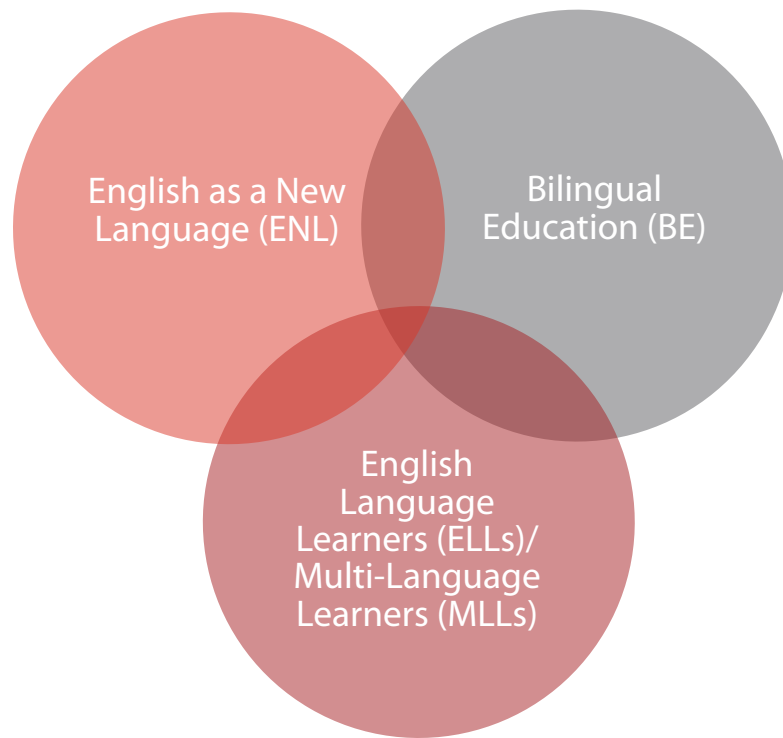


# Department of English as a New Language and Bilingual Education 2016-2019

## 3-Year Strategic Plan



Syracuse City School District  
Office of English as a New Language and Bilingual Education  
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## Contents

EXECUTIVE SUMMARY.....	2
Findings.....	3
Conclusions.....	4
3-YEAR STRATEGIC PLAN.....	5
Theory of Action and Goals .....	5
Goals and Timeline.....	6
<i>Goal One</i> .....	6
<i>Goal Two</i> .....	7
<i>Goal Three</i> .....	8
COMMUNICATION PLAN TIMELINES .....	9
PERFORMANCE METRICS .....	10
Metric 1.....	11
Metric 2.....	12
Metric 3.....	13
Metric 4.....	13
Metric 5.....	14
Metric 6.....	15
Metric 7.....	16
Metric 8.....	16
Metric 9.....	17
Metric 10 .....	17

## EXECUTIVE SUMMARY

In September 2014, the New York State Education Department implemented an amended version of Commissioner’s Regulations (CR) Part 154, or “Ensuring Equal Educational Opportunities for English Language Learners.” Under the amended CR Part 154, Subpart 2, schools and school districts face new and expanded requirements to educate English Language Learners (ELLs)/Multi-Language Learners (MLLs) to enable them to reach their full academic potential.

The ELL/MLL population is one of the most rapidly growing student populations in Syracuse City School District (SCSD). In order to effectively meet these new requirements for this rapidly growing population, in 2014, the district began a partnership with Dr. Diane Staehr Fenner and Ms. Teddi Predaris, national experts in ELL/MLL education from DSF Consulting, to develop and enhance SCSD staff capacity in this effort. With guidance from Nate Franz, Executive Director of Teaching and Learning and the former Chief Academic Officer Paula R. Shannon, the Department of English as a New Language (ENL) and Bilingual Education initiated a review of the programming, services, specialized instruction and metrics for ELLs/ MLLs to develop action steps to improve outcomes for the over 16% percent of SCSD students who receive ELL/MLL services.

