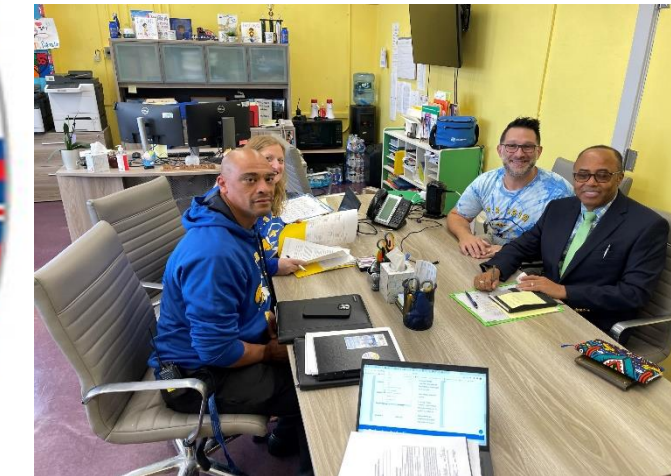


Literacy Proficiency

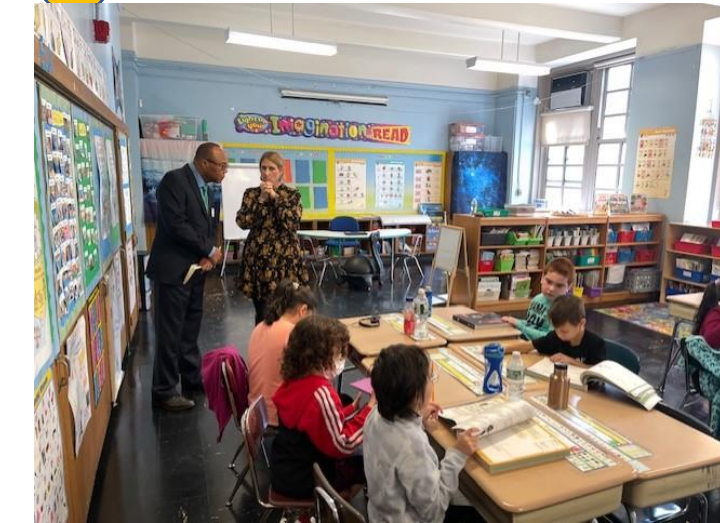
Math Proficiency

Chronic Absenteeism & Retention

Parent Engagement



Community Superintendent Dr. Eric L. Blake, IA



“With effort and support all schools can meet the needs of their students and help them achieve outstanding educational outcomes”

Introduction

District Overview

It is my distinct privilege to serve as Acting Superintendent of Community School District 28 in Queens, New York. I began my career with the NYC Public Schools as a middle school English and Social Studies teacher in Brooklyn. I then became an assistant principal and served in that capacity for six years. I then transitioned to serving as a principal in District 17 for the last 15 years in a 6-12 secondary school. I also had the great distinction of being selected as a Chancellor's Master Principal.

Since embarking in the role of Acting Superintendent, I have hit the ground running getting to know all aspects of our communities. This was done through visitations to all 36 schools in our district, engaging school leaders, teachers, scholars, families, and elected officials. In my capacity as Acting Superintendent, I am tasked with the supervision and management of 36 schools, along with their respective district budgets. I am responsible for all aspects of human resources, accountability, curriculum development, implementation, and instruction. Additionally, I will also be leading teams responsible for student enrollment, community engagement, and family/parent engagement.

District Overview

Community School District 28 is located in Southern Queens, it is comprised of under 22,000 scholars. With respect to student body, 51% of our scholars are males and 49% are females. Demographically, we are also a diverse district. 4% of our scholars are American Indian or Alaska Native, 19% are Black or African American, 29% Hispanic/LatinX, 30% are Asians, 15% White, and 4% are Multiracial. Of the total number of students, 16% are Students with Disabilities, 65% are considered economically disadvantaged, 16% qualify for English Language Learner (ELL) services and approximately 6% of our students live in temporary housing. In recent months, we have seen an increase of migrant new comer families which will further add to our diversity. This will also impact our need and ability to provide both educational and social emotional services. To some, this may be a challenge, however, with the support of our collective community, I view this as an opportunity. Together, we will rise to the circumstances and continue to serve all scholars and their families with excellence.

