



Measuring & Strengthening What Matters

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April 23rd, 2026

Priorities: 5-Year Strategic Plan, Together We Rise

**Every
Student**

Has a Rigorous, Joyful, and
Equitable Learning Experience

**Every
School**

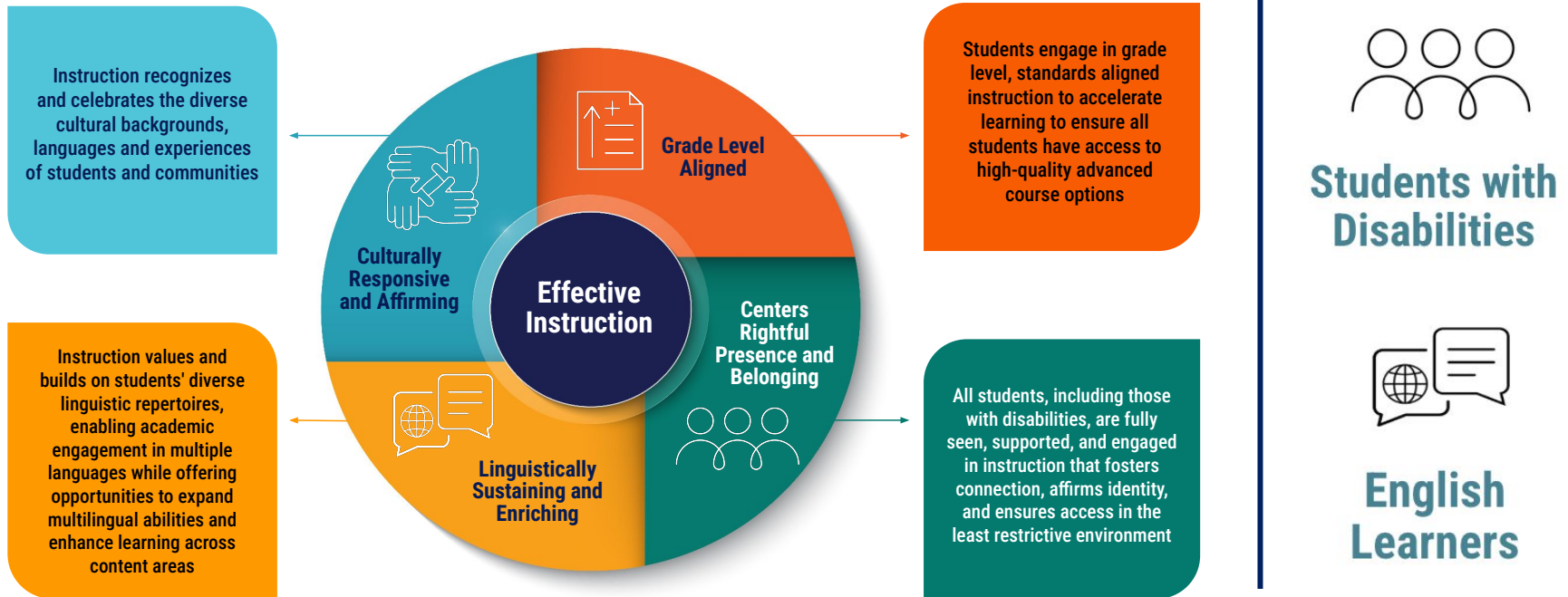
Creates the Conditions for
Success, and the District Provides
Equitable Resources for Schools

**Every
Community**

Has Inclusive and Collaborative
Partnerships for Thriving Schools



The District has committed to a universal priority of **Effective Instruction**, with a focus on targeted priority groups, such as Students With Disabilities and English Learners

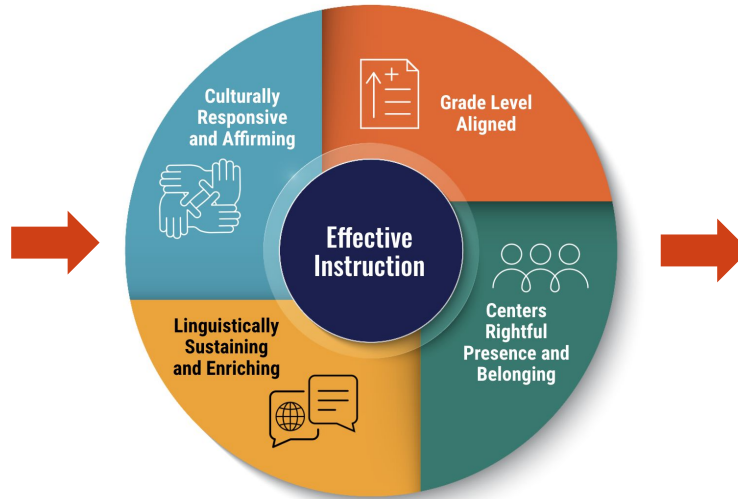


Logic Model for Using Effective Instruction to Improve the Daily Student Experience

If we focus district support on strengthening...



