

Literacy Proficiency

Math Proficiency

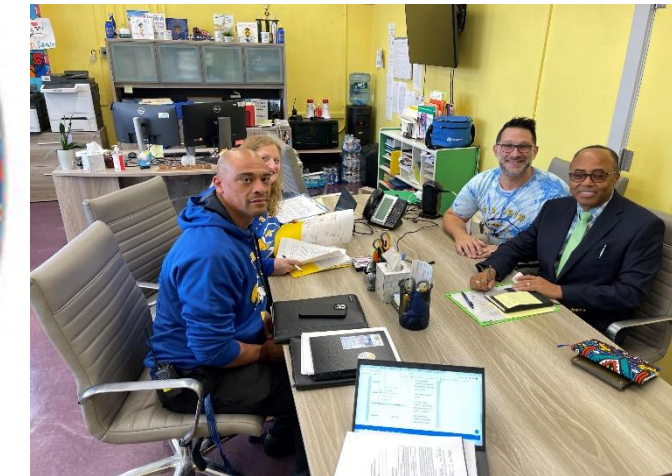
Chronic Absenteeism & Retention

Parent Engagement

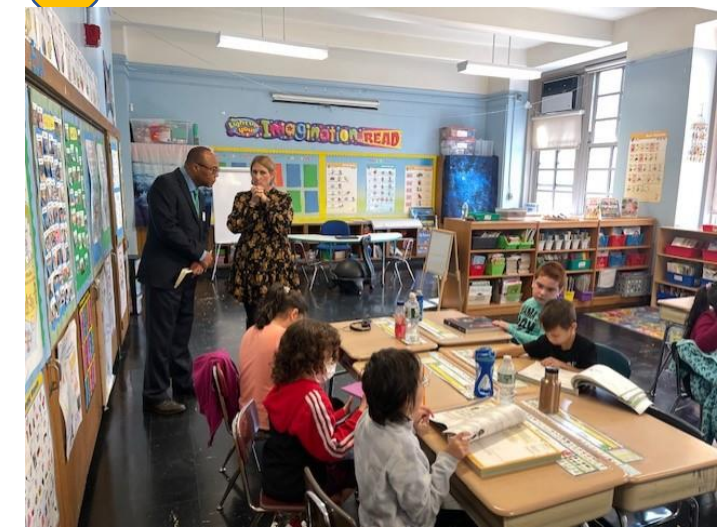
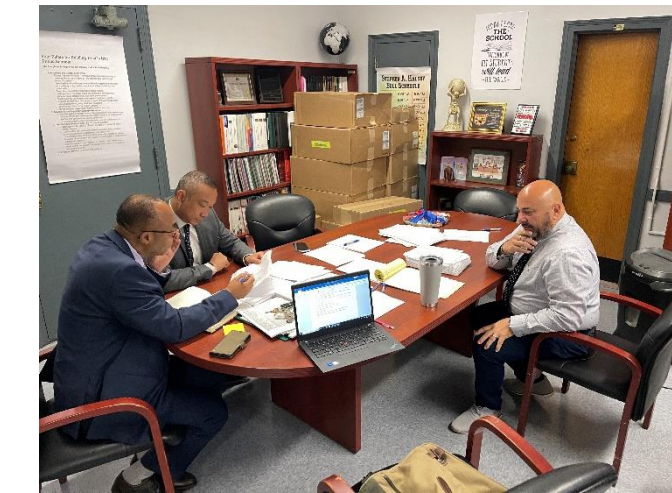


CSD 28 90 DAY PLAN

90-27 Sutphin Blvd, Jamaica NY
11435



Community Superintendent Dr. Eric L. Blake



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

Table of Contents

1. Introduction

2. Table of Contents

3. Letter of Welcome

4. Background

5. District Overview

6. Mission & Vision

7. District Priority Focus

8. Theory of Action & Goals

9. CSD 28 Schools

10. Student Enrollment

11. What Does Our Work Look Like?

12. Where Will This Work Live?

13. Lever Groups

14. Superintendent 90 Day Entry Plan

15. 90 Entry Plan

16. 90 Day Entry Plan

17. 90 Day Entry Plan

18. 90 Day Entry Plan

20. 90 Day Entry Plan

21. D28- Organization

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Letter of Welcome

Dear Beloved District 28 Community,

It is with immense gratitude and boundless enthusiasm that I pen this letter as the newly appointed Superintendent of District 28. As I stand on the brink of this new chapter, my heart is full – not just of the challenges that lie ahead, but more so of the immense possibilities that shimmer on the horizon.

