

Carroll Creek Montessori Public Charter School ANNUAL REPORT 2016-17



ABOUT THIS REPORT


This report serves to accompany the 2016-17 Annual Performance Targets to complete the Carroll Creek Montessori Public Charter School (CCMPCS) 2016-17 Annual Report to the FCPS Board of Education. This written report address our school's vision and mission, notable accomplishments, performance achievements, and strategies for improvement that cannot be succinctly described in the Annual Performance Targets chart and which require more detailed explanation.

VISION & MISSION

At Carroll Creek Montessori Public Charter School, our vision 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.

To achieve this vision, 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 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 and 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.

Principal: Marilyn Horan
Governing Council Chair: Dr. Amanda Erard
MMCI President: Amy Duvall
January 2018



*"Children are human beings to whom respect is due, superior to us by reason of their innocence and of the greater possibilities of their future."
- Maria Montessori*

Notable Accomplishments



MSDE Accreditation

In June 2017, CCMPCS earned full MSDE accreditation for its PreK program, valid through June 2020. This accreditation formally acknowledges our commitment to “maintaining educational excellence and continuous quality improvement.” In addition, CCM earned the Maryland EXCELS Quality Rating Level 5, the highest level possible.



American Montessori Society Accreditation - *Pathway of Continuous Improvement*

CCM earned a Level 8 (out of 10) in the [American Montessori Society \(AMS\) Pathway of Continuous School Improvement](#), indicating that our school meets the [educational and institutional standards](#) for Montessori accreditation. CCM also gained Full Membership status with AMS. The Pathway process included an on-site visit from a team of Montessori expert reviewers along with evidence of multi-age classrooms at every level and every lead teacher either undergoing or having completed Montessori certification. CCMPCS is the only AMS-Accredited school, and the only AMS Full Member school, in FCPS.



Recognition by the American Psychological Association for Schoolwide Motivation

In February 2017, CCMPCS was awarded the Motivation Badge by the American Psychological Association's (APA) Coalition for Psychology in Schools and Education, for its school-wide implementation of several of the [Top 20 Principles for Pre-K to 12 Education](#), a set of principles from psychological science to enhance pre-K to 12 teaching and learning. The Motivation Badge recognizes schools “for using the science of psychology to promote student motivation.” We are the first public school in the state of Maryland, and the first public charter school in the nation, to earn such recognition. We are proud to sit on the APA's [“Top 20” Badge Honor Roll](#).



Lottery Waitlist

At the close of the 2017 lottery in March, we continued to see a large demand for our school: 905 applicants and 869 waitlisted students. On average, since our school opened in 2012, we have had 892 applicants per year, a number that speaks to the demand within the FCPS community for the unique learning environment we provide.



Staff Retention

From Spring 2017 to Fall 2017, we retained 85% of our staff. The majority of staff who left either pursued full-time positions within FCPS or moved out of district/state for personal reasons.

Community Service/Engagement

CCM continued its strong engagement with the community, with student-led donation drives to Blessings in a Backpack, the Frederick Rescue Mission, and the Heartley House, and by providing training space for the Frederick County SWAT team, among other programs.

Fundraising

CCMPCS had a very successful fundraising year, raising a combined total of nearly \$25,000 through our Annual Fund (\$16,681), fundraisers like the Read-a-Thon and Scholastic Book Fair (>\$3,000 combined), and with grant awards including the Dollar General Literacy Grant (\$3,000).

Annual Performance Targets



PARCC Achievement

After the series of meetings with the BOE that culminated in our probationary year benchmarks, CCMPCS worked exceptionally hard to meet these targets. We are proud to report that the dedication of our exceptional staff, and the hard work of our motivated students, resulted in our not only meeting our PARCC targets for 2016-17, but in exceeding them.

For math, our target for 2016-17 was for 42.8% of students to achieve a proficiency level between 3-5. We exceeded this goal by 6%, with 48.8% of our students achieving these results. Most notably, black students increased by 28.6% from 2015-16 while Hispanic students increased by 13.8%.

For ELA, our target for 2016-17 was for 64.5% of students to achieve a proficiency level between 3-5. We exceeded this goal by 2.4%, with 66.9% of our students achieving these results. Similar to the math scores, minority students showed substantial improvements from 2015-16. Black students increased by 41.7% from 2015-16 and Hispanic students increased by 22.4%

Local Achievement (Scantron)

2016-17 was CCM's best year for Scantron assessment: **92% of our students achieved Average (High or Low) or Above Average scores in Reading, and 87% did so in Math.**

All student groups increased their Scantron scores from Fall 2016 to Spring 2017; Hispanic students saw the greatest gains (16%), followed by Multiracial (12%) and Black (10%) students. We recognize that we have considerable room for improvement to reach our targets for the number of students reaching their individual growth targets, and we are addressing these suboptimal rates with our Academic Interventions (see below).