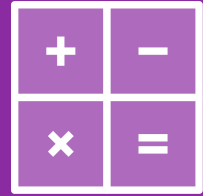
then we will see in classrooms **Effective Instruction** that is...



Which will result in a **Daily Student Learning Experience** that is...



In Math, CPS Students in Grades K-2 Are Outperforming Students in Peer Districts

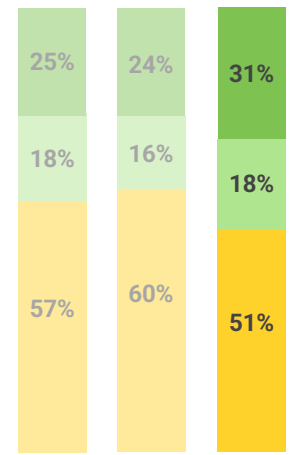


CPS outperforms peer districts and the nation across all primary grades in math.

Nation: *i-Ready* National Year-to-Date Winter 25-26
Peer Districts: Council of Great City Schools Year-to-Date Winter 25-26
CPS: Year-to-Date Winter 25-26

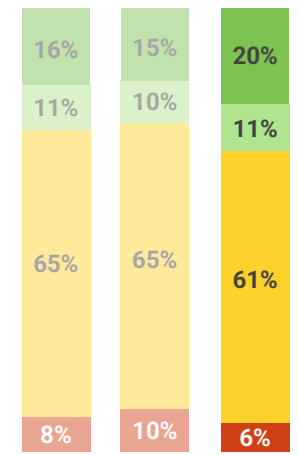
■ Mid or Above Grade Level
 ■ Early On Grade Level
 ■ 1 Grade Level Below
 ■ 2 Grade Levels Below

Kindergarten Math



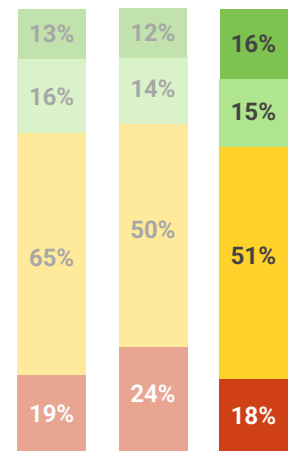
Nation Peer Districts **CPS**

1st Grade Math



Nation Peer Districts **CPS**

2nd Grade Math



Nation Peer Districts **CPS**

In Reading, CPS Students in Grades K-2 Are Outperforming Students in Peer Districts



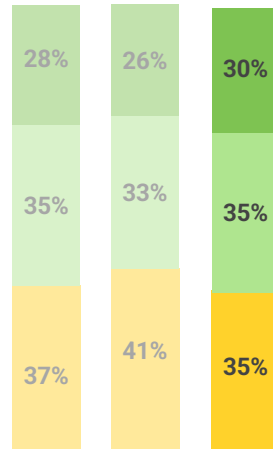
CPS outperforms peer districts across all primary grades in reading.

CPS has higher performance than the nation in Grades K and 1.

Nation: *i-Ready* National Year-to-Date Winter 25-26
Peer Districts: Council of Great City Schools Year-to-Date Winter 25-26
CPS: Year-to-Date Winter 25-26

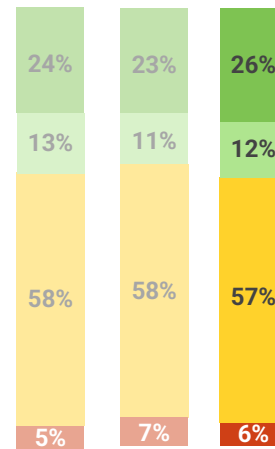
■ Mid or Above Grade Level
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 ■ 2 Grade Levels Below