From my initial interactions and research, it is evident that District 28 isn't just a conglomerate of schools; it's a vibrant tapestry of dreams, aspirations, cultures, and a shared belief in the power of education. It's where young minds are not just taught but inspired; where educators don't just instruct but ignite flames of curiosity; and where the community doesn't merely participate but passionately propels forward.

I come to you with an open heart and an eager mind, ready to listen, to learn, and most importantly, to lead alongside each one of you. I envision our journey ahead as a collaborative symphony, with each note resonating with our shared commitment to excellence, equity, and empowerment.

Over the next few months, you will find me in classrooms, at community events, in meetings, and maybe even at the local cafe - not just as a Superintendent, but as an ardent listener and learner. I genuinely believe that our collective stories, experiences, and insights are the compass that will guide our path forward.

While we may face challenges, as every district does, I am steadfast in my belief that together, we can transform them into opportunities. Opportunities to grow stronger, to innovate, and to ensure that every child in District 28 not only dreams big but has the tools and support to make those dreams a reality.

In closing, let me reiterate that this isn't just my journey or even solely the district's journey. This is **our** journey. And as we embark upon it, I promise to serve with dedication, with humility, and with an unwavering commitment to the future of every student under the vast umbrella of District 28.

Here's to our shared adventure, to the stories we'll write, the milestones we'll achieve, and the legacy we'll create. Together.

With warmest regards and boundless optimism,

Eric L. Blake

Superintendent, District 28

Introduction

Background

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

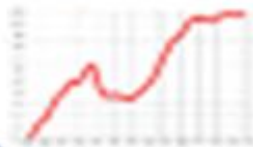
**HIGH IMPACT & EVIDENCE-BASED PRACTICES PLUS
12-MONTHS W/ EXPANDED LEARNING TIME**

