

# Dr. Alexandra Estrella

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## Education and Honors

2015-2017	Sage College of Albany Albany, NY	<i>Doctorate of Education</i> Graduated with honors
2008-2013	Baruch College New York, NY	<i>MS-Masters in Educational Leadership</i> Graduated with honors
2003-2004	Pace University New York, NY	<i>MS-Masters in Educational Leadership</i> Graduated with honors
1997-2000	Fordham University Marymount Tarrytown, NY	<i>BS-Double Major Biology and Chemistry</i> Received Gold Medal for the Biology and Chemistry department Graduated with honors Kappa Delta Pi Honor Society Member Phi Beta Delta Honor Society Member

## Certifications

2000-Present	New York State Certification	New York, NY
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*Certified in the following areas:*

- Biology
- General Science
- School Building Leader (SBL)
- School District Leader (SDL)

2019-Present	Connecticut State Certification	New York, NY
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*Certified in the following areas:*

- Intermediate Administrator and Supervision
- Superintendent of Schools

## Educational Work Experience

2013- Present	NYC District 4	New York, NY
<i>School Superintendent</i>		

- Provide chief executive level leadership to organization supporting 23 schools serving approximately 13,500 students and 2,000 employees within the largest city in America. New York City District 4 is comprised of a demographically diverse population of students
- Provide chief executive level leadership to manage a \$2.2 million management and operation budget; oversee a \$4.5 billion portfolio of real estate; and oversee a \$10.5 million dollar STEM grant program
- Developed a shared mission and vision in tandem with community members and staff that lead to the design of an action plan to strengthen relevant practices throughout all schools, leading a "Focus" district to "Good Standing", while over time increasing state assessment data 20%
- Led the first 3K and Pre-K programs in NYCDOE for all elementary schools in District 4
- Established first Dual Language Pre-K program in the City of New York, built and strengthened nine Bilingual Programs throughout the district using ADVANCE literacy practices, resulting in growth for current MLL and 20% gains for Former ELL
- Collaborated with the district leadership team to identify district wide and school specific problems of practice that led to the design of data driven theories of action that are progress monitored quarterly to assess impact and set modifications or adjustments based on findings resulting in the transition of 4 "Focus/Priority" schools into "Good Standing"
- Evaluated and supported principals on leadership competencies developing their leadership to increase
- Supported principal and assistant principal leadership development by providing professional learning opportunities, onsite coaching, access to resources for instructional and operational support, clear expectations and communication, and differentiated school support
- Organized Principal Instructional Cabinet (PIC) to identify and address districtwide instructional needs utilizing research based

best practices

- Review and approve budgets for each school and ensure alignment to Comprehensive Education Plan
- Continuously developed professional learning opportunities for school leaders and teachers including advanced literacy skills for linguistically diverse school communities
- Designed professional development series around data driven instruction and the utilization of technology to assess and evaluate student progress
- Developed professional learning opportunities for school leaders and staff around implicit bias and racial disproportionality, while designing and establishing equity teams within every school in the district
- Provided feedback and adjustment recommendations to school leadership teams to strengthen their Comprehensive Education Plan (CEP) and ensured alignment to school budget
- Supported school leaders and their teams in the school consolidation process to provide stronger programming options
- Facilitated a principal book club to engage principals in research-based collegial conversations and to cultivate the sharing of ideas
- Supported and facilitated the implementation of Common Core and Next Generation Learning Standards throughout the school district
- Informed stakeholders regarding budgets, professional learning opportunities throughout the districts, proposed changes, and school development/achievement
- Managed and oversaw family and community engagement workshops for various district wide initiatives
- Worked in collaboration with Community Education Council (CEC) to strengthen relationships between district and community
- Developed workshops for parents around implicit bias and racial disproportionality
- Collaborated with school leaders to establish strategic action plans to provide high quality programming for multilingual learners (MLL) and students with disabilities
- Established ongoing mathematics-based teacher learning communities that allow for the crosspollination of ideas between district schools focused on planning, co-teaching, and reflection on units/lessons
- Instituted ongoing Literacy and Mathematics Principal Learning Communities (PLC) that allow inter-visitations of school leaders within the district to assess the implementation of the advanced literacy skills and mathematic competencies
- Developed systems and structures that will increase cohesiveness and alignment across all schools to meet district goals of student achievement and social emotional support
- Implemented systems level initiatives and acquired the resources to support student social emotional development
- Brokered partnerships with various stakeholders to gain insight into their needs and ways they can support districtwide initiatives and/or goals (unions, parent groups, elected officials, advocacy groups, community organization etc.)
- Partnered with the District Leadership Team (DLT) to support School Leadership Teams (SLTs) throughout the district to strengthen school and district governance
- Acquired a \$3.5M grant from the New York Trust Fund, in partnership with Hunter College, to support literacy development in grades K-2 and to develop literacy instructional leaders throughout the district resulting in over 10% gains in 3<sup>rd</sup> grade state assessments overtime
- Partnered with local universities to establish student teaching opportunities throughout the district reducing student to staff ratios to 12:1
- Partnered with the Yale Center for Emotional Intelligence to establish district wide systems and infrastructures to support the social emotional needs of students and adults throughout the district reducing incidence by over 25% within respective schools
- Established multiple young men of color advisory groups throughout schools within the district in conjunction with the My Brother's Keeper (MBK) initiative
- Collaborated with the Borough President to organize and lead the Borough of Manhattan's MBK community forums
- Acquired two multimillion dollar grants from Apple and Verizon (\$10.5M) to support several schools throughout the district to close the digital gap
- Led a multi-dimensional and highly visible campaign to support immigrant families and "Dreamer Students;" provided information; hosted a "DACA Townhall;" acquired funding to cover the cost of DACA application, and worked closely with local leaders to protect/support students and families