The department committed to ensuring that the action steps were aligned with the SCSD’s 2012-2017 Great Expectations Strategic Plan. It was also critical that the department continued to follow through on the steps outlined in the SCSD Corrective Action Plan for English Language Learners. The development of the SCSD Corrective Action Plan was a requirement of the New York State Education Department based upon the district’s failure to meet Annual Measurable Achievement Objectives (AMAOs) for more than



four consecutive years. The implementation of the SCSD Corrective Action Plan revealed the need for an overarching multi-year strategic plan that went beyond compliance in order to transform services for ELL/MLLs, and to ensure they become college, career, civic and life ready.

The Department of English as a New Language and Bilingual Education continues to work with DSF Consulting to review and analyze current processes and practices, review disaggregated academic and behavioral performance data, visit schools and classrooms, and hold discussions with various stakeholder groups. This analysis highlighted a need for further alignment with the new regulations in the following areas to meet required NYSED AMAO targets for ELLs/MLLs:

- The district's "systemic coherence" in support of ELLs/MLLs;
- Outcomes for ELLs/MLLs as compared to the general population and other student subgroups;
- The district's staffing levels for serving ELLs/MLLs;
- Access of ELLs/MLLs to the core curriculum, highly effective instruction, and tiered interventions;
- Students' placement into and exit from ELL/MLL services, including support for former ELLs

The NYSED Office of Bilingual Education's "Blueprint for ELL Success" was used as a district evaluation tool for the Corrective Action Plan. In conjunction with a review of data conducted by teachers, administrators, the NYSED Regional Bilingual Education Resource Network (RBERN), higher education institution professionals, parents and community stakeholders, it was also used to develop the English as a New Language and Bilingual Education 3-Year Strategic Plan. Throughout the development of the Strategic Plan, data regarding district policies and practices that impact the provision of educational programming, instruction, and services for ELLs/MLLs were analyzed. The review also included an examination of student outcome data, organizational and staffing charts, school schedules, curricular materials, policy and procedural documents.

## Findings

- In 2008, the ELL/MLL population comprised approximately 8% of the total SCSD student population. In 2015-16, the ELL/MLL student population was 3,294 and grew nearly 100% since 2008, comprising over 16% of the total student population, making it one of the most rapidly growing student populations in SCSD.
- The Syracuse City School District is committed to preparing each ELL/MLL student for career, college, and civic readiness; however, we are falling short of this goal based on 2014 data.
  - Our rate of ELL/MLL students attaining proficiency on NYS English Language Arts (ELA) Assessments is 1 % compared to 4 % statewide.
  - Our rate of ELL/MLL students attaining proficiency on NYS Mathematics assessments is 2 % compared to 13 % statewide.
  - Our ELL/MLL New York State English as a Second Language Achievement Test (NYSESLAT) results for percentage of students attaining English language proficiency is 7.8 %. The New York State target for the percentage of students required to attain English language proficiency to make AMAO 2 is 14.3 %.
- The gap between ELL/MLL students and their non-ELL/MLL peers in academic performance continues.
  - The graduation rate disparity between ELL/MLL students (33.5 %) and their non-ELL/MLL peers



- (57.6 %) continues. However, the graduation rate for Former ELL/MLL students is 82.9 %.
- ELL/MLL students (23.2 %) drop out at a higher rate than their non-ELL/MLL peers (15.4 %). However, the dropout rate for Former ELL/MLL students is 0 %.
  - SCSD ELL/MLL students graduate at a lower rate and dropout at a higher rate than ELL/MLL students across the state:
    - SCSD ELL/MLL graduation rate 33.5% vs. 80% NYS overall graduation rate.
    - SCSD ELL/MLL dropout rate 23.2% vs. 6% NYS overall dropout rate.

