

2023-2027

STRATEGIC PLAN

Leveraging Goals and Guardrails to Improve Outcomes for all Students



cps-k12.org



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MISSION

We are a community of students, educators, families, staff, and citizens working together to provide high-quality learning and equitable opportunities that make lifelong learning and true sustainable economic mobility possible for each of our students.

VISION

Cincinnati Public Schools will be a system of excellent schools where each and every student is valued, supported, empowered, and prepared to pursue their fullest potential.

GOALS & GUARDRAILS

Goals are the community's most important priorities for student learning over the next 3-5 years as best understood by the Board. Guardrails are the Board's effort to make sure the most important of the community's values are also represented in the district's priorities.

GOALS (PRIORITIES)

GOAL 1: The percent of third graders proficient in reading on the Ohio State Test will increase from 47.5 % to 61% by June 2027.

GOAL 2: The current gap in reading proficiency between 6th grade Black, Hispanic and Multi-Racial students and 6th grade white students on the Ohio State Test will shrink from 47.4% to 27% by June 2027.

GOAL 3: The percentage of first time Algebra I test takers proficient on the Ohio End-of-Course Exam will increase from 30% to 50% by June 2027.

GOAL 4: The percent of Black, Hispanic and Multi-Racial students graduating with College Credit Plus credit or a workforce credential will increase from 47.6% to 68% by June 2027.

GOAL 5: The percentage of students who meet the requirements for graduation will increase from 80.8% to 94% by June 2027.

To view the CPS BOE Goals and Guardrails and other metrics visit www.cps-k12.org/goalsandguardrails

GUARDRAILS (VALUES)

The Superintendent will not:

1. Ignore the needs and talents of the "whole child" by providing for students' mental and physical well-being through academics, the arts, athletics, civic engagement, career opportunities and leadership development.
2. Allow discriminatory or culturally insensitive disciplinary treatment that results in disproportionate punishment among students to go unaddressed.
3. Allow district communication to be unresponsive or lacking in inclusive transparency, community sensitivity or inconsistent with the expressed values of the district.
4. Propose or recommend the acquisition or distribution of resources that are unanalyzed or unrated for quality or the favored status granted to local, women, or minority marketplace providers of goods or services.
5. Ignore district-wide chronic absenteeism at school sites; paying special attention to family involvement.
6. In pursuit of equity, ignore the value and number of community partnerships, community access to facilities, and decision-making at school sites.

CPS FORECAST

- Families and communities will be full partners and decision-makers
- Educators and others committed to the goals and willing to meet the challenges of public schools in an urban environment will choose CPS as their career home of service and advancement
- Our graduates will be highly sought after
 - Highly sought after by universities, employers and military
 - Access direct pathways to fields that offer genuine economic mobility and build generational wealth
- Our district will be fiscally sound and financially sustainable
- Our district will be nationally recognized for:
 - Its innovation, cultural inclusivity and responsiveness to the needs of our students, staff, and all stakeholders with whom we interact
 - Its operational efficiency and fiscal responsibility
 - Embracing students' cross-cultural identities in the learning experience
 - Individualized support and success for the whole student – Success for students is not defined solely through test results, but is uniquely defined for each student
 - Among these other attributes, its commitment to green sustainability
- Our district will partner with the region's economic, political, and cultural decision-makers

Dear CPS Community,

Cincinnati Public Schools and the Board of Education share a deep commitment to invest in and prioritize the initiatives that will positively impact students, families, community members and employees. This Strategic Plan serves as a guiding light, ensuring our collective success by defining the work of all of our key stakeholders who are dedicated to helping each student thrive.

Like CPS' long standing partnership with our community, the process to build the framework for our Strategic Plan was supported by more than 600 individuals, including the Board of Education, teachers, Principals, department leaders, LSDMCs and community members. Their collective input helped develop this Strategic Plan to move our District forward.

The District's work is outlined with five strategic priorities: Support Our Students, Equip Our Educators, Connect Our Community, Ignite Innovation and Optimize Operations. These strategies outline our path to achieve the Board of Education's Goals and Guardrails. Each strategic priority includes a Theory of Action, demonstrating what will happen when we accomplish our goals.

