



MAMARONECK SCHOOLS

Central School Our Story of Continuous Growth

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CHAPTER *one*

Why We Do What We Do – The Plot of Our Story

Our Plot



Empowered and Skillful Learners

All students develop the knowledge, skills, and confidence to take ownership of their learning through personalized, challenging, and authentic experiences.

Actualized Dignity and Belonging

All members of our learning community are respected, seen, and valued, and engage in a way that allows themselves and others to authentically and fully participate in school life with dignity and integrity.

Adult Expertise & Growth

Adults continuously grow their practice through collaborative and research-based learning, feedback, and innovation that is aligned to Mamaroneck's mission and responsive to both evolving student needs and breakthroughs in the larger field of education.

Reflective Inquiry & Continuous Enhancements

We institutionalize individual and group reflective practices and engage regularly, using data to inform decisions, improve practice, and align our efforts to common school and district goals.

CHAPTER TWO

Our Characters & Our Setting

Our Characters:

- ★ Our Students
- ★ Our Teachers and Staff

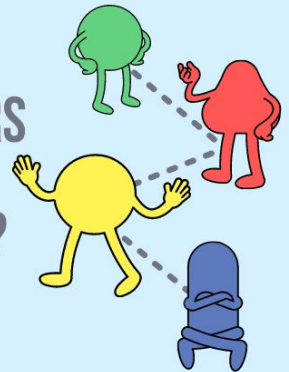
Our Supporting Characters:

- ★ Our Families
- ★ Our District Staff and Community Partners



**WHY ARE
CHARACTERS
IMPORTANT
IN A STORY?**

4 WAYS ESSENTIAL
CHARACTERS MAKE
CONTRIBUTIONS





- ★ Air conditioning, new fireproof doors, upgraded security hardware, and hurricane-proof glass create a safe, comfortable learning environment that lets students focus on learning rather than heat, noise, or safety concerns.
- ★ New windows, repaired walkways, LGI upgrades, and renovated SGI rooms expand spaces where students collaborate, receive interventions, and present their learning.
- ★ New lunch tables and reimagined spaces allow cross-grade mentorship, small group work, and assemblies, reinforcing community and belonging
- ★ Solar Panels

“The setting never gets in the way. It is the way of the story.”

Gordon Chaplin



**How the Plot Thickens
What We're Doing in Our Building**

Growing our...



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Through Staffing:

Supervisors, directors, and coaches increase curriculum expertise, alignment across schools, and focused new-teacher support, all aligned with the district's emphasis on rigorous, personalized learning for all students.

Certified Building Substitute Teachers: Supports dedicated time for grade-level teams, data meetings, and targeted PD opportunities while maintaining instructional consistency.

Full-time social worker, additional security greeter, and aides expand our community's collective expertise by bringing specialized skills into our daily routines. Every adult in the building becomes more skilled at recognizing needs, responding with care, and reinforcing the practices that help all students thrive.



Growing our...



Through our Curriculum:

- ★ Literacy units, PD opportunities (Martha Horn, Bridges, Foundations/Heggerty, Reading Recovery, Building Thinking Classrooms, Mary Erhenworth), build teacher expertise and ensure consistent and equitable expectations K–5.
- ★ Teacher committees (literacy teams, summer curriculum work, Capstone planning, Summer Equity, School Leadership Team) operationalize the district's emphasis on empowering educator expertise and collaborative decision-making



Growing our...



Through Staffing:

- ★ **Hiring of special education staff:** Additional SSS staff members, teaching assistants, and related service providers to lower caseloads and increase small-group and individualized support.
- ★ **Director of DEI:** Advance personalized learning by ensuring instruction is tailored not only to students' academic levels but also to their identity, language, and lived experiences.
- ★ **Full-time social worker:** gives students more voice and choice, helping students reflect on their interests, strengths, and needs.



Growing our...



Through Programming and Resources:

- ★ **Technology to support individualized student learning:** Newline boards, chromebook carts, and platforms (Open Architect, Forefront, Branching Minds, LitlabAI, SchoolAI, SORA) facilitates learning and allow teachers to personalize/individualize instruction and monitor progress more precisely and efficiently.
- ★ **Programming updates: Math Bridges, CPET Literacy Collaboration, Enrichment opportunities.**
- ★ **Updated libraries & instructional resources:** Curated, diverse, and standards-aligned collections that support inquiry, literacy, and student choice all of which support dignity and representation for all students.
- ★ **Professional Book Clubs:** Shifting the Balance and the Science of Learning
- ★ **Furniture: Standing Desks, CPK Chairs, CPK Lunch furniture**



Growing our...