Comparative Performance

Though it is difficult to compare Scantron Assessment results from CCMPCS to other FCPS schools because of the discrepancy in the number of students tested, we can compare our results to those of other charter schools in FCPS:

- Our results from Spring 2017 are comparable to Frederick Classical's for both Reading (CCM: 92%; FCCS: 95%) and Math (CCM: 87% vs. FCCS: 88%), and were comparable to Monocacy Valley Montessori (MVM) for Math (CCM: 87% vs. MVM: 84%; MVM did not post reading scores).
- PARCC results from 2016 are more comparable across all FCPS schools, and here CCMPCS is lower than other schools in the percentage of students achieving scores of 3-5 in both reading in math. We are addressing these gaps with our Academic Interventions (detailed below).

Annual Performance Targets Continued



Montessori Training and Certification

CCMPCS is dedicated to ensuring that all lead teachers are Montessori trained *and* certified. We have exceeded even our 2018-19 goal of having 75% of our lead teachers obtain or working toward Montessori certification: as of this report, 100% of our lead teachers have completed or are working toward Montessori certification from a MACTE accredited teacher training center or are currently in a MACTE accredited program. Moreover, 100% of classroom lead teachers have been trained in Montessori philosophy.

Attendance

CCMPCS is committed to providing high-quality education every day of the school year, and this can best be achieved with high attendance rates. We continue to stress to our community the importance of good attendance through newsletters, parent outreach, and other communications. As of the submission of this report, our year-to-date attendance rate of 96.2% meets our target attendance rate for 2017-18, set at 95.5%. Of course, we are always striving for higher attendance rates.



Upper Elementary students on an overnight camping and hiking trip at Catoclin Mountain State Park

Academic Interventions



CCMPCS continually strives to exceed performance standards in FCPS. We recognize that there are still areas for improvement, and we are committed to realizing these goals. In particular, while we have met the Annual Performance Targets in PARCC assessments for 2016-17, we recognize that we still must improve our standing in the county overall. To this end, we are implementing a multi-pronged approach to guide students who are not currently meeting these targets.

2016-17 Interventions

Mathematics

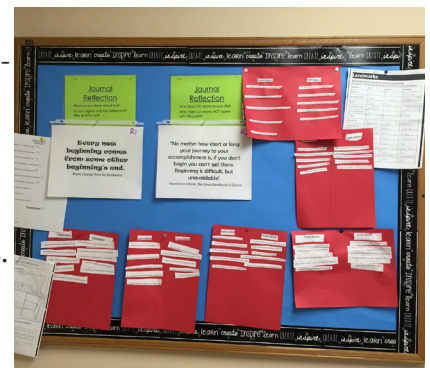
- In the 2016-17 school year, we hired a part-time math interventionist to work with students in grades 2-6 who have been identified (based on assessments) as needing additional math support. The interventionist met with small groups on a daily basis to work on isolated skills that are deficient.
- Additionally, students received targeted tutoring from CCM staff in weekly after-school sessions, where they received daily practice with math problems similar to those used on standardized assessments so as to familiarize them with the testing format.
- Students also practiced with resources including (but not limited to) Curriculum Now, Khan Academy, PARCC Test Bank Sample Questions, and Scantron Assessment Test Bank Sample Questions.
- Students receiving intervention also engaged in weekly tutoring sessions with staff volunteers. All students in grades 4-7 used IXL for practice “homework.”



Beadwork in primary builds math skills.

Language

- CCMPCS has an A-Z reading program that includes leveled readers with a comprehension component.
- Reading groups take place weekly for those students identified as needing intervention (based on assessments) in addition to daily SRA reading assignments. Older students hold literature circles where they read and discuss novels to hone comprehension skills.



Middle school students' journal reflections.

Current Interventions

- **Computer Skills:** This year, elementary students have begun utilizing a computer lab four times per week in which they spend their time taking typing lessons and working with Khan Academy's math program. We are optimistic that this enhanced practice and familiarity with the computer lab will prepare students for stronger performances on tests in Spring 2018.
- **Tutoring:** In addition, Upper Elementary students are participating in math tutoring 2 days per week in the mornings and 1 day per week in the afternoon.
- **Improvement Team:** Further, CCMPCS' Continuous Improvement Team (CIT) meets monthly by academic level (Primary, Lower Elementary, Upper Elementary, Middle School) to review and analyze student data and progress, and to adjust instruction accordingly.
- **Common Core Alignment:** Finally, CCMPCS staff have aligned the Common Core Standards with the Montessori curriculum for each academic level (available upon request).

