



Carroll Creek Communicator



Charter School Renewal



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| 12-2 | School Back in Session |
| 12-4 | 7:00 MMCI @ CCM |
| 12-5 | 4:00 Clubs Chess, Film, Garden, Writing |
| 12-5 | 7:00 Elementary Performing Ensemble |
| 12-10 | 4:00-8:00 Chipotle Fundraiser |
| 12-11 | 3:00 Charter Renewal Meeting @ BOE |
| 12-12 | 4:00 Clubs Chess, Film |
| 12-17 | Middle School Small Group to Rescue Mission |
| 12-18 | 7:00 GC Meeting |
| 12-19 | 4:00 Clubs Chess, Writing |
| 12-20 | 12:45 Early Dismissal |
| 12-22 Thru 1-1 | Winter Break |
| 1-2 | 9:00 School Resumes |
| 1-2 | 4:00 Clubs Writing |
| 1-6 | Lottery Opens |

Yesterday Dr. Alban presented her recommendation for renewal of our charter. Due to the drop in our math PARCC test scores, she recommended that we be placed on probation. When we received the scores in the summer, we knew we had work to do. Before school started our Continuous School Improvement team developed very specific guidelines for math support from our math intervention teachers (the GC had already added staff to enable additional students to receive this service essentially doubling the number of students who are receiving services this year from last). Our School Improvement plan main focus is on math this year and includes strategies to support students in math from primary through middle school. For example, we know our students understand the foundations of math concepts, but the transfer of that information to a computerized assessment may cause some loss of information. We have altered the use of the computer lab to include more direct interaction with math as it will be presented on the assessment. If you would like to learn more about your child's progress in the area of math, please contact your child's teacher.

Other areas of Dr. Alban's report were positive. We have an exceptional Spanish program which includes high school Spanish credit for all middle school students. Some of our sixth grade students are taking Spanish I for high school credit this year. We also have middle school students taking high school credited classes for Algebra and Geometry. All our classroom teachers either hold Montessori certificates or are working on them (7 of the 11 have completed their certification, one has finished all the coursework and just needs verification from AMS and the remaining 3 are well on their way). Our finances are in good standing, enough so that we have a small savings to tap as we are investigating the prospect of relocating. Attendance meets the state expectations, but is lower than FCPS expectations. Surveys from parents and staff indicate that there is a high level of commitment and appreciation for our school. Overall, with the serious exception of math, our school has made great progress.

The Frederick County Board of Education will act on Dr. Alban's recommendation at their next scheduled meeting which will be December 11th at 6:00. Please plan to support our school by attending this meeting. If you feel so moved to speak to the board about Carroll Creek and your family's experiences here, that would be great. The BOE is always interested in what parents think, so your presence and comments are important.

Carroll Creek Montessori Public Charter School Mission

CCMPCS's mission is to build a community in which students, parents and staff work together to educate the "whole child," the sum of the physical, emotional, social, and intellectual parts. We will implement a Montessori based curriculum to give students the hands-on tools they need to be active learners both in and outside the classroom. By offering English with Spanish enrichment or dual-language Spanish instruction to all students, we will provide a unique opportunity for students to learn a second language at an early age and develop multicultural awareness.



Montessori Moment

“The child seeks independence by means of work: an independence of body and mind.”

Maria Montessori

Ten Fundamental Rules as Outlined by Dr. Maria Montessori

The Montessori Method of education allows children to experience the excitement of learning by their own choice. The Montessori teacher plays a crucial role to ensure this happens.

Dr. Montessori outlined ten fundamental rules defining the expectations for the care of the children. These rules serve as a reminder to teachers and administrators as they implement the Montessori Method.

