100-Day Plan

IRANETTA RAYBORN WRIGHT
SUPERINTENDENT OF SCHOOLS
Vision and Mission

OUR VISION
Cincinnati Public Schools will be a community that ensures equitable access to a world-class education, unleashing the potential of every student.

OUR MISSION
We educate all students with rigor and care in a culture of excellence to develop engaged citizens who are prepared for life.
DEAR CINCINNATI PUBLIC SCHOOLS COMMUNITY:

Throughout my tenure as an educator, I have been driven by my belief that all children deserve a quality education. Children of our city are no different. As the new Superintendent, together we will ensure excellence for all students, both current and new students to come. Cincinnati resonates with who I am as a leader, one who is passionate about student achievement, excited about quality programming and committed to equity for all students. Cincinnati represents the culmination of great experiences that I will share with a community that is now home.

This is our time to learn, grow and develop together. I am humbled by the Board’s belief in my ability to lead our District to the next level, to make Cincinnati Public Schools the top choice for children and families of our city. I am appreciative of the community’s support, and look forward to the work ahead.

The goal of the 100-day plan is to provide a roadmap for the transition process. The work of increasing the success of all students is too great of an ask for our school district to attempt in isolation. While doable, the goal of an improved educational experience will require involvement from all—students, staff, families, caregivers, business leaders and community partners.

The initial transition process can be thought about in four major phases: engage, explore, evaluate and equip. Each phase will build upon the previous phase. A culminating plan with deliverables and updates will be monitored and shared with the Cincinnati Public Schools community. Through these engagement opportunities we will capture the voices of all while considering the feedback provided in the strategic planning process.

Come, engage with us. Be a part of our team, so that you may celebrate with us in our inevitable success.

Yours in service,

Iranetta Rayborn Wright
Superintendent
Personal Values and Beliefs

**Values**

1. INTEGRITY
   Doing the right thing when nobody is looking.

2. EXCELLENCE
   Strive for better while giving your personal best.

3. TEAMWORK
   We are stronger together than apart.

4. TENACITY
   Never, ever, ever give up—find a way or MAKE one.

**WHAT’S IMPORTANT TO ME**

**BELIEFS**

- **All students** can experience success when their needs are clearly understood and addressed.
- Education is a civil right that levels the playing field for **all children**.
- **Every child** deserves high quality instruction in a nurturing and supportive environment.
- Equity and Inclusion are necessary to provide quality service to **all children**.
- Through collaborative partnerships and relationships we can exceed expectations for **all children**.
Entry Plan

ENTRY PLAN PURPOSE

The purpose of the entry plan is to chart the course for the transition as the Superintendent of Cincinnati Public Schools. The plan includes goals, expectations and deliverables that will be met within the first 100 days. The plan will codify the process used to engage each facet of the organization while listening and learning.

The entry plan is organized in four phases after pre-entry: engage, explore, evaluate and equip. The phases are interdependent and will overlap. Progress and feedback will be shared with the Board and community for each phase.

ENTRY PLAN GUIDING QUESTIONS

The entry plan offers opportunities to listen and learn while establishing relationships across the district community. Each stakeholder has a unique perspective. In capturing the thoughts and perspectives, stakeholders will be asked to engage with at least three questions in mind:

1. What excites you about our district?
2. What one thing is working really well?
3. If you were Superintendent, what would you change first?

PRE-ENTRY

During the pre-entry phase the Superintendent will identify a transition team to collect and disseminate information that will assist with a seamless transition. The information provided will include current documents, data and an overview from each executive leadership team member. The transition team will synthesize information from all stakeholder sessions and make recommendations as determined.
Entry Plan: Overview

PHASE 1  ENGAGE
30–45 DAYS
During the engage phase, a series of listening sessions, town hall meetings, small group feedback sessions and virtual sessions will be held with the expressed interest of hearing from all stakeholders and beginning the journey to building lasting relationships, while informing future plans.

PHASE 2  EXPLORE
45–70 DAYS
During the explore phase I will take a deeper look into the infrastructure of each department including a review of all current policies, operating procedures, departmental protocols and oversight and school-based systems and structures.

PHASE 3  EVALUATE
70–90 DAYS
The evaluation phase becomes the beginning of synthesizing the information obtained through the engage and explore phases. Here we will begin to develop plans for next steps.

PHASE 4  EQUIP
90–100 DAYS AND BEYOND
During the equip phase we will begin the implementation process and the sharing of expectations across District teams. We will ensure transparency regarding updates related to the way of work across the District based on the evaluation phase.

Preliminary Indicators of Success
- Amount of feedback
- Number of participants
- Individual meetings with stakeholders
- Number of school visits
- Board retreat and next steps

Preliminary Indicators of Success
- SWOT for each department
- Presentations for data analysis

Preliminary Indicators of Success
- Strategic initiative review
- Presentation on feedback sessions
- Identification of revised priorities

Preliminary Indicators of Success
- Professional Development Plan
- Feedback based on post meeting surveys
- Board and community report on entry plan
ENTRY PLAN

Board Relations

One of the most critical relationships in the overall success of any school district is that between the Superintendent and the Board. Through the strategies as noted, I will partner with the Board to outline our communication protocols, determine the cadence for feedback and progress monitoring and align on the short-term and mid-term priorities.

