

ACCELERATED LEARNING PLAN

Cincinnati Public Schools

November 2021



THE
FUTURE
IS BRIGHT



PREPARING STUDENTS
FOR LIFE

A Post-Pandemic Plan for Excellence and Equity

Letter from the Interim Superintendent

As we begin to emerge from the pandemic, one of the bright spots has been something that we once took for granted, the ability for teachers to be with students in our classrooms, five days a week. This gives us innumerable opportunities to infuse joy into our daily experiences, as well as continue to focus on areas in which CPS excels: innovation, commitment to excellence, and support for the whole child. These traits will serve us well as we continue our journey to accelerate learning for our young scholars through the plan outlined in this document. The work ahead is especially important as we review data from the state of Ohio, which demonstrates that students in urban communities were disproportionately impacted by the pandemic.

We know we have significant work to do to support our students and are confident in our ability to make significant progress to put all students back on a strong path. Research tells us that for most students, the best approach is accelerated learning. This means that we keep our students on par with on-grade level work while also working at an individual level to ensure they are catching up in areas in which they may need more help.

How are we doing this?

We are continuing to tackle chronic absenteeism. We have made significant policy changes to keep CPS students in the classroom as much as possible. Last year, a student under quarantine automatically missed 10 school days. This year, because of our strong safety protocols, most students may quarantine at school. In addition, school social workers and attendance support specialists continue to work with students and families to reduce absenteeism and return students to the classroom.

We are providing additional opportunities for learning. Last year's Summer Scholars program was a resounding success, both in terms of academics and social-emotional supports. We will provide this extended learning opportunity again in the summer of 2022.

We understand that students and staff need social-emotional supports now more than ever.

We continue to support students and staff through partnerships with organizations like MindPeace, social-emotional and mental health training for staff, additional interventions and prevention services for students, and a restorative approach to discipline.

We are using metrics to guide decisions and gauge progress. Using short-cycle assessments, teachers and staff are reviewing progress at a classroom level every two weeks. This progress is reviewed at a leadership level on a regular basis and areas of concern are addressed immediately. This allows for a change of focus as needed, rather than waiting until midterms, report cards and state tests.

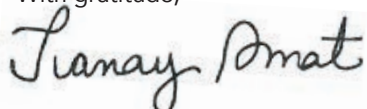
We are investing in staff and resources. This includes investing in academics by hiring additional reading and math specialists, as well as ensuring we have a social worker in every school.

We are continuing to make progress on our strategic initiatives. Our strategy directly supports our students and their academic progress, ensuring that their future dreams are within reach. We are continuing to focus on and invest in critical areas including first-grade reading, curriculum updates and enhancements, supports for our English Language Learners, and additional Tier 2 and Tier 3 supports for students.

We are committed to equity and anti-racism. Equity and anti-racism must become part of our DNA. In addition to creating a Department of Diversity, Equity and Inclusion, CPS is tackling projects such as eliminating inequities in discipline practices, ongoing reviews and updates of curriculum, expansion of CPS Students Speak Up and Speak Out, and training for our staff.

Together, with the support of our families, teachers and staff and partners, we are confident in the path forward. Our students deserve the best, and we are committed to ensuring their future is bright.

With gratitude,



Tianay Amat, Interim Superintendent



Plan Overview

The Accelerated Learning Plan builds coherence across multiple strategies, programs and processes developed to improve students’ core classroom experiences while providing the interventions that students need to accelerate their learning and ensure their well-being.

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CPS Strategy Year 3 Refresh

The last year required a new level of creativity and agility as Cincinnati Public Schools (CPS) partnered with families, students, teachers, staff and the community to reinvent education in Cincinnati. As we incorporate our learnings into the third year of our strategic plan and beyond, we are laying the foundation for hope. We know that our students’ futures are bright! Join us in imagining a destination called CPS that includes:



Student-Centered Decision Making
We put students first.



Health and Safety
We focus on personal well-being.



Community Engagement and Influence
We are empowered by our communities.



Optimized Capabilities
We get better.



Growth
We are our communities’ first choice for education.

About Cincinnati Public Schools

Total Enrollment



36,399
as of October 2021

Total CPS Schools 65

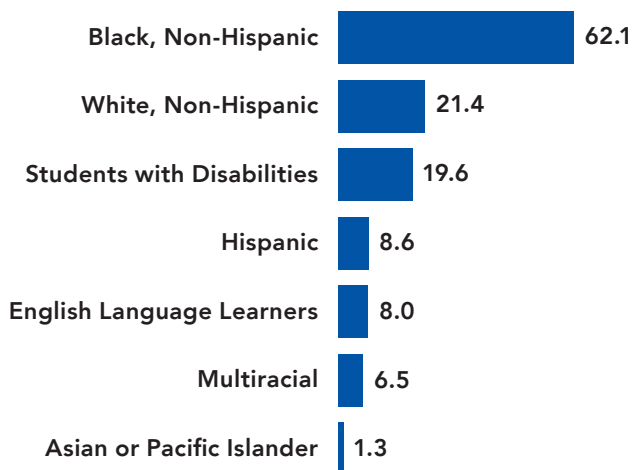
47
Elementary Schools
(grades PreK-6 to PreK-8)

13
High Schools
(grades 7-12)



5
Combination
(grades K-12)

Enrollment by Demographic (percentage)