1. Never touch the child unless invited by him (in some form or the other).
2. Never speak ill of the child in his presence or absence.
3. Concentrate on strengthening and helping the development of what is good in the child that its presence may leave less and less space for evil.
4. Be active in preparing the environment. Take meticulous and constant care of it. Help the child establish constructive relations with it. Show the proper place where the means of development are kept and demonstrate their proper use.
5. Be ever ready to answer the call of the child who stands in need of you, and always listen and respond to the child who appeals to you.
6. Respect the child who makes a mistake and can then or later correct himself but stop firmly and immediately any misuse of the environment and any action which endangers the child, his development or others.
7. Respect the child who takes rest or watches others working or ponders over what he himself has done or will do. Neither call him nor force him to other forms of activity.
8. Help those who are in search of activity and cannot find it.
9. Be untiring in repeating presentations to the child who refused them earlier, in helping the child acquire what is not yet his own and overcome imperfections. Do this by animating the environment with care, with restraint and silence, with mild words and loving presence. Make your ready presence felt to the child who searches and hide from the child who has found.
10. Always treat the child with the best of good manners and offer him the best you have in yourself and at your disposal.



Counselor's Corner

*Mrs. Mosquera,
Montessori Teacher
Specialist*

Happy fall Carroll Creek Montessori families! The school counseling department has been providing lessons in the classrooms on social and emotional development throughout the month of November. Each level received different lessons tailored to the students needs.

The Primary classes were read, “The Color Monster”, and were able to identify different feelings and emotions people experience. Identifying emotions is a vital part of social/emotional development. Once children develop the skills to identify their emotions, they will in turn begin to develop self-awareness around what soothes and calms them. Students were able to piece together a feelings puzzle followed up with their individual identification of feelings they frequently experience. The personal feelings identification activity was sent home with them to share and further discuss with their families.

Lower and upper elementary students received lessons on Social filters. Social filters are important for all individuals and help us to engage in thinking before we speak to ensure our communication and social interactions are positive. Students engaged in discussions about the importance and impact of having a social filter and had to evaluate different situations and thoughts to decide if a filter would or would not have been needed.

Middle school students received a lesson on Empathy. Students engaged in a discussion about how we all have different events, experiences, and struggles, and showing understanding and empathy can allow for a positive and healthy environment for all.

In addition, Student Ambassadors from the Academy of Fine Arts will be here on 11/26/19 to explain this wonderful option for High School Students. A special thank you to Mrs. Reed for organizing this visit. To learn more about the AFA click Here. If your 8th grade student will be attending Frederick High School next year, please plan to attend the FHS registration night on December 9th. The other high schools will host their own registration nights too. These aren't usually until March at the earliest. Please be sure to sign up for Find Out First to be notified.

If your family could benefit from receiving a food bag from our CCM foodbank, please let Mrs. Adams know. There are multiple days coming up where school will not be in session for students to receive breakfast and lunch. We will be happy to send some food home with your student to help with these days. You can also sign up to receive a weekly food bag.

From the Art Room

Square 1 Art reprinted and resent stickers and catalogs for images that were too light. The last day to order artful gifts and keepsakes is December 2nd. Thank you!

Kindergarten students have completed their self-portraits and are exploring positive and negative space as they draw still-life compositions. They are also practicing with the tools and mediums in the drawing center. Ask them about positive and negative space in a picture.

Lower Elementary students are learning that the art of applique links Ancient Egyptians with today's Benin people. The children are in the process of designing themes and color palettes for their appliques and assembling and sewing fabric to fabric. Ask them about their theme for their applique.

Upper Elementary students are learning about Canopic Jars and are working with clay using the slab method to create their own vessels. Ask them what they plan to keep in their handmade jar.

Middle School Illustration students are illustrating book covers for a work of fiction and a work of historical fiction. For the historical fiction, they are using the novels that they have been reading in Mrs. Rothermel's class. Ask them which book they chose for their fiction book cover.

Middle School Drawing students are learning about automatic drawing as developed by the Surrealists. They are also practicing their observational skills as they create still-life drawings on a mid-tone paper. This challenges them to find and develop the shadows and the highlights. Ask them to describe the imagery that they are discovering in their automatic drawings.



"All art requires courage." — Anne Tucker

Mrs. Reed

Music Notes

Kindergarten music classes have been playing a fast paced rhythm game, "Switcheroo," as they take turns echoing patterns and switching line ups. Classes will soon start a new round of instrument exploration as they provide a soundscape for the fall book, "Fletcher and the Falling Leaves." Our November dances have been "A Turkey Named Bert" and "The Mayflower." Many students are now able to do the entire solfeggio major scale and hand signs—quite impressive for Kindergarten!

