

## Introduction

Our plan is the result of years of collaboration, dozens of engagement sessions, and thousands of hours of work. Our values and proven strategies continue to guide our growth. But we know this progress has not been felt equally across our city, and it has not been nearly enough to outweigh the structural and historical inequities that continue to hold students back from achieving their full potential. If we want our system to make bold and transformational changes in our students' lives, then we have to make bold and transformational changes to our system. This plan outlines how we can meet the challenge of this moment.

## Who We Are

<p>Our <b>Vision</b> for the Future</p>	<p>Every student will experience high-quality, culturally responsive learning; develop the competencies of the CPS Graduate Profile; and be prepared for postsecondary success.</p>
<p>Our Continued <b>Mission</b> to Serve Every Child</p>	<p>We remain committed to our mission of providing a high-quality public education for every child, in every neighborhood, that prepares each for success in college, career, and civic life.</p>

## Graduate Profile



Ethical and Collaborative Leaders



Inquisitive Learners



Empowered Decision Makers



Engaged Community Members




Adaptable and Independent Thinkers

## Core Values



Student Centered



Whole Child



Equity



Academic Excellence



Community Partnership



Continuous Learning

## What We Believe and Our Goals

Our plan is centered on the historical and present conditions that our students, families, and communities face, and works to create anti-racist solutions that address systemic disinvestment. While we have made progress toward providing a high-quality public education for every child in every neighborhood, we continue to face long-standing challenges and opportunity gaps, particularly for Black students, Latinx students, students with disabilities, students in temporary living situations, and English learners. These challenges and gaps, driven by deep-rooted structural racism and socio-economic inequality, persist despite many education reforms in Chicago over the past 30 years. Guided by feedback from many years of community engagement, we have already begun implementing new policies and practices intended to undo the harm that has resulted from past missteps. We must now build on our existing foundation and make active changes to disrupt the cycles of inequity and close existing opportunity gaps while vigorously seeking additional funding to meet the urgent needs of our students' needs.

### Our Transformed Philosophy to Achieve Our Vision

TRANSFORMED PHILOSOPHY	PAST APPROACH	OUR APPROACH
<b>STUDENTS</b> How We Define Student Success	Student success was defined by a narrow set of metrics.	Student success and achievement are defined by robust and holistic learning and well-being measures.
<b>SCHOOLS</b> Our Approach to Accountability and How We Support Schools	Our accountability system ranked and labeled schools, adversely encouraging families to select schools with the highest ratings; school resources were based on the number of students enrolled.	Schools are not ranked. Shared accountability for student success between the District and schools. The District provides equitable resources and ongoing support to schools, so schools can create the necessary conditions to improve student learning experiences.
<b>COMMUNITY</b> How We Invest in Schools and Communities  How We Make Major Decisions	System failures were addressed by creating new schools, which led to a culture of schools competing for students and resources.	Every community will be anchored by high-quality pathways from preschool to high school in neighborhood schools while ensuring equitable access to a range of programmatic offerings across different school types, which is supported by targeted investments in disinvested communities.
	Unilateral decisions were made by CPS and city leadership.	Decisions are informed through robust stakeholder engagement; students, families, staff, and communities are engaged in the design of policies and practices.

## Our Theory of Action

Aligned with our transformed philosophy, we are steadfastly focused on ensuring that the District provides resources equitably to support every student, every school, and every community. We believe:

### If CPS Ensures:

- **Every student** is heard, valued, and affirmed and engages in decisions impacting their school and the District;
- **Every school** creates the conditions and implements the practices to drive continuous improvement of student learning and well-being through an equity lens;
- **The District** provides equitable resources and supports to each school;
- **Every community**, especially those that have experienced historical disinvestments due to structural racism, is engaged as a partner to envision high-quality schools and programmatic options;

### Then:

- The **daily student experience** will be rigorous, joyful, and equitable; and
- **Student learning and well-being** will improve, providing students with the skills and competencies they need to thrive, obtain family-sustaining jobs, achieve upward economic and social mobility, and contribute to thriving communities.