## Conclusions

The percentage of ELL/MLL students within the total SCSD student population continues to rise, and this trend is expected to continue. Over the past few years, SCSD has invested in foundational systems and district-level infrastructure while also pursuing innovative reform strategies. Although achievement for ELL/MLL students in SCSD reflects isolated pockets of success and promise in schools and classrooms, overall achievement for this subgroup continues to lag behind their non-ELL/MLL peers and other ELL/MLL students across the state.

The SCSD Department of English as New a Language (ENL) and Bilingual Education (BE) 3-Year Strategic Plan will produce added momentum and create much-needed community-wide urgency around dramatically improving ELL/MLL student achievement in our schools. The ENL and BE Strategic Plan is a necessary framework aimed to; focus the efforts of educators across the district who serve our ELL/MLL students, eliminate the achievement gap, increase high school graduation rates and provide multiple pathways to college and career readiness through high-quality programs that meet the needs of ELLs/MLLs.





## 3-YEAR STRATEGIC PLAN

### Theory of Action and Goals

If the SCSD Department of English as a New Language and Bilingual Education designs, implements, progress monitors and makes data driven adjustments to the key activities listed below *with fidelity*...

- Redesign the ENL instructional program; delivery, method of instruction and curriculum to meet the needs of ELLs/MLLs, increase ELL/MLL student achievement and ensure alignment to the new CR Part 154 regulations. (SCSD Great Expectations alignment 1.1, 1.4, 1.5, 2.2, 3.5, 4.1, 4.2, 5.2); and
- Provide a detailed ENL/Bilingual Guidebook and professional development to assist school staff in complying with all legal regulations and effectively implementing ELL/MLL education programs. (SCSD Great Expectations alignment 1.4, 2.2, 3.5, 4.1, 5.2); and
- Expand and enhance existing dual language programs, and develop an expansion plan to provide other bilingual programs at additional SCSD schools. (SCSD Great Expectations alignment 1.1, 1.4, 1.5, 2.2, 3.1, 3.3, 3.5, 4.1, 4.2, 5.3).

...then ELL/MLL students will receive the services and specialized supports to enable them to reach their full academic potential.



## Goals and Timeline

### Goal One

Redesign the ENL instructional program; delivery, method of instruction and curriculum to meet the needs of ELLs/MLLs, increase ELL/MLL student achievement and ensure alignment to the new CR Part 154 regulations.

Action Steps	2015-16	2016-17	2017-18	2018-19
	Planning Year	Year 1	Year 2	Year 3
<b>GOAL ONE</b>				
1.1 Develop an action plan and timeline to ensure compliance with new CR Part 154 regulations	→			
1.2 Redesign ENL program aligned to new CR Part 154 regulations		→		
1.3 Revise and enhance registration process aligned to CR Part 154 regulations		→		
1.4 Provide guidance and professional development on new CR Part 154 regulations to school staff	Ongoing	→		
1.5 Research, evaluate and select high quality, rigorous English language development (ELD) materials	→			
1.6 Implement use of Board of Education –approved ELD textbooks		→		
1.7 Ensure that all SCSD educators receive specific and individual ELL/MLL information through a data platform (Ellevation)	Ongoing	→		
1.8 Establish process for monitoring former ELLs/MLLs through a data platform (Ellevation Monitoring Center)		→		
1.9 Develop a tool for documenting individual learning plans for ELLs/MLLs through a data platform (Ellevation)		→		
1.10 Develop a system of support and information sharing with ELL/MLL student families in their preferred language (through interpreters, translation tools, translated documents, and translated website)		Ongoing	→	
1.11 Establish a method for documenting required communication with parents and parental attendance at meetings through a data platform (Ellevation Meeting Center)		→		
1.12 Review school alignment to the new CR Part 154 regulations across the district		→		
1.13 Review all district-level modifications and enhancements made to comply with CR Part 154 regulations to ensure complete alignment with NYSED requirements		→		
1.14 Conduct an annual ENL program review to determine fidelity of implementation		Ongoing	→	



## Goal Two

Provide a detailed ENL/Bilingual Guidebook and professional development to assist school staff in complying with all legal regulations and effectively implement ELL/MLL education programs.








