

# 2024-2025 Annual Report

## Carroll Creek Montessori Public Charter School

7215 Corporate Ct. | Frederick, MD

<https://www.carrollcreekmontessori.org/>



Submitted by: Monocacy Montessori Communities, Inc.

January 2026

## **TABLE OF CONTENTS**

### **CCM Background Information 4**

- CCM Mission Statement from the Charter **4**
- CCM Vision Statement from the Charter **4**
- A Brief History of Carroll Creek Montessori Public Charter School **4**
- External Accreditation and Validation **5**

### **Montessori and Spanish Programs 5**

- Montessori Program **5**
- Student to Staff Ratios during core curriculum instructional day at CCM **5**
- Middle School Program **6**
- Spanish Program **6**
- Spanish curriculum and instructional strategies and resources **7**
- Weekly Total Spanish Instructional Time for Each Level **7**
- CCM 6th Grade Spanish **7**
- Montessori Spanish Experience **8**
- CCM Attendance **8**
- Special Education Services **8**
- MLL Services **9**
- CCM School Counseling Services **9**
- Social Emotional Learning Survey **9**
- Anecdotal Data **10**

### **Student Assessments: MCAP (ELA, Math, Algebra, Geometry, MISA, Social Studies), iReady Reading & Math, DIBELS, Avant STAMP (Spanish), HS GPA 11**

- Data Summary: MCAP ELA **11**
- Data Summary: MCAP Math **11**
- Data Summary: MCAP Algebra **12**
- Data Summary: MCAP Geometry **12**
- Data Summary: MCAP MISA (Science) **12**
- Data Summary: MCAP Social Studies **14**
- iReady Reading **15**
- iReady Math **16**
- DIBELS ELA: CCM, FCPS (grades K-3) **17**
- Avant STAMP 4S and 4Se Spanish Language Assessment: **18**
- CCM Alumni High School GPA, AP course enrollment, and dual enrollment at FCC **19**
- Documented Tiers of Support **20**
- Special Education Services **20**
- Documented tiers of support for all Special Education students: **20**
- All CCM students needing extra support receive intervention at the Tier 1, 2, or 3 level **20**
- Tier 1: Structure and Processes Embedded in the Montessori Method **20**
- Tier 2 - Supplemental Intervention **21**
- Tier 3 - Intensive Intervention **21**

## **Staffing & Enrollment 22**

Instructional Staff Certification & Montessori Training **22**

2024-2025 CCM Enrollment **23**

Lottery Applications **23**

CCM Demographics **24**

Data Summary: Demographics Equity Snapshot **24**

Chronic Absenteeism **25**

MSDE Suspension Disproportionality **26**

## **Finances & Facilities 27**

CCM Finances **27**

CCM PPA Budget - 5-year actual spending (2019-2020 through 2024-2025) **27**

CCM Long-range Facilities Planning **28**

## **Culture & Community 29**

School Governance **29**

Parent Volunteering **30**

Parent-Teacher Conference Participation **30**

**Appendix 1: Documented Tiers of Support for Students (from 2019-2020 Annual Report) 31**



## CCM BACKGROUND INFORMATION

### CCM Mission Statement from the Charter

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. CCMPCS 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 a content-based enrichment and conversational Spanish and English instructional program, students will develop strong language skills in both Spanish and English. CCMPCS will provide a unique opportunity for second language acquisition beginning at a young age — a critical component for the development of language proficiency.

This version of the CCM Mission Statement is a revision accepted by the BOE on May 11, 2016. The revision accommodates the evolution of the Spanish program at CCM, with specific regard to the dual-language immersion envisioned in the original charter that is no longer offered at CCM.

### CCM Vision Statement from our Charter

The Vision of CCMPCS is to instill a lifelong love of learning in our students by providing an optimum Montessori-based learning environment in which they will grow to become independent, confident, creative, and caring members of our community and the larger world.

### A Brief History of Carroll Creek Montessori Public Charter School

Frederick County Public Schools (FCPS) Board of Education (BOE) accepted the original charter application for Carroll Creek Montessori Public Charter School (CCM) in September 2010. The school opened its doors at its current location, 7215 Corporate Court, Frederick, MD, in the fall of 2012 with an enrollment of 130 students in 3-year-old preK through 3rd grade. CCM continued to add a grade level each school year, adding middle school with 7th grade in the fall of 2016 and offering grade levels 3-year-old preK through 8th grade for the first time in the fall of 2017.

In the 2024-2025 school year, CCM commenced its 15th school year with an enrollment of 317 students serving 3-year-old preK students through 8th graders. Alumni of CCM were FCPS 9th-, 10th-, 11th-, and 12th-grade students during the 2024-2025 school year.

CCM originated with a group of families who were interested in enrolling their children in public Montessori, but who were unsuccessful in obtaining a slot through the lottery system for Monocacy Valley Montessori Public Charter School. Founding families included families with a vested interest in the Montessori approach and/or the dual-language (Spanish-English) program envisioned for CCM. While CCM continues to offer Montessori instruction for primary through middle school levels, as envisioned in the original charter, there have been changes to the Spanish program at CCM. CCM was not able to offer the dual language immersion program originally envisioned. Instead, all students at CCM are now enrolled in the content-based enrichment and conversational Spanish and English instructional program as described in the current charter. This change in the CCM Spanish program was significantly impacted by the October 2016 decision of the Maryland State Board of Education to deny the CCM petition to

grant a waiver for Article 9-102(3) to permit priority status for Spanish-speaking students in the lottery.

The current Charter is the fourth Charter Amendment for CCM. The original Charter was a 4 year charter for the term July 1, 2012 through June 30, 2016. The First Amendment was approved for renewal on December 16, 2015 as a 4-year charter for the term July 1, 2016 through June 20, 2020, pending a probationary period from July 1, 2016 through June 30, 2017. The BOE voted to remove the probationary status for CCM at the December 14, 2016 meeting. Additional amendments to the current CCM Charter were approved on February 24, 2016, May 11, 2016, and December 14, 2016, addressing enrollment numbers, student-to-staff ratios, Spanish Program description, pending the lottery priority waiver, and approval of the annual performance targets. The current charter amendment was approved as a 9-year renewal by the BOE effective as of September 24, 2025, following 3 months of extension for Charter negotiations (one 2-month period and one 1-month period). This 9-year renewal is the longest charter agreement CCM has held to-date.

### External Accreditation and Validation

CCM received four stars on the Maryland School Report Card for the past four consecutive years (most recently awarded for 2024-25 school year with 80 percentile rank for Elementary, 91 percentile rank for Middle) and Quality Rating 5 via Maryland EXCELS Accreditation for PreK programs (awarded two consecutive years, valid through April 2025). The process of achieving Maryland Accreditation includes self-appraisals, validation visits, and documentation of continuous quality improvement.

In addition, CCM is a “Validated” Montessori School by the American Montessori Society. The Validated distinction is reserved for schools that have: 1) Properly Credentialed Teachers; 2) Multi-Age Classrooms; 3) Use of Montessori Materials; 4) Child-Directed Work, and 5) Uninterrupted Work Cycle.

## MONTESSORI AND SPANISH PROGRAMS

### Montessori Program

During the 2024-2025 school year, 100% of CCM Classroom Teachers either held Montessori certificates from a Montessori Accreditation Council for Teacher Education (MACTE) accredited teacher training center or were enrolled in training.

- **BOY: 10 of 11 teachers were fully Montessori certified**
- **1 of 11 teachers was enrolled in a Montessori training program**
- **EOY: 10 of 11 teachers were fully Montessori certified; 1 enrolled in a Montessori training program**

### Student to Staff Ratios during core curriculum instructional day at CCM since 2017-2018

Level	Student to Staff Ratio	% Core Instructional Time at this ratio	Staff per classroom	Students per classroom
<b>Primary</b> (PreK3, PreK4, and K portion of the school day)	13:1	100%	1 Teacher 1 Instructional Assistant (IA)	26

<b>Primary</b> (PreK4 and K only portion of the school day)	10:1	100%	1 Teacher 1 IA	20
<b>Lower Elementary</b> (1-3 Grade)	15:1	100%	1 Teacher 1 IA	30
<b>Upper Elementary</b> (4-6 Grade)	15:1	100%	1 Teacher 1 IA	30
<b>Middle School</b> (7-8 Grade)	20:1	100%	1 Teacher 0.5 IA*	30

\*Middle School IA splits her time between 2 middle school classrooms

## Middle School Program

The Middle School program fully reflects the Montessori model with the Montessori middle school curriculum, grading, and assessment.

One of the Middle School Lead Teachers completed Montessori certification with CM-Step in 2019; the other Middle School Lead Teacher completed Montessori training in fall 2024.

## Spanish Program

### Spanish curriculum and instructional strategies and resources

Grade Level	Curricula	Instructional Practices and Approaches
Spanish resources and curricula are aligned with the American Council on the Teaching of Foreign Languages (ACTFL) Readiness Standards for Learning Languages and/or aligned with FCPS-approved curriculum resources.		
Primary (PK3, PK4, K)	<ul style="list-style-type: none"> <li>Hola Niños curriculum from Teaching Proficiency through Reading and Storytelling (TPRS)</li> <li>Los Pollitos Dicen, A Mi Burro, and Orugas y Mariposas resources</li> <li>teacher-created resources</li> </ul>	<ol style="list-style-type: none"> <li>Acquisition-driven instruction using Comprehensible Input / Optimal Input</li> <li>TPRS – Teaching Proficiency through Reading and Storytelling</li> <li>Story Listening and Story Asking</li> <li>Emphasize making meaning and communicating a message, not perfect pronunciation or perfect grammar. Those improve over time with additional input and practice.</li> <li>Circumlocution, visual supports, audio supports, chunking, vocabulary in context, shelter vocabulary not grammar (meaning we introduce a limited number of new vocabulary words relevant to the context but we use a variety of grammar structures and tenses), among other instructional strategies</li> </ol>
Lower Elementary (1-3)	<ul style="list-style-type: none"> <li>The Storyteller's Corner curriculum</li> <li>Mundo de Pepita resources</li> <li>Novels from Fluency Matters, TPRS Books, and Spanish Cuentos such as <i>Edi El Elefante</i>, <i>El Ratón Pablito</i>, and <i>Capibara Con Botas</i></li> <li>teacher-created resources</li> </ul>	
Upper Elementary (4-6)	<ul style="list-style-type: none"> <li>¡Cuéntame! curriculum from TPRS Publishing/Fluency Matters</li> <li>Teaching Reading Through Proficiency &amp; Storytelling "Look I Can Talk" curriculum</li> <li>Individual units from <i>The Comprehensible Classroom</i>,</li> <li>Novels from Fluency Matters, TPRS Books, and Spanish Cuentos such as <i>La Piñata de Renata</i>, <i>Llama En Lima</i>, and <i>Brandon Brown Quiere Un Perro</i></li> <li>teacher-created resources</li> </ul>	
Middle (6-8) Spanish I, II,	<ul style="list-style-type: none"> <li>Somos 1 and 2 curricula from <i>The Comprehensible Classroom</i> (aligned with ACTFL and with FCPS-approved curriculum Avancemos)</li> </ul>	

and Montessori Spanish Experience	<ul style="list-style-type: none"> <li>Huellas curriculum from Somewhere to Share (aligned with ACTFL as well as IB/AP themes)</li> <li>Garbanzo online reading and listening comprehension platform</li> <li>Novels from Fluency Matters, TPRS Books, and Spanish Cuentos such as <i>Esmeralda La Tortuguita Marina</i>, <i>Brandon Brown Quiere Un Perro</i>, <i>Agentes Secretos</i> y <i>El Mural de Pablo Picasso</i>, <i>Felipe Alou: Desde Los Valles a Las Montañas</i>, <i>Esperanza</i>, and others</li> <li>the Avancemos curriculum and associated FCPS-created resources</li> <li>teacher-created resources.</li> </ul>	
-----------------------------------	--	--