**Economically
Disadvantaged** **81.7**

October 2021

Ohio Department of Education Report Card

Graduation Rate

4-Year Graduation Rate

(Students in the Class of 2020 who graduated in four years)



5-Year Graduation Rate

(Students in the class of 2019 who graduated in five years)



4-Year Career Technical Education (CTE) Graduation Rate

(Students in the Class of 2020 who graduated in four years)



Ohio Department of Education Report Card



Community Priorities -

Engaged Community on the Funding Priorities and Corresponding Budget Allocations under ESSER* III/ARP**

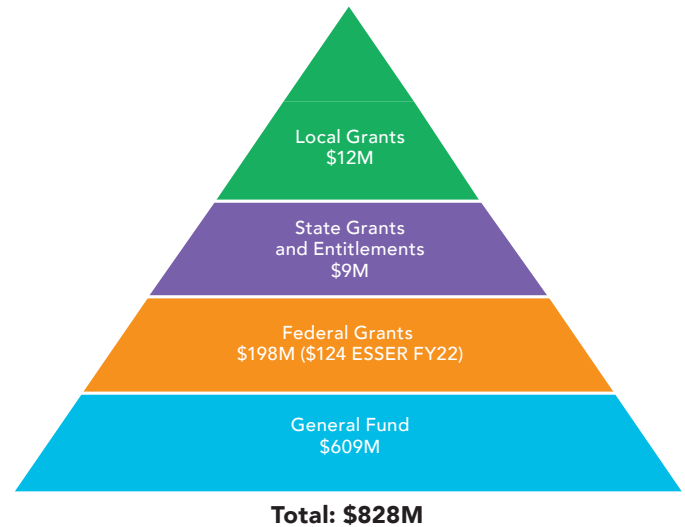
| Rank | Thought Exchange Category \$ (millions) | 3 Year Budget |
|---------------------|--|-----------------|
| 1st | Learning Loss | 59.7 |
| | Facilities Projects | 52.7 |
| | Technology Resources | 37.1 |
| | Other | 28.9 |
| | Summer Learning/After school | 15.4 |
| 2nd | Staffing | 8.2 |
| | Professional Development | 40K |
| 3rd | Mental Health*** | 100K |
| 3 year total | | \$202.2M |

* Federal Elementary and Secondary School Emergency Relief (ESSER) Funding Plan

** American Recovery Plan

*** Mental Health services are funded by grants that are restricted for those uses.

CPS Finances



ESSER* II & III (ARP**) – 3 Year Plan \$297.6M

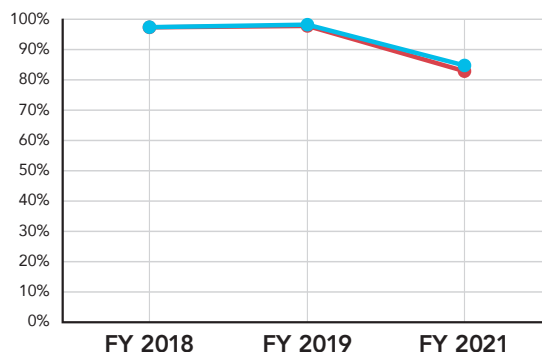
| | ESSER II | ESSER III | | | |
|---------------------------|-------------------|-------------------|--------------------|-------------------|--------------------|
| | FY22 | FY22 | FY23 | FY24 | Combined |
| Health and Safety | 28,373,785 | 0 | 20,809,307 | 16,617,972 | 65,801,063 |
| In-Person Learning | 26,577,215 | 11,286,890 | 23,317,986 | 20,400,063 | 81,582,154 |
| Physical Distancing | 140,459 | 6,873,000 | 30,300,000 | 0 | 37,313,459 |
| Students and Staff SEL | 3,390,100 | 388,000 | 145,000 | 110,000 | 4,575,000 |
| Student Academic Needs | 32,569,342 | 13,000,000 | 34,657,410 | 21,961,661 | 102,188,413 |
| Student Accommodations | 1,147,750 | 0 | 1,147,750 | 1,147,750 | 3,443,250 |
| Budget Allocations | 92,740,651 | 31,547,890 | 110,377,453 | 60,237,446 | 294,903,439 |

State Assessment Participation

Cincinnati Public Schools
FY 2018, FY 2019 and FY 2021

CPS Participation Rates

- 2017-2018 and 2018-2019 pre-pandemic
- 2019-2020 no testing
- 2018-2019 vs 2020-2021: Participation decreased from 98.1% to 83.2% mathematics and 98.5% to 85% for ELA
- CPS average attendance rate for 2020-21 was 85.9%



| | | | |
|--------------|-------|-------|-------|
| Mathematics | 97.7% | 98.1% | 83.2% |
| English Arts | 97.8% | 98.5% | 85.0% |

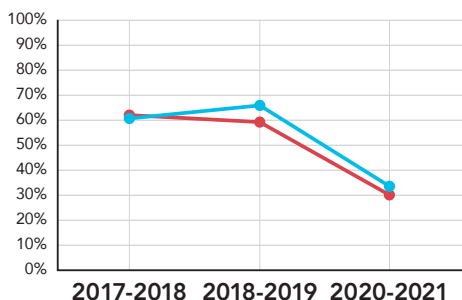
Source: Secured Data Center Preliminary Report Card Files

Note: In 2017-2018, most eighth-graders were assessed with Algebra 1.