BOARD AND SUPERINTENDENT ACTIVITIES

- Schedule meeting with the Board Chair to plan an entry and post 100-day retreat.
- Meet with each Board member individually to better understand their observation of where we are currently and recommendations for next steps.
- Review engagement plan and schedule any joint engagement opportunities.
- Review current policies and prepare to discuss any upcoming revisions.
- Initiate the strategic planning process.
- Establish communication and evaluation protocol.
- Provide Board with monthly progress updates on the entry plan activities.

PRELIMINARY INDICATORS OF SUCCESS

- Board and Superintendent retreat.
- Feedback from engagement activities.
- Communication and evaluation protocol.
ENTRY PLAN
Teaching and Learning

ENGAGE

- Host listening tours and feedback sessions with all stakeholders—students, teachers, administrators, support staff, parents, caregivers, business partners, community partners and faith-based community.
- Meet with all departments that directly support teaching and learning, i.e., curriculum and instruction, division of schools, academic services, etc.
- Visit schools to engage with teachers, support staff and students.

EXPLORE

- Meet with the evaluation and assessment team to review school-specific data disaggregated by accountability groups.
- Review accountability trends based on the past 4 years of data.
- Review most recent curriculum audit to identify recommendations and progress towards those recommendations.
- Conduct review of current curriculum and assessment resources to ensure standards alignment.
- Review school-based data with Assistant Superintendent and each Director of School Leadership for their portfolio of schools.
- Conduct needs assessment for professional learning opportunities for teachers and district-level staff.
- Determine current level of support for special education and multi-lingual students.

EVALUATE

- Utilize findings and feedback from engagement sessions and needs assessment to determine immediate next step priorities.
- Develop short-, mid- and long-term goals based on the outcome of departmental audits.

EQUIP

- Provide initial steps for professional learning.
- Establish protocol for frequency of data review with leadership team.
- Update curricular tools that need an immediate response.
- Update progress monitoring processes as necessary.
ENTRY PLAN

Climate and Culture

ENGAGE

- Conduct a roundtable with student representatives from each high school.
- Conduct roundtables with Safety Team, discipline leads, Family and Community Engagement Teams.
- Host one-on-one meetings with local and state officials.
- Meet with students, teachers, administrators, support staff, parents, caregivers, business partners, community partners and faith-based community for varied view on climate and culture.

EXPLORE

- Review data from surveys from staff, students and families.
- Review student code of conduct for policy alignment.
- Review data related to equity.
- Review current polices and trends impacting student equity.

EVALUATE

- Assess current norms for communication regarding districtwide climate and culture metrics.
- Examine current protocols for district supports in mental health, social emotional learning, housing insecurity and discipline.

EQUIP

- Promote culture of health and wellness by offering opportunities for student and staff support.
ENTRY PLAN

Operations and Management

**ENGAGE**
- Host listening tours, feedback sessions with all school leaders and central office departments.
- Meet with all departments that are included in the division of operations.
- Visit schools to engage with school leaders concerning district support for operations.

**EXPLORE**
- Meet with each senior leadership team member and review protocols for their body of work.
- Review facilities audit and major maintenance needs.
- Review the transportation, lead water and any other facilities-related plans.
- Review budget, finance and procurement protocols.
- Review central office and school budgets to determine alignment to strategic initiatives.
- Review survey data related to operations and management.
- Meet with COVID response team and review protocols and procedures.

**EVALUATE**
- Conduct a strengths, weaknesses, opportunities and threats (SWOT) analysis for each key department.
- Review use of ESSER funding and related purchases.
- Assess interdepartmental communication norms.
- Update COVID response protocols based on updated guidance.

**EQUIP**
- Host a retreat with executive leadership team and school leaders to discuss outcomes from entry activities.
- Establish a cadence for interdepartmental organization and planning sessions.
Leading by Example

In alignment with the Ohio Standards for Superintendents, my transition process will model the roles of the Superintendent as guideposts.

**INSTRUCTIONAL LEADERS**
who help their districts reach high levels of teaching and learning.

**COLLABORATIVE LEADERS**
who maintain strong relationships with the Board of Education, treasurer and district staff.

**VISIONARY LEADERS**
who model collaboration while setting goals for instruction, learning and achievement.

**FOCUSED LEADERS**
who continuously monitor and evaluate actions to achieve high-level goals for all students.

**CONNECTED LEADERS**
who create structures for school-community partnerships.
A SPECIAL “THANK YOU”
To the Board

The opportunity to serve this District is only possible through the support of the Board and the community at large. Thank you for your visionary leadership as we partner to make Cincinnati Public Schools the best in the country.

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