### Weekly Total Spanish Instructional Time for Each Level

Spanish instructional schedule		
Grade Level	Goal from revised Charter minimum minutes/week	Actual minutes/week
Primary (PK3, PK4, K)	45	60 (PK3, PK4); 120 (K)
Lower Elementary (1-3)	90	120
Upper Elementary (4-6)	90	120 (4-6); 225 (6th in Spanish I)
Middle (7-8)	90	225 (Spanish I or II)
MSE (8)	-	180

### CCM 6th Grade Spanish I

CCM is the first school in the county to offer Spanish 1 for high school credit to 6th-grade students who show readiness.

School Year	# 6th grade students enrolled HS Spanish 1	% passed with overall grade B or higher
2019-2020	13	92%
2020-2021	14	100%
2021-2022	19	100%
2022-2023	16	100%
2023-2024	15	100%
2024-2025	12	100%

## Montessori Spanish Experience

CCM students who successfully complete high school Spanish I in 6th grade and Spanish II in 7th grade must still receive daily Spanish instruction, in accordance with our charter.

To fulfill this requirement, CCM staff collaborated with FCPS Central Office staff to approve the creation of a course unique to our school called “Montessori Spanish Experience” or “MSE.”

The course serves as a bridge between Spanish II and advanced classes (but students do not earn high school credit) and as a venue for more advanced output in the writing and speaking domains. The MSE course content includes student-led novel studies, off-campus cultural enrichment field trips/community events, presentational writing projects, presentational speaking projects, and opportunities for applying Spanish language and culture to practical life learning.

The first cohort was 2021-22 with 7 students enrolled. The second cohort was 2022-23 and had 13 students enrolled. The third cohort in 2023-2024 had an enrollment of 15 students. The fourth cohort in 2024-2025 had an enrollment of 11 students.

## CCM Attendance

Attendance 2024-2025	2024-2025 Attendance Data	
	Attendance	Chronic Absenteeism
CCM	95.7%	6.2%
FCPS	93.9%	16.7%

Note: As a countywide charter school, CCM does not have bussing.

## Special Education Services

In the 2024-2025 school year, CCM had two and a half full-time Special Education teachers and 4 SEIAs to accommodate the needs of the Special Education population. Each student’s IEP is developed to best serve them, matching their services, accommodations, and supplementary aids to their unique needs. The Special Education teachers conference with classroom teachers frequently to create the most supportive environment for every student. A speech therapist is on campus 2.5 days weekly to provide specialized speech instruction to students with a speech IEP. CCM’s Physical Education teacher provides adaptive P.E. to one student as indicated through the student’s IEP process.

### MLL (Multilingual Learners) Services

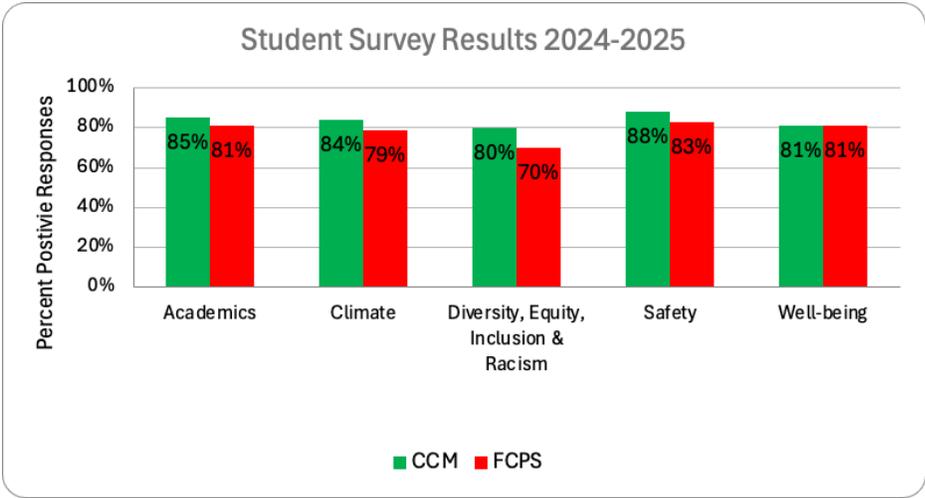
There were 3 students who were identified as MLL (Multilingual Learners) students during the 2024-2025 school year. Ten students is the minimum number required to be reflected as a subgroup in demographic groupings. The MLL support staff member met with each student and their teachers to determine where additional support was indicated.

### CCM School Counseling Services

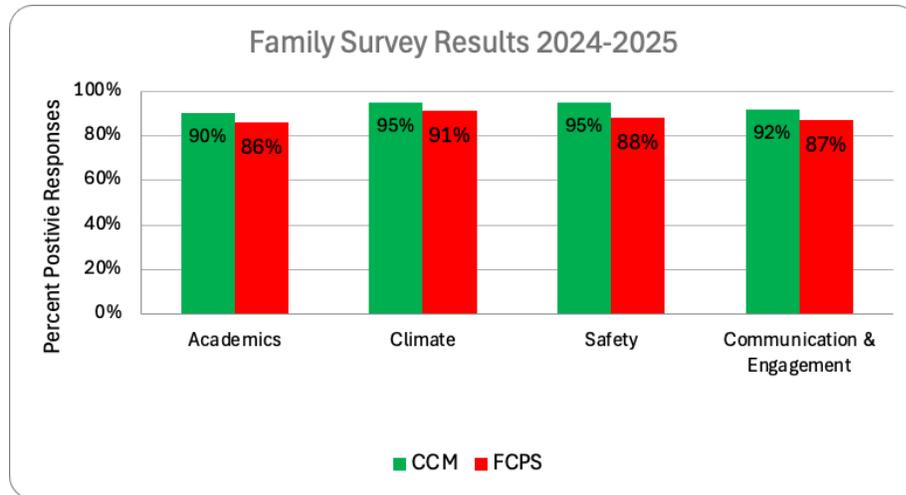
CCM has one full-time school counselor, and one part-time behavior support specialist, 0.7 FTE. The counselors deliver countywide SEL content, differentiated to meet the needs of a student population ranging from three-year-olds through eighth graders. Other duties include keeping track of attendance, serving as testing coordinators, scheduling high school classes for matriculating eighth graders (who attend all ten of the county high schools), meeting with individual students, creating and meeting with small groups of students to support their needs, meeting with parents, collaborating with teachers to support students with behavior concerns, and serving as 504 Coordinators.

### Social Emotional Learning Survey, 2024-2025

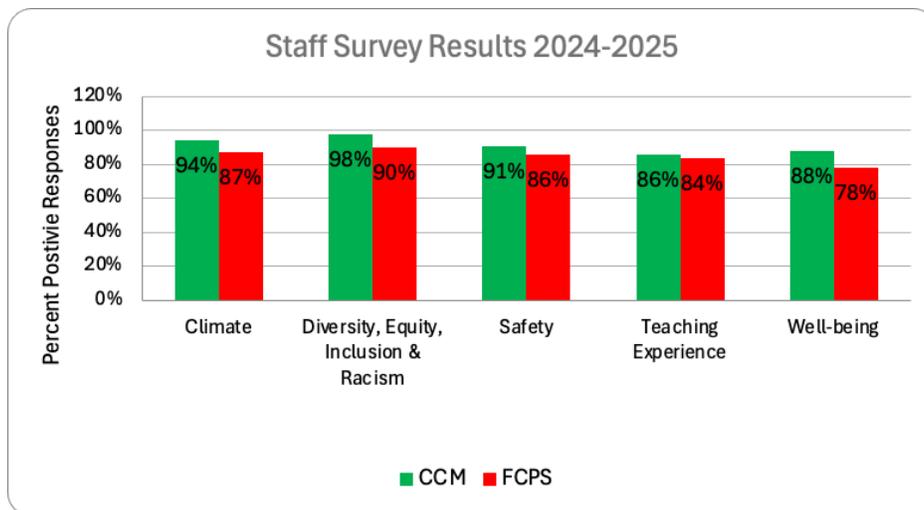
An online survey was sent to all CCM students asking for feedback on their experience during the 2024-2025 school year. Responses from students were strongly positive, and slightly higher than FCPS results.



An online survey was sent to all CCM families asking for feedback on their family’s experience during the 2024-2025 school year. Responses from families were strongly positive, and slightly higher than FCPS results.



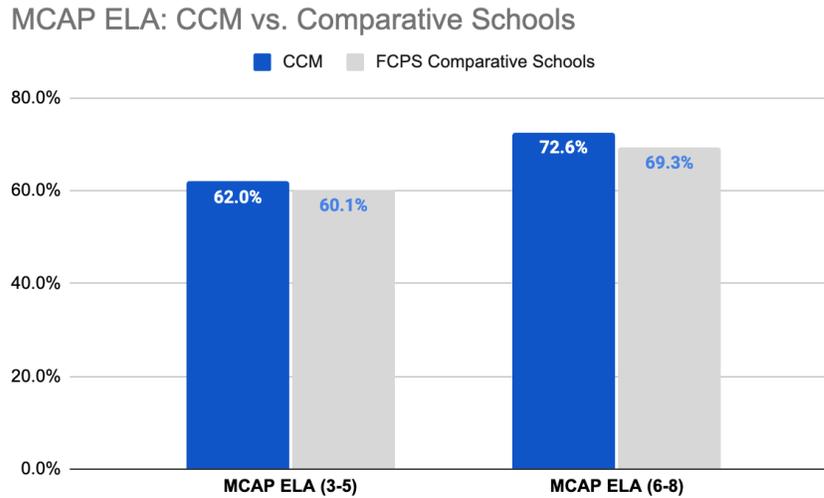
An online survey was also sent to all CCM staff asking for feedback on their work and teaching experience during the 2024-2025 school year. Responses from staff were also positive.