CARROLL CREEK MONTESSORI PUBLIC CHARTER SCHOOL
ANNUAL PERFORMANCE TARGETS 2017

1. EDUCATIONAL PERFORMANCE			
Focus Area	Indicator	Standard/Criteria	Sources of Evidence
Federal Accountability	Federal/State recognized performance level requirements	The school has not been identified as a school in need of improvement or underperforming.	Federal/State recognized performance level requirements
	AYP attainment	The school has met at least a Proficient performance level.	
	Student group(s) attainment of AYP	The school has achieved its performance targets in identified student group(s).	

Annual Report: Does not apply for the 2017-18 School Year

Focus Area	Indicator	Standard/Criteria	Sources of Evidence
State & Local Accountability	Federal/State recognized achievement requirements	Students at the school demonstrate proficiency or progress towards meeting proficiency, in subjects tested (English/Language Arts, writing, mathematics and science).	Federal/State recognized data requirements Mutually derived (between FCPS/CCMPCSPCS) annual benchmarks: 64.5% of students earn Proficiency Level 3-5 in English/Language Arts (ELA), and 42.8% earn Proficiency Level 3-5 in Math.
	Annual gains of students achieving in the bottom 25%	50% make one-year's worth of growth.	Federal/State recognized data requirements
	% of students tested	The school is appropriately administering applicable state standardized tests to its students.	Federal/State recognized participation requirements
	Relative performance	The school's performance meets or exceeds the performance of schools with closely comparable student populations.	Federal/State recognized data requirements
	Comparative performance		
	Other Charter Agreement Indicators		

Annual Report:

Federal/State achievement requirements:

PARCC

- In English Language Arts (ELA), compared to the 2015-16 baseline, in 2016-17 students in Grades 3-7 (there was no 8th grade in 2016-17) demonstrated a **6.3% increase** in achieving Proficiency Level 3-5 (Figure 1).
- **In ELA, CCMPCS students exceeded the 2016-17 goal of 64.5% by 2.4% (Figure 1).**
- In Math, compared to the 2015-16 baseline, in 2016-17, students in Grades 3-7 demonstrated a **12.4% increase** in achieving Proficiency Level 3-5 (Figure 1).
- **In Math, CCMPCS students exceeded the 2016-17 goal of 42.8% by 6% (Figure 1).**
- **Particularly large gains by minority and special services students**, from 2015-16 to 2016-17 (Figs. 2 & 3):
 - Black students showed a 41.7% increase in ELA and a 28.6% increase in Math.
 - Hispanic students showed a 22.4% in ELA and a 13.8% in Math.
 - FARM students showed a 18.8% increase in ELA and a 13.8% increase in Math.

**CARROLL CREEK MONTESSORI PUBLIC CHARTER SCHOOL
ANNUAL PERFORMANCE TARGETS 2017**

Figure 1. PARCC ELA and Math scores for 2016-17 as compared to baseline in 2015-16.