Less than 100 students were assessed with the eighth-grade mathematics assessment.

State Assessment Performance

CPS Third Grade ELA Proficiency Rates



| | | | |
|--------------|-------|-------|-------|
| Mathematics | 62.4% | 59.5% | 33.1% |
| English Arts | 60.1% | 66.4% | 30.3% |

Source: Ohio Department of Education Report Portal - Public Data

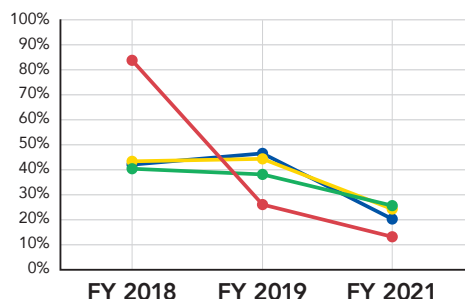
* The Ohio Department of Education uses the greater of the fall and spring scores to determine third-grade ELA proficiency status.



State Assessment Performance

Cincinnati Public Schools
FY 2018, FY 2019 and FY 2021

CPS Grades 5-8 Mathematics Proficiency

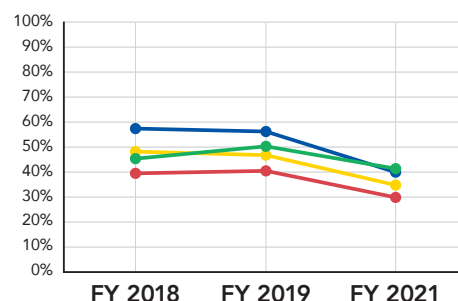


| | | | |
|-----------|-------|-------|-------|
| ● Grade 5 | 42.8% | 46.2% | 20.2% |
| ● Grade 6 | 43.9% | 44.1% | 24.8% |
| ● Grade 7 | 40.2% | 38.7% | 26.2% |
| ● Grade 8 | 83.2% | 26.9% | 13.6% |

Note: During 2017-2018 majority of 8th grade students were taking Algebra I

Source: Ohio Department of Education Report Portal - Public Data
These results have not been processed through ODE report card business rules.

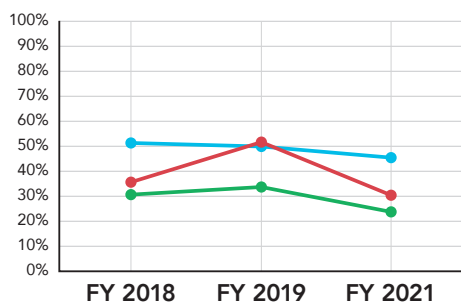
CPS Grades 5-8 ELA Proficiency



| | | | |
|-----------|-------|-------|-------|
| ● Grade 5 | 57.2% | 56.9% | 39.9% |
| ● Grade 6 | 47.2% | 46.2% | 34.8% |
| ● Grade 7 | 45.8% | 50.5% | 41.0% |
| ● Grade 8 | 39.5% | 40.4% | 29.8% |

Source: Ohio Department of Education Report Portal - Public Data
These results have not been processed through ODE report card business rules.

CPS End of Course Proficiency Rates



| | | | |
|---------------------------|-------|-------|-------|
| ● Algebra 1 | 36.6% | 51.6% | 30.7% |
| ● English Language Arts 2 | 51.0% | 50.1% | 45.8% |
| ● Geometry | 30.7% | 33.2% | 23.1% |

Source: Ohio Department of Education Report Portal - Public Data
These results have not been processed through ODE report card business rules.



STRATEGY AREA 1



Student-Centered Decision Making

We focus on personal well-being.

- ★ Students are able to learn anytime, anywhere, including outside and in the evenings
- ★ Students have new course offerings and experiences, including career pathways at each high school, African American literature and history, additional AP courses and life skills in earlier grades
- ★ A Speak Up and Speak Out collaborative is at every high school
- ★ Diversity and inclusiveness are part of our DNA

Strategy Area 1 Goals

Theory of Action

If CPS provides students with access to high-quality curriculum, teachers and reading specialists, grounded in two-week accelerated learning cycles using two week cycle curriculum based assessments and culturally responsive teaching practices, then all students will experience academic growth.

Excellence Goals

Increase the percent of students mastering of grade-level work evidenced on two-week cycle curriculum-based assessments.

Equity Goals

Decrease the gap between subgroups achieving mastery of grade-level work on two-week cycle curriculum-based assessments.

| Title | Project Narrative/Goal | Office Lead | Fund Source & One-Year Cost Estimate |
|--|--|---|---|
| K-6 ELA High-Quality Curriculum & Instruction <ul style="list-style-type: none"> Tier I Curriculum <ul style="list-style-type: none"> - Wit and Wisdom - K-3 Foundations Tier II Curriculum <ul style="list-style-type: none"> - Heggerty; SPIRE; Recipe for Reading, SRA 1st, 3rd and 6th Grade Reading Specialists ELA Curriculum and Instruction Coaches Diverse Texts | <ul style="list-style-type: none"> High-Quality Adopted Curriculum skillfully implemented in 2-week cycles of accelerated learning, with 2-week cycle curriculum-based assessments and culturally responsive teaching Reading Specialists targeting just-in-time support for K/1; 3 and 6th grade students, inclusive of high-quality interventions Provide leadership and support to teachers and principals to enhance the skillful implementation of adopted curriculum via reading specialists and ELA Coaches Enhancements: <ul style="list-style-type: none"> - New lessons aligned to social justice and social-emotional standards - Diverse text to increase affirming ways students see themselves in their learning | Curriculum Manager of K-6 English Language Arts (ELA) | General \$3,076,350 Title I \$4,092,000 Title IIa \$89,000 Cares \$4,750,000 |