## Universal Five-Year Goals

<p><b>EVERY STUDENT</b> has a rigorous, joyful, and equitable daily learning experience</p>	<p>100% of students will have access to high-quality instructional materials (curriculum) that are grade-level aligned and culturally responsive in all content areas across all classroom settings.</p> <p>Increase by 20% the number of 3rd-8th graders who meet or exceed proficiency levels on the state’s IAR assessment for English language arts and math.</p>
<p><b>EVERY SCHOOL</b> creates the conditions and implements the practices to drive continuous improvement through an equity lens</p>	<p>100% of schools will implement an equity-based Multi-Tiered System of Supports and fully integrate social-emotional learning practices into student experiences.</p> <p>The overall District rate for chronic absenteeism will decline by 15%.</p> <p>Increase the percentage of schools rated as “strong” or “very strong” on the Supportive Environment Essential on the 5Essentials survey to at least 25%.</p> <p>All middle and high school students will have equitable access to high-quality postsecondary opportunities through college and career readiness instruction, advanced coursework, and career and technical education.</p> <p>70% of CPS graduates will have earned the equivalent of a semester of college credit or an advanced career credential.</p>
<p><b>THE DISTRICT</b> provides equitable resources and supports to each school</p>	<p>Every year, the District will continue to equitably deliver resources and support to schools to strengthen the practices and conditions outlined in the Continuous Improvement Data Transparency (CIDT) policy.</p> <p>All schools will demonstrate annual growth on school-based CIDT measures, resulting in achieving the goals in their Continuous Improvement Work Plans.</p>

**EVERY COMMUNITY** has inclusive and collaborative partnerships for thriving schools

Partner with our communities to strongly advocate for full, fair, and equitable school funding across all levels of government, leverage philanthropic investments, and strengthen collaborative partnerships in every community.

Align The Chicago Board of Education’s annual legislative agenda to advance the values and goals of the District and community and to strengthen advocacy for full, fair, and equitable school funding.

The District will reach at least 90% funding adequacy, based on the state’s funding adequacy assessment, so schools have the resources they need to ensure a high-quality and equitable student experience, regardless of the size of the school or the unique needs of the student population.

## Our Plan

Our strategic plan prioritizes the most critical challenges and opportunities identified through robust stakeholder engagement. We will accelerate the proven practices that have resulted in student success in the past while prioritizing areas that reflect the new approaches we believe will disrupt the cycles of inequity in our District.

## Every Student Has a Rigorous, Joyful, and Equitable Learning Experience

### Accelerating Proven Practices

**Instructional Core:** Ensure instruction is focused on students and their needs, as well as improving connectedness, belonging, and well-being, including high-quality curriculum, meaningful assessments, student-focused instruction, accelerated practices, academic and social-emotional interventions.

**Empowered Educators:** Support all educators to provide a responsive and high-quality educational environment that celebrates diversity and promotes equity for students.

**Equitable Acceleration Pathways:** Develop opportunities for acceleration for students in 4th through 12th grades within their current schools.

**Tutor Corps:** Invest in a sustainable Tutor Corps model to accelerate academic progress for more students through targeted, high-dosage tutoring at schools with the largest opportunity gaps on the south and west sides.

**High School Opportunities:** Expand access to advanced coursework, including Advanced Placement classes, International Baccalaureate programming, dual credit and dual enrollment opportunities, military academies, job shadowing, and work-based learning opportunities.

**Resources for Students in Temporary Living Situations:** Expand resources for students in temporary living situations, adding more counselors in the schools with the greatest need, and providing professional learning that focuses on inclusivity and targeted supports for students and families.

**Student Voice:** Expand opportunities for students to meaningfully engage in decision-making in their schools and across the District.

## Targeted Priorities

**Black Student Success:** Develop and implement a plan to improve daily learning experiences for Black students and eliminate opportunity gaps.

**Multilingual Pathways:** Offer multiple pathways for students to become proficient in more than one language.

**Students with Disabilities:** Ensure the rightful presence of every student with disabilities so they can fully engage in high-quality instruction at their grade level.

**Early Learning:** Create high-quality and comprehensive learning experiences for students in preschool through 2nd grade that are aligned to their future learning.