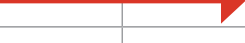




Action Steps	2015-16	2016-17	2017-18	2018-19
	Planning Year	Year 1	Year 2	Year 3
<b>GOAL TWO</b>				
2.1 Develop an ENL/Bilingual Guidebook for SCSD staff and community	→			
2.2 Engage in annual process in obtaining feedback from stakeholders	Ongoing	→		
2.3 Revise guidebook based on feedback	Ongoing	→		
2.4 Provide customized professional development on guidebook to administrators		→		
2.5 Provide customized professional development on guidebook to instructional staff		→		
2.6 Provide customized professional development on guidebook to support staff		→		
2.7 Conduct Parent University workshops to communicate ELL/MLL guidebook details to parents/families of ELL/MLL students		→		
2.8 Update and revise guidebook to align with future state and federal changes in requirements as they occur	Ongoing	→		





### Goal Three

Expand and enhance existing dual language programs and develop an expansion plan to provide other bilingual programs at additional SCSD schools.

Action Steps	2015-16	2016-17	2017-18	2018-19
	Planning Year	Year 1	Year 2	Year 3
<b>GOAL THREE</b>				
3.1 Establish dual language pre-kindergarten programs at Seymour and Delaware schools that are aligned with elementary dual language programs				
3.2 Modify dual language programs to utilize one teacher for each language	Ongoing			
3.3 Modify the dual language program at all grade levels by one additional grade level each year	Ongoing			
3.4 Provide professional development to dual language program staff	Ongoing			
3.5 Provide dual language programs equal access to quality resources and materials aligned to the CCLSs	Ongoing			
3.6 Establish and implement a system for dual language program outreach to SCSD families and the community (brochures, radio announcements, online resources)	Ongoing			
3.7 Conduct a dual language program review to determine fidelity of implementation		Ongoing		
3.8 Develop and implement plan to expand bilingual program model to additional schools		Ongoing		
3.9 Analyze data to determine need for language support bilingual programs in languages other than Spanish, and implement as required		Ongoing		
3.10 Develop middle school transition program and implement for first eligible cohort of students				
3.11 Form committee to develop criteria and implementation process for elementary and high school Seal of Biliteracy				
3.12 Implement elementary and high school Seal of Biliteracy for eligible students				



The Strategic Plan outlines our blueprint for improving the education and achievement outcomes for all ELL/MLL students in the Syracuse City School District. This will guide the work of the ENL and Bilingual department, and the district for the next three years.

## COMMUNICATION PLAN TIMELINES

### Parents & Community Stakeholder

<b>ENL Advisory Council</b> (Teachers, NYSED Regional Bilingual Education Resource Network (RBERN), Administrators, Higher Institution Educators)	<i>Monthly</i>
<b>Parent/Community Working Group</b> (Community Based Organizations, Parents, Nationality Workers, Community Stakeholders)	<i>Monthly</i>
<b>SCSD ENL, World Languages and Bilingual Education Newsletter</b>	<i>Quarterly</i>
<b>ENL, World Languages and Bilingual Education Website</b>	<i>Fall 2016</i>
<b>SCSD Let's Talk!</b>	<i>Fall 2016</i>

### School Staff

<b>ENL/Bilingual Teacher Institutes</b>	<i>August 15-17</i>
<b>ENL/Bilingual Department Meeting</b>	<i>Monthly</i>
<b>ENL/Bilingual Professional Learning Communities</b>	<i>Monthly</i>
<b>School Level Guidance, Technical Assistance and Training</b>	<i>Job Embedded (provided by ENL and Bilingual Educational Specialists)</i>
<b>Saturday Academy</b>	<i>3 Times Per Year</i>
<b>SCSD ENL, World Languages and Bilingual Education Newsletter</b>	<i>Quarterly</i>