Please review our Strategic Plan and consider how you can contribute to student success. We all have a role to play in the development of our students, regardless of our position. Collectively, we can shape our students' growth, ensuring they're equipped and supported to succeed academically, socially and emotionally. Together, we are Here for Kids.



Warm Regards,

A handwritten signature in white ink that reads "Shauna Murphy".

Shauna Murphy, Interim Superintendent
Cincinnati Public Schools



To view and download plan documents and for progress updates, please visit: www.cps-k12.org/strategicplan

THE HEART OF EACH STRATEGY

Developed through a Theory of Action Process with stakeholder input, our five strategies will guide our decision making and way of work in order to achieve our Goals and Guardrails. These strategies outline what success looks like, what's most important to focus on and how we will get there over the next four years.

Through implementation of each of our strategies, CPS will:

- value and support the work of all employees.
- uplift our students' voices in our decision making.
- ensure equitable outcomes for all students.
- continually improve in cultural competency and responsiveness.
- be rigorous and transparent in our pursuit of equity.





STRATEGY 1:

SUPPORT OUR STUDENTS

CPS will implement integrated, evidence-based practices for students. This strategy will provide students equitable access to the knowledge, skills and resources to be in control of their future.

	Action Statements	Leading Indicators
<p>ACTION 1.1</p> <p>Evidence Based Framework</p>	<p>CPS will develop and implement a uniform Multi-tiered System of Supports (MTSS) that addresses students’ needs academically, socially and emotionally.</p> <p>The uniform framework will empower students to actively engage in Tier 1 instruction in the general education classroom while providing Tier 2 and 3 intervention as needed.</p>	<ul style="list-style-type: none"> - Increase the % of students meeting/exceeding proficiency on district adopted assessment - Increase the % of students exceeding growth goals on district adopted assessment
<p>ACTION 1.2</p> <p>Equitable Experiences</p>	<p>All students will have multiple opportunities designed based on student interest for a quality experience in athletics, arts, leadership and/or clubs each year.</p>	<ul style="list-style-type: none"> - Increase the % of students participating in at least one experience - Increase the % of students in multiple experiences
<p>ACTION 1.3</p> <p>Safe & Inclusive Learning Environments</p>	<p>All students will receive ongoing, explicit instruction in Social Emotional Learning (SEL). Student voice will be represented within the Positive Behavior Intervention Support (PBIS) plan development and implementation.</p> <p>All students and student-facing educators will learn de-escalation strategies, ways to foster belonging and inclusiveness and how to implement anti-bias practices.</p>	<ul style="list-style-type: none"> - Increase the % of students reporting well-being and psychological safety at school on culture & climate survey - Increase the % of schools reaching a score of at least 70% for Tier 1 PBIS on the Tiered Fidelity Inventory
<p>ACTION 1.4</p> <p>Restorative Practices</p>	<p>All students will be taught and supported through restorative practices. All educators and community partners will learn how to implement restorative practices.</p>	<ul style="list-style-type: none"> - Decrease the % of students with an exclusionary consequence - Increase student attendance %

Successful implementation of this strategy will positively impact:

GOALS



GUARDRAILS





STRATEGY 2:

EQUIP OUR EDUCATORS

CPS will build the capacity of all educators through high-quality, ongoing learning and development. This strategy will provide educators the knowledge, skills and resources to meet the needs of our students.

	Action Statements	Leading Indicators
ACTION 2.1 Content	<p>All employees will have professional learning opportunities to enhance the specific skills and knowledge needed to do their job successfully through professional learning pathways.</p>	<ul style="list-style-type: none"> - Increase the % of employees receiving content based professional learning
ACTION 2.2 Curriculum	<p>Each core content will have access to high-quality, culturally-relevant materials for all tiers of instruction.</p> <p>Every classroom-facing educator supporting those contents will have ongoing and differentiated learning opportunities to effectively use those instructional materials.</p> <p>CPS will foster systems that support educators to support one another through collaboration and feedback to strengthen implementation fidelity.</p>	<ul style="list-style-type: none"> - Increase the % of core classrooms with high-quality, culturally-relevant instructional materials - Increase the % of observations at the "skillful" level based on Instructional Review rubric
ACTION 2.3 Cultural Competence	<p>All employees will learn about cultural competence in order to honor, respect and leverage the different cultures of those they work with and serve.</p>	<ul style="list-style-type: none"> - Increase the % of educators reporting a positive sense of belonging on culture and climate survey
ACTION 2.4 Foundational Skills	<p>Student-facing educators will be trained deeply on the science of reading and foundational math skills.</p> <p>The ongoing professional learning in the science of reading and foundational math skills will include universal components as well as instructional practices specific to the grade levels served.</p>	<ul style="list-style-type: none"> - Increase the % of employees progressing through the foundational skills sequence of PD
ACTION 2.5 Well-being	<p>All employees will have access to physical and mental health care that fosters their well-being and nurtures their psychological safety.</p>	<ul style="list-style-type: none"> - Increase the % of employees reporting access to physical & mental health care