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

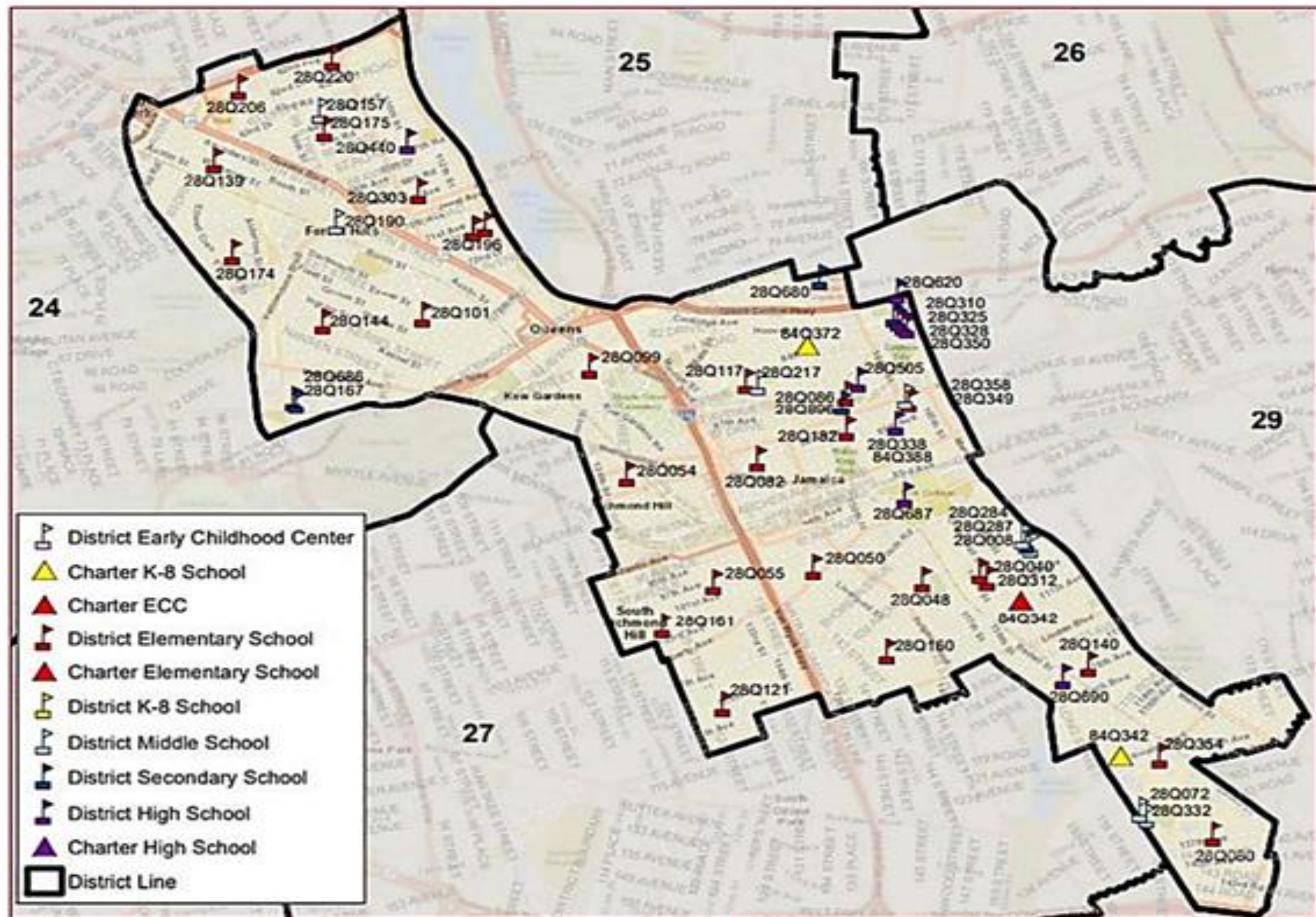
Community School District 28 Schools

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 |



The Ezra Jack Keats Pre-K Centers

*Q382 153-36 89th Ave. Jamaica, NY

*Q383 132-10 Jamaica Ave. Richmond Hill, NY

*Q608 83-30 Kew Gardens Rd Kew Gardens, NY

Student Enrollment

36

of Schools

21,469

Current Enrollment

Change in Enrollment from SY23

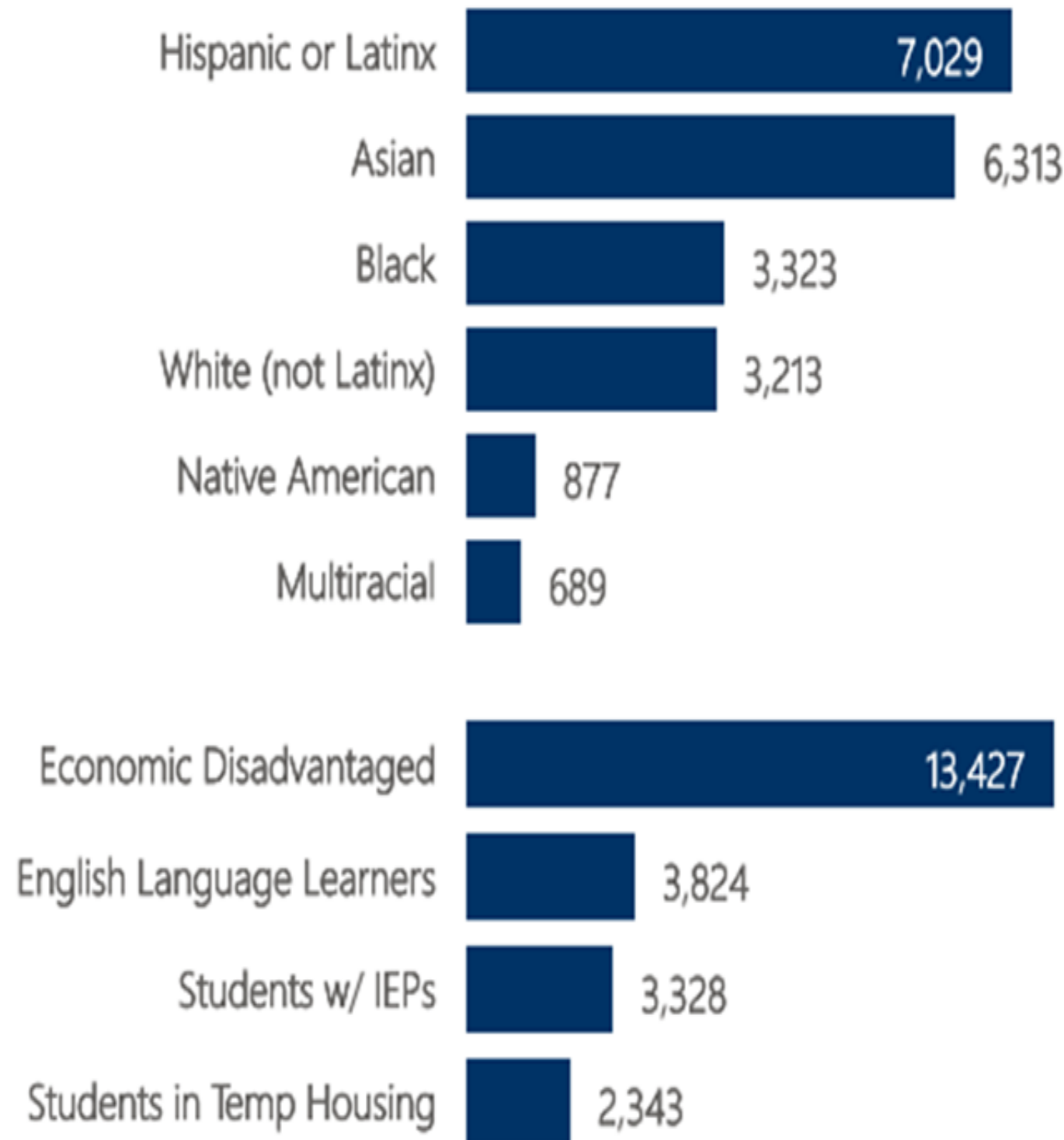
801

of Students

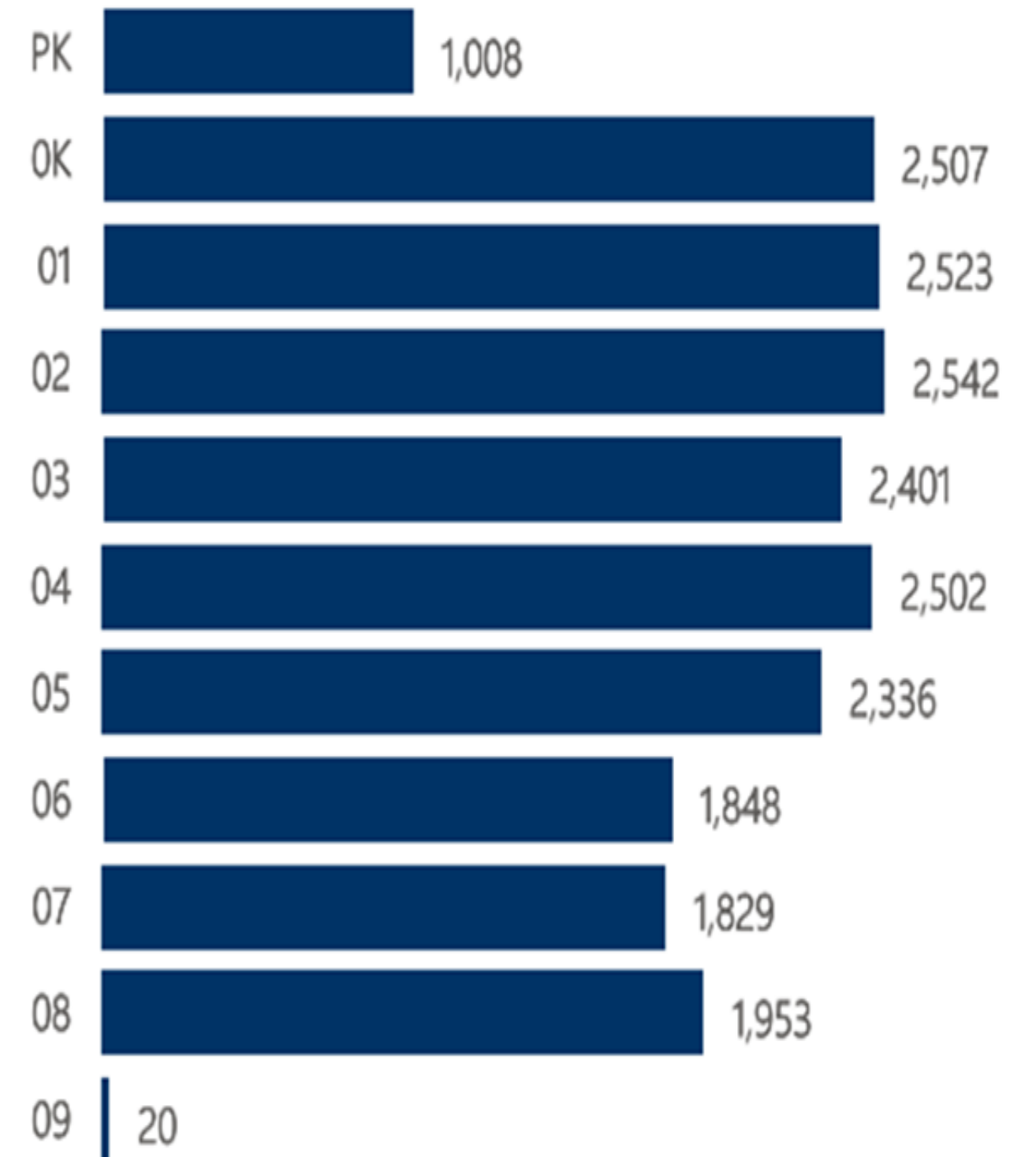
3.9%

% 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

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

90-Day Superintendent Entry Plan

Day 1-2: Setting the Stage

Initiating Conversations with Elected Officials

Objective: To lay a foundation for an ongoing relationship and to grasp their perspectives about District 28's current scenario.

Actions:

- Schedule one-on-one meetings with key elected officials.
- Prepare a list of questions aiming to understand their vision, apprehensions, and hopes for District 28.