Lower Elementary classes are continuing with fishing story creative movement activities as well as the small group formation dance "Draw A Bucket of Water." We are adding ostinato and drum accompaniment to the "Canoe Song" as a way of exploring the musical concepts of dynamics and accent. Our Thanksgiving dance, "My Friend Tom," will finish out the month.

Upper Elementary classes have started to study the inner divisions of single beats in a measure by combining eighths, sixteenths, and even 32nd notes and rests to complete measures in duple and triple meter. It was daunting for some at first until they realized the fraction connection, and now they are challenging each other with "musical" math. Students have also been extending their drum circle experiences to drumming conversations evident in more complicated African and Latin American styles. Students take turns making their instrument "speak" to a partner on specific parts of measures while the rest of the class provides a background tempo.

Middle School General Music

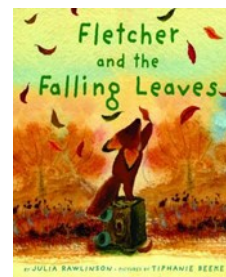
Independent study is in full swing in the music room; we have students studying guitar, keyboard, composition, and ukulele—yes! Our school was among several in FCPS that received classroom ukuleles through a donation from FAME (Frederick Acoustic Music Enterprise). Students are working on solo and group selections, as well as pop, classical, and holiday repertoire.

Performing Ensembles

Join us here at CCM for some wonderful music!

Elementary Chorus: December 5 at 7pm

Middle School Performing Ensemble: January 16 at 7pm



Mrs. Reynolds

Spanish Spoken Here

¡Saludos from the Spanish classroom! Thank you to the parents who made time to attend the Spanish Parent Information Night on November 18th. As a Spanish team, we appreciate your participation, and we so are pleased that you walked away with a greater understanding of the Spanish program at CCM.

Spanish 1 – Students have interacted with various stories, movie talks, and songs to acquire additional high frequency words and begin working with horizontal conjugations. Horizontal conjugations are when we practice retelling or writing a story from a different perspective, in our case from the third person singular to first person singular. For example, a story might say “Bob corre a la escuela/Bob runs to school,” and we change it to “Yo corro a la escuela/I run to school.” I was so pleased with how quickly they grasped this concept and were able to apply it and re-write entire stories.

Upper Elementary – In all Upper Elementary groups, we introduced the Biography Shelf as an independent work. At least once a week, students choose a short biography written in comprehensible Spanish and read it. Most biographies follow the same written format, so students are getting multiple repetitions of high-frequency language. After reading, they complete a guided response activity in Spanish in their journal. In Upper Elementary Group A, we have started our first novel study and the students are LOVING it! *El Capibara con Botas* describes the adventures of a capibara in the Amazon who is different from all of the other capibaras. I have to remind students to try not to read ahead, and if they simply cannot resist, to please not give any spoilers. Isn't that a wonderful problem to have – and for an all-Spanish novel?! As an add-on to the novel, we also did a cultural study of Ecuador and the Amazon rainforest.

Lower Elementary A & B – In these classes, we recently completed a unit on Introduction of Self in the context of class elections. Students met fictional characters who were running for class president. The characters used Spanish phrases to state their name, age, grade, where they live, and favorite color. Lower El students then used those same phrases to complete their own personal introductions posters. The unit culminated in a suspenseful mock election and

students voted on their favorite character for president. Using Spanish, students introduced themselves and stated their choice, “Me llamo ___ y mi voto es para ___.” They were on the edges of their seats as the elections unfolded and erupted in cheers when the “ganador/winner” was finally revealed!

Thank you for your support of Spanish at CCM,



¡Hola Padres de CCM! y ¡Feliz Dia de Acción de Gracias!