Student-Centered Decision Making

| Title | Project Narrative/Goal | Office Lead | Fund Source & One-Year Cost Estimate |
|--|--|---|---|
| 7-12 English Language Arts (ELA) High-Quality Curriculum & Instruction <ul style="list-style-type: none"> • Tier I Curriculum <ul style="list-style-type: none"> - My Perspectives - ThinkCERCA • Tier II Curriculum <ul style="list-style-type: none"> - Success Maker • 9/10th grade Reading Specialists • ELA Curriculum and Instruction Coach • Diverse texts • African American Literature Pilot | <ul style="list-style-type: none"> • High-quality adopted curriculum skillfully implemented in 2-week cycles of accelerated learning, with 2-week cycle curriculum-based assessments and culturally responsive teaching • Reading specialists targeting just in time support for 9/10 grade students, inclusive of high-quality interventions • Provide leadership and support to teachers and principals to enhance the skillful implementation of adopted curriculum via reading specialists and ELA coaches • Enhancements: <ul style="list-style-type: none"> - New lessons aligned to social justice and social-emotional standards - Diverse text to increase affirming ways students see themselves in their learning - African American Literature Pilot | Curriculum Manager of 7-12 ELA | General \$2,252,604 Title I \$640,000 Title IIa \$26,000 ESSER \$2,046,049 |
| Math High-Quality Curriculum & Instruction <ul style="list-style-type: none"> • Tier I Curriculum <ul style="list-style-type: none"> - K-5 Ready Math - 6-12 Envisions • Tier II Curriculum <ul style="list-style-type: none"> - K-5 MyPath - 6-Alg Success Maker • 3rd, 6th and 9th Grade Math Specialists • Math Curriculum and Instruction Coach • Manipulatives | <ul style="list-style-type: none"> • High-quality adopted curriculum skillfully implemented in 2-week cycles of accelerated learning, with 2-week cycle curriculum-based assessments and culturally responsive teaching • Maths specialists targeting just in time support for 3rd, 6th and 9th grade students, inclusive of high quality interventions • Provide leadership and support to teachers and principals to enhance the skillful implementation of adopted curriculum via maths specialists and math coaches • Enhancements: <ul style="list-style-type: none"> - Increased access to manipulatives | Curriculum Manager of K-12 Math | General \$6,503,900 Title I \$2,562,000 Title IIa \$13,200 ESSER \$4,993,900.03 |
| Social Studies High-Quality Curriculum & Instruction <ul style="list-style-type: none"> • Tier I Curriculum <ul style="list-style-type: none"> - TCI - Ohio as America - DBQ Project - Queen City Online • Social Studies Curriculum and Instruction Coaches • African American History • Outdoor Learning | <ul style="list-style-type: none"> • High-quality adopted curriculum skillfully implemented in 2-week cycles of accelerated learning, with 2-week cycle curriculum-based assessments and culturally responsive teaching • Maths specialists targeting just-in-time support for 3rd, 6th and 9th-grade students, inclusive of high quality interventions • Provide leadership and support to teachers and principals to enhance the skillful implementation of adopted curriculum via maths specialists and math coaches • Enhancements: <ul style="list-style-type: none"> - Increased access to manipulatives • Provide outdoor learning experiences and spaces at all 66 schools | Curriculum Manager of K-12 Social Studies | General \$623,786 Title I \$270,000 Title IIa \$17,060 ESSER \$695,000 + \$755,000 |



