Marcellus Central School District
Professional Learning Plan
2025-2030

Approved by the Board of Education on September 15, 2025

Marcellus Central School District
Professional Learning Plan
2025-2030

BEDS CODE: NY 421101060000

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Years Plan is effective: 2025-2030

Number of school buildings in district: 3

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Introduction

Marcellus Central School District has embarked upon new and innovative ways to approach teaching and learning in order to improve student engagement and learning outcomes. In addition, a community task force that involved stakeholders from across the district, including teachers, administrators, and parents, created a strategic plan referred to as our Blueprint for Excellence. Our mission and commitments guide us daily in the important work of developing students who are prepared to tackle the challenges of the 21st Century. We recognize that teachers are instrumental in successfully achieving these goals and therefore what follows demonstrates our commitment to continuous growth and improvement of the instructional process.

The infographic above represents the Mission of the Marcellus Central School District. We believe that deep learning cannot take place without CONNECTION and strong relationships. Only through these indelible connections can student and adult learning be IGNITED leading thus to authentic inquiry and lasting learning. With our students and adults CONNECTED and IGNITED, they will be EMPOWERED to tackle any challenge or obstacle.

Mission: We support, educate, and care for our students, like they are our own, as they learn and grow.

Vision: We CONNECT with all children and EMPOWER them to strive toward excellence and IGNITE their learning each day.

Core Values: We will consistently and effectively achieve our vision and accomplish our mission if in all of our work we demonstrate our core values.

1. **Integrity**: Upholding honesty and strong moral principles.
2. **Trust**: Building strong relationships based on reliability and truthfulness.
3. **Dedication**: Committing fully to tasks and responsibilities, striving for excellence and setting high standards.
4. **Compassion**: Showing kindness, care, and a willingness to help and empathize with others.
5. **Respect**: Treating others with consideration and understanding.
6. **Perseverance**: Persisting in actions and decisions despite challenges.
7. **Safety**: Ensuring an environment that is physically, emotionally and socially safe.
8. **Humility**: Valuing knowledge, experiences, and perspectives of others.

Professional Learning Committee

This plan was developed with the input of the District's Professional Learning Committee with membership comprised of six teachers (two elementary level, three middle level, one high school level), a technology director, a high school counselor, three administrators (two district level, one building level), and three parents/guardians of students who attend Marcellus Central Schools. A list of committee meeting dates and members are as follows:

Professional Learning Committee: 2025 Meeting Dates

Meeting Date	Time
July 29, 2025	9:30 a..m. to 10:30 a.m.
August 7, 2025	9:30 a..m. to 10:30 a.m.

Professional Learning Committee Members

Name	Title	Organization
Jean Sharlow	Superintendent	Marcellus Central School District
Bob Montgomery	Assistant Superintendent	Marcellus Central School District
Brian Sevey	Principal	Marcellus Senior High School
Mike Dingman	Director of Educational Technology & Innovation	Marcellus Central School District
Maureen Manke	Special Education Teacher & Content Specialist	K.C.H. Elementary School
Eileen Driscoll	Elementary School Teacher & Grade 3 Leader	K.C.H. Elementary School
Julianne Wagner	Middle School Teacher & RtI Content Specialist	C.S. Driver Middle School
Maureen Manciocchi	Middle School Teacher & Grade 4 Leader	C.S. Driver Middle School
Mark Young	Middle School Teacher & 7-12 SS Content Specialist	C.S. Driver Middle School
Kristin Lockwood	High School Teacher	Marcellus Senior High School
Heather Arcese	High School Counselor & Department Leader	Marcellus Senior High School
Maureen Brennan	Parent/Guardian	K.C.H. Elementary School
Katie Bernius	Parent/Guardian	C.S. Driver Middle School & Marcellus Senior High School

Suzi Kick	Parent/Guardian	C.S. Driver Middle School

School Community and District Demographics

The Marcellus Central School District is located in the village of Marcellus, New York (population 11,000), about 12 miles southwest of Syracuse in Onondaga County. The district is comprised of three schools:

- K.C. Heffernan Elementary School
- C.S. Driver Middle School
- Marcellus Senior High School

The enrollment figures for the district and a school breakdown of enrollment is as follows:

Enrollment by Level (2024-2025)

Total District Enrollment	1417students
Elementary Enrollment (Grades UPK-3)	482 students
Middle School Enrollment (Grades 4-8)	502 students
Senior High School (Grades 9-12)	433 students

The demographics of the district student body is as follows:

Student Subgroups (2024-2025)