- Discuss prior initiatives, their outcomes, and gather feedback on what worked and what needs reassessment

Day 3-4: Echoes from the Ground

Hearing from the Community

Objective: To connect with the heart of the community and recognize their immediate concerns, aspirations, and experiences.

Actions:

- Organize town hall meetings across various locations in the district, ensuring maximum community participation.
- Use open forums both in-person and digital to ensure that every voice, regardless of the medium, is heard.
- Capture and categorize feedback to pinpoint recurring themes and unique concerns.

Day 5-6: Rooted in Community

Partnering with the Community Education Council (CEC)

Objective: To establish a collaborative relationship with the CEC, understand historical challenges, and glean insights into present-day hurdles.

Actions:

- Attend regular CEC meetings as an observer to understand the dynamic and current topics of discussion.
- Set up dedicated sessions with CEC members to delve deeper into historical data, prior challenges, and victories.
- Discuss collaborative events and projects where the Superintendent and CEC can align their efforts for maximum impact.

Day 7-8: Leadership Lens

Collaborating with Principals

Objective: To understand the ground realities of each school, capturing the experiences, insights, and recommendations of school leaders.

Actions:

- Organize a retreat or workshop setting for informal, candid discussions with school principals.
- Encourage sharing of best practices, innovative ideas, and areas where they feel they need more district-level support.
- Establish a regular communication channel with principals for ongoing feedback.

Day 9-10: Grounded in Facts

Analyzing District 28 Data

Objective: To objectively evaluate District 28's current standing, comparing it with historical data to spot trends, challenges, and areas of excellence.

Actions:

- Dedicate time with the district's data team to receive a comprehensive briefing on academic performance, financial metrics, staffing, student demographics, and other critical areas.
- Utilize data visualization tools to get a clear picture of growth trajectories and areas needing attention.
- Begin formulating hypotheses on potential focus areas based on this data.