Through:

- ★ **Student Support Systems:** Counseling, social-emotional learning programs, enrichment programs and behavior/MTSS structures that connect adults and students in meaningful ways.
- ★ **Family and Community Engagement:** Family nights, workshops, and communication systems that strengthen home–school partnerships.
- ★ **After School Clubs:** Opportunities for MHS students to serve as role models for our students and support our students in exploring different interests.





Why we LOVE this Story!

Attendance

Running Attendance Last 3 Years

● SY 25-26 ● SY 24-25 ● SY 23-24



Chronic Absenteeism Rate

23-24: 10% Full Year

24-25: 9.5% Full Year

25-26: 5% YTD



Behaviors

23

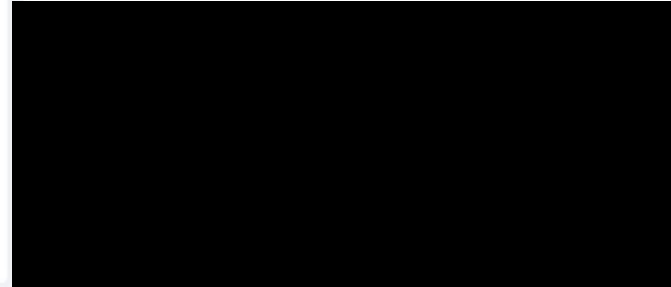
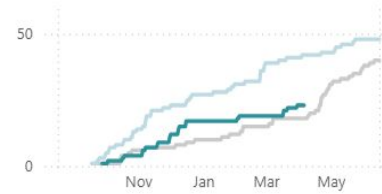
of Incidents
Year-to-date

3.7%

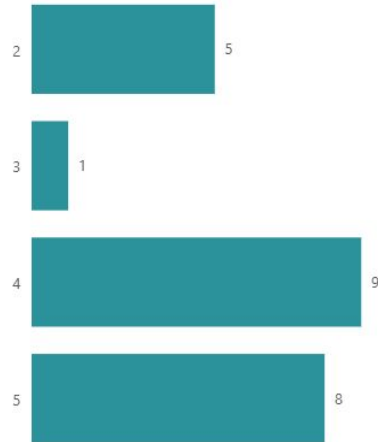
% Students with 1+ Incident
Year-to-date