Successful implementation of this strategy will positively impact:

GOALS



GUARDRAILS





STRATEGY 3:

CONNECT OUR COMMUNITY

CPS will create and sustain pathways for all community stakeholders to be present in the lives of students. This strategy will strengthen internal structures so that partners can provide resources, support and opportunities for our students to thrive.

	Action Statements	Leading Indicators
ACTION 3.1 Community & School Alignment	<p>CPS will seek direct partnerships and shared messaging with the community. CPS will provide opportunities for community-based organizations to spread evidence-based practices.</p>	<ul style="list-style-type: none"> - Increase the % of community organizations trained in SEL, restorative practices, mental health first aid
ACTION 3.2 Family Engagement	<p>CPS recognizes caregivers as a child's first teacher. Every school will have an active Parent Teacher Association (PTA) or Parent Teacher Organization (PTO).</p> <p>CPS will provide direct programming for interested caregivers to include adult education and opportunities to learn about SEL, restorative practices and academic supports.</p>	<ul style="list-style-type: none"> - Increase the # of trainings offered - Increase the % of participating caregivers earning an adult education credential (e.g., GED, industry-based certificate)
ACTION 3.3 Local School Decision-Making Committee (LSDMC)	<p>CPS will ensure LSDMCs have clear, consistent protocols, guidance and support to carry out their work in alignment with Board Policy 9142. CPS will provide LSDMC members access to key learning opportunities that are central to their work in implementing the strategic plan</p>	<ul style="list-style-type: none"> - Increase the % of LSDMCs scoring satisfactory or higher on the co-created rubric
ACTION 3.4 Post-Secondary Partnerships	<p>CPS will build and expand partnerships with area government, business, philanthropic and higher education institutions to provide students opportunities for paid and unpaid internships, apprenticeships and career development.</p>	<ul style="list-style-type: none"> - Increase the # of postsecondary partnerships-Increase the % of students participating in a postsecondary partnership (Enlist, Employ, Enroll)

Successful implementation of this strategy will positively impact:

GOALS



GUARDRAILS





STRATEGY 4: IGNITE INNOVATION

CPS will collaboratively reimagine our work and initiate new ideas. This strategy will enable Cincinnati to provide the best service for students, families and our community.

	Action Statements	Leading Indicators
ACTION 4.1 Equitable Enrollment	<p><i>Currently under Board deliberation</i>, if approved, CPS will update school boundaries and establish feeder patterns. This will ensure equitable access to school types and programs while efficiently distributing district resources.</p>	<ul style="list-style-type: none"> - Monitor the % of students enrolled in one of their feeder pattern schools
ACTION 4.2 High School Transformation	<p>CPS will transform high school options by expanding access to early college programming and career pathways, which will increase on-time graduation, attendance and engagement.</p> <p>In the quest for improved outcomes, CPS will explore new middle school models.</p>	<ul style="list-style-type: none"> - Increase the % of students with an industry-based certificate of high school newcomer - Increase the % of students on-track for graduation
ACTION 4.3 Newcomer Services	<p>CPS will expand services for newcomer students and families through transition resources, partnerships and referrals for families.</p> <p>CPS will provide Sheltered Instruction Observation Protocol (SIOP) training to every student-facing educator.</p> <p>CPS will also provide English as a Second Language (ESL) courses for family members.</p>	<ul style="list-style-type: none"> - Increase the # of family members participating in ESL courses - Increase the % of students on-track for graduation
ACTION 4.4 Program Equity	<p>CPS will expand equitable access for all students, inclusive of students with disabilities and multilingual learners, to Advanced Placement (AP), International Baccalaureate (IB), Dual Credit and Gifted & Talented programming.</p>	<ul style="list-style-type: none"> - Increase the % of students enrolled in AP, IB, Dual Credit, Gifted & Talented, career pathway programs
ACTION 4.5 Reimagine & Explore	<p>CPS will be forward thinking and solution-driven. In CPS, innovation is about people working within a philosophy of continuous improvement and change. Together we will step outside of the way things have always been done in order to improve outcomes.</p>	

