



Oak Park Elementary School District 97

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TO: Board of Education
FROM: Dr. Carol Kelley, Superintendent
SUBJECT: Phase II – Central Office Reorganization
DATE: December 20, 2016

Last year, I highlighted several “potential areas” for the district to address in the 100-Day Report I presented to the Board of Education that included:

- Trust and Communication
- Clear Vision with a Sustainable Focus
- System of Operations (Human Resources, Transportation, PowerSchool, Gradebook)
- Structures of Support (Equity in Student Learning Opportunities and Professional Collaboration)
- Demonstrate Our Value to the Community (Investors)
- Improve Quality of Resources in Schools
- Written Curriculum

To maximize the opportunities that exist within these “potential areas,” I recommended changes to the district’s existing organizational structure and system of support (*see 1.26.16 BOE meeting agenda, Administrative Item 5.5*). I proposed to implement these changes in several phases. (*A brief overview of Phase I modifications are outlined in the appendix of this memo.*)

To inform our recommendations for Phase II, we conducted an external “audit” of our central office organizational structure. A final copy of this report was presented to the central office administrative team. Attached, please find an executive summary of the findings as well as a copy of the final report.

Based upon what we learned from the audit, there are several key areas we would like to address in Phase II of the reorganization plan for central office, including (but not limited to) the following:

- Simplify and streamline central office services to schools
- Prioritize and focus our services to schools
- Getting constant feedback from stakeholders in our schools
- Analyze customer feedback data and monitor our progress

During the January 10th board meeting, the administration is planning to discuss and recommend key changes to our current organizational structure, which will further enhance the support we provide to our ten schools.

- APPENDIX -

Phase I – Central Office Reorganization

Reclassification of Existing Positions

1. Instructional Coaches (*formerly Data Instructional Technology Coaches*)
2. Director of Organizational Learning (*formerly Director of Curriculum & Instruction*)
3. Director of Curriculum, Instruction and Assessment (*formerly Director of Curriculum & Instruction*)

Creation of New Positions

1. Chief Academic Officer
2. Academic Curriculum Specialists*

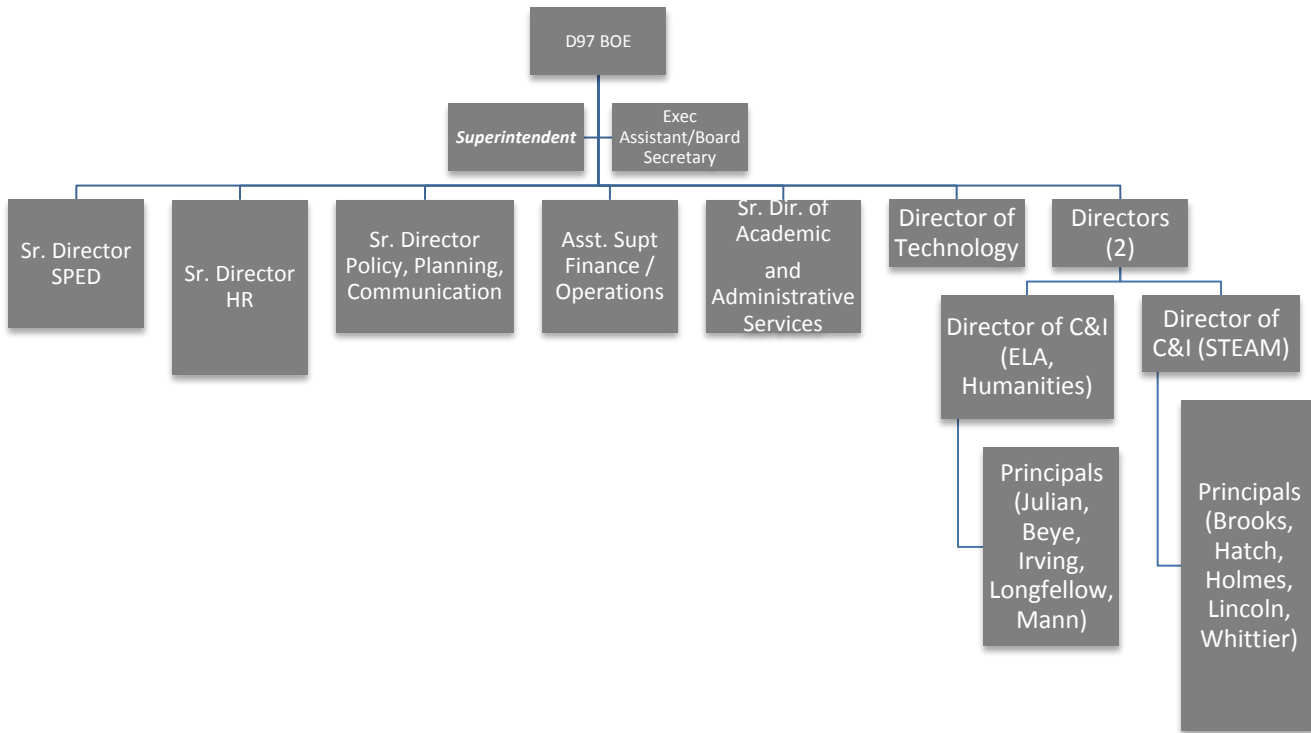
**This additional support would be phased in as follows:*