The survey format included space for anecdotal responses:

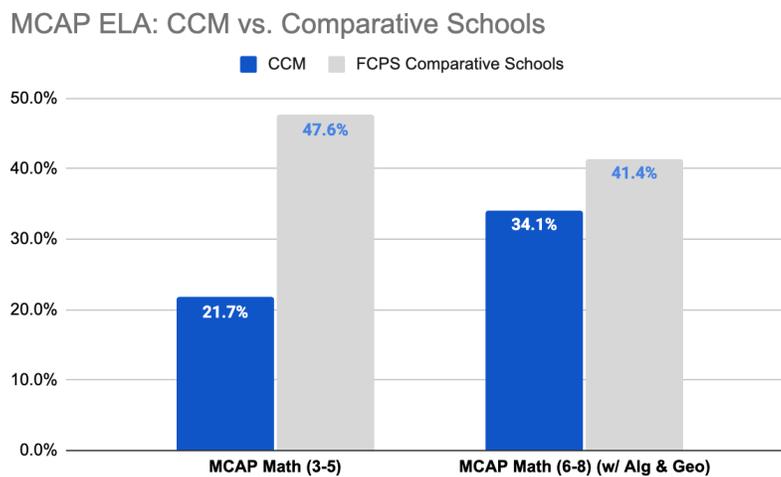
- Love Carroll Creek Montessori!
- The environment and learning structure at Carroll Creek Montessori have been amazing for my child. She is thriving with the education provided there. Providing adequate funding for the charter schools is essential to the learning of so many students in Frederick county.
- Please keep funding the charter schools. Keep arts and music in the schools.
- Charter school students deserve dollar-for-dollar funding, including facilities funding.
- Public charter schools are what drew our family to the Frederick community in the first place. We are so happy with CCM and would truly be devastated if our kids were no longer able to attend due to charter funding cuts.
- More vegetarian and vegan school food would be greatly appreciated.

**Data Summary: MCAP ELA**



- Scores of 3-Proficient and 4-Distinguished Learners
- The MCAP ELA assesses students in grades 3-8 at CCM.
- There was an increase in CCM’s MCAP ELA scores in the 2024-25 school year, increasing at the same pace as FCPS Comparative Schools’ average.

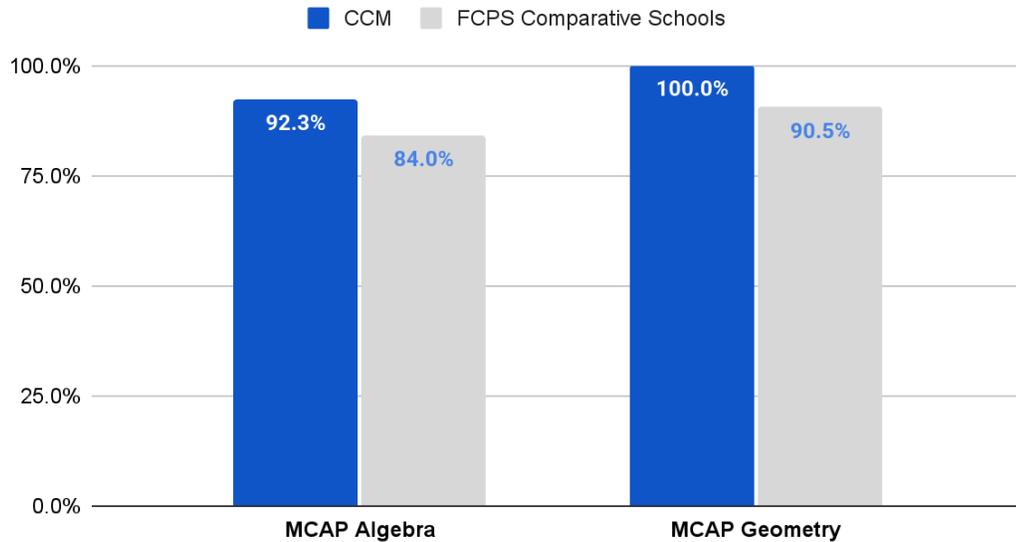
**Data Summary: MCAP Math**



- Chart compares proficiency at CCM and Comparative Schools for grades 3-5 and 6-8.
- The MCAP Math assesses students in grades 3-8 at CCM.
- The gap between CCM and CCM Comparative schools closes greatly at the 6-8 grade levels from over 25% to just over 7%.
- While CCM’s MAT06 and MAT07 are lower than their comparative schools, the MAT08, ALG01, and GEO01 scores outpace their FCPS Comparative counterparts by 4% up to 10% at the advanced levels.

## Data Summary: MCAP Algebra & Geometry

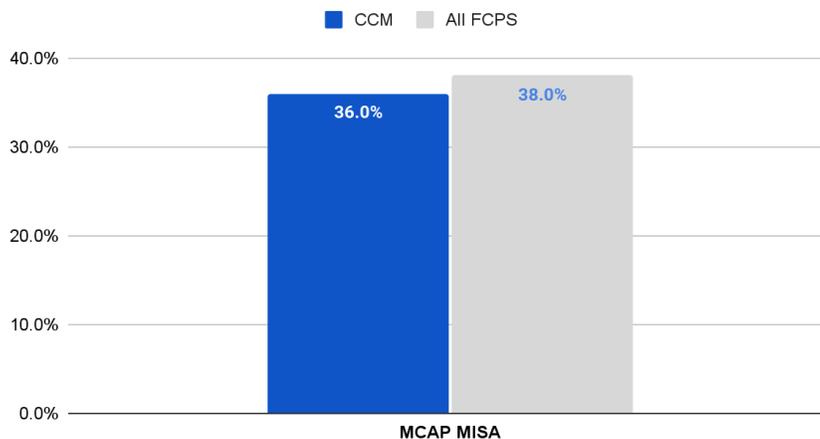
### MCAP MATH: CCM vs. Comparative Schools



- Scores of 3-Proficient and 4-Distinguished Learners
- MCAP Algebra assesses students in grades 7 and 8 at CCM; MCAP Geometry is taken only by 8th grade students at CCM.
- CCM showed a 1% increase in the percentage of 7th and 8th grade students who are proficient in Algebra, from 83% in 2023-2024 to 84% in 2024-2025.
- In 2024-25, CCM's scores for both are higher than FCPS.

## Data Summary: MCAP MISA (Science)

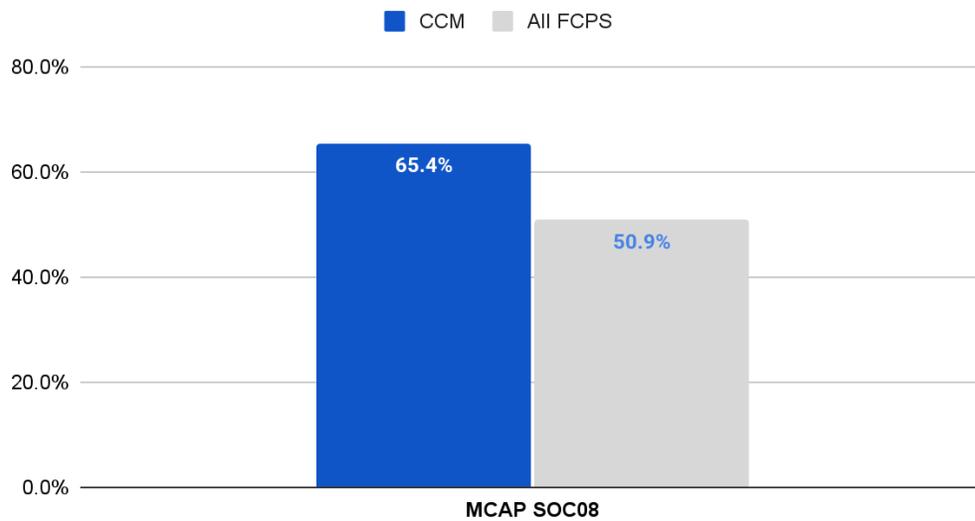
### MCAP MISA: Grades 3 and 5



- Scores of 3-Proficient and 4-Distinguished
- MCAP MISA assesses students in grades 5 and 8 only.

## Data Summary: MCAP Social Studies

### MCAP Social Studies: Grade 8

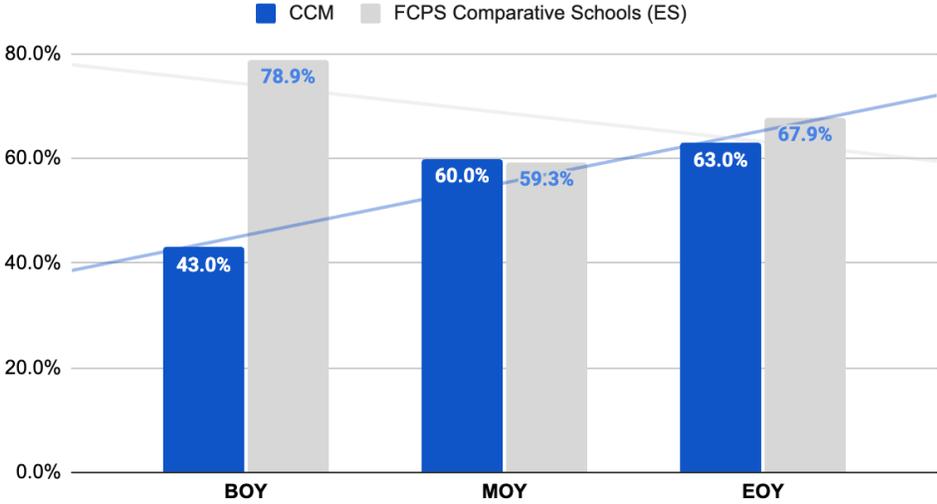


- Scores of 3-Proficient and 4-Distinguished
- MCAP Social Studies assesses students in grade 8 only.
- While CCM still significantly outperformed FCPS average, the CCM scores declined by 6% in comparison to 2023-2024 school year and FCPS increased by 3% in the same term.

