

Cincinnati Public Schools*

Our community-designed Strategic Plan

A Roadmap to Destination
Cincinnati Public Schools



PREPARING STUDENTS
FOR LIFE

Through **Academic Achievement**
Personal Well-Being
Career Readiness



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Navigating Our Future

Executive Summary

The Cincinnati Public Schools Strategic Plan *A Roadmap to Destination Cincinnati Public Schools* will establish our District as a **District of Destination** — for students, families, staff, and partners. This plan drives the District’s goals, strategies, and measures toward **Equity, Engagement, and Excellence**.

This Strategic Plan:

- Charts a course for the District’s future based on the community’s expectations;
- Guides the District’s direction for growth and advancement;
- Encompasses strategic thinking, informed planning, continuous improvement, and financial sustainability and accountability measures.

Four years ago, CPS created Vision 2020, an initiative to ensure that our neighborhood schools have curriculum and enrichment programming on par with magnet schools. Since its inception, the performance index at Vision 2020 schools has increased an average of four percent, and enrollment at Vision 2020 schools has increased by hundreds of students.

Our My Tomorrow initiative ensures that our students graduate prepared for life after high school — enrolled in higher education, enlisted in the military, and ultimately employed in their chosen career paths. Students

begin learning about careers in third grade and by high school are active in job shadowing, career expos and career-focused learning opportunities with local businesses. In fact, 94 percent of the Class of 2019 declared their intention for postgraduation plans.

Today, as a result of these and other strategic investments, we are not only Ohio’s fastest growing large city District, but we’re also the best performing. This growth in size and expansion of educational opportunities demands a strategic effort focused on long-term financial planning — driving academic achievement, personal well-being, and career readiness.

During the summer of 2018, the CPS Board of Education established the Strategic Engagement and Planning (StEP) Committee. The StEP Committee is a 30-member team charged with envisioning a three-year strategic plan, with the first year of implementation set for the 2019-20 School Year.

As a result of this, *A Roadmap to Destination Cincinnati Public Schools*, all of our students will have access to Five-Star quality preschools, and our neighborhood schools and magnet schools will be unique in focus but alike in high quality. Our high schools will maintain national recognition and certification, and will offer more choices in academics and extracurricular enrichment. Our investment in the employee experience will create positive learning environments.

This strategic plan will ensure that all CPS students are prepared for life through:

- **Academic Achievement**
- **Personal Well-Being**
- **Career Readiness**



Board of Education

Vision

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

Mission

We educate all students with rigor and care in a culture of excellence to develop engaged citizens who are prepared for life.

Equity and Excellence in Education (Board Policy 2255)

Our students, staff, and stakeholders bring their personal backgrounds into our schools and the District is richer for it. Each of them has a legitimate expectation to have a barrier-free learning environment counteracting the contemporary and historical impact of bias, prejudice, and discrimination which, for generations, has produced a predictability of learning outcomes based on race, class, socioeconomic, gender, ethnicity, sexual orientation, gender identity, cognitive/physical ability, diverse language fluency, and religion.



The Cincinnati Board of Education are, from left, Eve Bolton, Melanie Bates, Mike Moroski, Board President Carolyn Jones, Ozie Davis III, Pamela Bowers and Board Vice President Ryan Messer.

Board Priorities

The Cincinnati Public Schools (CPS) Board of Education will relentlessly pursue its Vision and Mission of academic excellence for the students in its care by adhering to five priorities:



Our Rally Cry

Public school education is the first and best choice for Greater Cincinnati families. Public schools are the cornerstone of social and economic life in our community. In Cincinnati and nationally, public schools play a major role in securing equal opportunity for every individual, economic development for the community, and social justice for all. To build on that common cornerstone, we must dream big, set high expectations, and create boundless opportunities.

Because we are a public school system, it is our responsibility to reflect the diversity of our citizens, the vitality of our neighborhoods, and the varied interests of our stakeholders.

Because we are a public school system, we must require that all decision makers keep the individual student at the center of every decision.

Because we are a public school system, we must recognize that the District's present stability and future viability are aligned and partially responsible for economic development of our wider community.

Because we are a public school system, we treat our students' health, personal well-being, and sense of safety as paramount to their individual growth and success.

Because we are a public school system, our operational systems must use and share data, be informed by customer insight, and encourage innovative thinking to equitably eliminate opportunity gaps and distribute the public's limited resources.



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Our Call to Action

Our Call to Action is our view of the horizon — it encapsulates how we will reach our destination, why we are headed in this direction, and the impact of becoming a District of Destination.