- a. *SY17: Use of External Consultants (UIC Partnership, Dr. Carry, Science) [costs: \$20K]*
- b. *SY18: Full Position in Math, ELA and Science (recommend replacing PreK-5 Grade-Level Chair Positions)*
- c. *SY19: Full Position in Arts, PE and Social Studies*

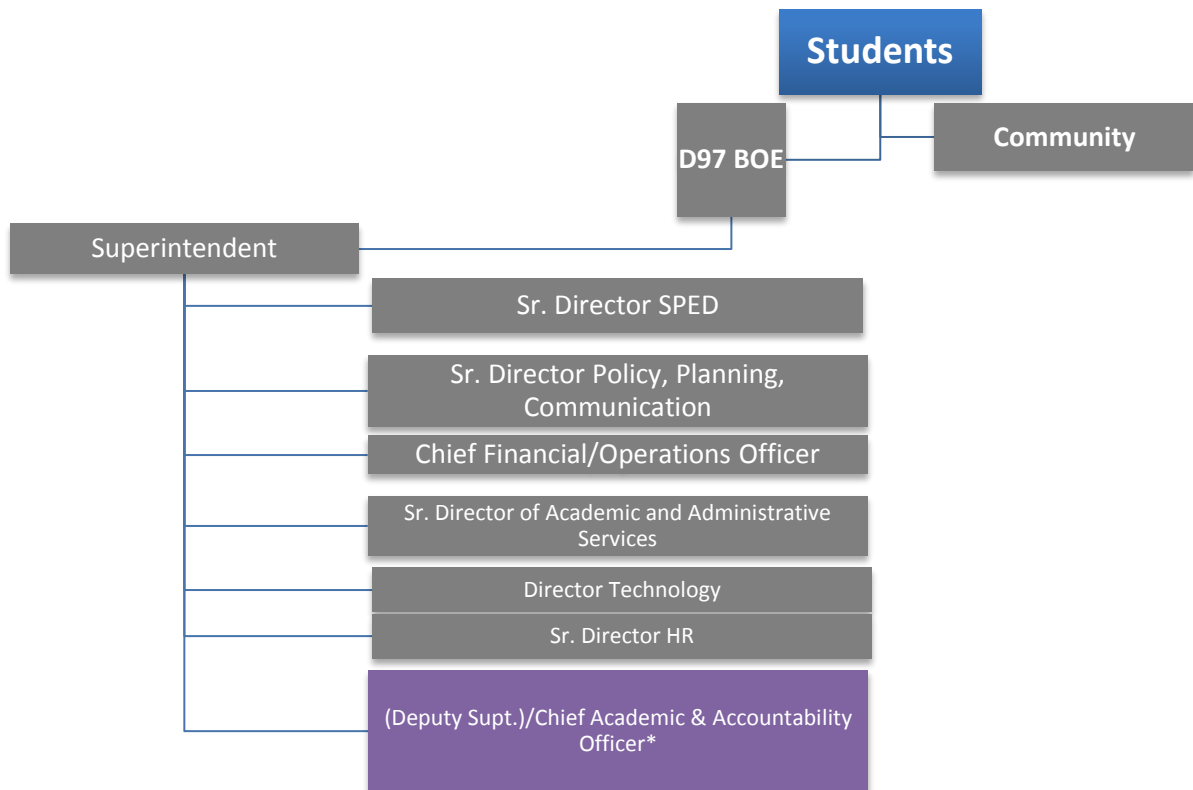
Realignment of Existing Positions

1. Direct report of (10) Principals to the Chief Academic Officer
2. Direct report of Director of Organizational Learning to the Chief Academic Officer
3. Direct report of the Director of Curriculum, Instruction, & Assessment to the Chief Academic Officer
4. Direct report of the Instructional Coaches to the Director of Organizational Learning
5. Direct report of the (2) Mentor Teachers to the Director of Curriculum, Instruction & Assessment
6. Direct report of the Department Chairs (*stipend teacher leadership role*) to the Director of Curriculum, Instruction & Assessment