Running Incidents Last 3 Years

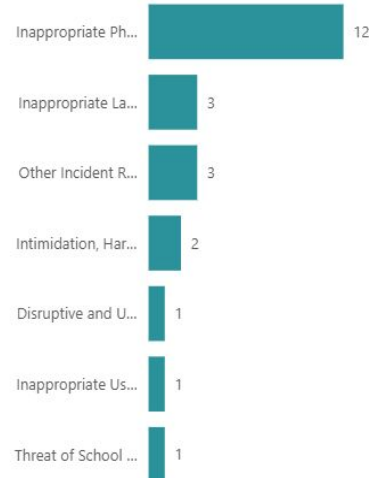
● SY 23-24 ● SY 24-25 ● SY 25-26



Number of Incidents by Grade

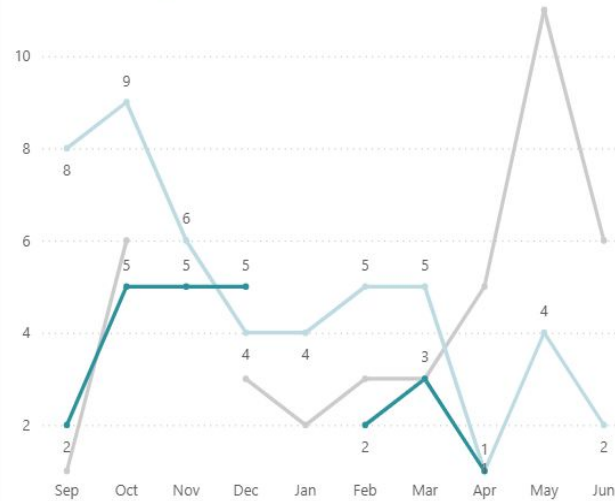


Number of Incidents by Behavior



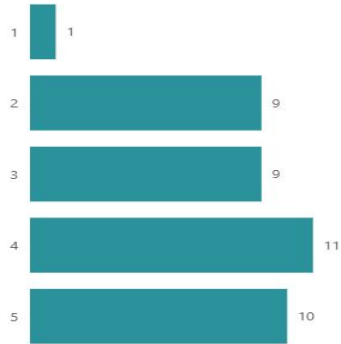
Number of Incidents by Month

● SY 23-24 ● SY 24-25 ● SY 25-26



Behaviors

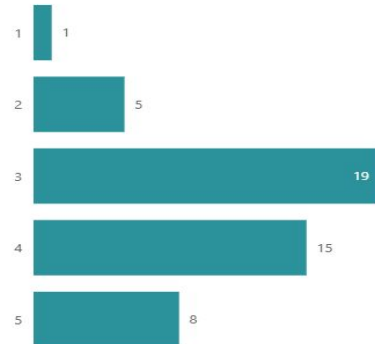
Number of Incidents by Grade



23-24

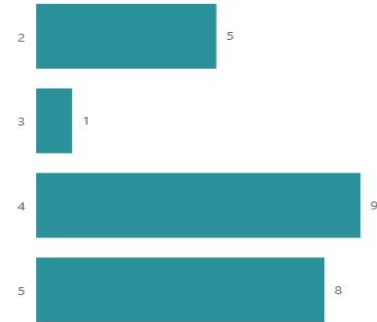


Number of Incidents by Grade



24-25

Number of Incidents by Grade



25-26



Club Opportunities

Mindful Doodling
STEM
Digital Magazine
Green Tigers
Recess Club

23-24
First Grade



Mindful Doodling
STEM
Digital Magazine
Soft Start
School Ambassadors
Recess Club

24-25
Second Grade

Mindful Doodling
STEM
Digital Magazine
Soft Start
School Ambassadors
Student Belonging
Green Screen
Book Club
Reading Buddies
HW Club
Chess Club
Oral Language Club
Extended Learning

25-26
Third Grade



2nd Grade Growth

Independent Reading Level

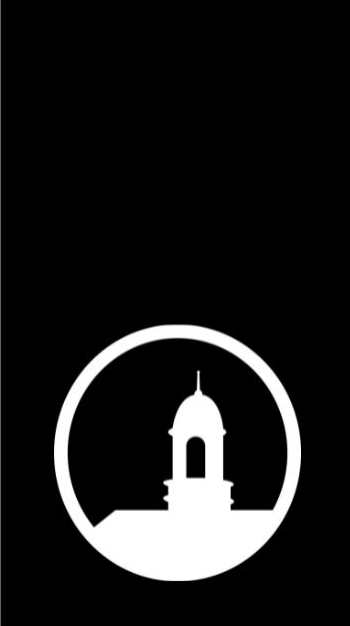
May 24 - 70% (End of K)
Oct. 24 - 58% (Beg. of 1st)

23-24
Kindergarten/1st



May 25 - 82% (End of 1st)
Oct. 25- 83% (Beg. of 2nd)

24-25
First/Second



3rd Grade Growth

Independent Reading Level

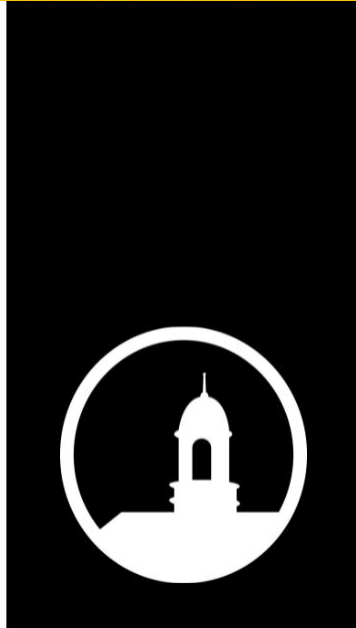
May 25 - 85% (End of 1st)
Oct. 25 - 76% (Beg. of 2nd)

24-25
First/Second



May 25 - 87% (End of 2nd)
Oct. 25 - 85% (Beg. of 3rd)

25-26
Third Grade



In third grade...

- **72% of this cohort earned a Level 3 or above in ELA.**
- **82% earned a level 3 or above in Math.**

In fourth grade...

- **84% of this cohort earned a Level 3 or above in ELA**
- **88% earned a level 3 or above in Math.**





Our story continues...



MAMARONECK SCHOOLS

THANK YOU