Student-Centered Decision Making

| Title | Project Narrative/Goal | Office Lead | Fund Source & One-Year Cost Estimate |
|--|--|--|--|
| Science High-Quality Curriculum & Instruction <ul style="list-style-type: none"> • Tier I Curriculum <ul style="list-style-type: none"> - Adoption Committee Convened • Supplementary <ul style="list-style-type: none"> - K-3 Picture-Perfect Science - 4-11 Discovery Ed - K-6 Essential Labs • Science Curriculum and Instruction Coaches | <ul style="list-style-type: none"> • High-quality adopted curriculum skillfully implemented in 2-week cycles of accelerated learning, with 2-week cycle curriculum-based assessments and culturally responsive teaching • Provide leadership and support to teachers and principals to enhance the skillful implementation of adopted curriculum via science coaches | Curriculum Manager of K-12 Science, PE and Health | General \$818,000 Title I \$315,000 Title IIa \$93,500 ESSER \$778,000 |
| World Languages High-Quality Curriculum & Instruction <ul style="list-style-type: none"> • Tier I Curriculum <ul style="list-style-type: none"> - Adoption Committee Convened • Biliteracy Placement/ Credit Flex • After-School Activities | <ul style="list-style-type: none"> • High-quality adopted curriculum skillfully implemented in 2-week cycles of accelerated learning, with 2-week cycle curriculum based assessments and culturally responsive teaching • Provide leadership and support to teachers and principals to enhance the skillful implementation of adopted curriculum via Council • Increase access to kdg to AP World Languages Pipeline and Placement | Curriculum Manager of K-12 World Languages | General \$660,000 Title IIa \$80,000 ESSER \$326,000 |
| Fine Arts High-Quality Curriculum & Instruction <ul style="list-style-type: none"> • Tier I Curriculum <ul style="list-style-type: none"> - Visual Arts - Music - Instrumental - Performance - Dance • After-School Activities • CPS Jazz Academy • Fine Arts Curriculum and Instruction Coach • 4th grade Instruments and Guest Speakers | <ul style="list-style-type: none"> • High-quality adopted curriculum skillfully implemented in 2-week cycles of accelerated learning, with 2-week cycle curriculum based assessments and culturally responsive teaching • Provide leadership and support to teachers and principals to enhance the skillful implementation of adopted curriculum via fine arts coaches • Enhancements: <ul style="list-style-type: none"> - 4th grade Black Music of America Program at 22 Schools | Curriculum Manager of K-12 Fine Arts | General \$1,747,040 Title I \$90,000 Title IIa \$19,000 ESSER \$916,050 |
| PE and Health Wellness High-Quality Curriculum & Instruction <ul style="list-style-type: none"> • Tier I Curriculum <ul style="list-style-type: none"> - K-6 Healthsmart ETR - 7-12 Comprehensive Health G-W • CPR and First Aid • Cross Curricular Units • Hands-on Equipment | <ul style="list-style-type: none"> • High-quality adopted curriculum skillfully implemented in 2-week cycles of accelerated learning, with 2-week cycle curriculum-based assessments and culturally responsive teaching • Provide leadership and support to teachers and principals to enhance the skillful implementation of adopted curriculum via adopted Curriculums • Enhancements: <ul style="list-style-type: none"> - Cross-curricular units aligned to PBL standards | Curriculum Manager of K-12 Science, PE and Health Wellness | General \$380,000 Title IIa \$15,500 ESSER \$198,000 |



Student-Centered Decision Making

| Learning Technologies <ul style="list-style-type: none"> • Provide a Learning Management System • Provide various applications to increase access to on grade-level work • Year 1 Strategic Planning Computer Science Pipeline • Digital Citizenship | <ul style="list-style-type: none"> • Provide LMS Schoology to organize learning outcomes, materials, assignments and due dates of accelerated learning cycles • Provide professional development and applications to support increased access to on grade-level work in accelerated learning cycles • Begin three-year strategy to increase computer science access for all students • Revise digital citizenship lessons | Curriculum Manager of K-12 Digital Learning | General \$1,179,498 Title IIa \$15,000 ESSER \$853,890 |
|---|--|--|--|
| Summer Scholars | <ul style="list-style-type: none"> • Scholars four-week program inclusive of social-emotional and academic learning related to the critical work of upcoming grade and enrichment programming | Director of Curriculum | ESSER \$22,688,057 Title IIa \$110,000 |
| Advanced Placement | <ul style="list-style-type: none"> • Increasing access and mastery of Advanced Placement courses across every high school | Director of Curriculum | General \$110,000 Title IIa \$15,000 ESSER \$80,000 |
| Student/Teacher Data talks based on 2-week cycle curriculum-based assessments | <ul style="list-style-type: none"> • Teachers use planning protocols to increase the skillful implementation of high-quality curriculum • Principals facilitate data meetings to celebrate, progress monitor and determine student-centered next steps | Director of Curriculum and Instruction | Costs elsewhere (Data Coaches, DSLs, Depts) |
| Teacher Teams and Principal Data Meetings | <ul style="list-style-type: none"> • Teachers use planning protocols to increase the skillful implementation of high-quality curriculum • Principals facilitate data meetings to celebrate, progress monitor and determine student-centered next steps | Director of School Leadership & Director of Curriculum and Instruction | Costs elsewhere (Data Coaches, DSLs, Depts) |
| Academic Matrix | <ul style="list-style-type: none"> • Professional learning community facilitated by director of school leadership and attended by principals and department leaders. This group meets monthly to celebrate, progress monitor and determine next steps. Its recurring agenda is as follows: <ul style="list-style-type: none"> - Review academic goals - Unpack data and current state - Brainstorm options - Map out way forward | Director of Curriculum & Instruction, Directors of School Leadership | Costs elsewhere (Data Coaches, DSLs, Depts) |