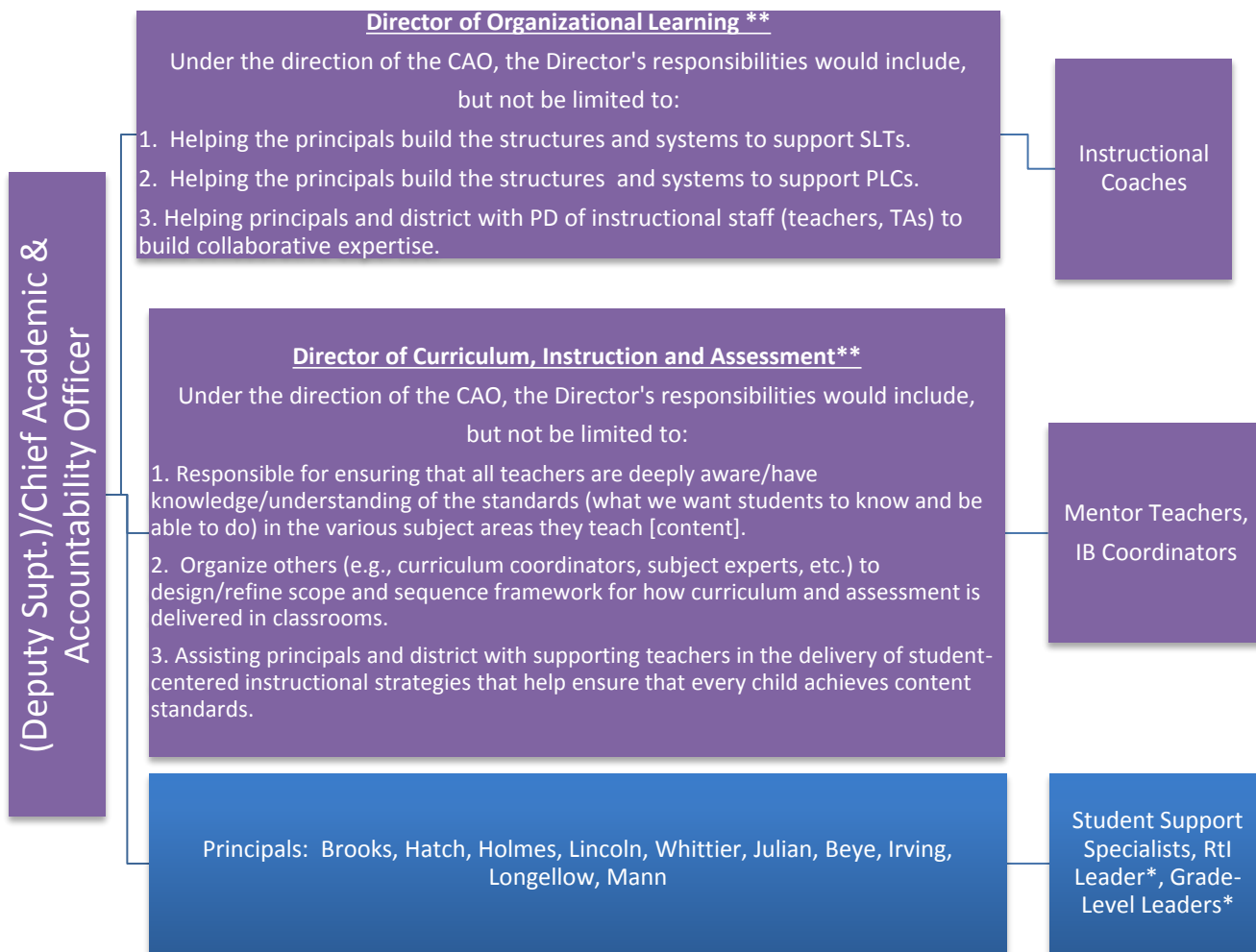
District Structures - What Existed in 2015-2016:



District Structures & Roles – What Currently Exists Now 2016-2017:



*** Rationale for CAO:** Single-point of leadership will help ensure coherent and consistent delivery of quality instructional practices across all schools; additionally, a single individual will help oversee the implementation of the “vision-action” plans for the schools and district.



****Note:** Under the direction of the CAO, the two directors would need to coordinate their work. For example, the Director of Curriculum, Instruction and Assessment might be responsible for the design of formative assessments around CCSS, but the Director of Organizational Learning would assist the SLTs in the use of the formative results informing instruction. Thus, professional development becomes job embedded, and staff members are continuously learning via their reflective practices (e.g., use of various forms of data and selecting instructional and classroom management strategies to address the diverse learning needs of all students).