Kindergarten Reading



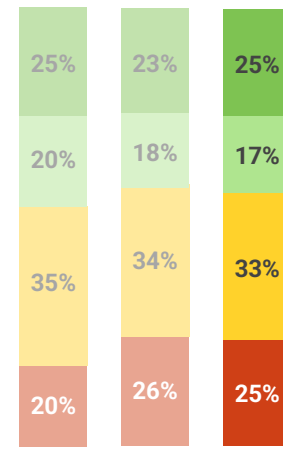
Nation Peer Districts **CPS**

1st Grade Reading



Nation Peer Districts **CPS**

2nd Grade Reading

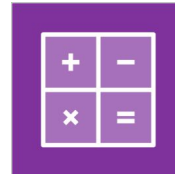


Nation Peer Districts **CPS**


In Reading and Math, i-Ready Benchmark/Screeners Results for Grades 3-8 Are Showing Promising Trends



i-Ready Reading (Grades 3-8)
Change in the % of students in this category from Beginning of Year to Middle of Year




i-Ready Math (Grades 3-8)
Change in the % of students in this category from Beginning of Year to Middle of Year

 Mid or Above Grade Level

+4.59% increase

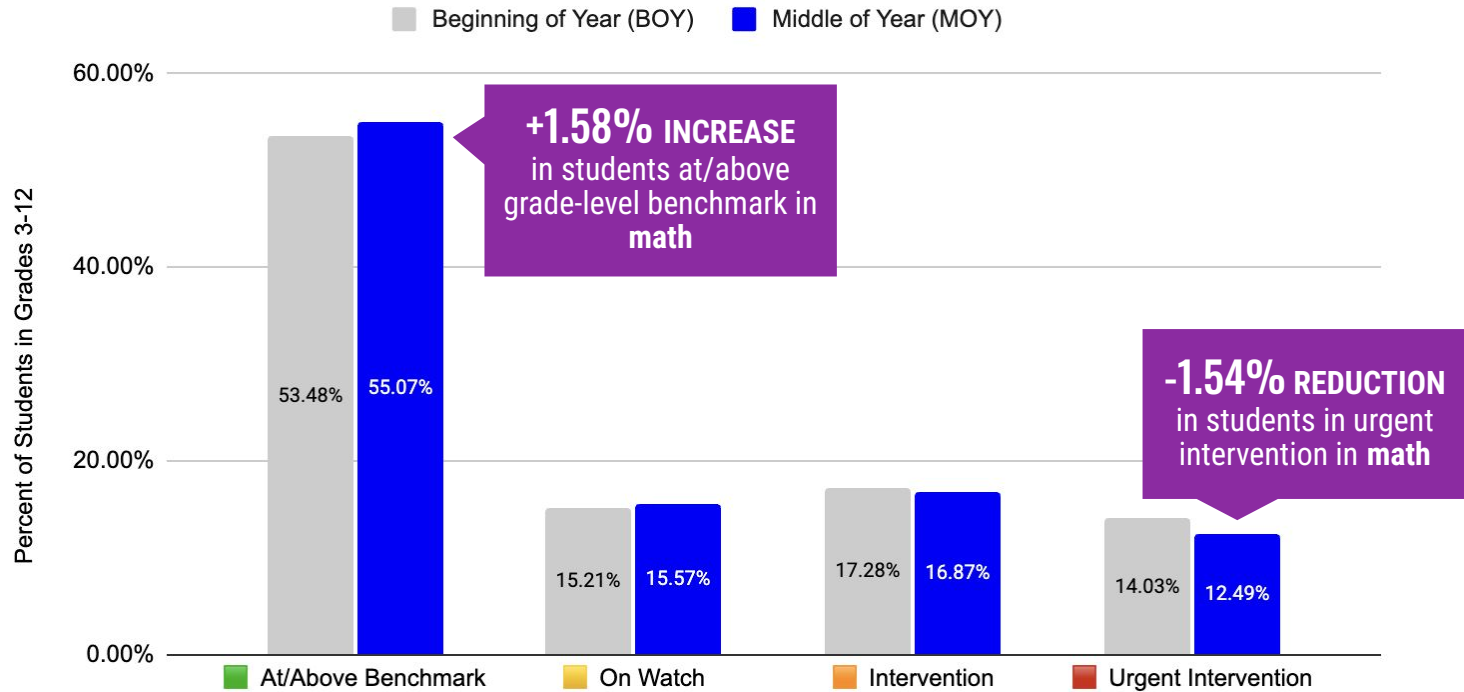
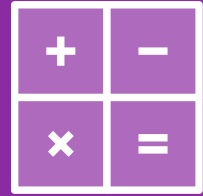
+4.10% increase