Successful implementation of this strategy will positively impact:

GOALS



GUARDRAILS





STRATEGY 5:

OPTIMIZE OPERATIONS

CPS will develop effective, responsive ways of operating. This strategy will enable success across all other strategies.

	Action Statements	Leading Indicators
<p>ACTION 5.1</p> <p>Human Resources (HR) & Talent</p>	<p>CPS will refine its HR/Talent processes, communication and systems to improve service to employees.</p> <p>HR/Talent will be equipped with accurate, real-time data tracking and reporting.</p> <p>CPS will develop culturally-responsive pipelines and opportunities for growth and development.</p>	<ul style="list-style-type: none"> - Increase the % of teachers of color - Increase the % of students of color with at least one teacher of color
<p>ACTION 5.2</p> <p>Transportation</p>	<p>CPS will improve its transportation system through more efficient routing, improved communication with families, alternate modes of transportation and developing pipelines for transportation staff, including drivers.</p>	<ul style="list-style-type: none"> - Increase the % improvement in on-time arrivals
<p>ACTION 5.3</p> <p>Sustainable Systems</p>	<p>CPS will continue to implement quality improvement practices and structures across all areas of work. Documented best-practice processes will serve as a foundation for system design.</p> <p>Through iterative planning and implementation, CPS will be responsive to data and feedback.</p>	<ul style="list-style-type: none"> - Increase the % of educators trained in quality improvement practices and structures
<p>ACTION 5.4</p> <p>Resource Equity</p>	<p>CPS will develop an equity index to guide resource allocations to schools and departments.</p> <p>CPS will develop fiscally responsible, sustainable budgets each year to implement the strategic plan.</p> <p>In the pursuit of resource equity, CPS will refine processes within the treasurer's office and purchasing department.</p>	<ul style="list-style-type: none"> - Increase the % of budgets available to schools and departments by January 15 of each year

Successful implementation of this strategy will positively impact:

GOALS



GUARDRAILS



APPENDIX

STRONG ROOTS SUPPORTING NEW GROWTH



Cincinnati Public Schools and the Board of Education have a rich history of investing in and prioritizing initiatives that have positively impacted students, families, community members and employees.

The Strategies and Actions for the Goals and Guardrails outlined in this plan would not be possible without the past work that serves as a bridge to our future. As we strive to continuously improve, we celebrate the key bodies of work that the Strategies and Actions build upon, including:

- access to professional learning opportunities which are focused and relevant to classroom practices
- aligning with state testing and reporting
- digital equity with family support and technology access
- early childhood
- long standing structures such as the Instructional Leadership Team (ILT), Local School Decision Making Committee (LSDMC), Community Learning Centers (CLCs) and school-based health centers
- Montessori schools; 7 elementary and 2 high schools
- partnerships and business community connectivity to schools
- quality improvement practices, protocols and tools
- strong college partnerships
- school pride and Alumni groups
- the expansion of school social workers to every school
- the 3Es: Enroll, Enlist, Employ

The list is representative and not exhaustive.

WE ARE ALL EDUCATORS

In the strategies and actions, the use of “educators” is intentional and is meant to be fully inclusive. We all serve as educators for students, whether that is academically, personally, socially, emotionally or in other innumerable ways. It does not matter what position we hold; everyone can contribute to each student’s journey and development.