Day 11-13: Shaping the Future

Develop District-Wide Goals

- **Objective:** To translate the learnings from the first 10 days into actionable, time-bound, and impactful goals for District 28.
- **Actions:**
 - **Day 11:** Organize a strategic workshop with key stakeholders, including elected officials, CEC members, principals, teacher representatives, and community leaders. Begin with a presentation of findings from the first 10 days.
 - **Day 12:** Facilitate brainstorming sessions to outline short-term and long-term goals. Use SWOT analysis to ensure that strengths are leveraged and weaknesses are addressed.
 - **Day 13:** Refine and finalize the draft of district-wide goals, ensuring they are SMART (Specific, Measurable, Achievable, Relevant, Time-bound). Schedule a review in 6 months to assess progress.

Day 14-17: Strategizing Resource Allocation

Allocate Human and Fiscal Resources

Objective: Ensure that the district's resources are allocated in a manner that directly supports the newly established goals, optimizing impact and efficiency.

Actions:

- **Day 14:** Audit current allocation of human resources. Identify areas with staffing surpluses and shortages.
- **Day 15:** Review the district's budget, identifying flexible funds, and assess current fiscal commitments.
- **Day 16:** Host a session with department heads and financial planners to discuss reallocation based on the new goals. Explore potential partnerships and grants that could provide additional resources.
- **Day 17:** Finalize and document the resource allocation plan. Communicate any significant changes to the respective departments or schools, ensuring transparency in the process.

Day 18-25: Investing in Our Educators

Prioritize Professional Learning for Educators

Objective: Reinforce the foundation of District 28 by ensuring educators are equipped with the latest methodologies, tools, and skills to deliver high-quality education.

Actions:

- **Day 18-19:** Conduct a needs assessment survey among educators to understand their training needs and areas they feel less confident in.
- **Day 20:** Collaborate with leading educational institutions and experts to identify the latest in pedagogical methods, technological tools, and curriculum advancements.
- **Day 21:** Using the data from the needs assessment and current educational trends, draft a professional learning calendar for the year. This should include workshops, seminars, online courses, and peer-learning sessions.
- **Day 22-23:** Present the draft calendar to a representative group of educators for feedback. Refine based on their insights.
- **Day 24:** Allocate budget and resources for the professional development plan, ensuring educators have all the tools and facilities needed.
- **Day 25:** Launch the Professional Learning program. Kickstart with an inaugural workshop or seminar to build excitement and commitment among educators.

Planning Phase: Enhancing, Educating, Evaluating, and Engaging

Enhance District-Wide Communication

Objective: Foster a culture of openness and mutual respect by establishing communication channels that are transparent, consistent, and receptive.

Actions:

- **Set Communication Standards:** Define what transparency means for District 28. This might include clear criteria for when and how decisions are communicated, ensuring no significant changes are made without prior notice to stakeholders.
- **Develop a Communication Calendar:** Schedule regular updates, ensuring consistent communication. This might include monthly newsletters, weekly bulletins, and quarterly town hall meetings.
- **Launch a Feedback Portal:** Create an online portal where staff, students, and community members can provide feedback, voice concerns, or ask questions. Ensure responses are timely and respectful.
- **Host Communication Workshops:** Train school leaders and administrators in effective communication strategies, emphasizing the importance of listening and being open to feedback.

Provide Professional Learning to Educators

Objective: Continuously enhance the skill set of educators, ensuring they are equipped with the latest methodologies and tools to provide quality education.

Actions:

- **Needs Assessment Survey:** Regularly assess the evolving training needs of educators.
- **Collaborative Learning Sessions:** Organize monthly collaborative sessions where educators can share best practices, innovative ideas, and classroom experiences.
- **Curate Online Courses:** Partner with leading educational platforms to provide educators with access to top-tier online courses, ensuring flexibility in learning.
- **Host Workshops:** Bring in experts from various educational fields quarterly to conduct specialized workshops tailored to the identified needs of the educators.
- **Peer Mentoring Programs:** Pair experienced educators with newer ones to facilitate mutual learning and growth.

Implement Systems to Analyze Data in Cycles

Objective: Ensure the district remains data-informed, adapting and evolving based on regular evaluations and insights.