Student-Centered Decision Making

| Title | Project Narrative/Goal | Office Lead | Fund Source & One-Year Cost Estimate |
|--|--|--|--------------------------------------|
| Equitable access to grade-level curriculum | <ul style="list-style-type: none"> • Integrate culturally responsive Universal Design for Learning (UDL) practices throughout Tier 1 instruction • Embed culturally responsive UDL principles into all district-led professional development | Department of Student Services Curriculum and Instruction Department | |
| High-quality, data-driven Individual Education Plans (IEPs) | <ul style="list-style-type: none"> • Develop collaborative, cross-functional team structures in each school to collect, monitor and use data to design instruction • Provide professional development and coaching supports that focus on designing and delivering appropriate specifically designed instruction and interventions • Expand internal monitoring systems | Department of Student Services | IDEA-B \$50,000 |
| Direct, targeted interventions for diverse learners | <ul style="list-style-type: none"> • Develop direct, targeted interventions based on individual student goals and designed to close learning gaps • Implement an intervention-adoption schedule to complement curriculum adoption process | Department of Student Services | IDEA-B \$100,000 |
| Increased supports for SWDs and ELs | <ul style="list-style-type: none"> • Provide increased training and coaching centered on CEC's High Leverage Practices for Students with Disabilities • Provide increased supports to ESOL staff around data-based decision-making • Increase explicit collaboration with Intervention Assistance Teams to better support Tier III MTSS | Department of Student Services | IDEA-B \$100,000 |
| Recovery Services | <ul style="list-style-type: none"> • Provide additional supports and services to students with disabilities to recover from gaps in learning • Develop individual plans to meet student needs • Deliver services outside of the school day — after school, during school breaks, or during the summer | Department of Student Services | IDEA-B \$1,500,000 |
| Districtwide MTSS Framework | <ul style="list-style-type: none"> • Develop a consistent districtwide framework for early intervention that supports the academic and social-emotional needs of all students • Develop shared definitions, decision-making rules, resources, interventions, and planning protocols | Curriculum and Instruction Department Positive School Culture and Safety Department Department of Student Services | General Fund \$50,000 |
| Saturday School for ESL Newcomers | <ul style="list-style-type: none"> • Provide non-traditional hours to support high school English Learners needing credits to graduate on time • Provide after school support for English learners in grades K-8 on an as needed basis • Intended for English Learners in grades 9-12 needing additional time and support to earn credits for graduation and English learners in grades K-8 that need extended time for content learning or ELD | Department of Student Services Office of Second Language Acquisition | ESSER \$37,000 |

STRATEGY AREA 2



Health and Safety

We focus on personal well-being.

- ★ We elevate student social emotional health and physical well being to support learning
- ★ Our high school schedules are healthier for teenagers

Strategy Area 2 Goals

Theory of Action

If CPS classrooms integrate Positive School Culture practices such as Culturally Responsive PBIS, social-emotional learning, restorative approaches to discipline, truancy prevention, and behavioral assessment and accountability within a multi-tiered system of support, then students' behavioral, social-emotional, and mental health skills will improve, resulting in improved student access to high-quality academic instruction.

Excellence Goals

By June 2022, CPS will increase the amount of time that social workers devote to supporting the social and emotional needs of students, enhance PBIS implementation schoolwide, reduce exclusionary discipline, increase restorative practices, and improve student attendance.

Equity Goals

By June 2022, CPS will decrease disproportionality in exclusionary discipline for subgroups of students, particularly African American students.

| Title | Project Narrative/Goal | Office Lead | Fund Source & One-Year Cost Estimate |
|--|--|------------------------------------|--|
| Districtwide Support and Implementation of Positive Behavior Intervention Supports (PBIS) | <ul style="list-style-type: none">• District PBIS team training twice per year• Districtwide PBIS point person to provide technical assistance• Coaching from PSC Manager• Expanded professional development offerings in Tier 2 Interventions• Parent PBIS Groups• School PBIS Plans fully implemented• Community engagement groups | Positive School Culture and Safety | Title IV and Student Wellness \$200,000 |
| Bully Prevention and Intervention Services | <ul style="list-style-type: none">• Dedicated 1.6 SSW FTEs• Multiple bully reporting methods including bully notification button• Enhanced data analysis• Bully prevention staff training• Bully prevention student lessons• Community outreach• Anti-bullying girls groups | Positive School Culture and Safety | Title IV and Student Wellness \$190,000 |



STRATEGY AREA 2

Health and Safety

| Title | Project Narrative/Goal | Office Lead | Fund Source & One-Year Cost Estimate |
|--|--|--|---|
| PBIS Implementation Data Analysis and Accountability | <ul style="list-style-type: none"> • Tiered Fidelity Inventory (TFI) completed in every school • District Systems Fidelity Inventory completed annually • Monthly discipline data review | Positive School Culture and Safety | Not Applicable |
| Social Emotional and Mental Health Training for Staff | <ul style="list-style-type: none"> • Mental health first aid training • Social-Emotional (SEL) PD Day for all school staff • Trauma-Informed educator training • Crisis de-escalation training • Suicide prevention training • Community partner outreach | Positive School Culture and Safety | Title IV and Student Wellness \$90,000 |
| Social Emotional Supports (SEL) for Students | <ul style="list-style-type: none"> • Increased SSW FTEs • PATHS SEL Groups • PAX classroom intervention • Suicide prevention groups • Crisis assessment • Referral to individual therapy • Prevention services for English Learner students • Community partner collaboration on SEL supports districtwide • SEL measures used for screening, progress monitoring, and program evaluation | Positive School Culture and Safety | Title IV and Student Wellness \$6,800,000 |
| Restorative Approaches to Discipline | <ul style="list-style-type: none"> • Code of conduct improvements • Data reporting procedural improvements • Restorative practices training for staff • Data analysis and problem solving focused on disproportionality • Alternative learning centers in every school • Promise Center as alternative to suspension/expulsion • Diversionary programming learning collaborative with Georgetown University | Positive School Culture and Safety | Title IV and Student Wellness \$1,700,000 |
| Truancy Prevention | <ul style="list-style-type: none"> • Increased SSW FTEs and Attendance Support Specialists • Attendance intervention plans • Home visits • Referrals to community agencies • HB 410 attendance monitoring • Individual student check-ins • Collaboration with juvenile court to provide diversionary court | Positive School Culture and Safety | Title IV, Student Wellness, General Fund \$750,000 plus SSW salary noted in SEL for Students |
| Staff and Student Safety | <ul style="list-style-type: none"> • Regularly update COVID safety procedures so they align to CDC and CHD guidelines, allowing students to maintain safe, in-person instruction five days a week • Maintain communication with outside stakeholders • Maintain communication with building administrators | Department of Student Services Department of Talent Acquisitions and Staffing | Student Health and Wellness 7,479,840.41 |



Community Engagement and Influence

We are empowered by our communities.