We are comprised of 36 schools. Our families are actively engaged stakeholders. We have very active community and family leadership structures. These structures include Community Education Council, Community Boards, Presidents' Council, several community leadership groups and richly collaborative partnerships with our Queens elected.

Mission

In Community School District 28 we focus on equity as a lever for achievement for every single scholar. We are a district of excellence. We commit to every school maintaining high academic standard and working closely with families so that all scholars are learning at high levels. We also commit to being a district of learners ensuring that we promote critical thinking rooted in core content conceptual understanding through creative problem solving, technology innovation, social emotional learning, and community advocacy.

Vision

In Community School District 28 we celebrate our differences because we understand that woven into those differences is the knowledge that they offer us unlimited possibility to learn and expand our knowledge of and commitment to all humanity. We are beautifully diverse, coming from countless racial, ethnic, language, and belief backgrounds. We commit to striving for *inestimable contribution* to the lives of our scholars.

Priority Areas

for Accelerating Learning in District 28

Goal 1

100%

OF SCHOOL LEADERS
WILL FOCUS ON
INCREASING

**LITERACY
PROFICIENCY**



by designing systems for improvement that prioritizes a

**HIGH QUALITY CULTURALLY RESPONSIVE
CURRICULUM**

Goal 2

100%

OF SCHOOL LEADERS
WILL FOCUS ON
INCREASING

**MATH
PROFICIENCY**



by implementing

**HIGH IMPACT & EVIDENCE-BASED PRACTICES PLUS
12-MONTHS W/ EXPANDED LEARNING TIME**

Goal 3

100%

OF SCHOOL LEADERS
WILL UTILIZE
STRATEGIES TO
INCREASE

**CHRONIC
ABSENTEEISM,
& RETENTION**



by creating top-notch

**HIGH QUALITY AND ACADEMICALLY RIGOROUS
SCHOOLS WHERE ALL STUDENTS ARE VALUED**

Goal 4

100%

OF SCHOOL LEADERS
WILL FOCUS ON
INCREASING

**PARENT
ENGAGEMENT**



by creating a community

**WHERE ALL PARENTS LEAN IN AND ARE VALUED,
INVOLVED AND CAN IMPACT DECISION-MAKING**

Theory of Action and Goals

The District 28 Theory of Action is based on the self-efficacy paradigm: **With maximum effort and support, all school leaders will enable their students to achieve at the highest levels.** Thus, the District 28 team is committed to strengthening the quality and alignment of leadership, instructional, budgetary, personnel, operational, professional learning, and student support services across our district in service of Teaching and Learning. If we do this work together... then...

OUR GOALS

Goal 1 – 100% of school leaders will focus on increasing Literacy proficiency

Goal 2 – 100% of school leaders will focus on increasing Math Proficiency

Goal 3 - 100% of school leaders will utilize strategies to decrease Chronic Absenteeism and increase Attendance and Retention rates.