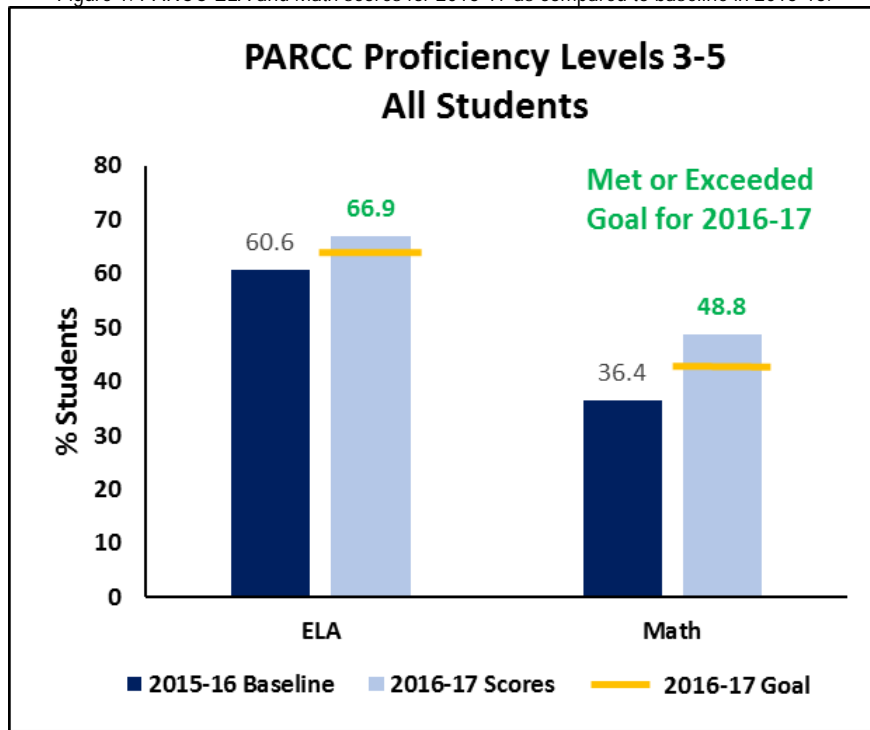
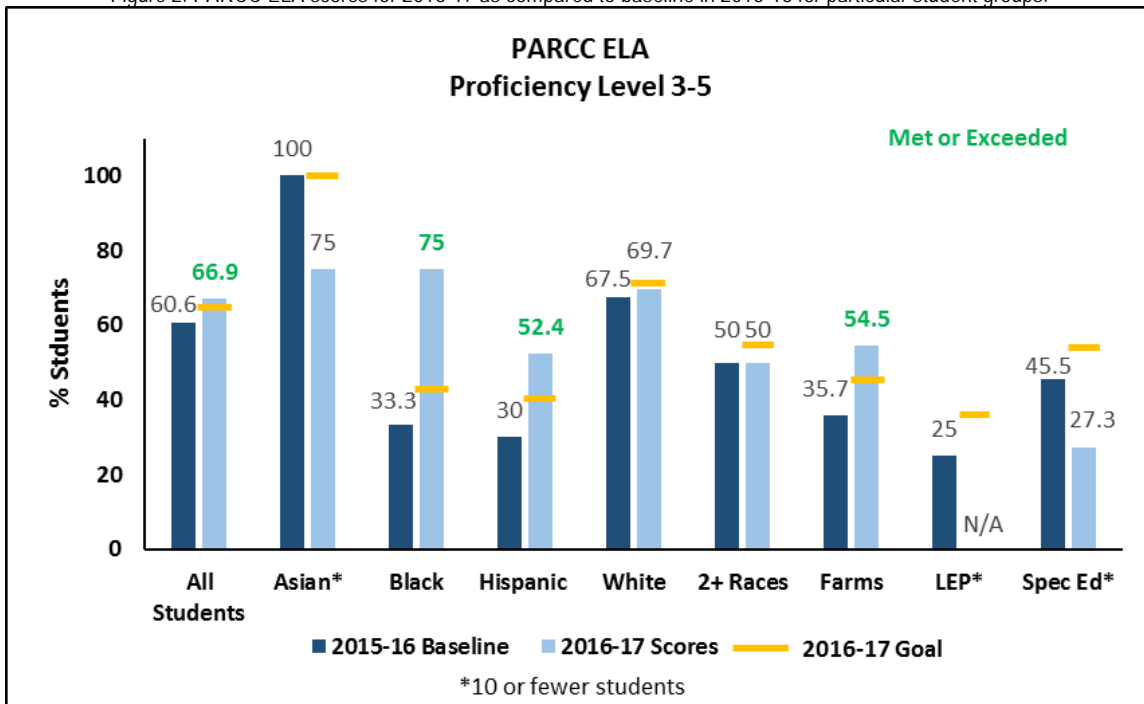
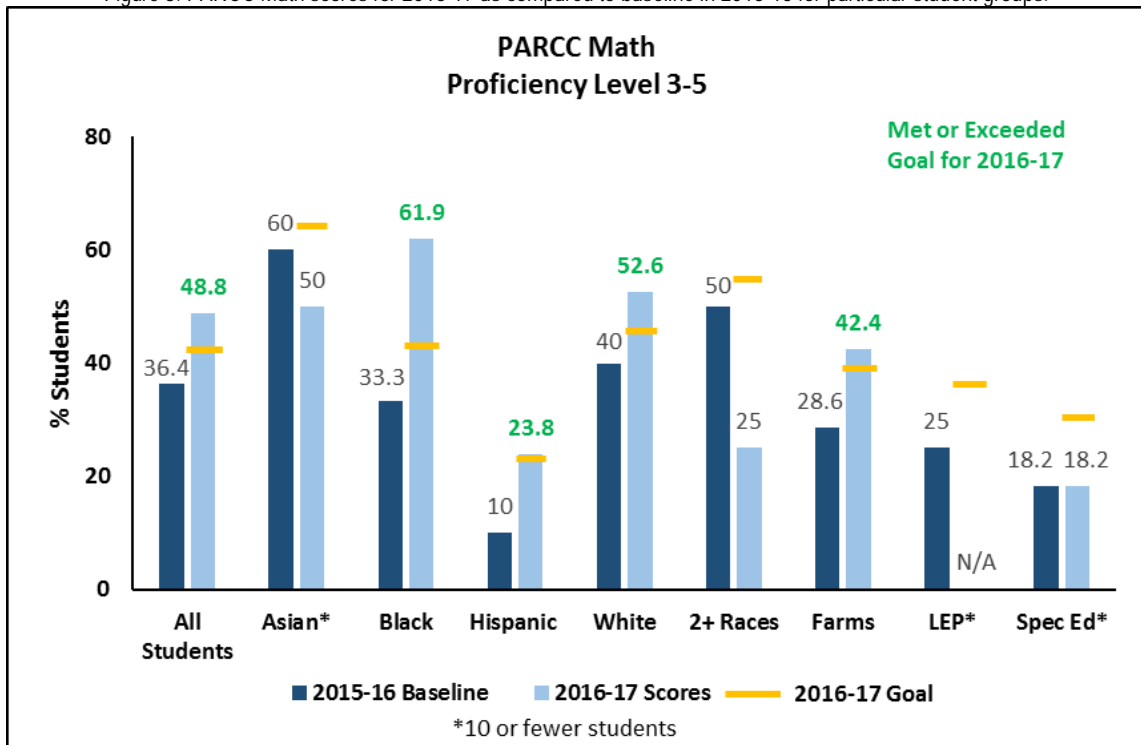