- ★ Our communities feel heard and valued
- ★ We measure success from the perspective of families
- ★ English Language Learners and families are fully integrated districtwide and at school
- ★ We expand the resources available to families
- ★ Our families, students and staff are our best ambassadors

Strategy Area 3 Goals

Theory of Action

If CPS provides opportunities to engage our students, families, and community partners through various platforms that enrich the educational experience and remove barriers within our schools, then our students will have access to high-quality services that impact core academics.

Excellence Goals

Increase the number of schools that have an active Parent/Teacher organizations from 43 to 65 to empower the voice of all school communities.

Equity Goals

By June 30, 2022, we will increase the number of schools that have partnered with a lead agency from 51 to 65 to ensure all students and families have access to resources needed.

| Title | Project Narrative/Goal | Office Lead | Fund Source & One-Year Cost Estimate |
|---|---|---|--|
| Welcoming all families into the school community Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class. | <ul style="list-style-type: none"> Building / Central Office staff will greet each guest personally upon arrival | Human Resources, Office of Communications & Engagement, Principal and School Front Office Staff | N/A |
| | <ul style="list-style-type: none"> School buildings will display a prominent "Welcome Sign" | Front Office Staff | Title I (Schoolwide Pool) and/or General Funds |
| | <ul style="list-style-type: none"> School buildings will display student work throughout the main hallways | Teachers and Principal | N/A |
| | <ul style="list-style-type: none"> Families will receive a welcome packet translated into their primary language | District/ESL, School Community Coordinator and Front Office Staff | Title I (Schoolwide Pool) and/or General Funds |
| | <ul style="list-style-type: none"> Schools will host "New Family Orientation" | ILT, Parent Organization President and Principal | Title I (Schoolwide Pool) and/or General Funds |
| | <ul style="list-style-type: none"> Student ambassadors will serve as greeters | Principal | N/A |



Community Engagement and Influence

| Title | Project Narrative/Goal | Office Lead | Fund Source & One-Year Cost Estimate |
|---|--|--|--|
| Communicating effectively Families and school staff engage in regular, two-way, meaningful communication about student learning. | <ul style="list-style-type: none"> Families will receive a translated welcome packet (Packet should include: district parent calendar, school policies, expectations, building staff directory, Parent Organization and LSDMC meeting schedule and invite and Transportation, Customer Care and IT Hotline information) | Resource Coordinator, School Community Coordinator, Front Office Staff, ELL Dept. and Principal | Title I (Schoolwide Pool) and/or General Funds |
| | <ul style="list-style-type: none"> Families will be connected to Project Connect staff | Project Connect / Principal | McKinney Vento Grant & Title I Homelessness |
| | <ul style="list-style-type: none"> Each school will review Possip feedback | Local School Decision Making Committee, Parent Organization, Front Office Staff and Principal | General Fund \$88,650 |
| | <ul style="list-style-type: none"> Local School Decision Making Committee (LSDMC) and parent organization minutes will be distributed throughout school community | Local School Decision Making Committee, Parent Organization and Principal | N/A |
| | <ul style="list-style-type: none"> Families will receive regular contact from teachers or grade level team regarding student progress (Schoolology, virtual platform, phone call, email or text) | Teacher | N/A |
| | <ul style="list-style-type: none"> PowerSchool and Schoolology will be updated regularly | Teacher | N/A |
| | <ul style="list-style-type: none"> Provide translators to welcome and assist families during school activities | Resource Coordinator and School Community Coordinator | Awaiting information on how translators are paid/Title I school wide pooling |
| | <ul style="list-style-type: none"> Improve effectiveness of communication to parents/students through TalkingPoints | OCE | ESSER \$ 89,250K |
| | <ul style="list-style-type: none"> Translations of all materials | OCE | General Fund \$100K |
| Supporting student success Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively. | <ul style="list-style-type: none"> Schools will provide parent /family professional development opportunities <p>Examples may include:</p> <ul style="list-style-type: none"> - Parenting Classes - Social/ Emotional - Health and Wellness - Parent Leadership - Anti-Bullying - School Safety - PowerSchool Schoolology - My Tomorrow - College and Career Pathways - 3Es – Enrolled, Enlisted and Employed - Preparing Students for Life - Supporting Students with Disabilities - How to Support Student Work at Home - How to Support Students With Assessments - Local School Decision <ul style="list-style-type: none"> Making Committee (LSDMC) Training | Principal, Instructional Leadership Team, Office of Innovations & Strategic Partnerships and Parent Organization | Title I (Schoolwide Pool) and/or General Funds — included in Title I Dist. total and/or as determine by school's Gen Funds request |