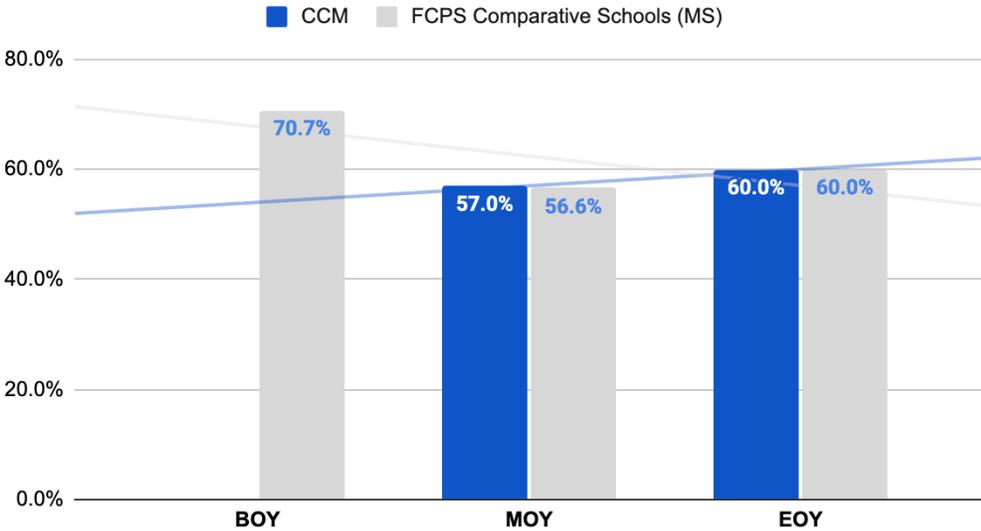
# 2024-2025 iReady Reading & Math

## iReady Reading: Percentage of students meeting benchmark

### iReady Reading (ES): CCM vs. Comparative Schools



### iReady Reading (MS): CCM vs. Comparative Schools

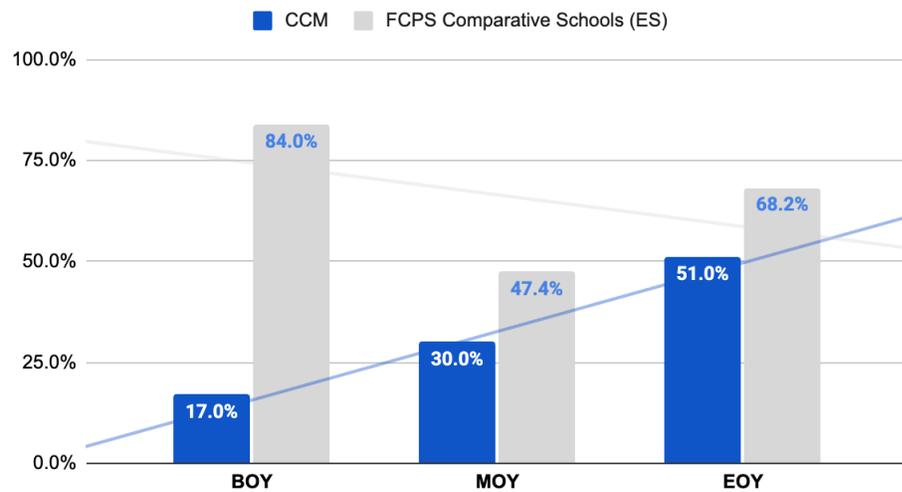


### Data Summary: iReady Reading 2024-2025

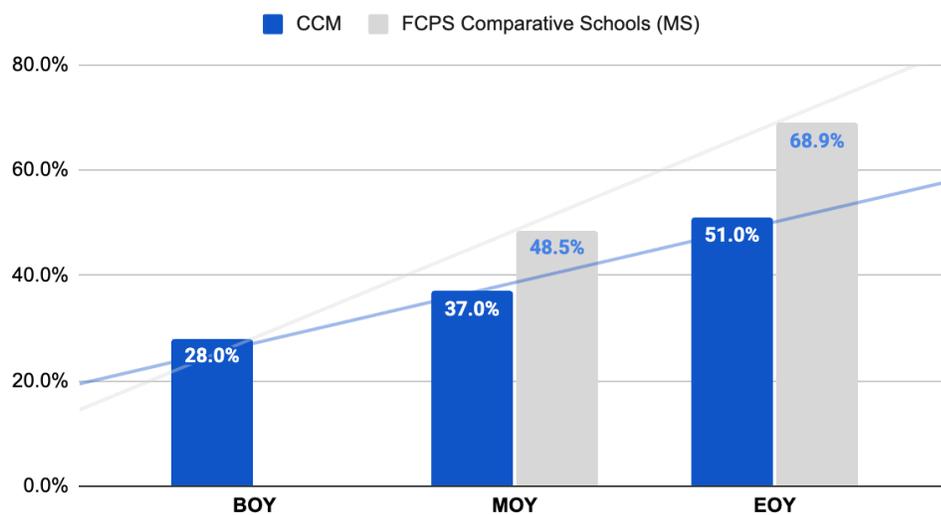
Overall, CCM's iReady Reading scores for All Grades show moderate improvement throughout the year, whereas the Comparative Schools show an overall decline. At all grade levels, CCM scores go from below (data not available for BOY MS Assessment) to nearing or meeting Comparative School benchmarks.

## iReady Math: Percentage of students meeting benchmark

### iReady MATH (ES): CCM vs. Comparative Schools



### iReady MATH (MS): CCM vs. Comparative Schools



### Data Summary: iReady Math 2024-2025

The Montessori math scope and sequence differs within the lower levels as compared to district curriculum and the state testing standards timeline. Long-range data illustrates that, though the sequence differs, the material is taught comprehensively over the course of the curriculum. Students have a firm foundation and excel with that foundation. CCM elementary teachers have undertaken the task of mapping Montessori curriculum to the Common Core standards to ensure alignment across both the curricula across each grade level.

At all grade levels, CCM shows steady improvement across the BOY, MOY, and EOY assessments. At the Elementary School level, CCM shows nearly 35% improvement, while the Comparative Schools showed a 16% decline. At the Middle School level, CCM scores improved at a lower rate than the Comparative Schools.

## 2024-2025 DIBELS ELA: CCM, FCPS (grades K-3)

The **DIBELS**® (Dynamic Indicators of Basic Early Literacy Skills) is a set of procedures and measures for assessing the acquisition of literacy skills.

CCM utilizes DIBELS data in addition to federal and state assessment data to measure student proficiency and progress toward proficiency.

CCM delivered DIBELS BOY (beginning of year) and EOY (end of year), on the FCPS timeline.

### Data Summary: DIBELS 2024-2025

For 2024-2025 DIBELS assessments, CCM marked growth for students meeting or exceeding targets in ELA at all levels assessed (K,1, 2, and 3) on EOY assessments.

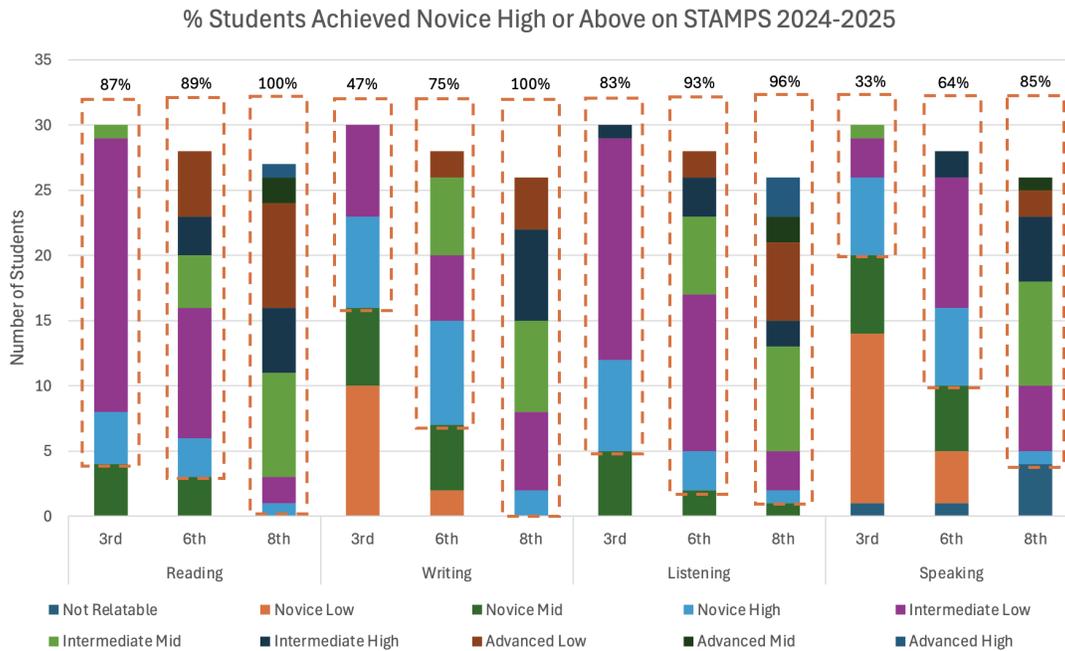
DIBELS: ELA 2024-2025	Percentage of students performing at or above benchmark	
	BOY	EOY
CCM (K-3)	65%	77%
FCPS (K-3)	61%	73%

### Data Summary: Kindergarten Readiness Assessment 2024-2025

The Kindergarten Readiness Assessment is given to kindergarten students the first month of school to measure the knowledge, skills, and behaviors that children should be able to demonstrate at the start of kindergarten. **CCM did not administer the KRA in the 2024-2025 school year.**

## Avant STAMP 4S and 4Se Spanish Language Assessment:

Every year, CCM students in grades 3, 6, and 8 take the nationally-normed Avant STAMP test in Spanish Reading, Listening, Writing, and Speaking. The following graph highlights the percentage of students scoring Novice High or above. (Novice High is typical for a student who has completed a traditional high school Spanish 2 class.) For the year 2024-2025, three CCMPCS 8th grade students obtained qualifying scores for the Spanish portion of the Maryland Seal of Biliteracy (requires a score of *6-Intermediate Mid* or higher in all four domains).