As we work collectively we will be mindful that highly reliable organizations* embody specific characteristics. We will continuously improve when we:

- remain mindful of the ground level, daily work
- focus on what can be learned when things go wrong
- make fewer assumptions, notice more and ignore less
- engage those with the most knowledge and experience relevant to specific situations
- anticipate problems

*Five Principles of high reliability organizations *Managing the Unexpected*, by Karl Weick and Kathleen Sutcliffe



HOW THE PLAN WAS DEVELOPED

The strategies and actions were co-constructed through a combination of work sessions, feedback sessions and surveys. The document that you see today would not have been possible without the input, expertise, honesty and dedication of our community and staff.

Thank you to our teachers, school counselors, school social workers and psychologists, union leaders, administrators, principals and assistant principals, community partners and caregivers. Each of you were instrumental in the development of the strategies and actions.

DEVELOPMENT TIMELINE

SPRING 2022

The Superintendent search laid the foundation for the plan by beginning to highlight areas of importance for the district.

SUMMER-FALL 2022

Superintendent's Wright's 100 day journey captured extensive community feedback and created the initial foundation for this strategic plan through the ABCs - Academics, Behavior and Culture.

FALL-WINTER 2022

The Board engaged with the community to develop the Goals (priorities) and Guardrails (values) for the district through 2027.

SPRING 2023

Development of the strategies and actions for the Goals and Guardrails.

60 district and community stakeholders serving on work teams.

Strategies and actions for the Goals and Guardrails review and feedback sessions for all stakeholders, including a principal-specific & partner-specific session.

Final strategies & actions for the Goals and Guardrails presented to the Board, to be incorporated in the final Strategic Plan.

STRATEGY AND THEORY OF ACTION

(THE PLAN)

A Theory of Action outlines what will happen when our strategies are implemented successfully. Each theory of action clarifies the intentional areas of work needed to improve student outcomes.

600+

ENGAGED IN THE PROCESS

- 63 work team members
- 110 school leaders
- 35+ community partners
- 114 feedback participants
- 288 survey responses

All were instrumental in the development of the Strategies and Actions.

30+

ENGAGEMENT HOURS

Internal and external stakeholders selflessly met during evening & lunch-hours, sharing their knowledge, expertise and innovative ideas

8+

ITERATIONS OF THE DRAFT

Throughout the 14-week design process, the strategies and actions were updated, streamlined and fine-tuned based on feedback and suggestions.



NEXT STEPS

LATE SPRING 2023

Adoption:

Presented to the Board to be incorporated in the final Strategic Plan

SUMMER-FALL 2023

Refinement:

Cross-functional strategic teams will develop implementation plans for each of the identified actions

Awareness:

Kickoff knowledge-building campaign to ensure collective efficacy amongst district and community stakeholders

FALL & BEYOND 2023-2027

Implementation:

Execution, monitoring, improvement based on Leading Indicators of Success and Board oversight



SUPPORT OUR STUDENTS

IF we implement integrated, evidence-based practices for students...

THEN students have equitable access to the knowledge, skills and resources to be in control of their future.

EQUIP OUR EDUCATORS

IF we build the capacity of all educators through high-quality, ongoing learning and development...

THEN educators have the knowledge, skills and resources to meet the needs of our students.

CONNECT OUR COMMUNITY

IF we create and sustain pathways for all community stakeholders to be present in the lives of students...

THEN we will strengthen internal structures so that partners can provide resources, support and opportunities for our students to thrive.

IGNITE INNOVATION

IF we collaboratively reimagine our work and initiate new ideas...

THEN Cincinnati can provide the best service for students, families and our community.

OPTIMIZE OPERATIONS

IF we develop effective, responsive ways of operating throughout CPS...

THEN we enable success across all other strategies.

GLOSSARY



Academic Supports

Academic supports may refer to a wide variety of instructional methods, educational services, or school resources provided to students in the effort to accelerate their learning progress, catch up with their peers, meet learning standards, or generally succeed in school.

Board Policy 5462: Individualized Graduation Progression

All

The word "all" is used throughout to be inclusive of every student.

Anti-bias

Opposing or prohibiting unfair discrimination against people based on race, religion, etc.

Board Policy 2256: Anti-Racism Policy

Advanced Placement

Advanced Placement is a program run by the College Board that allows you to take accelerated high school courses that can earn you college credit and/or qualify you for more advanced classes when you begin college. They are designed to give you the experience of an intro-level college class while you're still in high school and provide the possibility of earning college credit when you take the AP exam in May. Any CPS student on track to graduate (EOCs/credits) is eligible to enroll in an AP course.