Actions:

- **Define Data Metrics:** Clearly outline which metrics are essential for District 28's success. This could include academic performance, attendance rates, community engagement scores, and more.
- **Data Collection Tools:** Use or introduce tools that help in gathering accurate data effectively.
- **Regular Data Reviews:** Schedule monthly or quarterly data review sessions, ensuring insights are translated into actionable steps.
- **Feedback Loop:** After implementing changes based on data, ensure there's a mechanism to measure the impact of those changes, creating a continuous cycle of improvement.

Continue to Hear All Voices

Objective: Ensure every stakeholder feels seen, heard, and valued, fostering a sense of genuine collaboration and shared ownership.

Actions:

- **Diverse Representation:** When forming committees or decision-making groups, ensure diverse representation from various stakeholder groups.
- **Regular Community Check-Ins:** Host bi-monthly community forums where anyone can voice opinions, share concerns, or provide feedback on district decisions.
- **Feedback Surveys:** After major decisions or changes, distribute surveys to gauge community sentiment and gather feedback for improvement.
- **Open Door Policy:** Promote a culture where stakeholders feel comfortable approaching leadership with their insights, concerns, or suggestions.

Given the progression from "Learn" to "Plan," the next logical phase in the Superintendent's entry plan would be the "Act" or "Implement" phase. This phase should focus on taking the strategies, goals, and plans established in the previous sections and putting them into concrete action. Here's a suggested outline:

Act/Implement Phase: Days 26-90

1. Mobilize District-Wide Initiatives

Objective: Start the rollout of initiatives and projects that were identified during the planning phase.

Actions:

- **Initiate Project Teams:** Form teams for each significant initiative, ensuring a mix of skills and perspectives
- **Set Milestones:** Break down each initiative into actionable steps with clear timelines.
- **Monitor Progress:** Establish a monitoring mechanism to track the progress of each initiative, ensuring they stay on course.

1. Empower Educators

Objective: Provide educators with the tools, resources, and support they need to excel in their roles.

Actions:

- **Distribute Resources:** Ensure that resources allocated during the planning phase reach schools and educators.
- **Support Implementation:** Offer guidance on the implementation of new pedagogies or tools introduced during professional learning.
- **Celebrate Success:** Recognize and celebrate educators who showcase exceptional application of new learnings or innovative teaching methodologies

1. Engage in Continuous Data Evaluation

Objective: Frequently review the impact of implemented actions, ensuring alignment with district goals and recalibrating as needed.

Actions:

- **Monthly Data Reviews:** Analyze data collected during the implementation phase to measure progress towards set goals.
- **Refine Actions:** Make necessary adjustments based on data insights to improve outcomes.
- **Share Insights:** Regularly communicate findings with stakeholders, ensuring transparency.

Objective: Maintain active engagement with the community, ensuring they remain informed and involved.

Actions:

- Hold Regular Forums: Continue with community forums, focusing now on updating stakeholders on progress and gathering feedback on implemented actions.
- Collaborate on Initiatives: Invite community members to participate in or support district-wide initiatives, fostering a sense of collective responsibility.
- Recognize Contributions: Celebrate community members or groups that make significant contributions to the betterment of District 28.

1. Review and Reflect

Objective: At the end of the 90-day period, take a moment to review all actions, measure their impact, and set the stage for future strategies.

Actions:

- **Gather Feedback:** Obtain feedback from all stakeholder groups on the effectiveness of the 90-day plan.
- **Document Learnings:** Create a comprehensive report detailing what worked, what didn't, and lessons learned.
- **Plan Ahead:** Based on reflections and feedback, start crafting a roadmap for the next phase of District 28's journey.

Reflection & Forward Momentum Phase: Post-Day 90

Introduction:

The culmination of the 90-day entry plan doesn't mark an endpoint, but rather a significant milestone in an ongoing journey. As we transition from immediate action to sustained growth, this final phase emphasizes the importance of reflection, learning, and setting the stage for the district's continued evolution.

1. Comprehensive Review

Objective: Consolidate insights, achievements, challenges, and learnings from the 90-day journey.

Actions:

- **Collate Data & Feedback:** Gather all data, feedback, and observations recorded during the 90 days.
- **Conduct Stakeholder Interviews:** Engage in focused discussions with key stakeholders to get qualitative insights into the plan's impact.
- **Publish a Review Document:** Share a comprehensive review that provides a clear picture of where the district stands post-implementation.