Primary students are learning about food this month. They started learning about fruits (manzana, uvas, fresas, banana and melon), then lactose products like (leche; yogurt -the difference is the pronunciation; queso; helado and mantequilla) and this week they are learning about vegetable (brócoli, zanahoria, papa, lechuga tomate and maíz). With the food lesson students are practicing words like “me gusta” and “no, no me gusta” with hand and facial gestures. I add comer(eat), tomar (drink) and pintar (paint and color) to our vocabulary activity. Students continue learning about color and body parts, but this time using the story “El Pavo de Muchos Colores” The Multicolor Turkey. They also still learning about the weather in Spanish (nublado, hace sol, lloviendo, nevando) using Está (it is) and greetings (Buenos días and Adiós/Hasta mañana)

Lower Elementary students are learning about food this month. They started learning about fruits (manzana, uvas, fresas, banana and melón), then lactose products like (leche; yogurt- the difference is the pronunciation; queso; helado and mantequilla) and this week, they are learning about vegetable (brócoli, zanahoria, papa, lechuga tomate and maíz). With the food lesson they are practicing to say ‘me gusta’ and ‘no, no me gusta’ with hands and facial gestures. They also learned the words comer (to eat), beber (to drink) and pintar (to paint/to color). Every Thursday is our reading comprehension day, where I bring a short story (four sentences), read and draw the story for them four times. They all answered three questions related to the story using what they have learned and the drawings. Students love Bacho and Friends videos (YouTube Channel) to learn about colors, the day of the week, the month of the year, numbers and also Super Simple Español (YouTube Channel) to practice feelings and body parts.

Spanish 2 students worked why “Mi librito de Pretérito” My Preterite Book, to learn about -er/-ir preterite regular verbs, preterite trigger words, irregular verbs, stem-changing verbs and verbs with spelling changes. They read “Ricitos de Oro y los Tres Osos” (Goldy Lock and the Three Bears) short story, as a way to familiarized with the concepts already studied. They keep working with an activity called “Canta Ninja” where each day a student is chosen to ask for the song of the week. This student has the opportunity to choose any video designated for this matter. They have enjoyed Senor Woolly YouTube channel videos. Mr. Woolly who real name is James Wooldridge is a Spanish teacher from Chicago, who after struggling to find educational material for his high school students, decided to create appropriate educational material for middle school and high school students.

Physical Education

Kindergarten students have been learning how to use their body in different ways. Students have practiced rolling with a narrow and curled body shape. Students have used their bodies to spell their name using letters of the alphabet. Primary students have also started practicing the skill of catching. Students challenge themselves by letting a ball drop and bounce once or twice before catching it. We will soon begin practicing throwing and catching with a partner!

LE, UE, and Middle school students have all finished up our soccer unit! During this unit students learn the skills of dribbling with the feet and passing and trapping with the feet. We emphasize using the inside of the foot to kick the ball compared to using the toe because it is more accurate. Students practice dribbling with the inside and the outside of the foot using light taps and control of the ball while also keeping their eyes up to be spatially aware. All grades get to experience some sort of game-like activity whether it be an actual soccer game, sideline soccer, or a small-sided practice activity.



Mr. Hickman

Tidbits from our GC

Dear CCM Community,

I write today to communicate that CCM has received notice that the recommendation from the FCPS Superintendent regarding charter renewal is for probationary renewal of the CCM charter. Please continue reading for more specific details.

CCM staff, GC, and MMCI continue to work and advocate on behalf of CCM in collaboration with FCPS to ensure that CCM provides a quality educational opportunity in line with the commitments made through our charter.

Point of Contact:

Questions regarding charter renewal can be directed to Principal Horan at marilyn.horan@fcps.org and GC Chair, Carrie Jean Rathmell, at gcchair@carrollcreekmontessori.org

Regards,

Carrie Jean Rathmell

Governing Council Chair

[Carroll Creek Montessori Public Charter School](http://CarrollCreekMontessoriPublicCharterSchool.org)



At the Monday, November 25 Work Session of the BOE scheduled for 3:00 pm, Dr. Alban is scheduled to present her recommendation to the FCPS Board of Education (BOE) regarding renewal of the CCM Charter.

Documents for the Superintendent's Renewal Recommendation for Carroll Creek Montessori Public Charter School have been added to the public record on the FCPS Board of Education Board Docs site in advance of the Monday, November 25 meeting.

Superintendent, Dr. Alban's Recommendation is:

"After reviewing the findings, there is a recommendation from the Superintendent to the Board of Education for a probationary renewal of Carroll Creek Montessori Public Charter School's charter due to concerns with student math achievement and the need for a stronger Multi-Tiered System of Supports (MTSS) for students who are not meeting academic standards."

Access documents in Board Docs at these links for more details:

<https://go.boarddocs.com/mabe/fcps/Board.nsf/Public>