2008- 2013   Esperanza Preparatory Academy  
*Founding Principal (Grades 6-12)*

New York, NY

- Served 525 students of which 94% were on track to graduate
- Designed and created the school model for dual language programming
- Collaborated with NYC District 75 (only serving students with special needs) to provide inclusion programs within the school
- Managed and oversaw the professional development for 50 staff members
- Provided evaluations and feedback for 50 staff members through formal and informal observations
- Created Common Core aligned curricula and facilitated its implementation throughout the school building
- Developed a data driven instructional culture
- Mentored multiple aspiring principals that become school leaders
- Brokered partnerships with the community and community organizations to provide services to students
- Obtained a 250K-technology grant through Hewlett Packard
- Acquired multiple Dual Language grants to expand and strengthen programs provided to Multilingual learners
- Mentored multiple principal interns
- Designed Scholar Led Conferences to deeply engage scholars and families in the students' learning development

- Developed numerous community events to bridge resources and opportunities for students and families
- In partnership with Computers for Kids, provided desktops to all households with broadband accessibility by making the school a WIFI hotspot for the community

2007-2008 New Leaders for New Schools (MS 113) Brooklyn, NY  
*Principal Intern (Grades 6, 7, and 8)*

- Resident Principal at Ronald Edmond Learning Center (MS 113) as part of nationally recognized year-long school leadership training program, which only accepts ~7% of applicants annually
- Attended the 2007 New Leaders for New Schools Summer Foundation
- Improved curricula to effectively support individual, small, and whole group instruction to students
- Worked with teachers and other staff members to improve pedagogical practices, as well as build the capacity of new teachers around classroom management
- Assisted teachers in developing unconventional and innovative lesson designs that enabled all students to have access to the learning and where necessary integrated the use of technology
- Designed a school proposal with a focus on college readiness for Multilingual Learners with a team of educators and community members

2006-2007 Writers Today and Leaders Tomorrow (MS 326) New York, NY  
*Science Teacher (Grades 8 and 9)*

- Developed innovative curriculum to instruct individual students, small groups, and classes of 30 students for the Science Department at MS 326
- Used problem based learning, project based learning, hands-on activities, field studies, laboratory experimentation, and exploratory designs to spark student learning in and out the classroom
- Utilized different forms of laboratory and digital technology to enhance the learning experience of students in and out of the classroom
- Established an accelerated Living Environment Regents course for eighth grade students
- Formed a STEM Teacher Learning Community to support the development of the science curricula throughout the school, while infusing mathematics and engineering standards

2000-2007 IS 90 and MS 319 New York, NY  
*Science Teacher (Grades 7 and 8)*

- Developed innovative curriculum to instruct individual students, small groups, and classes of 30 students for a Dual Language Program at IS 90
- Member of the School Leadership Team
- Helped open New Heights Academy Charter School, a new school serving Washington Heights (Part of Planning Team)
- Developed a comprehensive science curriculum and curriculum crosswalk for grades 5-12 for New Heights Charter School
- Employed research-based teaching methodologies support students in the areas of science and technology
- Conducted professional development activities on research-based strategies to strengthen science instruction throughout the school
- Created comprehensive classroom science learning resources
- Spearheaded a volunteer program to provide afterschool science tutoring
- Reviewed numerous classroom assessment methods and techniques and designed tools aligned to New York State Standards
- Encouraged parent involvement through consistent written and verbal communication
- Planned numerous extracurricular activities, including organizing science fairs, student organizations and clubs
- Science curricula was modified to address the needs of individual students and accommodate the various learning styles of students to maximize their understanding of the subject matter
- Established comfortable, student-focused, two-way communication that empowered students to enjoy the learning process
- Developed a Living Environment Regents curriculum for eighth grade students and 95% of the students passed the Regents exam
- Developed professional development for science teachers (acted as a "Science Lead Teacher") and provided support to new science teachers

- Directed, developed, and ran a GED program for young adults at the New Heights Neighborhood Center
- Created and wrote curricula for young adults interested in taking the GED exam
- Trained young adults how to effectively interview and supported them in jobs searches that would accommodate school schedules

- Increased students' scores by 85% on GED as measured by pre and post GED assessments

## Additional Experience

2005-2012 47-53 Fort Washington Ave, HDFC New York, NY

*President of Board*

- Wrote and obtained a grant through the Weatherization Program of Northern Manhattan to replace old windows, repair boiler, replace old refrigerators, and light fixtures throughout the building
- Organized quarterly meetings with shareholders to discuss projects and the building's financials
- Handled all managerial components of the cooperation
- Organize capital improvement projects

1999-2000 Acorda Therapeutics Hawthorne, NY

Research Analyst

- Dissected rat's spinal cords to assess the impact of myelin on nerve tissue
- Maintained hybridoma cells and extracted the proteins produced to test the protein's effect on damaged nerve cells
- Documented laboratory experimental findings for further analysis

### *Research Assistant*

- Assisted in injecting mice with different antigens and recorded the effects caused by these antigens
- Assisted senior scientists in the preparation of different chemicals and the organization of the laboratory

## Languages

Fluent in oral and written Spanish.

## References

Provided Upon Request