Community Engagement and Influence

| Title | Project Narrative/Goal | Office Lead | Fund Source & One-Year Cost Estimate |
|--|---|--|--|
| Supporting student success <i>(continued)</i> | <ul style="list-style-type: none"> Schools will host curriculum-based learning opportunities for parents and families (English Language Arts, Math, Social Studies, Science, Arts and Critical Transitions) | Curriculum Chair, Instructional Leadership Team, Parent Teacher Organization and Principal | Title I (Schoolwide Pool) and/or General Funds — included in Title I Dist. total and/or as determine by school's Gen Funds request |
| | <ul style="list-style-type: none"> Homework assignments will encourage student/family academic interactions | Curriculum Chairs, Teachers and Principal | N/A |
| | <ul style="list-style-type: none"> Reading assistance for parents/ guardians will be available | Resource Coordinator, School Community Coordinator and Front Office Staff | N/A |
| New VOX | <ul style="list-style-type: none"> Implementation of CRM (Customer Relationship Management Tool) to allow for effective and targeted communications to parents and students — RC, learning loss, COVID-19 and supports | Customer Care | ESSER \$150K |
| Speaking up for every child Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success. | <ul style="list-style-type: none"> Parent organizations will be established at every school | Principal | General Funds (District Parent Champion-67k) |
| | <ul style="list-style-type: none"> Parent organization report will be standing agenda item on Local School Decision Making Committee (LSDMC) Agenda | Local School Decision Making Committee Chair, Parent Organization President and Principal | N/A |
| | <ul style="list-style-type: none"> Parent membership on Local School Decision Making Committee meets board policy | Local School Decision Making Committee Chair and Principal | N/A |
| | <ul style="list-style-type: none"> Districtwide parent meetings | District and Parent Champion | General Funds |
| Sharing power Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs. | <ul style="list-style-type: none"> Families will be advised of school and district governance structure | Principal and District | N/A |
| | <ul style="list-style-type: none"> Families will have the opportunity to provide input into the decision making process | Principal and District | N/A |
| Collaborating with community Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation. | <ul style="list-style-type: none"> Students and families will be connected to service learning projects in the community | LSDMC Annual Assessment of partners and LPD | General Fund (G2W, MORE, Wellness, College & Career-1k/collab) |
| | | LSDMC and Resource Coordinator | Wellness Fund (max reimbursement of 72k/coordinator) |

STRATEGY AREA 4



Optimized Capabilities

We get better.

- ★ CPS is a destination for top talent
- ★ The science of improvement is how we work
- ★ We have a model that allows for learning anytime, anywhere
- ★ Our budget process prioritizes CPS' core work
- ★ School staff spends more time with students, teachers and families & less time on operational functions

Strategy Area 4 Goals

Theory of Action

If CPS increases the efficiency and capabilities of our systems, and people enable better support, availability, and access, then we reduce barriers to learning for our students and help them achieve success.

Excellence Goals

- Provide reliable, easy to use technology, systems, processes for students, families and staff.
- Ensure processes support academic outcomes for maximizing time spent with students in the classroom.

Equity Goals

Provide equitable access to technology and the resources it allows to increase outcomes and bridge the digital divide for our students.

| Title | Project Narrative/Goal | Office Lead | Fund Source & One-Year Cost Estimate |
|--|--|-----------------------------------|--------------------------------------|
| Improve student device and free Wi-Fi access availability and options | <ul style="list-style-type: none"> • 1-1 take home devices for all students • Recovery loss and prevention program • New student device community distributions • Internet access partnership with Connect Our Students • School-based and outdoor WiFi expansions | Information Technology Management | ESSER & General Fund \$19,350,000 |
| Deploy "Concurrent Instruction" capable systems and classroom technology | <ul style="list-style-type: none"> • Teacher support staff receive mobile devices with remote capabilities • School building data cabling repair and replacement • Internet bandwidth and security management upgrades • Classroom technology refresh • Community engagement spaces built at every school | Information Technology Management | ESSER \$7,550,000 |
| Expand support systems and increase data availability | <ul style="list-style-type: none"> • Family Technology Support Center • Improved data dashboard and access for classroom and school-level analytics • Technology and data access training | Information Technology Management | ESSER \$1,900,000 |

STRATEGY AREA 5



Growth

We are our communities' first choice for education.

- ★ We retain students from preschool through graduation
- ★ Our environments are conducive to innovation and learning as we grow

Strategy Area 5 Goals

Theory of Action

If CPS can execute with excellence, recruit effectively and ensure safe, modern spaces for our students, then we will be the #1 choice for education in Cincinnati.

Excellence Goals

Recruit students who left CPS seeking a 5-day per week option and retain current students.

Equity Goals

Ensure all buildings are equitable in terms of access to high-quality spaces and resources.

| Title | Project Narrative/Goal | Office Lead | Fund Source & One-Year Cost Estimate |
|---------------------|--|--------------------------------------|--------------------------------------|
| Building Expansions | • Classroom and gym addition to Hyde Park School | Facilities Planning and Construction | \$8.9M |
| | • Building addition to Pleasant Ridge Montessori | Facilities Planning and Construction | \$7.9M |
| | • Building addition to Walnut Hills High School and tennis court enclosure to create year-round multiuse space | Facilities Planning and Construction | \$20.35M |
| Recruiting | • Understand why families left CPS during the pandemic and recruit them back to CPS | OCE | \$250K |





PREPARING STUDENTS
FOR LIFE