Figure 2. PARCC ELA scores for 2016-17 as compared to baseline in 2015-16 for particular student groups.



CARROLL CREEK MONTESSORI PUBLIC CHARTER SCHOOL ANNUAL PERFORMANCE TARGETS 2017

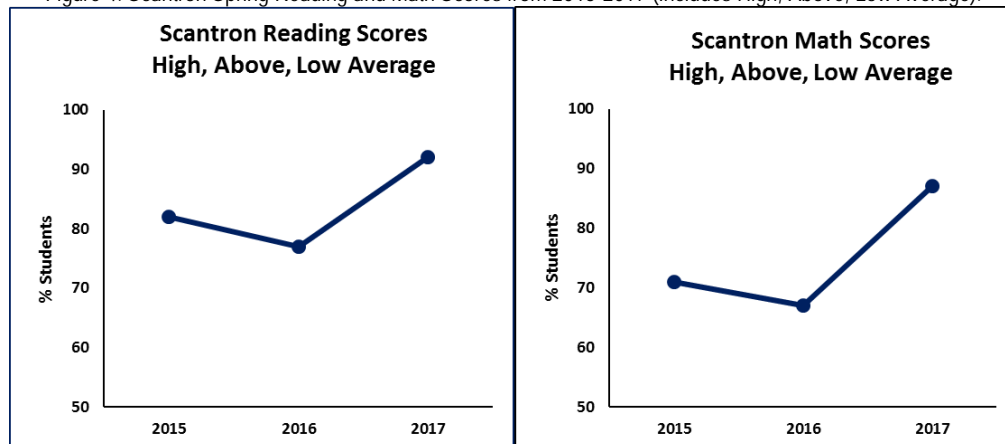
Figure 3. PARCC Math scores for 2016-17 as compared to baseline in 2015-16 for particular student groups.



SCANTRON

- CCMPCS has demonstrated considerable improvement in Scantron scores in Reading and Math from 2015-2017.
- In 2016-17, CCMPCS achieved its highest percentage of students with Average (High or Low) and Above Average scores: 92% in Reading and 87% in Math (Figure 4).

Figure 4. Scantron Spring Reading and Math Scores from 2015-2017 (Includes High, Above, Low Average).

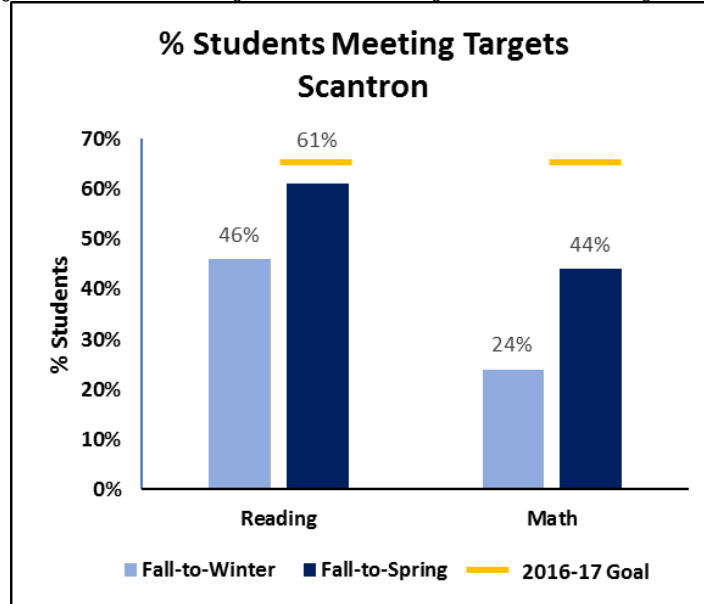


- In 2016-17, CCMPCS students showed growth in terms of the percentage achieving their Scantron targets.
- Whereas from Fall-to-Winter (2016-17) 46% of students achieved their reading targets, by Spring this number increased to 61%.
- For math the growth increased from 24% to 44% (Figure 5).