Career Pathway

A career pathway is a collective look at education and training, wage and outlook information for related occupations. These pathways offer an overview of the various career options along with education and training that can begin as early as grade 7. Whether a student is interested in going to college, getting a certificate or working right after high school, career pathways can be customized for any ambition or plan. (ODE)

Board Policy 2420: Career Advising

Community Stakeholders

Any individual, group or community living within the influence of the site or likely to be affected by a management decision or action, and any individual, group or community likely to influence the management of the site.

Board Policy 2430.03: District/Community Partnerships

Board Policy 9120: Public Information Program

Board Policy 9141: Community Engagement

Career and Technical Education (CTE)

Career and Technical Education refers to courses or programs that prepare students for a skilled craft such as an artisan, tradesperson, or work as a technician. The purpose of these programs is to prepare students to be gainfully employed or self-employed with requisite skills.

Board Policy 2420: Career Advising

Board Policy 2421: Career Technical Education Program

Board Policy 2421.01: Work-Based Learning

Cultural Competence

Cultural competency means being aware of your own cultural beliefs and values and how these may be different from other cultures—including being able to learn about and honor the different cultures of those you work with.

Board Policy 2256: Anti-Racism Policy

Culturally Relevant

Culturally relevant means incorporating awareness, understanding, and responsiveness to the beliefs, values, customs, and institutions (family, religious, etc.)

Board Policy 2256: Anti-Racism Policy

Cultural Responsiveness

Being culturally responsive requires having the ability to understand cultural differences, recognize potential biases, and look beyond differences to work productively with children, families and communities whose cultural contexts are different from one's own.

Board Policy 2256: Anti-Racism Policy

Development

Development is professional learning to support employees in their individual professional goals and career growth.

Differentiated

Designing and delivering instruction to meet individual needs.

Dual Credit/ College Credit Plus (CCP)

College Credit Plus (CCP) is Ohio's dual enrollment program. Students participating in this program are able to earn high school credit and college credit by completing pre-approved courses offered by select postsecondary institutions.

Per the Ohio Department of Education, students must meet specific academic criteria before being allowed to participate in this program.

Board Policy 2271: College Credit Plus Program

Employee Assistance Program (EAP)

The Employee Assistance Program (EAP) is a confidential program prepaid by Cincinnati Public Schools as a benefit to employees and their dependents at no cost to them. The services are designed to assist in times of crisis, but also to help individuals thrive in all aspects of their life.

Educator

In the strategies and actions, the use of "educators" is intentional and is meant to be fully inclusive. We all serve as educators for students, whether that is academically, personally, socially, emotionally or in other innumerable ways. It does not matter what position we hold; everyone can contribute to each student's journey and development.

The listed CPS Board of Education Policies are provided above as a reference to support the definitions. To view and download all policies, please visit: www.cps-k12.org/policies

Equitable Access

Providing access to or allocation of resources according to need.

Equity Index

The equity index is a tool used to demonstrate differences in need across schools.

Board Policy 2255: Equity Policy

English Language Learner (ELL)/Multilingual Learners (MLL)

Multilingual learner (MLL) is a student whose home, primary, and/or first language is a language other than English and includes those who scored proficient in English.

English language learners (ELL) are MLL who have not yet scored proficient in English (i.e. did not score proficient on OELPs or OELPA).

Explicit Instruction

Teacher directed and systematic instructional approach specific components of delivery and design of instruction such as review of previous content, step by step demonstrations, clear language, adequate range of examples, frequent student responses, monitoring of student progress, feedback to students and multiple opportunities for practice, both guided and independent. This practice includes distributed and cumulative practice. This practice does not make assumptions that learners will acquire skills and knowledge on their own.

Foundational Skills

Grounded in the Science of Reading, researched-based literacy instruction (print concepts, phonological awareness, systematic phonics instruction and word recognition, fluency) that prepares students to decode words in an explicit and systematic manner, known to be effective for all students and a predictor of reading success.

Gifted

The state of Ohio defines a gifted student as one who "performs or shows potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment.