 3 or More Grade Levels Below

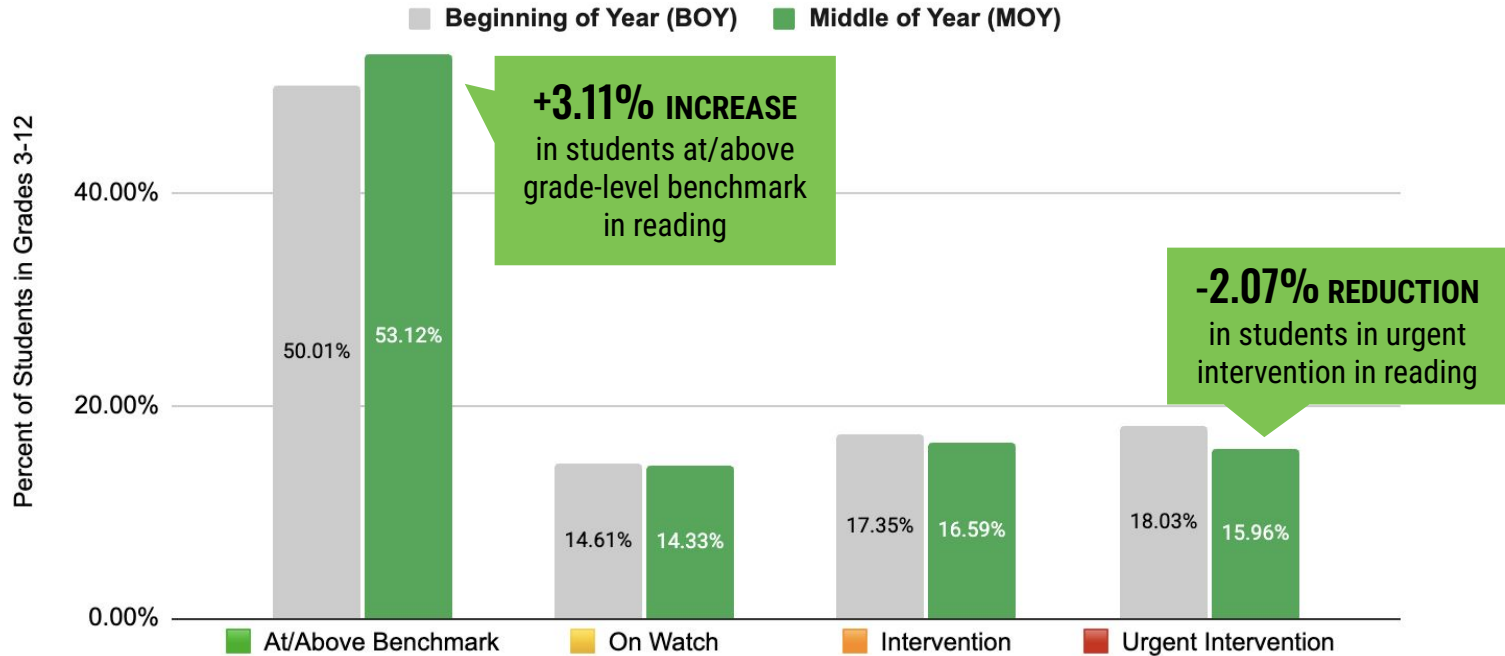
-7.75% decrease

-8.50% decrease

In Math, CPS Students in Grades 3-12 Are Showing Promising Gains on Star360 as We Move Towards EOY Assessments



In Reading, CPS Students in Grades 3-12 Are Showing Promising Gains on Star360 as We Move Towards EOY Assessments



Star360 Nationally-Normed Benchmark Tier

*includes only the cohort of students with both a BOY and an MOY Star360 reading score