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- CCMPCS recognizes it has considerable work to do to reach the goal of 75% of students achieving their targets. Please see "Data-Driven Decision Making" and "Implementation of Specialized Instruction for Students" under "Educational Program Implementation" (pp. 9-10) for evidence of our commitment to raising standardized achievement scores.

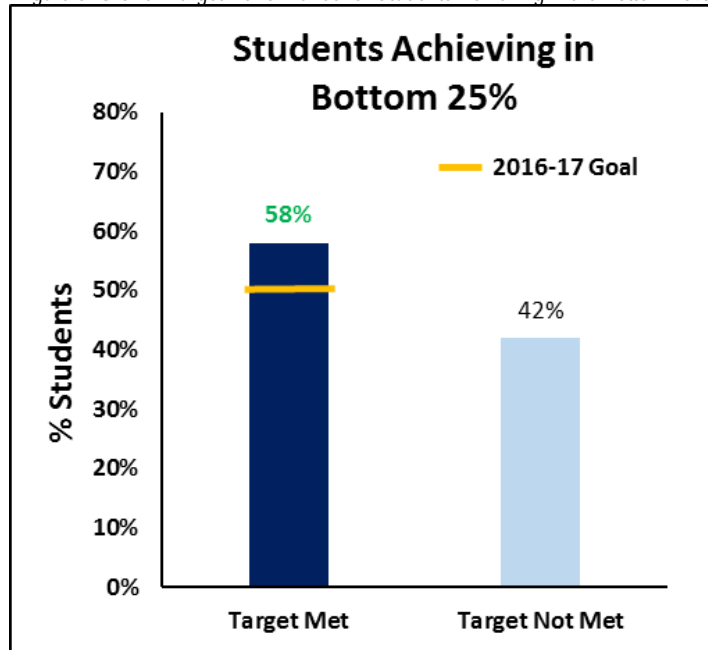
Figure 5. % Students Meeting Scantron Growth Targets in Scantron Reading and Math.



Annual Gains:

- In 2016-17, 58% of students achieving in the bottom 25% met their growth targets on Scantron tests (Figure 6).

Figure 6. Growth Target Performance for Students Achieving in the Bottom 25%.



% Students tested:

- In 2017, 99% of enrolled students participated in PARCC testing.

CARROLL CREEK MONTESSORI PUBLIC CHARTER SCHOOL ANNUAL PERFORMANCE TARGETS 2017

Relative/Comparative performance:

- For PARCC ELA, in 2015, 66.5% of CCMPCS students achieved Levels 3-5 as compared to 77.8% for FCPS (a difference of 11.3%); **by 2017 CCMPCS cut this gap in half, to 5.6% (Figure 7).**
- CCMPCS recognizes we have more work to do in Math, though we are making gains in this area. In 2015, 41.3% of CCMPCS students achieved Math Proficiency Levels 3-5 as compared to 75.8% for FCPS (a difference of 34.5%), **whereas in 2017 this gap was reduced by 11.1% (Figure 7).**
- Of particular note is the achievement our 6th and 7th graders have made over the past three years (Figure 7).
- From 2015-2017, these students reduced the gap in ELA Level 3-5 scores by 53% (from 10.5% down to 4.95%), and reduced the gap in Math Level 3-5 scores by 38% (from 20.7% down to 12.8%).
- These data indicate that students preparing for high school either meet or approach FCPS performance standards. However, more data are clearly needed, as in 2016-17 we enrolled 15 6th graders new to CCMPCS (10 in just one class), and 2016-17 was our first year with 7th graders, (only n=15).
- CCMPCS recognizes the work that lies ahead in meeting standardized assessment scores for comparable schools, and we are working aggressively to close these gaps. We are encouraged by our steady progress over the past three years (Figures 7 & 8).
- Please see "Data-Driven Decision Making" under "Educational Program Implementation" (pp. 9-10) for evidence of our commitment to raising standardized achievement scores.

Figure 7. PARCC ELA and Math Scores for CCMPCS and FCPS from 2015-2017.