Reading Performance	Listening Performance	Writing Performance	Speaking Performance
<p><b>3rd grade:</b> 73% meet or exceed the HS Spanish 2 expectation for Reading (Novice High)</p> <p><b>6th grade:</b> 77% meet or exceed HS Spanish 2 Reading goal (Novice High), and 43% of them are in Intermediate range or higher, nearing or exceeding HS Spanish 4 expectation for Reading</p> <p><b>8th grade:</b> 96% meet or exceed HS Spanish 2 Reading goal (Novice High), with 89% in Intermediate range or higher, nearing or exceeding HS Spanish 4 expectation for Reading</p>	<p><b>3rd grade:</b> 70% meet or exceed the HS Spanish 2 expectation for Listening (Novice High)</p> <p><b>6th grade:</b> 77% meet or exceed the HS Spanish 2 Listening goal (Novice High), and 40% are in Intermediate range, nearing or exceeding HS Spanish 4 expectation for Listening</p> <p><b>8th Grade:</b> 93% meet or exceed HS Spanish 2 Listening goal (Novice High), and 79% are in Intermediate range, nearing or exceeding HS Spanish 4 expectation for Listening</p>	<p><b>3rd grade:</b> 10% meet or exceed the HS Spanish 2 expectation for Writing (Novice High)</p> <p><b>6th grade:</b> 53% are meet the or exceed HS Spanish 2 Writing goal (Novice High) and 27% are in Intermediate range, nearing or exceeding HS Spanish 4 expectation for Listening</p> <p><b>8th grade:</b> 89% meet or exceed HS Spanish 2 Writing goal (Novice High), and 75% of them are in Intermediate range or higher, nearing or exceeding HS Spanish 4 expectation for Writing</p>	<p><b>3rd grade:</b> 3% meet or exceed the HS Spanish 2 expectation for Speaking (Novice High)</p> <p><b>6th grade:</b> 47% meet or exceed HS Spanish 2 Speaking goal (Novice High)</p> <p><b>8th grade:</b> 79% meet or exceed HS Spanish 2 Speaking goal (Novice High), with 50% in the Intermediate range, nearing or exceeding HS Spanish 4 expectation for Speaking</p> <p>Speaking is a late-acquired skill and students across all levels showed readiness for enhanced opportunities to develop their speaking skills.</p>

## CCM Alumni High School GPA, AP course enrollment, and dual enrollment at FCC

CCM requested and reviewed data on the performance of CCM alumni who matriculated to FCPS high schools directly from middle school (below). CCM alumni participated in AP and/or dual enrollment at higher rates than all other FCPS high school students, and showed markedly higher grade point averages, with **76% of CCM alumni earning a 3.0 GPA or higher (compared to 63% of all FCPS high school students)** and 56% earning a 4.0 GPA or higher (compared to 32% of all FCPS high school students). Furthermore, 64% of students who attended CCM for 5 years or more had a GPA of 4.0 or higher in high school.

CCM is proud of the achievements of alumni, and although these are correlational and not causal measures, CCM believes student accomplishments reflect the strength of the Montessori model in preparing students to be independent, curious, and engaged learners. In particular, these measures are evidence for the “big picture” strength of Montessori, demonstrating that performance on standardized test scores in Primary and Elementary grades do not necessarily predict later academic performance.

High School GPA, AP, Dual Enrollment 2024-2025				
High School Comparisons 2023-2024	Number of Students	4.0+ GPA Weighted Classes	3.0+ GPA Unweighted Classes	AP, IB, and Dual Enrollment FCC
All FCPS High School Students	14,972	32%	63%	29%
CCM Alumni in FCPS High School (graduated from 8th grade)	109	61 (56%)	83 (76%)	38 (35%)
CCM Alumni in FCPS High School Who Attended CCM for 5+ Years	61 (56%)	39 (64%)	51 (84%)	26 (43%)

## DOCUMENTED TIERS OF SUPPORT

### **Documented tiers of support for all special education students:**

CCM aligned documentation practices with FCPS for the implementation of specialized instruction. This includes documentation through e-school of tier 2 & 3 interventions in student IEPs and intervention programs used.

Intervention programs utilized by CCM include: Eureka Math, Reading A-Z, Fountas and Pinnell, Corrective Reading, Read Naturally, Reading Mastery K, Reading Mastery 1, and Ravenscourt.

### **All CCM students needing extra support have the opportunity, as needed, to receive intervention at the Tier 1, 2, or 3 level.**

This section explains each of the levels of support.

- The staff holds monthly Comprehensive School Improvement Team meetings with the staff leads from each grade level (Primary through Middle School) to analyze student performance and adjust instructional practices as needed.
- The administration and staff review data from State testing (MCAP, MISA), District testing (Scantron Performance Series), District assessments (from Curriculum Now), regularly-scheduled teacher observations, teacher-made assessments, and Student Learning Objectives on an ongoing basis. Each of these assessments provides data that teachers use to adjust instruction to meet each student's needs. Supplemental instruction and intervention strategies are discussed, and then implemented.
- CCM teachers maintain a consistent focus on student growth. Teachers record-keep based on an alignment between the Common Core State Standards (CCSS) and the Montessori curriculum. This ongoing record-keeping requires teachers to have a deep understanding of Montessori curricular objectives and CCSS curricular objectives. Teachers analyze student data at the classroom and team level in order to best utilize each teacher's talent to address student needs. Teachers monitor and discuss data in team meetings, vertical planning, and as a whole staff. They conference regularly with students to discuss progress and set learning goals, and lessons are then adjusted to meet individual student needs. Learning outcomes and success criteria are also shared with parents, in conferences (with the students leading the conferences starting in 4th grade).

#### **● Tier 1: Structure and Processes Embedded in the Montessori Method**

- The structure and processes within the Montessori classroom environment enable individually differentiated instruction.
- Students learn through hands-on contact with either real things or autodidactic concrete models of abstract concepts, allowing children to learn with much deeper understanding.
- The daily schedule provides for two to three hours of unscheduled time to ensure that individual students have sustained periods of open, uninterrupted time to choose independent work, become deeply engaged, and work through various tasks and responsibilities at their own pace.
- Classroom teachers implement direct instruction via mini-lessons, impressionistic lessons, procedural lessons, small-group lessons using flexible grouping based on needs, and individual lessons.

- Teachers guide each student's learning process, both in small groups and one-on-one student-teacher conferences to establish learning goals, review progress, and reflect on the previous week.
- Teachers continually observe and implement formative assessments to determine: (1) if the content resonates with each child, and how; (2) where each child's own interests reside and how to support this self-discovery; and, (3) in what other ways content can be shared with children so that learners of all styles can find meaning in their work.

## ● Tier 2 - Supplemental Intervention

- Based on the data, classroom teachers identify students who would benefit from math and language arts intervention. The intervention teachers then schedule time to meet with each student and write Individual Intervention Plans explaining what identified students need to learn, how the students will demonstrate their learning (learning outcomes and success criteria related to standards), and expectations for demonstrating learning.
- Support is focused on pre-requisite development for upcoming classroom topics and double dosing of current grade-level classroom topics. Intervention teachers employ explicit instruction, including using instructional models, strategies, and techniques that best help students master content.
- Intervention teachers meet regularly with classroom teachers to adjust content and instruction based on evidence of learning. Once a student has met identified outcomes, the intervention teachers will meet with classroom teachers to identify any other possible areas of growth.

## ● Tier 3 - Intensive Intervention

- Tier 3 support is provided by the math intervention or special education teachers using an IIP. There is a more comprehensive array of explicit instruction techniques employed.
- Special Education Teachers collaborate weekly with Classroom Teachers to monitor in-class progress and plan direct instruction. Special education staff members provide reading and math intervention with students using the following programs: Language Foundations (also known as "Structured Language Basics – SLB), Eureka Math, Reading A-Z, Fountas and Pinnell, Corrective Reading, Read Naturally, Reading Mastery K, Reading Mastery 1, and Ravenscourt.
- The school provides Special Education Instructional Assistants (SEIAs) and Special Education teacher assistance to students with documented needs, as well as targeted supplemental instruction from staff members as needed.
- Most students in grades 1-8 utilized Khan Academy to practice skills that had been presented to them in lessons. Typing programs were used at various grade levels to teach and reinforce typing skills. Teachers emphasize writing instruction across the curriculum, from articulating the steps for solving word problems to learning the art of narrative, expository, and opinion writing. Students also work with teachers and support staff to design academic goals.

# STAFFING & ENROLLMENT

## Instructional Staff Certification & Montessori Training

- All CCM instructional staff meet Maryland state and Federal qualifications.
  - See the table below for the percentage of teachers with full, pending, and conditional MSDE certification for the start of the 2024-2025 school year.
- All 2024-2025 CCM classroom teachers have either completed a Montessori certification program through a MACTE-accredited program or started a certification program within 12 months of their date of hire at CCM.
- MACTE (the Montessori Accreditation Council for Teacher Education) is a member of the Association of Specialized and Professional Accreditors (ASPA) and is recognized by the United States Department of Education (USDE). MACTE is one of two teacher education accreditors, the other being the Council for the Accreditation of Education Preparation (CAEP).
- 3 of our 11 Montessori classroom teachers are currently consultants for various Montessori training programs. This showcases our deep knowledge and expertise in Montessori education and how we effectively implement it in our classrooms.

<b>MSDE Certification of Instructional Staff</b>	<b>2024-2025 n = 21 CCM Classroom Teachers*</b>	
Full MSDE Certification	n=20	95%
MSDE Certification Pending	n=0	0%
Conditional MSDE Certification	n=0	0%

<b>Montessori Certification of Instructional Staff</b>	<b>2024-2025 n = 11 CCM Classroom Teachers</b>	
Completed Montessori Certification	n=10	91%
Enrolled in Montessori Certification Program	n=1	9%

\*CCM currently has one teacher who is not MSDE certified but has a special Montessori credential that does not require her to be MSDE certified.

## 2024-2025 CCM Enrollment

- In the 2024-2025 school year, CCM met total enrollment targets per the charter agreement with student enrollment on September 30 as follows:
  - **269 students in grades K-8**
  - **48 students in preK**
  - **317 students total enrollment**
  - The following table reflects 2024-2025 CCM enrollment by classroom level.

Level	Multiple Ages in Classroom	Number of Classrooms	Students Per Classroom	Total Students Per Level
Primary	PreK3, PreK4, K	3	26	78
Lower Elementary	1st, 2nd, 3rd	3	30	90
Upper Elementary	4th, 5th, 6th	3	30	90
Middle School	7th and 8th	2	29.5	59

### Lottery Applications

- Enrollment at CCM follows procedures as outlined in the MMCI Lottery / Enrollment Policy.
  - Priority status is given to siblings of current CCM students.
  - Priority status is given to children of CCM staff members.
- Lottery applications are received each year during the application period which opens in January and closes in March. The lottery that opened in January 2020 for the 2020-2021 school year, was the second lottery MMCI contracted with an outside provider (SmartChoice by SmartMint) to manage lottery application, selection, waitlist, and acceptance processes.
- In the years through 2020, a representative from FCPS Student Services Department oversaw and verified the lottery drawing. Beginning with the lottery in 2021 for the 2021-2022 school year this oversight transitioned to the Director of School Management and Charter Schools.
- **For the 2024-2025 school year, CCMPCS received 1,824 applicants.**

CCMPCS Enrollment	Number of lottery applicants per year										
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
# of applicants	877	1064	1095	905	1170	928	1425	1285	1875	2203	1824
Student Enrollment (K-8)											270
Student Enrollment (PreK3-8)											315