**Postsecondary Success:** Increase opportunities to earn college credit and advanced certifications in high school.

## Every School Creates the Conditions for Success, and the District Provides Equitable Resources for Schools

### Accelerating Proven Practices

**Healing Centered Framework:** Continue to transform CPS into the most trauma-engaged, culturally responsive school district in the country through our Healing Centered Framework.

**Universal Student Supports:** Strengthen Multi-Tiered Systems of Supports (MTSS) across schools, ensuring academic and social-emotional learning (SEL) supports are universally available to children across the District.

**Culture and Climate Teams:** Ensure 100% of schools have highly effective culture and climate teams in place that oversee the establishment and implementation of universal supports and strategies centered around collective well-being for students and staff, school-wide climate, and relational trust development as part of student social and emotional development.

**Collaboration Around Student Needs:** Increase collaboration among teachers, interventionists, and MTSS teams to proactively identify students' academic needs and provide targeted interventions so that all children are accessing grade-level content.

**Out-of-School Time:** Continue the expansion of summer and out-of-school time programs, focusing on students furthest from opportunity.

**Staff Leadership:** Expand professional development and leadership opportunities for all school staff.

**Technology Resources:** Provide fast and free high-speed internet for students who need it the most, and provide technology devices and resources to all students.

**Business Diversity:** Increase contracting with certified minority-owned and woman-owned business enterprises in the Chicagoland area by promoting access to procurement opportunities.

### Targeted Priorities

**Connectedness and Well-being:** Create robust support systems and align resources to meet students' diverse needs, ensuring a safe and supportive school community.

**Exceptional and Diverse Talent:** Recruit, retain, support, and develop exceptional and diverse talent at all levels.

**21st Century Learning Environments:** Co-design and implement the Educational Facilities Master Plan (EFMP) with input from the community to create modern, efficient, healthy, green, safe, and equitable conditions for 21st-century learning.

**Modernization of Technology and Systems:** Modernize existing technology and systems using feedback from students, educators, and families to enhance daily learning experiences.

**Equitable Funding Model:** Refine, through analysis of strengths and weaknesses, the funding model methodology implemented in SY2025 that aims to prioritize and allocate people, time, and money to align with levels of need and opportunity to create quality experiences for all students, incorporating educator, family, and student voices.

## Every Community Has Inclusive and Collaborative Partnerships for Thriving Schools

### Accelerating Proven Practices

**Community Engagement:** Implement a community engagement framework and actively create a variety of opportunities to deepen community engagement and collaboration with stakeholders.

**Local School Councils:** Continue to promote diverse representation on LSCs, and establish decision-making roles for students on all LSCs.

**Teacher Advisory Council:** Promote the Teacher Advisory Council to serve as a forum for direct communication and collaboration between CPS teachers and executive leadership.

**School Leader Engagement:** Deeply engage school leaders on all key decisions that impact their schools through bi-monthly meetings with the central office leadership, the Principal Advisory Council, and Network Advisory Groups.

**Design of Policies:** Align stakeholder engagement with policy-making by creating strong systems that directly connect student, parent, and community voices with the shaping of District policies.

**Go CPS:** Continue to improve the Go CPS application process and socialize across all communities to support smooth enrollment practices for families and schools.

**School Models:** Continue supporting successful schools across multiple models, including neighborhood schools, selective enrollment, magnet, charter, and other programming options that meet the needs of our students and their communities.

**Equitable Enrollment Processes:** Ensure that our enrollment processes are equitable and provide opportunities for all students to access a rigorous and joyful learning experience, with a targeted focus on increasing access to different school models for underrepresented students and students from disinvested communities.

**Accountability of School Education Partners:** Expand our support and ensure that we hold our educational partners within our CPS ecosystem, including charter, contract, and options schools accountable.

### Targeted Priorities

**Community Schools:** Provide the resources and support needed to transform schools to be the anchors of their neighborhood through community schools models, including the expansion of Sustainable Community Schools.

**Preschool to High School Pathways in Neighborhood Schools:** Develop and implement a comprehensive strategy for improving preschool to high school graduation pathways in neighborhoods across the city.

Thank you to all who provided input and feedback as we developed this strategic plan. We cannot achieve our vision for students alone, and we are asking our community to continue to work alongside us as we move into the implementation phase of the strategic plan. Please check the CPS website for opportunities to participate.