Targeted Priority Pathways

FOCUS OF OUR THEORY OF ACTION	CURRENT CHALLENGES AND OPPORTUNITIES IDENTIFIED THROUGH STAKEHOLDER ENGAGEMENT	TARGETED PRIORITIES DEVELOPED TO ADDRESS THE CHALLENGES AND OPPORTUNITIES
<p>EVERY STUDENT</p> <p>has a rigorous, joyful, and equitable learning experience.</p>	<ul style="list-style-type: none">• Daily learning experiences vary widely across schools. Every student should have a rigorous, joyful, and equitable learning experience that affirms their identities.• Opportunity gaps exist across a broad range of indicators, especially for Black students, students with disabilities, and English learners. Targeted strategies are needed to address these gaps.	<ul style="list-style-type: none">• Black Student Success: Develop and implement a plan to improve daily learning experiences for Black students and eliminate opportunity gaps.• Pathways to Multilingualism: 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 for students to earn college credit and advanced certifications in high school.

Together We Rise Priority: Supporting Every Student through Multilingual Pathways



Strategy Highlight: Expand Programming

Expand world and dual language programs, prioritizing communities with limited access, specifically Black communities.



Strategy Highlight: Improve Quality

Improve the quality of EL programs and services provided to all ELs, including newcomers and Students with Limited or Interrupted Formal Education (SLIFE), by strengthening the core content and native language instruction and wraparound services and partnerships.



Strategy Highlight: Strengthen and Expand Programs

Strengthen existing world language programs and Spanish/English dual language programs and expand programs to include more languages spoken by CPS students and families.

Priority Group Spotlight: EL Students and the Newcomer Journey

2022 Emergency Response & Setup

- **August 2022 | Initial Arrival:**
The first families from South America arrive in Chicago, triggering an emergency humanitarian response.
- **2022 | Response Launch:**
Launch of the **New Arrivals Mission** and collaboration with the Illinois Department of Human Services for shelter and hotel outreach.
- **Late 2022 | System Setup:**
Establishment of the "Landing Zone" and implementation of enrollment systems at shelters and police stations.

2023-2024 Integration & Transition

- **2023 | Integrated Support:**
The Welcome Center opens at **Roberto Clemente High School** to centralize school and family services.
- **2024 | "One System" Transition:**
The New Arrivals Mission concludes as the city shifts to a unified, long-term support model for all unhoused residents.

2025-2026+ Permanent Infrastructure

- **December 2025- January 2026 | School Resources:**
Development of immigration resources and guidelines specifically for Chicago Public Schools (CPS).
- **February 2025 | OMME Center:**
The response transitions to the OMME Center in its new location.
- **2026 (Ongoing) | Sustained Support:**
Continued comprehensive services through the **OMME Center**, focusing on long-term stability and student success.

OMME Center: Comprehensive Services



Academic Enrollment:
Streamlined registration for CPS students.



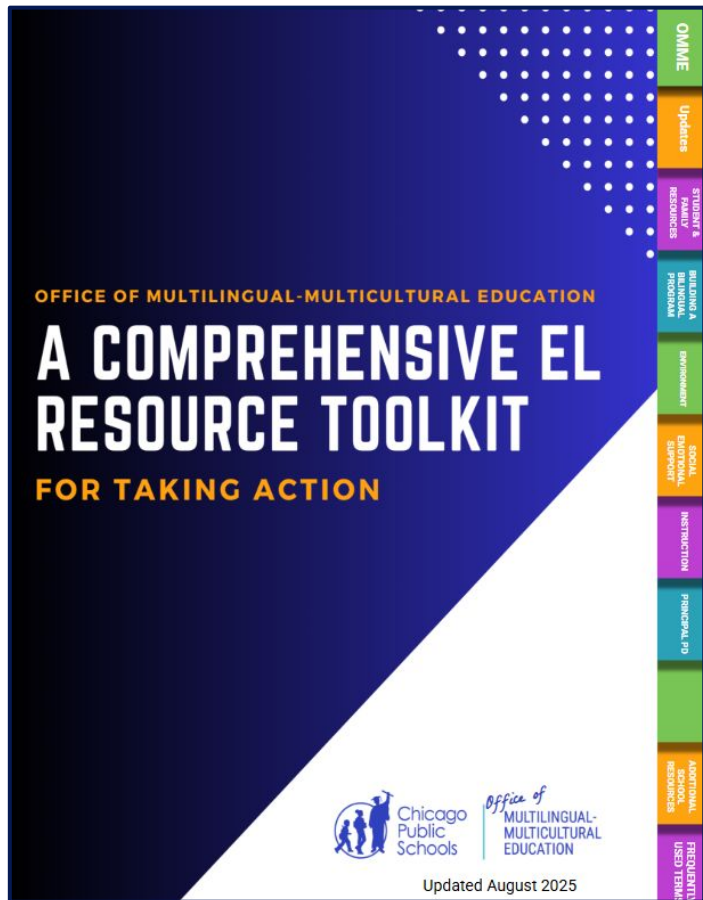
Family Guidance:
Navigation assistance for families and immigration.