Students With Disabilities (SWD)	15.2%
Economically Disadvantaged (ED)	24%
White	92.3%
Black	<1%
Hispanic	2.5%
Multiracial	3.2%
Asian Pacific Islander	<1%
English Language Learners	<1%

Needs Analysis

The Professional Learning Committee used a variety of data sources to determine areas of focus for professional learning in the district. We utilized the Wellman and Lipton Collaborative Learning Cycle as we examined both school and grade-level data. We took a multi-pronged approach zooming out to examine school and district-wide data and zooming in to examine performance around specific standards across content areas. The Professional Learning Committee studied the following data sets: Marcellus Central School District 2023-2024 ESSA Accountability Report, Grades 3-8 2023-2024 NYS Test Results & NYSESLAT Results , and June 2024 Regents Results . These data sets informed the prioritization of professional learning needs.

With the district and Marcellus Faculty Association's recent adoption of the STEPS Plan (Standards-based Educator Evaluation and Professional Support ("STEPS") System, the district will carefully monitor selections of Measure 2 to better identify professional needs of staff based on their individual needs and goals.

Development of the Professional Learning Plan

The professional learning plan committee examined the NYS Teaching Standards and the NYS Professional Development Standards.

The team examined survey data from both students and teachers as well as student achievement data. Student data consisted of surveys of Marcellus graduates post-secondary preparedness, achievement data from 3-8 New York State Testing Program, and performance on Regents exams.

Teaching Standards

Professional learning opportunities are planned in accordance with the NYS Teaching Standards, NYS Professional Development Standards, and adult learning theory (pedagogy).

NYS Teaching Standards	NYS Professional Development Standards	Adult Learning Theory, as paraphrased by Paula Rutherford of *Just ASK Publications*
1. Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students. 2. Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students. 3. Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards. 4. Teachers work with all students	1. Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn. 2. Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress. 3. Professional development is research-based and provides educators with opportunities to	Because adults… 1. Need to be validated for what they already know and do, we need to recognize and build on their experience 2. Experience a dip in their sense of self-efficacy when new initiatives with new skills and language are introduced, we need to provide encouragement and recognition of effort 3. As K-12 teachers spend much of their time with children, they need opportunities to be congenial and socialize at the

to create a dynamic learning environment that supports achievement and growth. 5. Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction. 6. Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning. 7. Teachers set informed goals and strive for continuous professional growth.	analyze, apply and engage in research. 4. Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment. 5. Professional development ensures that educators have the knowledge and skills to meet the diverse learning needs of all students. 6. Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students. 7. Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education. 8. Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth. 9. Professional development promotes technological literacy and facilitates the effective use of all appropriate technology. 10. Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.	beginning of conferences and work sessions 4. Should be offered choice in how they learn, as long as what they are learning is based on the mission and vision of the organization and is in the interest of student learning, we need to provide multiple learning formats and environments 5. Internalize and use strategies that they experience far better than they internalize strategies that they only hear or read about, we need to structure our interactions to include opportunities for staff to experience proven teaching/learning strategies 6. Engage when they are asked what they would like to know about the topic, we need a repertoire of ways to gather, analyze, and use the data about their concerns, goals, and needs 7. Need to see and hear examples from situations similar to the ones in which they work, we need to locate and save examples from all content areas and grade levels 8. Want to know why and how the supervisor, mentor, or coach is qualified to lead their learning and whether or not the leader has "walked the talk," we need to be storytellers ... but not braggarts

Because the teaching-learning cycle is about both student learning and adult learning, student achievement results should be improving because of the work we are doing. The analysis of student work on common formative assessments helps us target interventions designed to address deficits discovered relating to essential standards and learning targets. This information also assists in identifying the most effective instructional and intervention strategies.

Educational Leadership Standards

Professional learning opportunities are planned in accordance with the NYS Educational Leadership Standards, NYS Professional Development Standards, and adult learning theory (pedagogy).

NYS ProfessionalStandards for	NYS Professional Development	Adult Learning Theory, as

