

December 14, 2023

**Resolution Regarding Values and Parameters for  
New Five-Year Transformational Strategic Plan, SY25-SY29**

**Whereas**, at its September 28, 2023 Board Meeting, the District announced that it will be embarking on the development of a new five-year vision for School Years 2024-2025 through 2028-2029; and

**Whereas**, while the most recent data for the School Year 2022-2023 demonstrate significant strides towards our collective goal of providing high-quality public education for every child in every neighborhood in Chicago, the data also show we are still confronted with long-standing challenges and opportunity gaps across a broad range of indicators and outcomes, particularly for Black students, Latinx students, students with disabilities, students in temporary living situations, and English learners, coupled with an approximately \$600 million structural deficit, over \$14 billion in facilities needs, and a decrease of approximately eighty thousand students over the last decade; and

**Whereas**, despite a myriad of education reforms over the course of many CPS strategic plans, these challenges and gaps have persisted. These opportunity gaps are driven by long-standing structural racism and socio-economic inequality, and differences in how students are situated in relation to the educational system and our universal goals. This is the foundation upon which our current school choice system was built - an under resourced system that has pitted schools against each other and has had the effect of sorting students based on performance outcomes and selective admissions criteria, which ultimately reinforces, rather than disrupts, cycles of inequity; and

**Whereas**, disrupting cycles of inequity requires a bold new vision grounded in community values and a coherent system of policies, practices, and processes that are essential to transformative personal, relational, and institutional work necessary to create more equitable learning environments; and

**Whereas**, a vision that rethinks our entire system must necessarily center racial justice and equity by: ensuring that all students receive the opportunities and resources that meet their unique needs and aspirations; prioritizing those most harmed by past, and ongoing, disinvestment and inequitable racial and economic policies and practices; developing anti-racist processes and initiatives that eliminate all forms of racial oppression; co-creating conditions that enable those most impacted by structural inequity to reach their full potential centering their agency; and striving toward a CPS workforce that, at all levels, better reflects our student population; and

**Whereas**, this transformational vision requires that all students have access to high-quality, culturally responsive, anti-racist instruction and programmatic offerings that enable them to thrive and be successful, and requires using data-based solutions to close existing opportunity gaps; and

**Whereas**, a transformational vision for students must center those students by positioning them as agents of change; student voice and expertise must be intentionally sought out, acknowledged, and proactively incorporated into decision making, and barriers to participation should be eliminated; and

**Whereas**, all students should feel safe, respected and welcomed, which requires a vision with restorative and healing-centered approaches and practices and a system that recognizes, celebrates, and leverages the diverse strengths and assets of our students, staff, families, and communities; and

**Whereas**, a vision that accomplishes the aforementioned requires rethinking our entire theory of action, from a model which emphasizes school choice to one that supports neighborhood schools by investing in and acknowledging them as institutional anchors in our communities, and by prioritizing communities most impacted by past and ongoing racial and economic inequity and structural disinvestment; and

**Whereas**, in alignment with the CPS Equity Framework, the new vision must center inclusive partnerships by actively creating opportunities for deep and authentic community engagement, collaboration, and co-creation with stakeholders who reflect the diversity of the CPS student body, including working with critical partners and those historically disenfranchised from the decision-making process, people with institutional or historical memory, people most impacted by inequity, and people responsible for implementing and driving change; and

**Whereas**, implementing districtwide transformational changes requires convergence of new and existing practice, strategies, frameworks, and policies, as well as setting and communicating clear goals, implementing research-based and data-informed practices in collaboration with stakeholders, and then establishing a continuous feedback loop that tracks and monitors progress, and leads to adjustments of strategies as necessary; and

**Now, Therefore Be It Resolved**, that by Summer 2024, the CEO shall present to the Board a new five-year Strategic Plan for SY25-SY29 that will include goals within the following parameters:

Daily Learning Experience:

- *Engaging, Culturally Relevant, and Challenging Curricula and Instruction*: An approach to learning that is culturally responsive and designed to close opportunity gaps, with explicit, specific, and holistic plans based on data for Black student success, in addition to other priority groups (students with disabilities, STLS, English learners, etc.)
- *Holistic, Wrap-Around Supports*: Specific plans for addressing the well-being (e.g., Multi-Tiered System of Support) and holistic safety of students
- *High-Quality Education Experience and Opportunity*: High quality, joyful, articulated, anti-racist, and aligned learning and educational experiences in every neighborhood from early childhood, through elementary school, to high school, and postsecondary success.