### School & District Administrators

<b>Summer Leadership Institute</b> (All School Leaders)	<i>August 3-5, 2016</i>
<b>Leadership Academies</b> (All School Leaders)	<i>Monthly</i>
<b>District/School Level Guidance, Technical Assistance, and Training</b>	<i>Job Embedded (provided by ENL and Bilingual Educational Specialists)</i>
<b>SCSD School Leader Memo</b>	<i>Weekly</i>
<b>ENL World Languages and Bilingual Education Newsletter</b>	<i>Quarterly</i>

In addition, all information will be posted on the SCSD ENL, World Languages and Bilingual Education website.



## PERFORMANCE METRICS

A performance metric is that which determines an organization's behavior and performance. Performance metrics measure an organization's activities and performance. It should support decision-making for a range of stakeholders including community members, parents, principals, teachers, students, and school and district faculty and staff. Frequency of scheduled metrics is dependent on the targeted area. The following principles were considered when developing the draft performance metrics:

- Include stakeholders in the dashboard development process;
- Clearly define the ultimate use for the metric;
- Give preference to metrics that are "actionable";
- Design metrics that are aligned with strategic priorities;
- Emphasize student achievement metrics;
- Select metrics that are specific and well-defined;
- Include benchmark data;
- Define concrete targets; and
- Identify data sets that are aligned with the metric and time-stamped.

Reports will be generated for each school and then shared with SCSD senior leadership, school administrators and teachers, and other stakeholder groups supporting student outcomes. The expectation is that action steps will be taken to support continued growth around strengths and weaknesses to ensure all ELL/MLL students are college, career, civic and life ready.

The Department of English as a New Language and Bilingual Education Performance Metrics are included in the next section of this summary.

The Framework for English Language Learners (ELL) is inherently different from other content areas, in that grade-level performance is based upon degree of English language proficiency. Students enter programs at every grade level and there is no necessary connection between their grade level and their English proficiency. Furthermore, an individual student's proficiency level may vary among the four skill areas of listening, speaking, reading and writing. Additionally, students enter the district with varying educational backgrounds and experiences that may contribute to gaps in content knowledge and literacy development.



## Metric 1— High School Graduation Rate

### Definition

Percent of SCSD ELL/MLL students graduating from high school with a local or regents diploma compared to the percent of ELLs/MLLs in the Big 5 School Districts graduating with a local or regents diploma.

### Data Source

NYSED

### Benchmark Data Checks

1. Yearly checks of number of credits per student – grades 9-12
2. Analysis of proficiency levels of entering high school age students and educational backgrounds (Students with Interrupted Formal Education)
3. Yearly monitoring of Regents scores

Graduation Rate					
		4 Year June		5 Year June	
		SCSD	Big 5	SCSD	Big 5
<b>ELL/ MLL</b>	<b>2011 Cohort</b>	33.5%	35.4%	-	-
	<b>2010 Cohort</b>	25.4%	31.2%	40.9%	43.8%
	<b>2009 Cohort</b>	27.7%	31.4%	33.3%	45.0%
<b>Former ELL/ MLL</b>	<b>2011 Cohort</b>	82.9%	-	-	-
	<b>2010 Cohort</b>	61.9%	-	83.3%	-
	<b>2009 Cohort</b>	73.3%	-	87.5%	-
<b>Non-ELL/ MLL</b>	<b>2011 Cohort</b>	57.6%	69.7%	-	-
	<b>2010 Cohort</b>	54.8%	67.1%	62.4%	76.2%
	<b>2009 Cohort</b>	51.6%	64.2%	57.4%	73.5%

Current Percentage	Goal Percentage
33.5%	Meet or Exceed Big 5 Average

Target	
<b>2017</b>	34.1%
<b>2018</b>	34.8%
<b>2019</b>	35.4%



## Metric 2— High School Drop Out Rate

### Definition

Percent of SCSD ELL/MLL students dropping out of high school compared to the percent of ELLs/MLLs in the Big 5 School Districts dropping out of high school.