Educational Leader	Standards	paraphrased by Paula Rutherford of *Just ASK Publications*
1. Develop, advocate, and enact a shared mission, vision, and core values of high quality education and academic success and well-being of each student. 2. Act ethically and professionally and according to professional norms to promote each student's academic success and well-being. 3. Strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being. 4. Develop and support intellectually rigorous, culturally relevant, and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being. 5. Cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student. 6. Develop the professional capacity and practice of school personnel to promote each student's academic success, and well-being. 7. Foster a professional community of teachers and other professional staff to promote each student's academic success and well-being 8. Engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. 9. Manage school operations and resources to promote each student's academic success and well-being. 10. Act as agents of continuous improvement to promote each student's academic success and well-being.	1. Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn. 2. Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress. 3. Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research. 4. Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment. 5. Professional development ensures that educators have the knowledge and skills to meet the diverse learning needs of all students. 6. Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students. 7. Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education. 8. Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth. 9. Professional development promotes technological literacy and facilitates the effective use of all appropriate technology. 10. Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.	Because adults… 1. Need to be validated for what they already know and do, we need to recognize and build on their experience 2. Experience a dip in their sense of self-efficacy when new initiatives with new skills and language are introduced, we need to provide encouragement and recognition of effort 3. As K-12 teachers spend much of their time with children, they need opportunities to be congenial and socialize at the beginning of conferences and work sessions 4. Should be offered choice in how they learn, as long as what they are learning is based on the mission and vision of the organization and is in the interest of student learning, we need to provide multiple learning formats and environments 5. Internalize and use strategies that they experience far better than they internalize strategies that they only hear or read about, we need to structure our interactions to include opportunities for staff to experience proven teaching/learning strategies 6. Engage when they are asked what they would like to know about the topic, we need a repertoire of ways to gather, analyze, and use the data about their concerns, goals, and needs 7. Need to see and hear examples from situations similar to the ones in which they work, we need to locate and save examples from all content areas and grade levels 8. Want to know why and how the supervisor, mentor, or coach is qualified to lead their learning and whether or not the leader has "walked the talk," we need to be storytellers ... but not braggarts.

Professional Learning Opportunities

Professional learning opportunities are designed to meet the needs of individuals. The district may decide, in some cases, to provide learning experiences for the purpose of developing a common foundation for all instructional staff while other opportunities will be differentiated based on the needs of individuals, depending on grade-levels, departments, or buildings.

Elementary	Middle School/Junior High	High School

• Literacy Strategies
• Technology Integration training based on the latest advances such as Canva, AI, ViewSonic Board training, ParentSquare, ESGI, and Kami
• Online Tools- focused on math fluency
• LETRS Training
• Mystery Science (K-4)Training
• Social Emotional Learning
  ○ Develop Accessible resources for students, staff, and families
• Trauma Informed Practices
• Curriculum development
• The Reading League Literacy Professional Learning Opportunities
• OCM BOCES Leadership Network Professional Learning Opportunities
• Crisis Prevention Training
• Superintendent's Conference Day learning sessions
• PD Strands (based on teacher needs)
• Positivity Project Training
• Mandated Annual Trainings (Sexual Harassment, Right to Know, Data Privacy and Security etc.)
• Mentoring Program Training (Essential instructional elements, planning basics, STEPS Plan overview etc.)
• Meeting the Needs of Diverse Learners Training
• Mentoring Program
• Evaluate/Revise our Summer Reading Program to encourage a love of reading and cross curricular connections(School Librarians & Department Leaders)
• UFLI Training
• Explore, research, create, & implement a framework for K-12 Learning Initiatives based
	• Technology Integration training based on the latest advances such as Canva, AI, ViewSonic Board training, ParentSquare, ESGI, and Kami
	• Social Emotional Learning
	  ○ Develop Accessible resources for students, staff, and families
	• Trauma Informed Practices
	• Curriculum development
	• OCM BOCES Leadership Network Professional Learning Opportunities
	• Content Area Regional Conferences
	• Crisis Prevention Training
	• Superintendent's Conference Day learning sessions
	• PD Strands (based on teacher needs)
	• Curriculum Development Training
	• Positivity Project Training
	• Mandated Annual Trainings (Sexual Harassment, Right to Know, Data Privacy and Security etc.)
	• Mentoring Program Training (Essential instructional elements, planning basics, STEPS Plan overview etc.)
	• Meeting the Needs of Diverse Learners Training
	• LETRS Training for teachers in Grades 4-6
	• Evaluate/Revise our Summer Reading Program to encourage a love of reading and cross curricular connections (School Librarians & Department Leaders)
	• Smithsonian Kit Training Grades 5 & 6
	• Mentoring Program
	  • STEPS Plan Multiple Measures
	  ○ SMART Goals
	  ○ Professional
		• Online Tools- focusing on research and creation
		• Technology Integration training based on the latest advances such as Canva, AI, ViewSonic Board training, ParentSquare, ESGI, and Kami
		• Social Emotional Learning
		  ○ Develop Accessible resources for students, staff, and families
		• Trauma Informed Practices
		• Curriculum development
		• Literacy across the curriculum
		• CollegeBoard for AP trainings
		• OCC concurrent enrollment trainingOCM BOCES Leadership Network Professional Learning Opportunities
		• Content Area Regional Conferences
		• Crisis PreventionTraining
		• Superintendent's Conference Day learning sessions
		• PD Strands (based on teacher needs)
		• Curriculum Development Training
		• Mandated Annual Trainings (Sexual Harassment, Right to Know, Data Privacy and Security etc.)
		• Mentoring Program Training (Essential instructional elements, planning basics, STEPS Plan overview etc.)
		• Meeting the Needs of Diverse Learners Training
		• Best Practices for Hybrid and Remote Learning
		• Mentoring Program
		• Evaluate/Revise our Summer Reading Program to encourage a love of reading and cross curricular connections (School Librarians & Department Leaders)
		• STEPS Plan Multiple Measures