Adult Capacity and Continuous Learning:

- *Workforce Diversity*: Explicit plans and targets to build toward a central office, teaching, school leader, and administrative staff that better reflects the composition of CPS students, including pipeline efforts to develop, retain, and promote a diverse staff.
- *Professional Development Opportunities*: Plans to ensure that all staff have access to, and receive, culturally relevant and engaging professional learning, including providing resources to develop and facilitate professional learning in-house and to cover costs of staff attending professional learning opportunities.
- *Professional Development Approach*: Professional learning for all staff focused on developing a growth mindset, understanding equity, healing-centered, and anti-racist methodologies, and operating from an asset- and strengths-based perspective.
- *Staffing*: Strategies for ensuring that all schools are adequately staffed to meet the full needs of the District's diverse student body, including specifications for how resourcing will be equitably distributed to support students with the greatest needs.

Inclusive and Collaborative School and Community:

- *Sustainable Community Schools*: The strategic plan will include a five year progression through school site and investment expansion towards becoming a Sustainable Community Schools district.
- *Authentic Parent and Community Engagement*: In alignment with the CPS Equity Framework, the strategic plan must center the historical and present conditions that our students, families, and communities face, and work to create anti-racist solutions that address systemic disinvestment, harm, and lack of access to opportunities by prioritizing collaboration with critical partners, students, and those historically disenfranchised from the decision-making process.
- *Restorative Justice and SEL Supports*: The strategic plan must include districtwide restorative and healing-centered approaches and practices that include all CPS personnel (inside or outside of the classroom).
- *Student Voice*: The strategic plan must have plans for how the District will center student voices and ensure students are engaged in decisions that impact them.

Resources For Equitable Student Experiences:

- *Reimagined Vision*: A community-informed plan that brings together educational and operational goals to:
  - 1) ensure fully-resourced neighborhood schools, prioritizing schools and communities most harmed by structural racism, past inequitable policies and disinvestment;
  - 2) ensure equitable funding and resources across schools within the District using an equity lens;
  - 3) transition away from privatization and admissions/enrollment policies and approaches that further stratification and inequity in CPS and drive student enrollment away from neighborhood schools;
  - 4) include the community in designing plans for previously closed and currently "underutilized" schools that reimagines these buildings as community assets, hubs, and resources
- *School Budgets*: In alignment with the CPS Equity Framework, the strategic plan must revise/refine the budgeting model to foreground distribution of resources based on student need, prioritizing communities most impacted by racial and economic inequity, and structural disinvestment and abandonment.
- *High Quality Educational Experience in Neighborhood Schools*: Center plans for creating experiences in neighborhood schools that align to what students, parents, educators, and other community stakeholders say comprise a "high-quality" educational experience (e.g., programmatic excellence, CTE, college readiness, arts programs; etc.).

Operational Excellence:

- *Equity-Focused Facilities Plans*: The strategic plan must delineate how additional resources will be directed toward facilities and infrastructure needs in schools in communities impacted by historical disinvestment.
- *Standards of Excellence for all Facilities*: Articulate strategies to ensure that all schools in all neighborhoods are environmentally, physically (including ADA-compliant), and emotionally safe buildings that offer current technology and spaces for a variety of high quality programming opportunities for students and families.

- *Community Engagement for Optimizing CPS Facilities:* Practice authentic community engagement in order to reimagine how buildings are organized and used, and how operational services are delivered.
- *Minority and Women Owned Business Opportunities:* The strategic plan must make clear how CPS is implementing the Remedial Program for Minority and Women-Owned Business Enterprise Participation in Goods and Services Policy the Board adopted in June 2023.