Goal 4 - 100% of school leaders will focus on increasing Parent Engagement

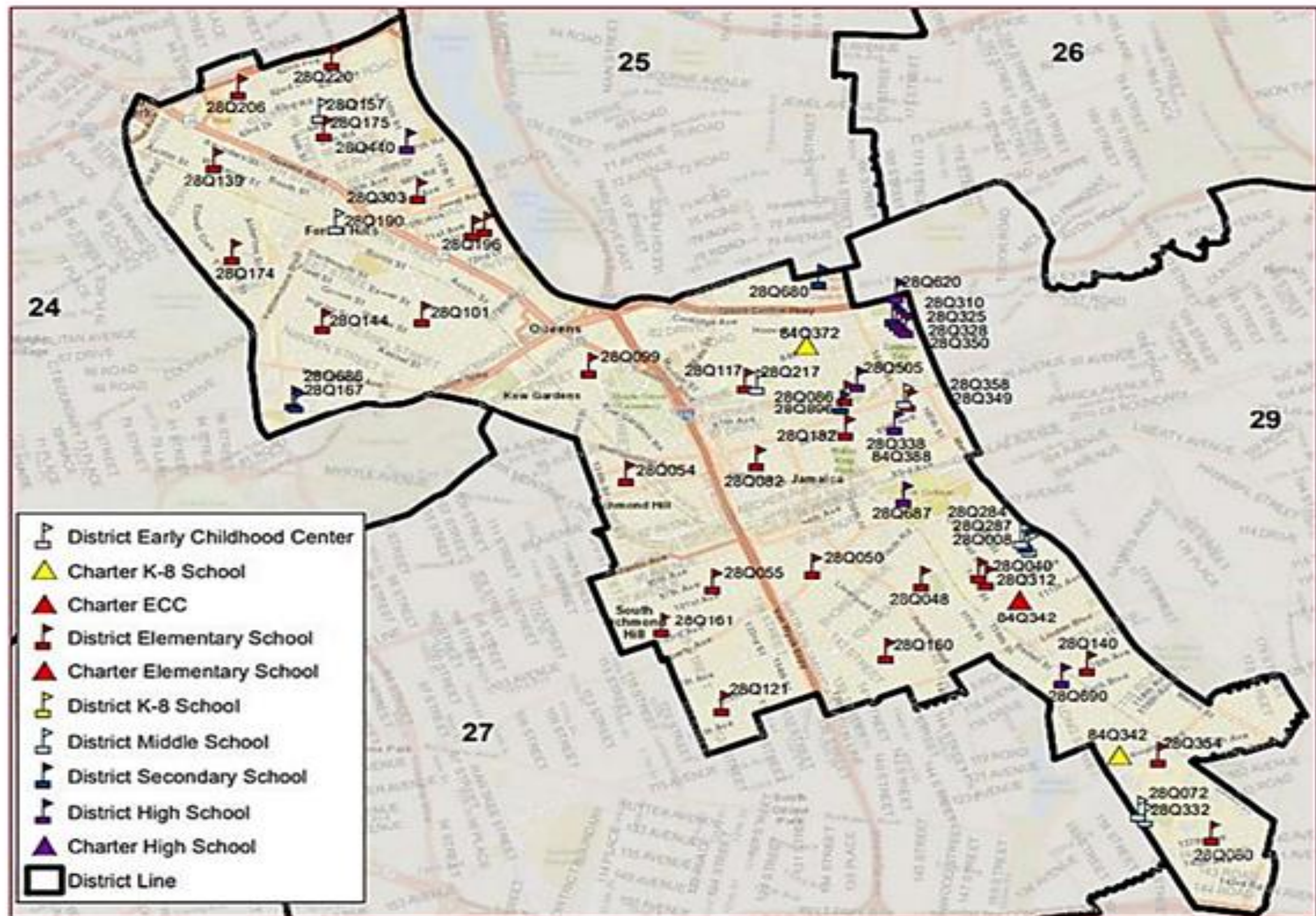
Community School District 28 Schools

Elementary Schools

28Q040	Samuel Huntington
28Q048	David N. Dinkins School
28Q050	Talfourd Lawn Elementary School
28Q054	Hillside Ave. School
28Q055	Magnet School of Communication Arts, Technology and Multimedia
28Q080	Thurgood Marshall Magnet School of Multimedia and Communication
28Q082	Hammond School
28Q086	P.S. 86
28Q099	Kew Gardens School
28Q101	School in the Garden
28Q117	Joyce Keld/Briarwood School
28Q121	P.S. 121
28Q139	Rego Park School
28Q140	Edward K Ellington Magnet
28Q144	Colonel Jeromus Remsen
28Q160	Walter Francis Bishop School
28Q161	Arthur Ashe, Jr. School
28Q174	William Sidney Mount School
28Q175	Lynn Gross Discovery School
28Q182	Samantha Smith School
28Q196	Grand Central Pkwy School
28Q206	Horace Harding School
28Q220	Edward Mandell School
28Q303	The Academy for Excellence through the Arts
28Q312	Jamaica Children's School
28Q349	The Queens School for Leadership & Excellence
28Q354	The Jermaine L. Green STEM Institute of Queens