## CCM Demographics

- CCM demographics are consistent with FCPS demographics in many areas.
- In 2024-2025, **CCM continued to have a higher percentage of Black or African American students than FCPS**. CCM 15.5%, FCPS 14.8%.
- The percentage of **students in the Hispanic/Latino of any race subgroup at CCM has remained relatively stable** in the last 5 years: 15.2%, 16.3%, 17.3%, 16.7%, 15.5%. The percentage for FCPS initially decreased over the same time period but has risen in the last year: 19%, 20.6%, 21.1%, 20.6%, 16.7%, 20.6%.
- The percentage of **students in the white subgroup is higher at CCM than for FCPS; however, it has decreased over the last 5 years**: 62.6% (5.3 points difference) in 2019-2020, 61.6% (6.7 points difference) in 2020-2021, 58.5% (5.9 points difference) in 2021-2022, 54.2% (3.8 points difference) in 2022-2023, 55.2% (6.2% points difference) in 2023-2024, and 54.3% (6.8% points difference) in 2024-2025.
- The population of **Limited English Proficiency students is lower at CCM than FCPS**: 2019-2020 (1.6% vs. 7.0%), 2020-2021 (1.6% vs. 6.9%), 2021-2022 (1.9% vs. 6.9%), 2022-2023 (1.3% vs. 7.3%), 2023-2024 (1.0% to 7.7%), and 2024-2025 (0.9%).
- The percentage of students in the Free/Reduced Meals subgroup at CCM has followed the same trends as FCPS over the last 4 years with an increase in 2020-2021 during the COVID/Virtual Learning year and a decrease in 2021-2022. CCM saw an increase again in 2022-2023. For this subgroup, CCM remained at approximately 8 percentage points below FCPS in 2020-2021 (20.8% vs. 28.3%) and again 8 percentage points below FCPS in 2021-2022 (19.8% and 27.8%). In 2022-2023 (29.5% and 32.9%), however, CCM was only 3.4 percentage points lower than FCPS. In 2023-2024, CCM was 11.4 percentage points lower than FCPS in regards to the percentage of the population that qualifies for Free/Reduced Meals. In 2024-2025, CCM was 9.6 percentage points lower than FCPS in regards to the percentage of the population that qualifies for Free/Reduced Meals.
- In 2024-2025, the percentage of Special Education students at CCM increased slightly to 14.8%, while FCPS maintained a comparable percentage. **Overall, CCM has had a higher percentage of Special Education students than FCPS.**

Student Demographic Trends	Percentage of Students in Student Groups									
	2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
Student Group	CCM	FCPS	CCM	FCPS	CCM	FCPS	CCM	FCPS	CCM	FCPS
All Students	n=315	n=43,221	n=315	n=45,220	n=315	n=46,899	n=315	n=47,681	n=317	n=48,054
American Indian	n<10 students	0.3%	0%	0.2%	0.3%	0.2%	0.3%	0.2%	0%	0%
Asian	4.1%	6.2%	5.0%	6.8%	6.7%	7.4%	6.3%	7.8%	7.9%	8.2%
Black or African American	13.8%	13.4%	16.0%	20.0%	17.0%	14.4%	16.5%	14.5%	15.5%	14.8%

Hispanic/Latino of any race	16.7%	19.0%	17.3%	n/a	16.3%	20.6%	15.2%	21.1%	15.5%	21.6%
Pacific Islander/Native Hawaiian	n<10 student	0.2%	0%	0.1%	0%	0.1%	0%	0.1%	0%	0%
Two or more races	3.5%	6.0%	3.1%	6.5%	5.4%	6.9%	6.3%	7.2%	6.9%	7.5%
White	61.6%	54.9%	58.5%	52.6%	54.2%	50.4%	55.2%	49%	54.3%	47.5%
Limited English Proficiency	1.6%	6.9%	1.9%	6.9%	1.3%	7.3%	1.0%	7.7%	0.9%	N/A
Free/Reduced Meals	20.8%	28.3%	19.8%	27.8%	29.5%	32.9%	21%	32.4%	27.4%	37%
Economically Disadvantaged	11.6%	13.9%	10.4%	14.0%	19.9%	25.4%	13%	26.1%	18%	29.5%
Special Ed	9.4%	10.6%	11.3%	10.5%	14.4%	11.1%	13.3%	11.7%	14.8%	12.3%
504	3.5%	5.5%	2.2%	5.2%	2.6%	5.4%	3.2%	6.2%	5%	6.9%

**Data Summary: Chronic Absenteeism and Demographics Equity Snapshot**

- CCM’s overall Chronic Absenteeism for the 2024-2025 school year, when compared to FCPS, was significantly lower overall (6.2% vs. 16.7%), as well as across all demographic subgroups.
- CCM did not have any subgroups that qualified as disproportionate disciplining.

**Chronic Absenteeism by School & Group**

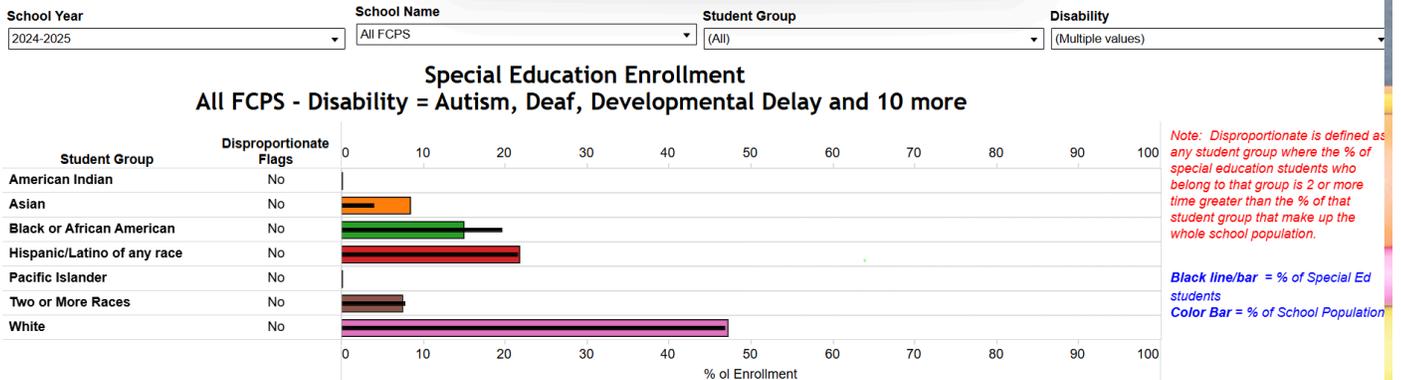
Student Group	CCM	FCPS
Asian	0%	15%
Black or African American	2.2%	13.9%
Hispanic/Latino of any race	6.7%	20.6%
2 or more races	11.1%	17.8%
White	7.5%	13.4%
Multilingual Learner	0%	13.4%
Free Reduced Meals	10.1%	23.4%
Students with Disabilities	10.6%	22.8%

## MSDE Suspension Disproportionality: 2024-2025

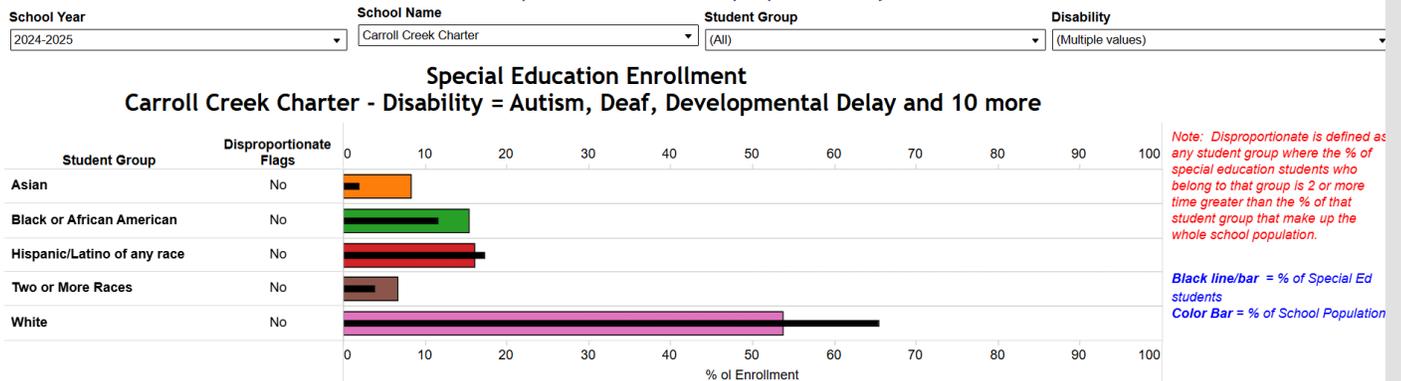
For a school to be declared disproportionate by MSDE it must have one or more student groups with both the Risk Ratio and State Removal Ratio  $\geq 3.0$  for a period of 3 consecutive years (it can be a different student group each year).

School Name	Grouping	School Year	Group Enrolled	Group* Suspended	Group Suspension Rate	Non-Group Enrolled	Non-Group Suspended	Non-Group Suspension Rate	State Removal Rate
Carroll Creek Charter	Asian	2024-2025	18	0	0.00	255	2	0.7843	7.16
	Black or African American	2024-2025	46	0	0.00	227	2	0.8811	7.16
	Hispanic/Latino of any r..	2024-2025	45	0	0.00	228	2	0.8772	7.16
	Two or More Races	2024-2025	18	0	0.00	255	2	0.7843	7.16
	White	2024-2025	146	2*	1.37	127	0	0	7.16
	Free/Reduced Meals	2024-2025	79	1*	1.27	194	1	0.5155	7.16
	Students with Disabilities	2024-2025	53	1*	1.89	220	1	0.4545	7.16

### Special Education Disproportionality



### Special Education Disproportionality



### 2024-2025 Disability Disproportionality

# FINANCES & FACILITIES

## CCM Finances

- CCM provides consistent financial management through integration with FCPS financial management systems and processes. Oversight of finances at CCM is provided by the CCM GC, CCM Financial Committee, MMCI BOT, MMCI Treasurer, CCM Secretary (FCPS employee), CCM Principal (FCPS employee), and MMCI Bookkeeper (MMCI employee).
- CCM and all other public schools in FCPS utilize FCPS business practices, staff, and accounting systems (including PeopleSoft) for financial management. This integration with FCPS accounting systems provides the following for both CCM and FCPS:
  - Confirmation that all contractual requirements for accurate financial reporting are met.
  - Adherence by CCM to FCPS-accepted accounting standards, financial management requirements, and auditing requirements.
  - Common terminology and accounting of expenditures and income between CCM and FCPS through the use of FCPS class, account, and program categories.

### CCM PPA Budget - 5-year actual spending (2019-2020 through 2024-2025)

- COVID grant funding is not included in the PPA budget listed below.

