rates
A Graduation rate is not calculated if there are not at least 10 students in the graduating class.

64.8% of students graduated in 4 years
61.2% of students graduated in 5 years
58.6% of students graduated in 6 years
55.1% of students graduated in 7 years
49.0% of students graduated in 8 years
57.8% is the weighted average of all rates.


EW, PEOPLE










MORROW
COUNTY
3rd
Overall




USA Map

OUR VISION

STUDENTS ARE:

KNOWN.
VALUED.
SUCCESSFUL.

Mansfield
890 W. 4th Street
Mansfield, Ohio 44906
Phone: 419-775-4809

Galion
777 Fairview Avenue
Galion, Ohio 44833
Phone: 567-600-8385

Marion
333 E. Center Street
Marion, Ohio 43302
Phone: 740-387-3733

Delaware
248 N. Washington Street
Delaware, Ohio 43015
Phone: 419-956-0848

Cardington
3700 County Road 168
Cardington, Ohio 43315
Phone: 419-949-4545

Newark
140 W. Church Street
Newark, Ohio 43055
Phone: 740-785-1421

Mount Vernon
781 Fairgrounds Road
Mount Vernon, Ohio 43050
Phone: 419-823-9117

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@GOALDigitalAcademy

www.linkedin.com/company/goaldigitalacademy