Middle Schools

28Q008	New Prep Middle School
28Q072	Catherine & Count Basie School
28Q157	Stephen Halsey
28Q190	Russell Sage
28Q217	Green Magnet School Robert Van Wyck Middle School
28Q287	Emerson School
28Q332	Redwood Middle School
28Q358	M.S. 358



Student Enrollment

36

of Schools

21,469

Current Enrollment

Change in Enrollment from SY23

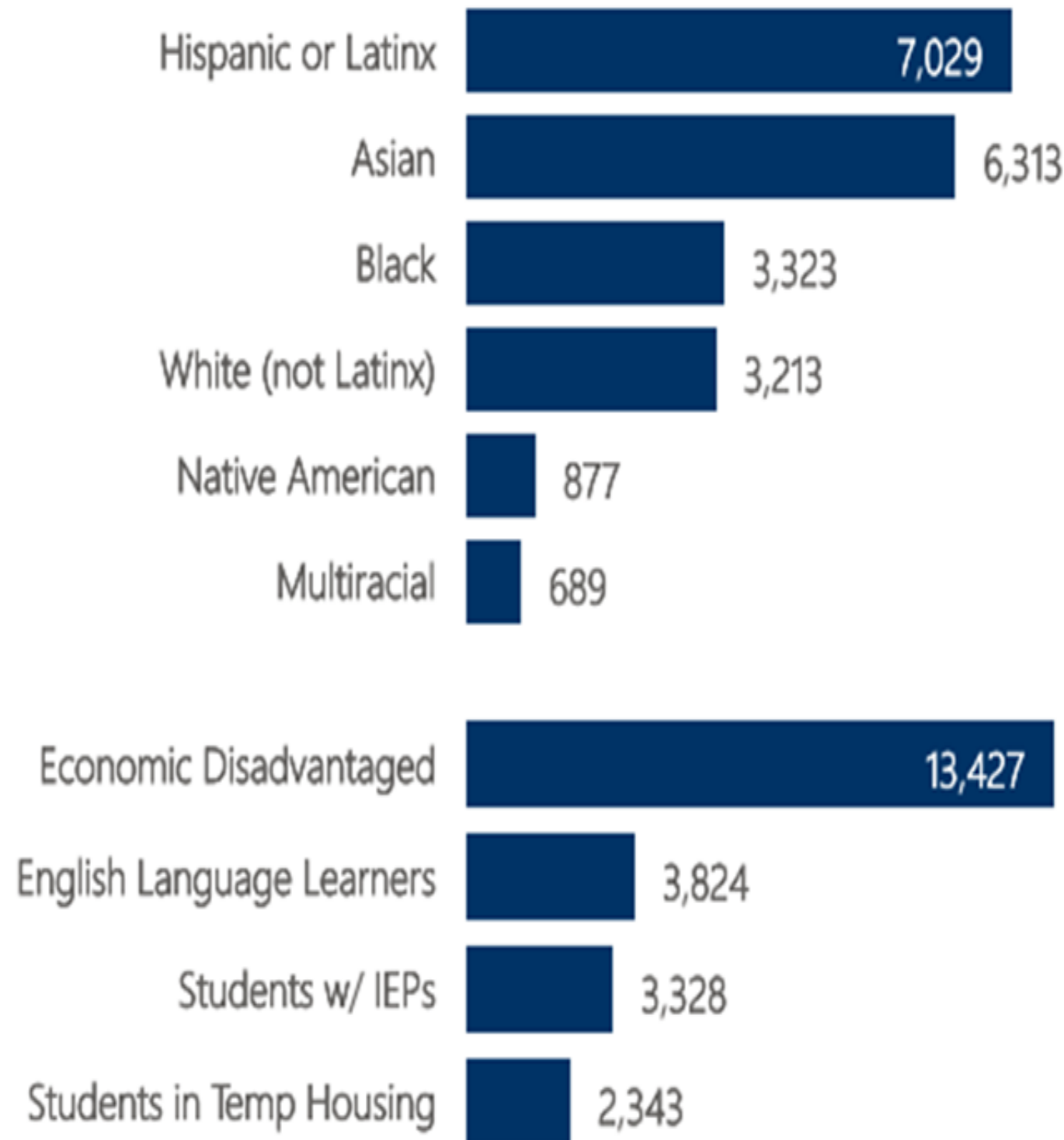
801

of Students

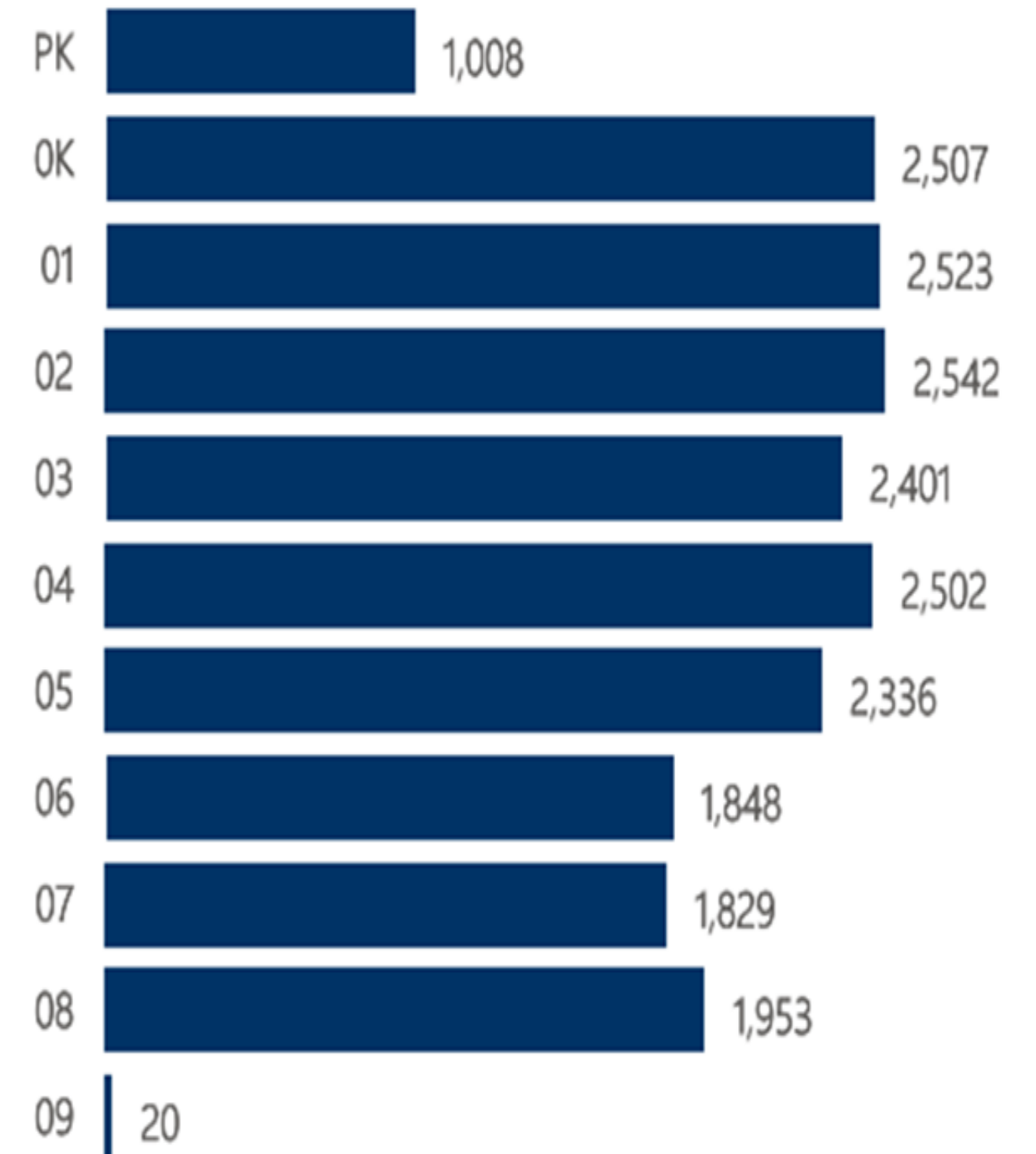
3.9%

% Difference

by Subgroup



by Grade



What does our work look like?

We are making the move to a **Multi-Tiered System of Support (MTSS)** as our **umbrella strategy** to ensure **all scholars' and educators' needs are identified and met and all aspects of schooling are monitored and supported.** Our work will center time for ongoing and targeted professional learning communities as well as developing and strengthening a welcoming and affirming school environment for all stakeholders and will focus on the following instructional foci and MTSS elements :

Writing Across the Content Areas

Academic Language Development (including student discussion)

Close Reading:

High expectations and rigorous instruction for every student grounded in an asset-based mindset and instruction that is intellectually challenging.

The implementation of inclusive curricula and assessments that center student voice and collaboration with particular attention to our subgroups (including but not limited to M/ELL,SWI, STH, scholars who struggle academically etc.)

Data-driven decision making that fosters differentiation of support for scholars and educators.
Systems for progress monitoring of scholars' and schools' progress at all levels, including our scholar's daily attendance and schools' chronic absenteeism rates.

Where will this work live?



Enacting our vision and mission will require:

- **Enacting our vision and mission will require:**
 - Connections to your schools' instructional foci and priorities
 - Our collective intentional enactment in our professional learning sessions at the different levels of engagement (relevant leadership qualifiers) around:
 - the principles, tenets and instructional moves related to NYC Reads and the Literacy shifts embedded in our Multi –Tiered System of Support
 - The individual school data that would inform instructional moves, assessments and initiatives
 - The differentiated professional learning opportunities we engage in as a district, both principal- and district-led.
 - Focused intentionality in the district team's PL series around the text "Demystifying MTSS" and their intentional impact on school support
 - Evidence of the structures you have put in place to develop a culture of learning, high expectations and progress monitoring

CEC 28 MEMBERS 2023-2024

Vijah Ramjattan, CEC28 President

Lu Zhao, First Vice-President

Nurun Swapna, Second Vice President

Nathifa Lewis, Secretary

Yutao Cheng, Treasurer

Jay Lin, Member

Julie Suh, Member

Tanya Wendt, Member

Quentin Mezetin, D75 Seat

Gurumurthy Kalyanaram

Simone Dornbach, Borough President Appointees

Adriana Alicea, Borough President Appointees

Lever Groups: Problems of Practice

Lever Groups - District 28

Problem of Practice Groups

Problem of Practice Group 1: Encouraging families to become more active in school/parent engagement - Sonia Rueda

- Principal Michele Cespedes - PS 312
- Principal Andrew Topol - PS 182
- Principal Amr Elkarany - PS 358
- Principal Eleuterio Rolon - PS 139