All Cincinnati Public Schools students are empowered through student voice, student-centered decision making, and meaningful learning experiences that prepare them to be community leaders and world influencers.

We will deliver on the promise of our Call to Action by exemplifying these attributes:

We are confident and believe we can overcome obstacles.

We communicate effectively to demonstrate empathy, connect with others, and exhibit knowledge.

We are intellectually curious and have a passion for learning.

We think critically to solve problems, take initiative, and exhibit ownership.

We have integrity and accept responsibility, demonstrating truth and honor even when no one is looking.

We collaborate to contribute to a shared outcome.

We engage our community beyond the school walls and school day in a meaningful and consequential way.

We innovate to create dynamic experiences for all learners.

We have high expectations to achieve academic success in literacy, numeracy, and fluency in social studies and science.

We are inspired to use knowledge and expertise to motivate others.

We sense the urgency of our mission and dedicate ourselves to understanding our role and impact in this mission.

Culture of Excellence

This Strategic Plan will enhance our Culture of Excellence where staff and students care, collaborate, continuously improve, and succeed. Our culture is centered on our promise and commitment to our families, and is unique to our District.

This districtwide mutual commitment will attract remarkable professionals who offer transformational learning experiences through dynamic content and innovative delivery that are equitably accessible to all students.

The equitable distribution of resources, tools, and opportunities will encourage community support and partnerships, which will expand the District's capacity to excel in our mission to "educate all students with rigor and care in a culture of excellence to develop engaged citizens who are prepared for life."

Together, teachers, learners, and partners will implement rigorous core curriculum, and instructional and assessment strategies that will unleash and develop each student's potential to advance through CPS and succeed beyond high school.

As students choose to enroll in higher education, enlist to serve our country, or employ in a meaningful career, they will enter as adult citizens with purpose and abilities that will advance their own futures and enrich their communities.

Our caring and collaborative culture is focused on success, inspiring the Greater Cincinnati community to participate in the Board's Vision of "a community that ensures equitable access to a world-class education, unleashing the potential of every student."



Cultural Tenets

Our cultural tenets are our path to creating a culture of excellence in every classroom and school community.



We Care by creating communities of kindness to support the whole child's personal well-being through academic and social-emotional growth, based on trust and respect in all relationships.



We Collaborate as educational innovators, inspiring ingenuity and creating safe, experiential educational environments for all.



We Continuously Improve by supporting our growth and student academic achievement through student-centered decision making; health and safety; engagement with our students, staff, families, and community; and optimizing capabilities.



We Commit to Success by creating opportunities for staff to develop in their careers and potential, and for our students to create their futures and pursue their passions: enrolled in higher education, enlisted in the military, and ultimately employed in their chosen career pathways.

Goals and Strategies

Our Goals are bold resolutions of what we will accomplish together; they are the guide for our staff, resources, and energies to achieve the strategic plan over the next three years.

Our Strategies align our rally cry, our call to action, and our cultural tenets with our desired outcomes to chart the course to accomplish these goals.

1 Student-Centered Decision Making

— We put students first.

We will ensure students are at the center of all decision making to create equitable educational opportunities and unmatched experiences that deliver results.

Develop and practice a decision-making process that involves established internal representative bodies, multiple administrative levels, and issue-specific experts, all committed to seeking and evaluating relevant school and District student data before arriving at a decision.

Create equitable access to fine arts, interscholastic athletics, and opportunities to explore student's career interests and leadership through special interest clubs and activities.

Institute an annual budget development and review process that provides multiple points of access to influence an equitable distribution of resources to all students individually or commonly required.

2 Health and Safety

— We focus on personal well-being.

We will commit to putting the safety, physical, social, and emotional health of our students, staff, and partners at the forefront of everything we do.

Increase efforts to expand student access to primary, preventive, and mental health services at schools and CPS School-Based Health Centers.

Develop and deepen external collaborative relationships and internal positive school culture practices to provide a secure and supportive way to achieving a positive learning campus.

Provide safe school facilities that promote active and healthy lifestyle choices for students while developing students who are environmentally responsible.

Goals and Strategies

3 **Community Engagement and Influence** — We are empowered by our communities.

We will create unmatched opportunities for meaningful student, family, and community engagement that positively impact student outcomes and inspire collaboration.

Expand and leverage Community Learning Centers throughout the District by interfacing CPS schools with their neighborhoods, involving school community stakeholders willing to help remove barriers and create opportunities for learning, thereby deepening the inextricable link between our schools and our communities.