### Data Source

NYSED

### Benchmark Data Checks

1. Monthly attendance checks for ELLs/MLLs
2. Monitor suspension numbers for ELLs/MLLs

Dropout Rate					
		4 Year June		5 Year June	
		SCSD	Big 5	SCSD	Big 5
<b>ELL/ MLL</b>	<b>2011 Cohort</b>	23.2%	22.7%	-	-
	<b>2010 Cohort</b>	15.3%	23.0%	29.5%	33.7%
	<b>2009 Cohort</b>	18.5%	22.2%	35.0%	31.6%
<b>Former ELL/ MLL</b>	<b>2011 Cohort</b>	0.0%	-	-	-
	<b>2010 Cohort</b>	4.8%	-	12.5%	-
	<b>2009 Cohort</b>	6.7%	-	0.0%	-
<b>Non-ELL/ MLL</b>	<b>2011 Cohort</b>	15.4%	8.4%	-	-
	<b>2010 Cohort</b>	16.7%	9.0%	19.8%	12.7%
	<b>2009 Cohort</b>	18.6%	10.3%	25.4%	14.2%

Current Percentage	Goal Percentage
23.2%	Meet or Exceed Big 5 Average

Target	
<b>2017</b>	23.0%
<b>2018</b>	22.8%
<b>2019</b>	22.6%





## Metric 3— Suspension Rates

### Definition

The percentage of ELL/MLL students receiving out of school suspensions.

### Data Source

Educator Handbook

### Benchmark Data Checks

1. Monthly suspension checks via Educators Handbook report

Current Percentage	Goal Percentage
5.3%	4.6%

Target	
2017	5.1%
2018	4.8%
2019	4.6%

## Metric 4— Attendance Rates

### Definition

Average daily attendance percentage for ELL/MLL students.

### Data Source

E-School Plus

### Benchmark Data Checks

Monthly chronic absenteeism reports for ELLs/MLLs

Current Percentage	Goal Percentage
91.9%	Baseline Year by District

Target	
2017	92.2%
2018	92.4%
2019	92.7%

## Metric 5— English Language Arts (ELA) Assessment Data

### Definition

Percent of SCSD ELL/MLL students scoring proficient (Level 3 and Level 4) on NYS ELA assessments in grades 3, 4, 5, 6, 7 and 8 compared to the ELL/MLL students in the Big 5 School Districts scoring proficient on the NYS ELA assessment.

### Data Source

NYSED

### Benchmark Data Checks

1. Review of NYSESLAT data by school, program, and teacher
2. Review of Years of Service and SIFE data

ELA			
		Level 1 & 2	Level 3 & 4
<b>ELL/ MLL</b>	<b>2015</b>	99.4%	0.6%
	<b>2014</b>	99.2%	0.8%
	<b>2013</b>	98.7%	1.2%
<b>Former ELL/ MLL</b>	<b>2015</b>	84.6%	15.4%
	<b>2014</b>	84.7%	15.2%
	<b>2013</b>	86.7%	13.3%
<b>Non-ELL/ MLL</b>	<b>2015</b>	90.8%	9.3%
	<b>2014</b>	90.4%	9.6%
	<b>2013</b>	90.3%	9.7%
<b>Big 5 ELL/ MLL</b>	<b>2015</b>	95.9%	4.1%
	<b>2014</b>	96.7%	3.3%
	<b>2013</b>	96.8%	3.2%

Current Percentage	Goal Percentage
0.6%	Meet the 3 Year Average for the Big 5

Target	
<b>2017</b>	1.6%
<b>2018</b>	2.5%
<b>2019</b>	3.5%



## Metric 6— Mathematics Assessment Data

### Definition

Percent of ELL/MLL students scoring proficient (Level 3 and Level 4) on NYS Mathematics assessment in grades 3, 4, 5, 6, 7 and 8 compared to the ELL/MLL students in the Big 5 School Districts scoring proficient on the NYS Mathematics assessment.