#### ACTUAL EXPENSES AND INCOME: 5 YEARS (2020-21 THROUGH 2024-2025)

	2020-21	2020-21	2021-22	2021-22	2022-23	2022-23	2023-24	2023-24	2024-25	2024-25
Title	Proposed	Actual								
Administration - Class 01	\$ 111,655	\$ 49,800	\$ 113,330	\$ 58,807	\$ 115,030	\$ 73,371	\$ 116,755	\$ 71,392	\$ 64,957	\$ 64,957
Office of the Principal - Class 02	\$ 223,182	\$ 197,414	\$ 232,091	\$ 202,487	\$ 361,366	\$ 224,720	\$ 371,022	\$ 230,250	\$ 185,183	\$ 217,799
Instructional Salaries - Class 03	\$ 1,306,988	\$ 1,374,682	\$ 1,358,919	\$ 1,359,457	\$ 1,412,946	\$ 1,516,822	\$ 1,469,154	\$ 1,668,721	\$ 1,711,173	\$ 1,708,764
Instructional Supplies - Class 04	\$ 24,655	\$ 14,240	\$ 25,263	\$ 3,422	\$ 25,901	\$ 11,311	\$ 26,571	\$ 8,733	\$ 8,556	\$ 17,547
Instructional Other - Class 05	\$ 20,000	\$ 10,882	\$ 20,000	\$ 3,136	\$ 20,000	\$ 19,050	\$ 20,000	\$ 8,578	\$ -	\$ -
Student Health Services - Class 08	\$ 579	\$ 56	\$ 608	\$ 943	\$ 638	\$ 1,474	\$ 670	\$ 1,519	\$ 1,700	\$ 1,124
Operations - Class 10	\$ 524,854	\$ 492,988	\$ 541,851	\$ 537,144	\$ 559,420	\$ 566,534	\$ 576,849	\$ 581,100	\$ 559,097	\$ 554,734
Maintenance of Plant - Class 11	\$ 39,588	\$ 1,093	\$ 41,517	\$ 1,516	\$ 43,543	\$ 2,083	\$ 45,670	\$ 992	\$ 4,000	\$ 949
Fixed Charges - Class 12	\$ 523,525	\$ 576,348	\$ 559,584	\$ 572,420	\$ 598,410	\$ 657,265	\$ 654,562	\$ 682,042	\$ 724,257	\$ 685,526
Community Services - Class 14	\$ -	\$ 1,975	\$ -	\$ 710	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,825
Capital Outlay - Class 15	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,885,480	\$ 466,974	\$ -
<b>Annual Expenses</b>	<b>\$ 2,775,026</b>	<b>\$ 2,719,478</b>	<b>\$ 2,893,162</b>	<b>\$ 2,740,042</b>	<b>\$ 3,137,254</b>	<b>\$ 3,072,630</b>	<b>\$ 3,281,253</b>	<b>\$ 5,138,808</b>	<b>\$ 3,725,897</b>	<b>\$ 3,255,224</b>
<b>PPA:</b>	<b>\$ 10,338</b>	<b>\$ 10,540</b>	<b>\$ 10,493</b>	<b>\$ 10,890</b>	<b>\$ 10,651</b>	<b>\$ 11,536</b>	<b>\$ 10,811</b>	<b>\$ 12,749</b>	<b>\$ 12,439</b>	<b>\$ 12,749</b>
<b>Gross (Projected) PPA:</b>	<b>\$ 2,791,374</b>	<b>\$ 2,845,697</b>	<b>\$ 2,833,244</b>	<b>\$ 2,940,327</b>	<b>\$ 2,875,743</b>	<b>\$ 3,622,398</b>	<b>\$ 2,918,879</b>	<b>\$ 3,569,608</b>	<b>\$ 3,247,869</b>	<b>\$ 3,589,784</b>
<b>One time additional PPA:</b>		\$ -		\$ 94,731		\$ 19,198		\$ 161,747	\$ -	\$ 141,571
<b>Annual Gross Surp/Def:</b>	<b>\$ 16,348</b>	<b>\$ 126,220</b>	<b>\$ (59,918)</b>	<b>\$ 295,016</b>	<b>\$ (261,511)</b>	<b>\$ 568,966</b>	<b>\$ 335,503</b>	<b>\$ 1,885,480</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Previous Year Surp/Def:</b>	<b>\$ 640,584</b>	<b>\$ 895,278</b>	<b>\$ 656,932</b>	<b>\$ 1,021,498</b>	<b>\$ 597,014</b>	<b>\$ 1,316,514</b>	<b>\$ (26,871)</b>	<b>\$ 5,616,835</b>	<b>\$ 478,028</b>	<b>\$ 478,028</b>

## **CCM Long-range Facilities Planning**

The FCPS Per Pupil Allotment is the source of funding for CCM's facility. The school pays facilities costs (rent, utilities, insurance, snow removal, groundskeeping, and maintenance) from funds that would otherwise go directly to instruction. In addition, CCM provides education and instructional space — with no PPA remuneration — for an additional 45 PreK students. CCM carefully develops and maintains the school budget and has created a long-term budget forecast, which serves as a critical tool in decision-making.

Facilities expenditures represent roughly 14% of the school's annual budget (in 2024-25, around \$480,000). The Governing Council and Monocacy Montessori Communities, Inc. carefully develop and maintain the school budget and have created a ten-year budget forecast, which serves as a critical tool in Facilities Task Force decision making. For seven years, CCM leadership actively explored options for securing facilities for its students. The Governing Council Facilities Task Force works to plan for facilities needs in the long term. The primary goal of the task force is to ensure that CCM has a safe and accessible facility that supports teaching and learning within its limited budget.

Carroll Creek initially built its current space in roughly 18,000 square feet of an office building in 2012 and then expanded to roughly 27,500 square feet in 2017. The build-out design is a safe and welcoming space, but is not ideal for the long term. School staff are keenly aware of the impact of the limited space on student behavior and learning, and advocate tirelessly to the Facilities Task Force for larger classrooms. More space is desired for CCM to be able to welcome and accommodate visitors, volunteers, families, and members of the community during school hours. The school has no gymnasium, so children participate in Physical Education in an 1,800 square foot multipurpose room with a low ceiling when they cannot be outside. There is no green space outside; instead, there is a sloping, 3,400-square feet fenced-in playground (used by younger students only) and parking areas.

As part of the facilities planning work, the task force successfully petitioned the Frederick County Zoning Board and the Frederick County Council. Through our efforts, the County granted permanent zoning regulations to allow public schools as an intended use in the Office, Research, Industrial (ORI) zone. While this achievement in advocacy has proved moot for CCMPCS' current location, this zoning ordinance will benefit the whole of FCPS in generations to come. In addition to the zoning amendment, CCM has been active in advocating for facilities funding for charter schools at the state level, sending representatives to testify before MD House and Senate committees in support of a charter school facilities funding bill.

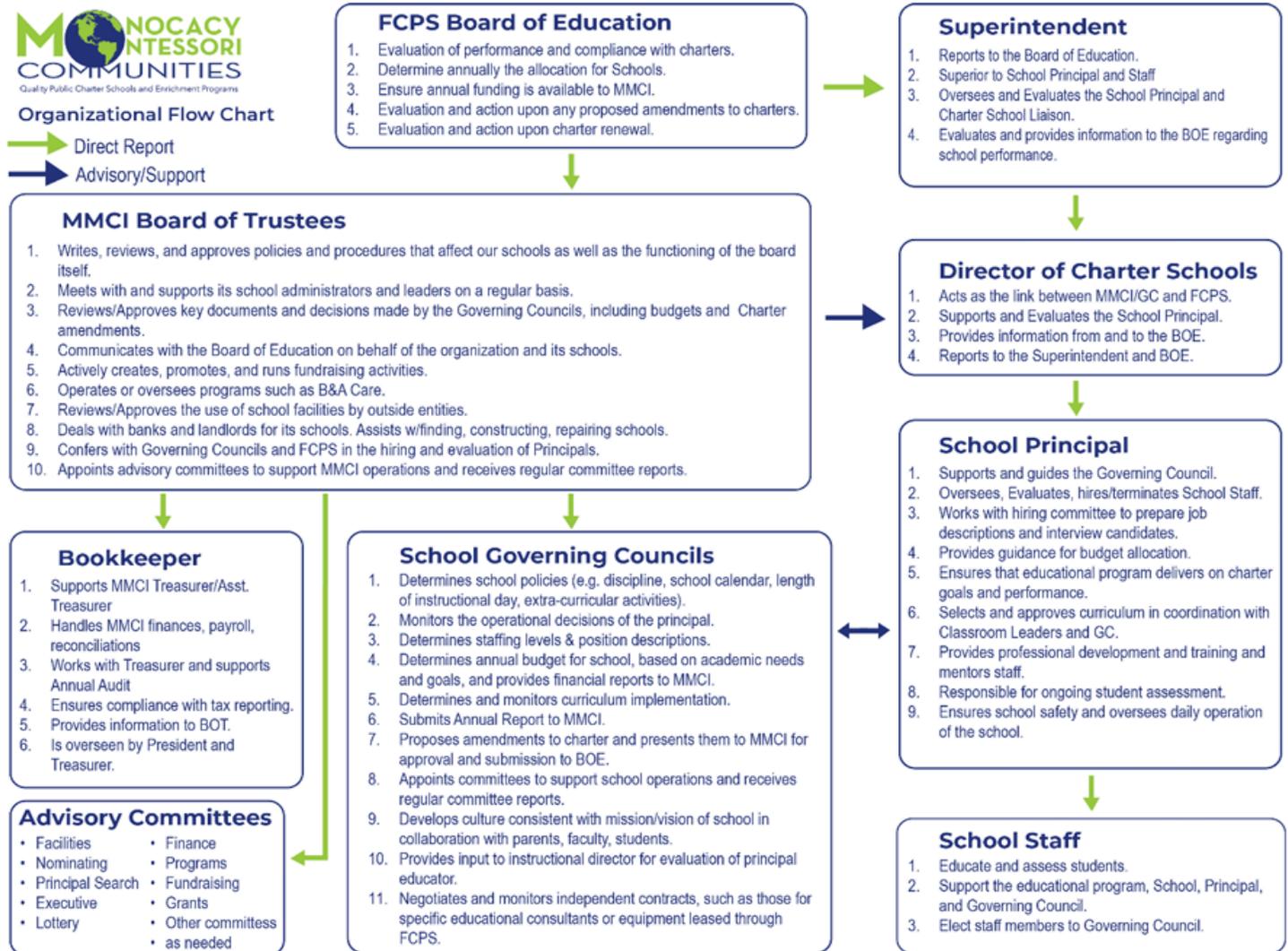
Despite the seven years of extensive facilities exploration efforts, it became impossible to secure an appropriate property within budget on the open market. In 2022, CCM had an accepted offer on the property at 7215 Corporate Court for a purchase price of \$6,500,000. An updated survey of real estate conducted in April 2024 showed that other listed properties were unaffordable to lease or purchase. This project and its modified scope were initially deemed affordable by MMCI and lenders, utilizing funding through the Maryland Health and Higher Educational Facilities Authority. Budget constraints due to the changing PPA funding formula announced in the Spring of 2023 rendered the purchase of 7215 Corporate Court impossible. An annual reduction in PPA totaling almost \$600,000 represented an entire annual mortgage payment, and took the school from a slightly positive budget to more than \$550,000 in deficit, and unable to qualify for financing. Accordingly, CCM submitted a proposal to lease Yellow Springs Elementary School from FCPS in May 2024, and was ultimately successful,

winning approval to lease the property for 8-10 years. CCM has a signed lease to remain in its current building until Yellow Springs becomes available in Summer 2026.