Seek out each school community's families to address their interests and empower them to be teachers, advocates, and coaches for their students at home, supporting family engagement that improves the positive school culture of our schools and our students' academic success.

Ensure transparent and consistent communications that are responsive to our staff, families, and community.

Improve customer satisfaction by improving performance of our Customer Care Center, including metrics for average resolution time, most-used workflow, and overall support volume.

4 **Optimized Capabilities** — We get better.

We will intentionally design data-informed, customer-focused, and user-friendly processes to create efficient and effective systems.

Adopt and implement a continuous improvement process that encourages innovation and relies heavily on scorecard accountability.

Use multiple points of data when considering options and making decisions, prioritizing outcomes with the highest impact and best value.

Explore and implement best practices of financial management, investment, and sustainability in all operational cost centers.

Increase employee engagement across all employee groups to meet or exceed industry average.

Goals and Strategies

5

Growth

— We are our communities' first choice for education.

We celebrate the diversity of our communities and will deliver exceptional educational experiences in all neighborhoods, expanding the CPS footprint and empowering families to choose CPS as their destination school District.

Increase CPS market share by positioning it as the educational provider of choice and actively recruiting families to CPS schools.

Evaluate preschool, elementary, and high school portfolios to create great choices, giving more families more access to innovative and diverse schools.

Design the existing District offerings geographically to limit transportation demands, expand accessibility of programs, and expand the District's footprint through strategic property acquisitions and building renovations.

Develop a long-range financial plan to support the District's growth outlined in the strategic measures.



Strategic Outcomes

Our measures are guide posts to accomplish our goals along the Roadmap to Destination Cincinnati Public Schools. To ensure progress on the strategies, we have defined metrics to measure student and school academic achievement, personal well-being, and career readiness.

1 Student-Centered Decision Making

— We put students first.

We will ensure students are at the center of all decision making to create equitable educational opportunities and unmatched experiences that deliver results.

MEASURE 1.A:

Show progress on the Superintendent's Academic Scorecard, which includes measurable and ambitious academic goals for kindergarten, third grade, sixth grade, ninth grade, Advanced Placement, ACT, graduation rates, and acceptance into a 3E pathway — enrolled, enlisted, or employed.

- 2019-20 School Year: Increase scores by 10% on the Kindergarten Readiness Assessment (KRA), American Institute of Research (AIR) tests, and End-of-Course Exams (EOC).
- 2020-21 School Year: Increase scores by additional 10% on the KRA, AIR and EOC.
- 2021-22 School Year: Increase scores by additional 10% on the KRA, AIR and EOC.

Advanced Placement

Decrease the racial, economic, and gender disparities in Advanced Placement courses by increasing the percentage of African-American and multiracial students taking AP courses.

- 2019-20 School Year: Increase the percent of African-American students taking AP courses to 50% and multiracial students to 70%.
- 2020-21 School Year: Increase the percent of African-American students taking AP courses to 65% and multiracial students to 74%.
- 2021-22 School Year: Increase the percent of African-American students taking AP courses to 80% and multiracial students to 80%.

ACT

- 2019-20 School Year: Increase composite score by .5 points.
- 2020-21 School Year: Increase composite score by an additional .5 points.
- 2021-22 School Year: Increase composite score by an additional .5 points.

Career Credentials Earned

- 2019-20 School Year: Increase the percent of students earning 12 or more credentialing points in the same pathway by 20%.
- 2020-21 School Year: Increase the percent of students earning 12 or more credentialing points in the same pathway by 20% over the previous year.
- 2021-22 School Year: Increase the percent of students earning 12 or more credentialing points in the same pathway by 20% over the previous year.

Career Credentials Points Earned

- 2019-20 School Year: Increase amount of credentialing points earned by 10% over the previous year.
- 2020-21 School Year: Increase amount of credentialing points earned by 10% over the previous year.
- 2021-22 School Year: Increase amount of credentialing points earned by 10% over the previous year.

Graduation Rate

- 2019-20 School Year: Increase four-year graduation rate by 5% to 79%.
- 2020-21 School Year: Increase four-year graduation rate to 80%.
- 2021-22 School Year: Increase four-year graduation rate to 84%.

Acceptance into a 3E Pathway – Enrolled, Enlisted, Employed

- 2019-20 School Year: 90% of graduating students declare a 3E pathway.
- 2020-21 School Year: 95% of graduating students declare a 3E pathway.
- 2021-22 School Year: 100% of graduating students declare a 3E pathway.