1. Celebrate Achievements

Objective: Recognize and applaud the collective and individual efforts that have driven the district forward.

Actions:

- **Host a District-wide Event:** Organize an event to celebrate successes, innovations, and milestones achieved during the 90 days.
- **Award Recognitions:** Highlight outstanding contributions from educators, staff, students, and community members.
- **Share Success Stories:** Document and disseminate impactful stories that emerged during the 90-day journey, fostering inspiration and pride.

1. Identify Areas of Growth

Objective: Embrace a growth mindset by pinpointing areas that require further attention, development, or recalibration.

Actions:

- **Solicit Constructive Feedback:** Encourage stakeholders to share candid feedback about areas that can be improved.
- **Analyze Data Trends:** Identify patterns in the data that suggest areas needing enhancement.
- **Conduct Focus Group Discussions:** Engage different groups in conversations to dive deeper into specific challenges or areas of concern.

1. Chart the Path Forward

Objective: Translate reflections into a strategic framework for the next phase of District 28's journey.

Actions:

- **Convene Strategic Planning Sessions:** Gather a diverse group of stakeholders to brainstorm and draft the district's next set of priorities and objectives.
- **Develop a 6-Month to 1-Year Roadmap:** Based on the reflections and feedback, create a clear roadmap outlining the district's next steps.
- **Initiate Collaborative Projects:** Encourage collaborations between schools, departments, or community groups to address specific objectives on the new roadmap.

1. Foster Continuous Engagement

Objective: Maintain the momentum of active stakeholder participation and ensure that the spirit of collective ownership thrives beyond the 90 days.

Actions:

- **Establish Regular Communication Channels:** Continue the practice of frequent updates, feedback sessions, and open dialogues.
- **Organize Quarterly Review Meetings:** Ensure that the district's progress is regularly evaluated, celebrated, and recalibrated.
- **Promote Community-driven Initiatives:** Support and fund initiatives proposed by community members, students, or educators that align with district goals.

Conclusion

The 90-day entry plan serves as a foundational blueprint, but the true measure of success lies in the sustainable growth, active engagement, and continuous evolution of District 28. By reflecting on our journey, celebrating our achievements, learning from our challenges, and charting our future with intention and collaboration, we ensure that District 28 remains a beacon of excellence, innovation, and community partnership.

Community School District 28 Draft Organizational Chart

August 2023

Dr. Danika Rux
Deputy Chancellor of School Leadership

Natalie Jackson
Executive Assistant to the Superintendent

Dr. Miatheresa Pate
Chief of Schools

Dr. Eric L. Blake
Superintendent. IA

Dr. Jo Ann Benoit
Executive Director

Dr. Shonelle Hall
Deputy Superintendent

Compliance and Accountability Team

Data, Family and Community Partnerships and Operations Team

Teaching and Learning Team

Lenia Matias
District Achievement Instructional Specialist (DAIS)

Tina Braham-Wyley
Academic Policy & Performance Assessment Administrator

Rajendra Jailall Jimenez
Special Instruction Liaison

Cherise Black
District Achievement Instructional Specialist (DAIS)

Leah Sadykov
District Achievement Instructional Specialist (DAIS)

Dr. Martine Santos
Director of M/ELL Programs

Kali Council
Supervisor of School Social Workers

Sonia Rueda
Family Leadership Coordinator

Arnold Arrozal
District Achievement Instructional Specialist (DAIS)

Kayla Dimuro
District Achievement Instructional Specialist (DAIS)

Martina Stanislas
Administrator of Special Education

Natasha Eastman
Student Services Manager

Vikash Narine
Chief of Staff - Family Support Coordinator

Marlene Linen
District Achievement Instructional Specialist (DAIS)

Kate Odikaesieme
District Achievement Instructional Specialist (DAIS)

Matthew Goodman
Attendance Supervisor & District Magnet Coordinator

Avril Morton
Specialized Student Support Lead

Laura Cobos
Multilingual & English Language Service Administrator (MESA)

Centrally Funded Attendance Teachers

Petrolina Chukwu
AIS coordinator

Laris Stone
AIS coordinator

This chart represents reporting structures within the D 28 Team. It is expected that all team members work cross-functionally, in support of schools, irrespective of subteam designation