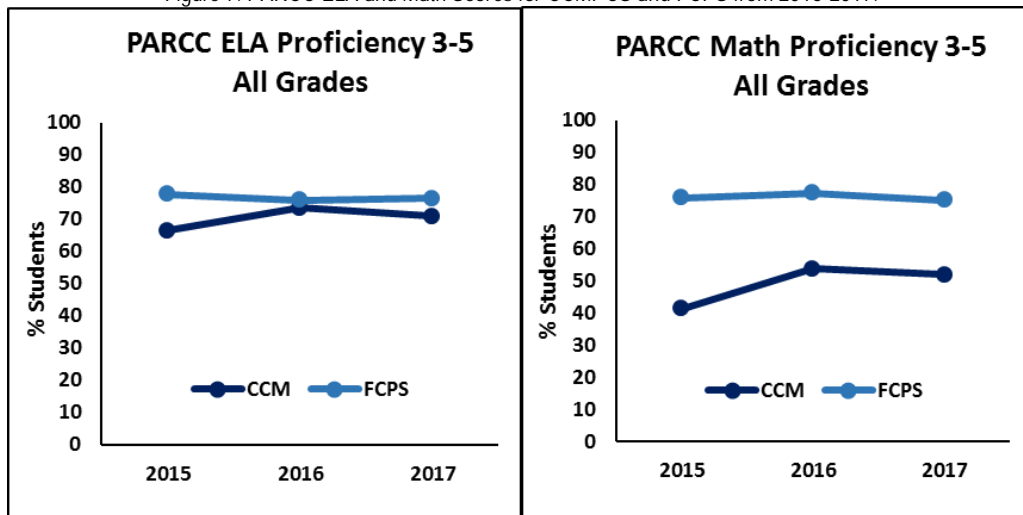
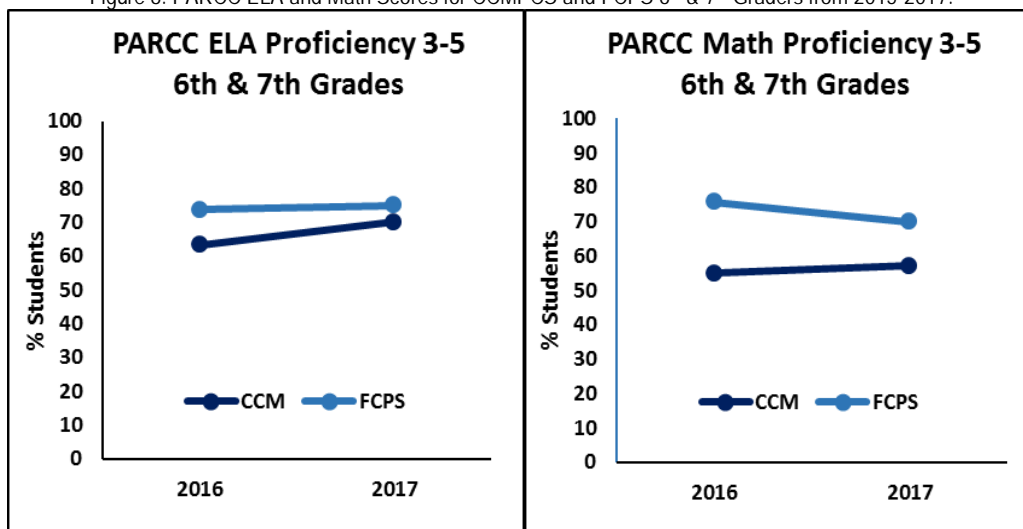


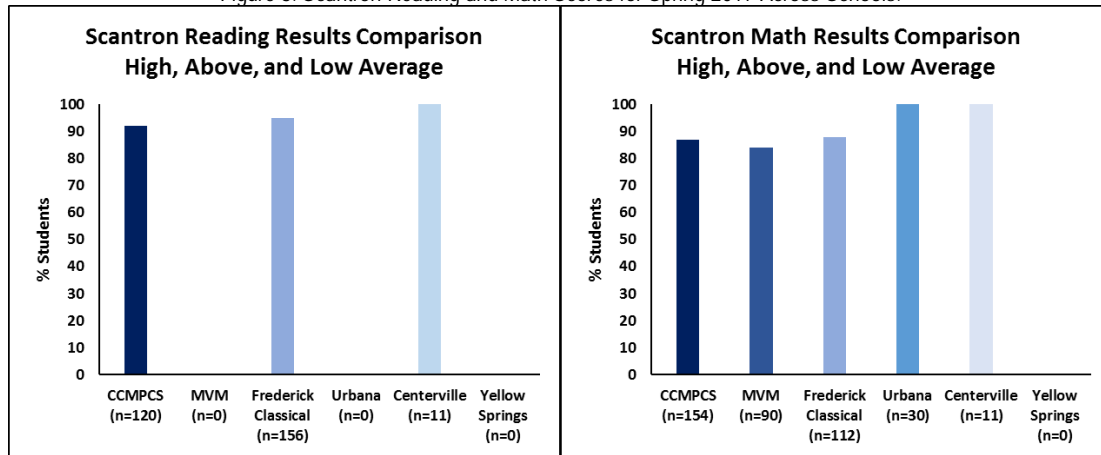
Figure 8. PARCC ELA and Math Scores for CCMPCS and FCPS 6th & 7th Graders from 2015-2017.