MEASURE 1.B:

Eliminate District and school-level policies, programs, operations, and practices that are not integrated with the principles of equity and inclusion.

Strategic Outcomes

MEASURE 1.C:

Decrease racial disparities in discipline rates, economic advantages, Students with Disabilities identification, Advanced Placement, gifted and enrichment services, athletics, arts, and extracurricular activities.

MEASURE 1.D:

Reduce the learning gap in English-Language Arts for English Learners from 7.6 Performance Index (PI) points to 0, and for Students with Disabilities from 18.3 PI points to 0.

- 2019-20 School Year: 4 point decrease for English Learners; 6 point decrease for Students with Disabilities.
- 2020-21 School Year: 3.6 point decrease for English Learners; 6 point decrease for Students with Disabilities.
- 2021-22 School Year: English Learners maintain performance; 6.3 point decrease for Students with Disabilities.

MEASURE 1.E:

Reduce the learning gap in math for English Learners from 4.1 PI points to 0, and for Students with Disabilities from 14.4 PI points to 0.

- 2019-20 School Year: 4.1 point decrease for English Learners; 5 point decrease for Students with Disabilities.
- 2020-21 School Year: English Learners maintain performance; 5 point decrease for Students with Disabilities.
- 2021-22 School Year: English Learners maintain performance; 4.4 point decrease for Students with Disabilities.

MEASURE 1.F:

Increase the number of instructional days for preschool students by six days by 2021.

2

Health and Safety

— We focus on personal well-being.

We will commit to putting the safety, physical, social, and emotional health of our students, staff, and partners at the forefront of everything we do.

MEASURE 2.A:

Decrease the number of critical safety events.

MEASURE 2.B:

Increase number of Alternative Learning Center (ALC) sites from 26 to 56.

- 2019-20 School Year: Add 10 additional sites from 26 to 36.
- 2020-21 School Year: Add 10 additional sites from 36 to 46.
- 2021-22 School Year: Add 10 additional sites from 46 to 56.

MEASURE 2.C:

Increase the number of school social workers and increase the amount of time that social workers devote to supporting the social and emotional needs of students.

- 2019-20 School Year: Increase the number of social workers by 9, from 26 to 35.
- 2020-21 School Year: Increase the number of social workers from 35 to 44.
- 2021-22 School Year: Increase the number of social workers from 44 to 52.

MEASURE 2.D:

Improve social and emotional learning methodology (SEL) by increasing the number of schools with social-emotional learning quality improvement (QI) projects from 3 to 29 schools.

- 2019-20 School Year: Increase number of SEL QI projects from 3 schools to 8 schools.
- 2020-21 School Year: Increase number of SEL QI projects from 8 to 17 schools.
- 2021-22 School Year: Increase number of SEL QI projects from 17 to 29 schools.

MEASURE 2.E:

Increase submissions of parental and guardian consent forms to provide needed services.

Strategic Outcomes

3 Community Engagement and Influence

— We are empowered by our communities.

We will create unmatched opportunities for meaningful student, family, and community engagement that positively impact student outcomes and inspire collaboration.

MEASURE 3.A:

Align schools with impactful partners by increasing the number of school resource coordinators from 44 in 2019 to 65 in 2022.

Establish measurable performance expectations for CPS staff, lead agencies and resource coordinators that inspire collective action, instill collaboration in and among our neighborhoods, and institute accountability for engagement.

- 2020-21 School Year: Increase the number of resource coordinators from 44 to 54.
- 2021-22 School Year: Increase the number of resource coordinators from 54 to 65.

MEASURE 3.B:

Double the number of effective parent and family organizations from 24 in 2019 to 48 in 2022. Effective organizations have rosters, meeting minutes, meet the established national standards for parent organizations, and support the implementation of the school's One Plan.

- 2019-20 School Year: Create 8 additional parent groups, increasing from 24 to 32.
- 2020-21 School Year: Create 8 additional parent groups, increasing from 32 to 40.
- 2021-22 School Year: Create 8 additional parent groups, increasing from 40 to 48.

MEASURE 3.C:

Improve customer satisfaction by improving performance of our Customer Care Center, including metrics for average resolution time, most-used workflow, and overall support volume.

- 2019-20 School Year: Establish baseline metrics for average resolution time, most-used workflow and overall support volume for the Customer Care Center.

- 2020-21 School Year: Decrease average resolution time by 10 minutes, and leverage resources to support the most-used workflows to reduce the amount of waiting time in overall support volume.
- 2021-22 School Year: Maintain reductions in average resolution time, and sustain investment in resources to support most-used workflows to reduce waiting time in overall support volume.