1st Host: Host Name Needed

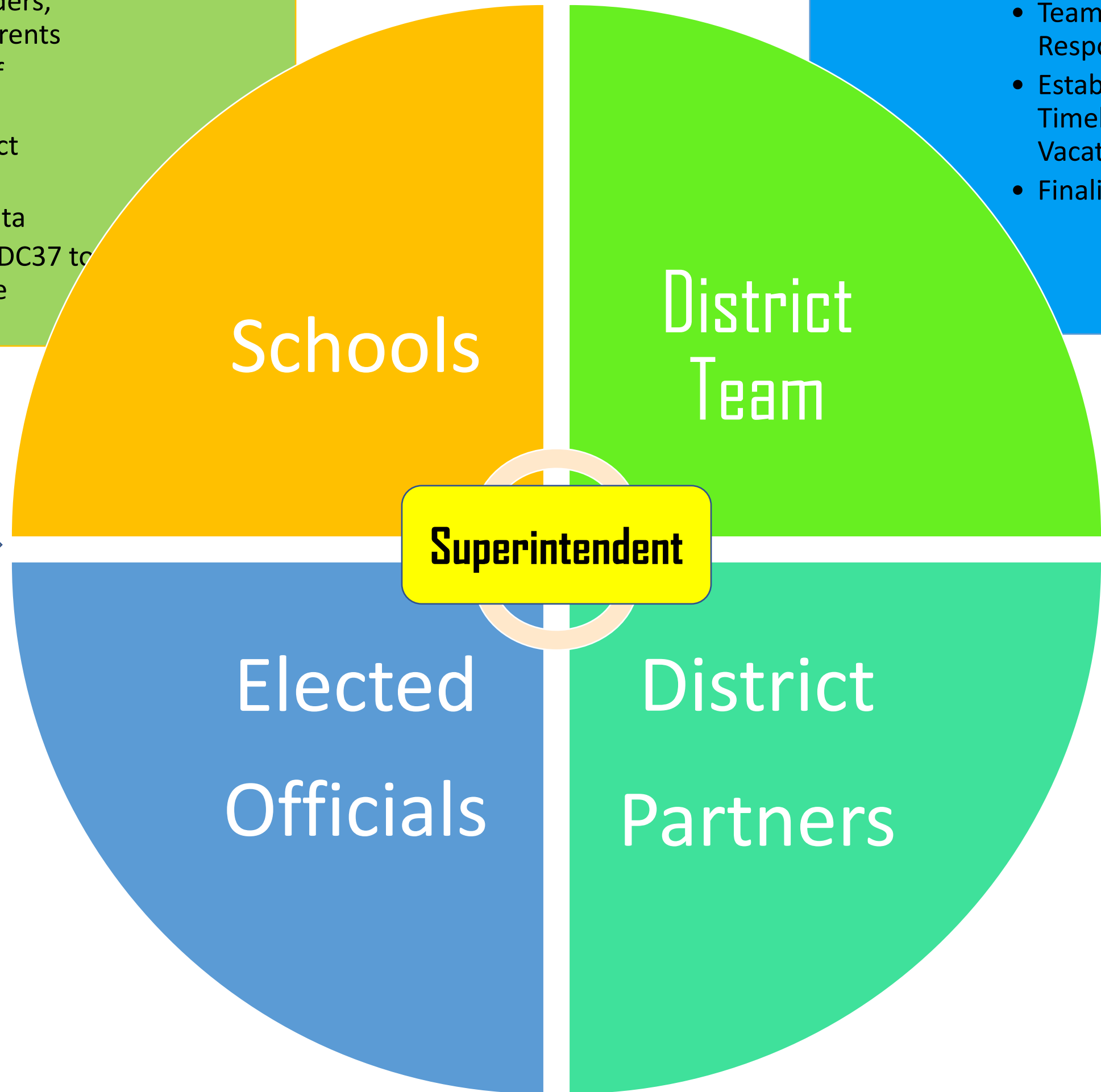
Problem of Practice Group 2: Have teacher-directed classrooms instead of student-centered (lack of student agency) Petrolina Chukwu

- Principal Jakub Lau - MS 287
- Dr. Hazel- Ann Lewis - PS 174
- Principal Nicholas Patrello - PS 121
- Principal Alison Branker - PS 040
- Principal Patricia Hanley - PS 054

- Visit all schools
- Meet with school leaders, teachers, scholars, parents
- Conduct first round of Principal PPOs
- Prioritization of District Absolutes
- Review of 2022-23 Data
- Meet with CSA, UFT, DC37 to establish collaborative working environment

- Conduct one on ones
- Team Roles and Responsibilities
- Establish Protocols around Timekeeping, Evaluation, Vacation
- Finalize Cadence Calendar

60 Days →



Superintendent

Schools

District Team

Elected Officials

District Partners