Board Policy 2464: Gifted Education And Identification

International Baccalaureate (IB)

The International Baccalaureate is an organization that offers programs for students from preschool through graduation. Its Diploma Programme provides an internationally recognized diploma upon successful completion.

Inclusiveness

Inclusive of those who have historically been excluded as because of their race, gender, sexuality and/or, ability.

Board Policy 2260: Nondiscrimination And Access To Equal Educational Opportunity

Instructional Leadership Team (ILT)

An ILT is established at each school so that principals, teachers, parents and other members may share leadership and make instructional decisions.

Industry Based Certificate

An Industry-Based Credential is an independent third party credential that is industry-accepted. The Ohio Department of Education has a process where anyone in Ohio can apply for a credential to be created. Earning a credential comes from a process whereby an individual's knowledge and/or skill in a particular area is verified against a set of predetermined standards. The third party determines the process that individuals have to meet to earn the credential.

Board Policy 2421-01: Work-Based Learning

Local School Decision Making Committee (LSDMC)

LSDMCs are a group consisting of parents, teachers, non-teaching employees, and community members for the purpose of making certain decisions and recommendations affecting that school. LSDMCs have clear, consistent protocols and guidance needed to carry out their work which are in alignment with Board Policy 9142.

Board Policy 9142: LSDMC

Multi-tiered System of Supports (MTSS)

A multi-tiered system of supports (MTSS) is a framework used by schools to maximize the success of all students. MTSS is not a separate program, class, or intervention, but rather a way of organizing instruction and intervention to help all students. The goal of the multi-tiered framework is to provide high-quality instruction and supports based on student need.

Newcomer

When used in context of English Language Learners, the term "newcomers" refers to any foreign-born students and their families who have recently arrived in the United States and/or enrolled in U.S. schools 2 years or less.

Positive Behavioral Interventions and Supports (PBIS)

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. PBIS falls under the umbrella of MTSS.

Board Policy 5600: Student Discipline

The listed CPS Board of Education Policies are provided above as a reference to support the definitions. To view and download all policies, please visit: www.cps-k12.org/policies

Post-Secondary Partnership

Agreements that have been established with college campuses, industry partners or training facilities in support of students accruing the necessary coursework, credentialing or field experience for acceptance into a postsecondary pathway.

Board Policy 2271: College Credit Plus Program

Parent Teacher Association (PTA)

PTA is a dues-paying group run by parents and teachers in a school that organizes social events and helps the school in different ways. PTA is a network of caregivers, students, teachers, administrators, and business and community leaders devoted to the educational success of children and the promotion of family engagement in schools.

Board Policy 9212: Non-School Organizations (NSOs)

Parent Teacher Organization (PTO)

The PTO gives caregivers and teachers the opportunity to work together to supplement and enrich the educational experience.

Board Policy 9212: Non-School Organizations (NSOs)

Quality Experience

The overall acceptability of an application or service as perceived subjectively by the end-user.

Quality Improvement (QI)

A systematic way to solve problems and improve in which we: identify why improvement is needed, set goals, develop change ideas, try new ideas on a small scale before widespread implementation and use data frequent data to monitor progress and determine next steps.

Restorative Practices

Proactive and responsive practices that focus on fostering a sense of community within classrooms to prevent conflict, and on reacting to misconduct by encouraging students to accept responsibility and rebuild relationships.

Board Policy 5600: Student Discipline

Science of Reading

Convergence of evidence from multiple scientific fields that describe reading, reading acquisition, assessment and intervention.

Training

Training is professional learning required to fulfill the responsibilities of their role.

The Cincinnati Public School District provides equal educational, vocational, and employment opportunities for all people without regard to race, gender, ethnicity, color, age, disability, religion, national origin, creed, sexual orientation, or affiliation with a union or professional organization, and provides equal access to the Boy Scouts and other designated youth groups. The district is in compliance with Title VI, Title IX and Section 504 of the Vocational Rehabilitation Act. For additional information, contact the Title IX Coordinator or Section 504 Student Coordinator at (513) 363-0000. TDD# (513) 363-0124.





THANK YOU TO OUR STAKEHOLDERS AND PARTICIPANTS



www.cps-k12.org/strategicplan