### Data Source

NYSED

### Benchmark Data Checks

1. Review of NYSESLAT data by school, program, and teacher
2. Review of Years of Service and SIFE data

Math			
		Level 1 & 2	Level 3 & 4
<b>ELL/ MLL</b>	<b>2015</b>	97.8%	2.2%
	<b>2014</b>	98.2%	1.8%
	<b>2013</b>	99.1%	0.9%
<b>Former ELL/ MLL</b>	<b>2015</b>	79.9%	20.1%
	<b>2014</b>	82.1%	17.9%
	<b>2013</b>	88.7%	11.3%
<b>Non-ELL/ MLL</b>	<b>2015</b>	89.2%	10.8%
	<b>2014</b>	90.6%	9.4%
	<b>2013</b>	92.2%	7.8%
<b>Big 5 ELL/ MLL</b>	<b>2015</b>	86.4%	13.6%
	<b>2014</b>	87.1%	12.9%
	<b>2013</b>	89.5%	10.5%

Current Percentage	Goal Percentage
2.2%	Meet the 3 Year Average for the Big 5

Target	
<b>2017</b>	5.6%
<b>2018</b>	8.9%
<b>2019</b>	12.3%



## Metric 7— English Language Proficiency Rate

### Definition

Percentage of ELL/MLL students scoring at the English proficient level on the New York State English as a Second Language Achievement Test (NYSESLAT) to meet NYS targets.

### Data Source

NYSED

### Benchmark Data Checks

1. Review of annual NYSESLAT data

School Year	Current Percentage	NYSED Target Percentage
2017	-	16.3%
2016	-	15.6%
2015	8.7%	15.0%

## Metric 8— English Language Proficiency Progress Rate

### Definition

Percentage of ELL/MLL students making expected annual progress in English language proficiency on the New York State English as a Second Language Achievement Test (NYSESLAT) to meet NYS targets.

### Data Source

NYSED

### Benchmark Data Checks

1. Review of annual NYSESLAT data

School Year	Current Percentage	NYSED Target Percentage
2017	-	69.6%
2016	-	68.5%
2015	Baseline Year	67.4%



## Metric 9— Annual Parent Meeting

### Definition

Per NYS regulations, school personnel is required to meet with parents or guardians at least once a year to discuss with parents their child’s academic content and language development and needs.

### Data Source

Ellevation

### Benchmark Data Checks

1. Monthly review of Ellevation Meeting Center
2. Documentation placed in student ELL/MLL folder

Current Percentage	Goal Percentage
Baseline Year	100 %

## Metric 10— Monitoring of Former ELLs/MLLs

### Definition

Per NYS regulations, all former ELLs/MLLs receive two years of monitoring to support language development and academic progress.

### Data Source

Ellevation

### Benchmark Data Checks

1. Quarterly review of Ellevation Monitoring Center
2. Review of number of requests for language and/or content support

Current Percentage	Goal Percentage
Baseline Year	100 %





# English as a New Language and Bilingual Education Corrective Action Planning Team and Strategic Planning Team

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The Syracuse City School District hereby advises students, parents, employees and the general public that it is committed to providing equal access to all categories of employment, programs and educational opportunities, including career and technical education opportunities, regardless of actual or perceived race, color, national origin, Native American ancestry/ethnicity, creed or religion, marital status, sex, sexual orientation, age, gender identity or expression, disability or any other legally protected category under federal, state or local law. Inquiries regarding the District's non-discrimination policies should be directed to:

Executive Director of Student Support Services, Civil Rights Compliance Officer  
Syracuse City School District  
725 Harrison Street • Syracuse, NY 13210  
(315) 435-4131  
Email: [CivilRightsCompliance@scsd.us](mailto:CivilRightsCompliance@scsd.us)