MEASURE 3.D:

The Board will assume responsibility for open and inclusive meetings as well as community engagement processes.

4

Optimized Capabilities

— We get better.

We will intentionally design data-informed, customer-focused, and user-friendly processes to create efficient and effective systems.

MEASURE 4.A:

Ensure that each school and department is running a quality improvement (QI) process, increasing QI projects from 69% to 100%.

- 2019-20 School Year: 50% of schools running a QI project; 75% of departments running a QI project.
- 2020-21 School Year: 75% of schools running a QI project; 100% of departments running a QI project.
- 2021-22 School Year: 100% of schools running a QI project; maintain 100% of departments running a QI project.

MEASURE 4.B:

Create and publish documented procedures that are centrally available for every department, and ensure that every new or amended Board policy has an associated procedure.

Strategic Outcomes

MEASURE 4.C:

Increase employee engagement across all employee groups to meet or exceed industry average.

- 2019-20 School Year: Increase engagement with central office employees by 7%.
- 2020-21 School Year: Increase engagement with central office employees by 8%; increase engagement with clerical employees by 7%.
- 2021-22 School Year: Increase engagement with central office employees by 9%; with clerical employees by 8%, and all other staff by 7%.

5

Growth

— We are our communities' first choice for education.

We celebrate the diversity of our communities and will deliver exceptional educational experiences in all neighborhoods, expanding the CPS footprint and empowering families to choose CPS as their destination school district.

MEASURE 5.A:

Increase the District's enrollment market share for grades kindergarten through 12th grade from 64.3% in 2018-19 to 66.7%.

- 2019-20 School Year: Increase student enrollment by 398 students to 65.5% market share.
- 2020-21 School Year: Increase student enrollment by 427 students to 65.85% market share.
- 2021-22 School Year: Increase student enrollment by 457 students to 66.7% market share.

MEASURE 5.B:

Increase the District's preschool enrollment from 1,823 in 2019 by 25% to 2,200 by 2022.

- 2019-20 School Year: Increase preschool enrollment by 177 students.
- 2020-21 School Year: Increase preschool enrollment by 100 students.
- 2021-22 School Year: Increase preschool enrollment by 100 students.

MEASURE 5.C:

Increase the number of school buildings from 59 to 62.



Contributors

The Cincinnati Public Schools Strategic Plan is the result of a collaborative effort among many internal and external stakeholders. Hundreds of students, teachers, parents, and community members provided input through focus groups and surveys. These individuals played a critical role translating the Board's Priorities into A Roadmap to Destination Cincinnati Public Schools.

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Districtwide Local School Decision Making Committee

Civic and Business Organizations

Activities Beyond the Classroom
African American Chamber of Commerce
Allied Construction Industries
Beech Acres
Better Bus Coalition
Black United Front
Central Clinic
Child Poverty Collaborative
Cincinnati Children's Home
Cincinnati Children's Hospital Medical Center
Cincinnati Health Department
Cincinnati Homeless Coalition
Cincinnati Museum Center
Cincinnati Music Accelerator
Cincinnati NAACP
Cincinnati Police Department
Cincinnati Preschool Promise
Cincinnati Realtors Association
Cincinnati Recreation Centers
Cincinnati USA Regional Chamber
City of Cincinnati
Coalition for Educational Justice
Cohear

CommEN
Community Learning Center Institute
Community Matters
CPS College Consortium
Faith Alliance
FamiliesFORWARD
GE Aviation
GRAD Cincinnati
Greater Cincinnati Foundation
Green Umbrella
Hamilton County Commissioners
Hamilton County Job and Family Services
Hispanic Chamber of Commerce
Imagination Library
Immigrant and Refugee Law Center
Invest in Neighborhoods
Islamic Educational Council
Jewish Federation of Cincinnati
KnowledgeWorks
LISC
Living with Change
MindPeace
MORTAR
Partners for a Competitive Workforce
People's Liberty
PNC Bank
Public Library of Cincinnati and Hamilton County
Red Bike
REDI Cincinnati

Talbert House
The Health Collaborative
United Way of Greater Cincinnati
University of Cincinnati
UC Center for Community Engagement
Uptown Consortium
Urban League of Greater Southwestern Ohio
Westwood Works
Women's Fund of Greater Cincinnati
WordPlay
Xavier University Community Building Institute
YMCA of Greater Cincinnati



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.



PREPARING STUDENTS
FOR LIFE

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