CCM is negotiating a lease with FCPS for Yellow Spring Elementary School through the end of the current charter. Despite this highly favorable and appreciated opportunity to lease Yellow Springs, the estimated annual costs to operate the new facility do not counterbalance the budget cuts, and will put the school in a precarious situation for purchasing a new building by 2029.

## CULTURE & COMMUNITY

### School Governance



1ay 2023

- CCM implements the governance structure as described in the school charter contract and the Monocacy Montessori Communities, Inc. (MMCI) bylaws.
- CCM is governed by the MMCI Board of Trustees (BOT) and the CCM Governing Council (GC).]
- The current rosters and contact information of the CCM GC and MMCI BOT are available on the respective websites <https://carrollcreekmontessori.org/school-info/governance/> and <https://mmcimd.org/about/bot/>

- Both the CCM GC and the MMCI BOT hold regular monthly meetings that are open to the public.
- CCM GC and MMCI BOT meetings were held virtually using the Google Meet platform during the 2024-2025 school year.
- Agendas and invitations for the meetings are published to the school community in advance of meetings.
  - Meeting minutes and video recordings for the CCM GC are available to the public on the CCM website at <https://carrollcreekmontessori.org/school-info/governance/>
  - Meeting minutes for the MMCI BOT are available to the public on the MMCI website at <https://mmcimd.org/calendar/>

## Parent Volunteering

- As a public charter school, CCM relies heavily on volunteer support.
- As set forth in the charter, CCM asks parents and guardians to donate a minimum of 10 volunteer hours a school year for single-adult households and a minimum of 30 hours for households with more than one adult.
- Volunteer hours include time invested in the governing bodies of the CCM Governing Council and the MMCI Board of Trustees, developing the annual PPA budget, addressing facilities issues, and large initiatives such as CCM's facility search. Parents also volunteer by supporting the school library and helping serve lunch to our students. Many parents have volunteered in classrooms by presenting information about their cultures or occupations. Students participate in field trips throughout the year which has also been an opportunity for our parents to volunteer their time.
- **CCM volunteer hours reported for July 2024-June 2025 total 1059 hours.** It's important to note that volunteer hours are self-reported. Therefore, volunteer hours are likely higher than what has been recorded.

## Parent-Teacher Conference Participation

- 2024-2025 Annual parent-teacher conferences were held in-person and virtually via Google Meet by request during the month of October 2024.
- Classroom teachers, special area teachers, and counselors held 342 conferences with CCM families and guardians. 239 of those conferences were held virtually; 103 were held in person.

## APPENDIX 1: DOCUMENTED TIERS OF SUPPORT FOR STUDENTS (FROM 2019-2020 ANNUAL REPORT)

### **How does Carroll Creek Montessori meet the needs of students who are not meeting grade-level standards?**

All CCM students needing extra support have the opportunity, as needed, to receive intervention at the Tier 1, 2, or 3 level. This appendix explains each of the levels of support.

#### **Tier 1 Student Support: Embedded in the Structure and Processes Behind the Montessori Method**

CCM teachers maintain a consistent focus on student growth. Teachers record-keep based on an alignment between Common Core and the Montessori curriculum. This ongoing record-keeping requires teachers to have a deep understanding of Montessori curricular objectives and CCSS curricular objectives. Teachers analyze student data at the classroom and team level in order to best utilize each teacher's talent to address student needs. Teachers monitor and discuss data in team meetings, vertical planning, and as a whole staff. They conference regularly with students to discuss progress and set learning goals. Lessons are then adjusted to meet individual student needs based on data collected. Learning outcomes and success criteria are also shared with parents, in conferences (with the students leading the conferences starting in 4th grade).

*A description of the structures and processes within the Montessori classroom described below will provide a deeper understanding of the support each student receives.*

**The structure and processes within the Montessori classroom environment enable individually differentiated instruction.** The Montessori classroom environment is a holistic, integrated, and highly coherent space for learning. Every element of the environment is organized intentionally to create an optimal setting for purposeful interactions among students, teachers, and materials within the classroom.

**Students learn through hands-on contact with either real things or concrete models of abstract concepts, allowing children to learn with much deeper understanding.** Autodidactic materials free the child from requiring a teacher to receive instruction and practice. This allows the teacher to observe and to move from child to child presenting new materials as needed.

**The daily schedule provides for two to three hours of unscheduled time to ensure that individual students have sustained periods of open, uninterrupted time to choose independent work, become deeply engaged, and work through various tasks and responsibilities at their own pace.** Teachers instruct students on the core curriculum or provide supplemental instruction based on student needs during this work period, all the while respecting the importance of the child's time and space to assimilate information.

#### **Three Period Lesson: Direct Instruction**

Classroom teachers provide mini-lessons, impressionistic lessons, procedural lessons, small-group lessons using flexible grouping based on needs, and individual lessons. Each lesson incorporates previously learned information and a clear focus on the new concept being taught. Generally, the lessons incorporate concrete materials for sensorial exploration. The lessons center around the most basic information necessary for the

children to do the work: the name of the materials, where they can be found in the classroom, how to use the materials, and what can be done with them. The student then leaves the lesson to make use of their own learning style, be it visual, auditory, kinesthetic, or a combination of these, to repeat the exercise until they feel comfortable they understand the new concept. After the student has had sufficient time to explore and learn from the new material, the teacher assesses understanding and mastery of learning.

The Montessori teacher guides each student's learning process, both in a group context and also through the weekly one-on-one student-teacher conference, where each child meets individually with the teacher. The teacher is able to work with the child to establish learning goals for the week in all areas, and review the records and reflections of the previous week.

### **Assessment**

Keeping track of children's progress and growth over time is a critical task for Montessori teachers and is deeply intertwined with the work of guiding children through the breadth of the Montessori curriculum. While teachers naturally follow a rich scope and sequence for teaching across the content areas, Montessorians are also constantly observing and implementing formative assessments to determine: (1) if the content resonates with each child, and how; (2) where each child's own interests resides and how to support this self-discovery; and, (3) in what other ways content can be shared with children so that learners of all styles can find meaning in their work. This process of scientific observation is the cornerstone of assessment in a Montessori environment.

### **Tier 2 - Supplemental Intervention**

Each September, classroom teachers identify students who would benefit from supplemental intervention. To do this, teachers examine evidence of learning based on student data and work samples from the previous year, as well as the Spring MCAP and Fall iReady and DIBELS (for appropriate levels) assessment scores.

Once students are identified, the classroom teachers identify areas of improvement for each student. This information is communicated to the intervention staff.

Intervention staff schedule time to meet with each student and write Individual Intervention Plans explaining what identified students need to learn, how the students will demonstrate their learning (learning outcomes and success criteria related to standards), and expectations for demonstrating learning.

Tier 2 support is focused on pre-requisite development for upcoming classroom topics and double dosing of current grade-level classroom topics. Intervention teachers are intentional about employing explicit instruction, including using instructional models, strategies, and techniques that best help students master the given content. For example, teachers:

- focus on critical content
- sequence skills logically
- break down complex skills into smaller instructional units
- review prior skills and knowledge before beginning instruction
- provide step-by-step demonstrations, use clear and concise language
- provide guided and supported practice
- provide an adequate range of examples and non-examples
- provide guided and supported practice
- require frequent responses
- provide immediate feedback

- help students organize knowledge

Intervention staff meet regularly with classroom teachers to adjust content and instruction based on evidence of learning. Once a student has met identified outcomes, the intervention staff meets with classroom teachers to identify any other areas of growth deficit or discontinue intervention services.

### **Tier 3 - Intensive Intervention**

Tier 3 support is provided by the intervention or special education staff using an IIP. Students receiving Tier 3 support are working 2 or more grade levels below their grade placement. The difference between Tier 2 and 3 interventions is based on the frequency, alignment, and comprehensiveness of the intervention. Tier 3 intervention involves meeting with students between 3 and 5 days a week for longer amounts of time than the intervention meetings provided to students within Tier 2. A more comprehensive array of explicit instruction techniques is employed in Tier 3 intervention. For example, a student may spend a longer amount of time in the first period (“I do”) and second period (“we do”) of a lesson.

*Special Education students can be a part of Tier 2 or Tier 3 intervention groups led by intervention teachers or Special Education teachers, as long as the goals of the intervention group align with the special education student’s Individualized Education Plan. Likewise, a student not designated as a special education student can be a part of Tier 3 intention groups led by a special education instructor.*

### **Special Education Process and Support**

If a student has had access to all appropriate tiered interventions and has not responded to previous interventions, they will be referred, in writing, to the IEP Team, using the Screening Referral, or through a parent letter.

The school then implements the “pre-referral” process monitoring and evaluating the student’s response to intervention(s), and documents the results prior to referring a student to the IEP Team. Based on the documentation of the multi-tiered system of support, the student services team may then refer to the IEP team for review.

The IEP Team will then hold a screening meeting to review existing data, evaluations, and information from the parent; instructional interventions and strategies; current classroom-based, county, and state assessments; and observations by teachers and related service providers.

Based upon consideration of all information presented, the IEP Team may gather additional data prior to determining the need for assessment or determine that the student’s program is appropriate and further evaluation is not needed. If an education disability is suspected, a variety of assessment tools and strategies are used to gather sufficient data relevant to the suspected disability and may include functional, cognitive, developmental, behavioral, academic, and physical information, and information provided by the parent. This data enables the IEP team to determine:

- if the student is a student with a disability
- the student’s educational needs
- the content of a student’s IEP
- each special education and related service needed by a student.

If the student's IEP requires intervention services, the IEP Team determines the appropriate time and manner to provide research-based intervention.

IEP meetings are held annually to review student progress. Eligibility meetings for continued special education services are held every three years. Based on a review of existing assessment data and input from the student's parents, teachers, and specialists, the IEP team determines:

- student eligibility
- specific educational needs of the student
- present levels of academic achievement and related developmental needs of the student
- special education and related services needed to enable the student to meet the measurable annual goals in the student's IEP and to participate in the general curriculum
- continued need for special education and related services during the triannual meeting based on collected data in input from all participants.

*For more information on the steps taken for Tier II intervention at CCM, please refer to the FCPS Special Education Handbook.*