Holistic Care:
Social-emotional support and resource coordination.



Community Engagement:
Arts programming and cultural integration.

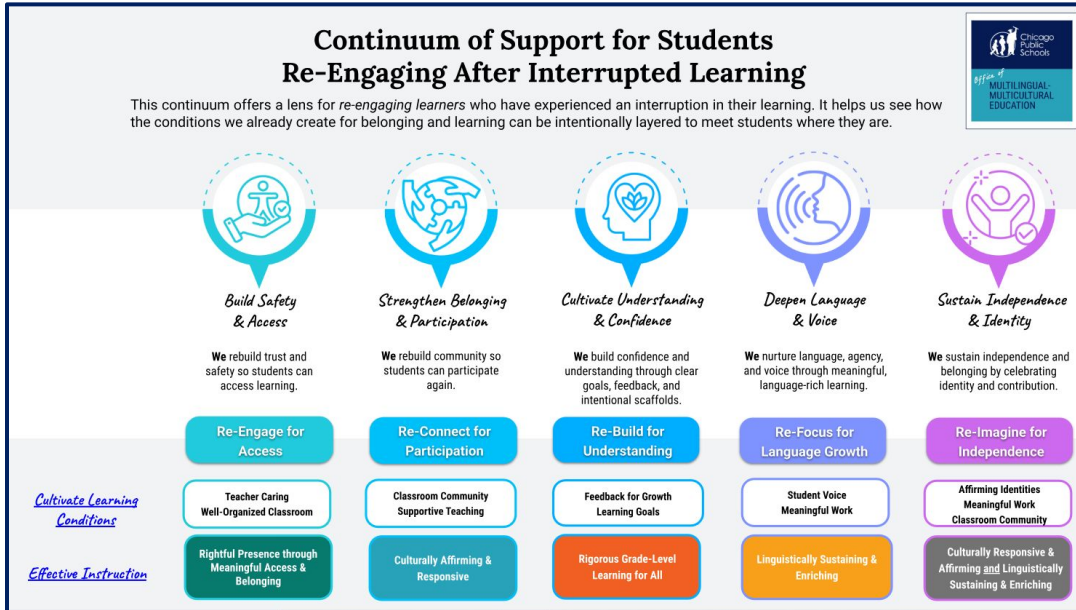


OMME created a [Comprehensive EL Resource Toolkit](#).

This living document ensures equitable access and high-quality instruction for linguistically diverse students.

This toolkit is more than a list of links; it is a foundational roadmap designed to move EL instruction away from "remediation" and toward an asset-based approach.

It ensures that every stakeholder, from the principal to the parent, has the same data and resources to support an EL student's academic journey.



Introductory Video

The OMME re-engagement guidance is designed to welcome back and reintegrate ELs whose educational journeys have been disrupted by life challenges, migration, or systemic barriers.

The guidelines should help transform schools into safe sanctuaries, prioritizing the safety of students, as well as their successful re-engagement and academic progress.



SCHOOL SAFETY PROTOCOLS

A photograph of a young girl with a large black and white polka-dot bow in her hair, sitting at a desk in a classroom. She is looking towards the front of the room where a teacher is standing near a whiteboard. The classroom has colorful decorations on the wall.

Chicago Public Schools | MULTILINGUAL-MULTICULTURAL EDUCATION

EMERGENCY PLANS AND RESOURCES

A photograph of two young men sitting at a desk in a classroom, looking at a book or document together. They are both wearing dark hoodies.

Chicago Public Schools | MULTILINGUAL-MULTICULTURAL EDUCATION

Chicago Public Schools | MULTILINGUAL-MULTICULTURAL EDUCATION

Immigration Resources for Chicago Public Schools:
Guidance and Support

Chicago Public Schools

Welcome

Ласкаво просимо
Witamy

Safe Learning Environment for **All**