on student date. Possible topics: ○ Vocabulary Strategies ○ Activating prior knowledge ○ Morphology ○ Context Clues ○ Science Practices ● STEPS Plan Multiple Measures ○ SMART Goals ○ Professional Portfolio ○ Peer Observation ○ Action Research ○ Common Formative Assessments	Portfolio ○ Peer Observation ○ Action Research ○ Common Formative Assessments	○ SMART Goals ○ Professional Portfolio ○ Peer Observation ○ Action Research ○ Common Formative Assessments

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Required Annual Training

The District requires employees to participate in several online training sessions, as required by law and regulation. Successful completion of the required training is monitored until all have completed the required training(s). Topics include:

- School violence prevention and intervention
- Sexual Harassment
- Right to Know
- Mental Health Training
- Emergency Response
- Dignity for All Students Act (DASA)
- Data Privacy and Security
- Other trainings as mandated by state and federal guidelines

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Expectations for Participation

Teachers are expected to engage in professional learning throughout the school year. Including both required annual training sessions as well as professional learning opportunities targeted at their needs. In addition to Superintendent's Conference Days, teachers are encouraged to attend workshops and conferences offered by approved providers. The district is committed to providing a personalized professional learning model that enables staff to have choice in pursuing areas of professional learning that are of the most benefit for their students.

Offerings are differentiated based on the various roles in the district which include: teachers, leaders, and teacher assistants. The district is committed to providing sufficient professional development to professional certificate holders to remain in good standing by successfully completing the required number of professional learning hours every five years.

Language Acquisition

While the district typically has low numbers of English Language Learners (ELLs), we will seek opportunities to engage our staff in professional learning that will benefit not only ELLs, but all of our learners. The District's English as a New Language (ENL) teachers work closely with the Regional Bilingual Education Resource Network (Midstate RBERN) for their professional learning. Because we have so few ELL students, the district currently receives a waiver from the New York State Education Department requirement to include professional learning opportunities focused on meeting the needs of ELLs comprising 15% of our total professional learning opportunities for staff.

It is a district priority to ensure that all of our teachers of early readers have the most up to date knowledge and skills in the area of the science of reading instruction. This will enable staff at the K-6 level to address students' needs and gaps during these foundational years. It is our goal that all students are reading on or above grade level by the end of third grade.

Measuring Impact

In order to assess the efficacy of professional learning in the district, the professional learning committee will evaluate periodically the following:

- Student achievement on New York State assessments (3-8 testing and Regents exams)
- iReady Reading & Math assessments
- Classroom evaluation both formal and informal
- Feedback from staff
- Feedback from students and parents

Mentoring Program

Marcellus Central Schools has a robust mentoring program that exceeds the requirement of mentored experience as stipulated in Section 100.2 of New York State Education Commissioner's Regulations. As teachers join the Marcellus Central School District, regardless of experience, they are assigned a mentor for a two year time period. In the summer before their first year at Marcellus, new teachers attend a three day orientation program. On the third day, the new teacher's mentor joins them for a day of learning, reflecting, and planning.

New mentors attend a half day training to review qualities of an effective mentor, adult learning theory, and the mentor's responsiblities to their assigned mentee throughout the school year.

Mentoring activities include:

- Regular connection/collaboration
- Participating in summer training/meetings with the mentee
- Sharing of resources
- Modeling Instruction

- Co-planning
- Peer coaching
- Reviewing building/district procedures
- Supporting classroom management strategies and procedures
- Helping with preparation for school community events
- Supporting best practices for communication with families

When new teachers are hired, the administrative team collaborates to assign mentors, carefully deliberating to ensure the most effective pairing to promote the growth and development of the mentee. Matches are determined using information obtained from the mentee's interview, grade level and content area of the new employee and other relevant factors.