CARROLL CREEK MONTESSORI PUBLIC CHARTER SCHOOL ANNUAL PERFORMANCE TARGETS 2017

- For Scantron Reading and Math in Spring 2017, CCMPCS's scores were comparable to other schools in FCPS that tested similar numbers of students (Figure 8).

Figure 8. Scantron Reading and Math Scores for Spring 2017 Across Schools.



Focus Area	Indicator	Standard/Criteria	Sources of Evidence
Mission-Specific Accountability	Spanish Program	The school is implementing its comprehensive, school wide PreK-8 Spanish curriculum.	PreK, Elementary, and Middle School Spanish curriculum (submitted at 2016 Annual Report). Weekly total instructional time for each grade level.
	Spanish Program	80% of 8 th Grade students who have been enrolled in CCMPCS for at least 5 years, will receive high school credit for Spanish II.	FCPS Assessment TBD. Weekly total instructional time for each grade level.
		80% of students who have been enrolled in CCMPCS for at least 5 years, will demonstrate proficiency in Spanish by the end of their 3 rd and 6 th Grade school years.	Avant Standards-based Measurement of Proficiency (STAMP) Assessment
	Montessori Program	Montessori instruction is implemented in all classrooms.	American Montessori Society (AMS) Pathway of Continuous Improvement
	Montessori Training and Certification for instructional staff	The percentage of trained Montessori teachers will increase each year from baseline data. 100% of all teachers will be trained by the end of 2018-2019 school year.	2015-2016 – 75% 2016-2017 – 85% 2017-2018 – 95% 2018-2019 – 100%
		The percentage of (lead) classroom teachers who have obtained or are working towards Montessori certification will increase from 67% to 75% by the end of the 2018-2019 school year.	Annual increases from the baseline of 67% to 75% by the end of the 2018-2019 school year.
	Middle School Program	The middle school program will fully reflect a Montessori model with the use of Montessori middle school curriculum, grading, and assessment by the beginning of the 2016-2017 school year.	Observation Review of artifacts Teacher training/certification

CARROLL CREEK MONTESSORI PUBLIC CHARTER SCHOOL ANNUAL PERFORMANCE TARGETS 2017

Annual Report:

EVIDENCE:

Spanish

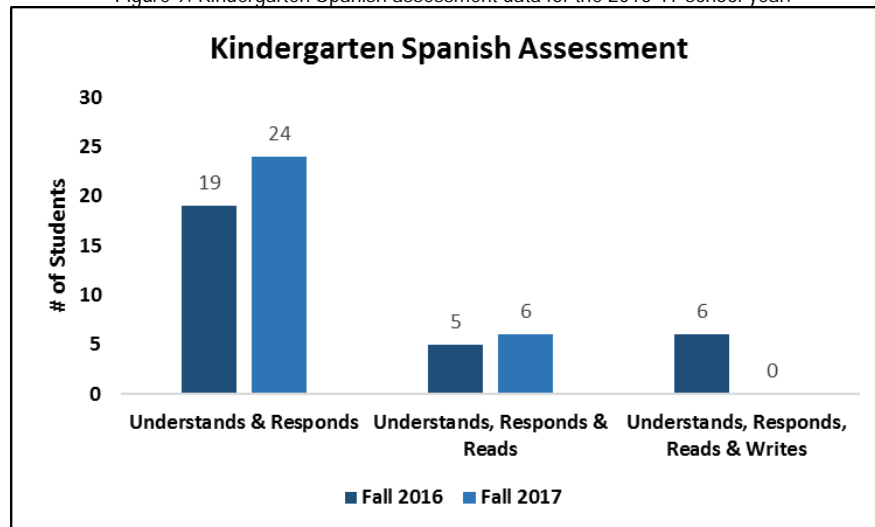
- CCMPCS is exceeding the target pull-out instructional Spanish time (Table 1) as set forth in the 2016 Annual Report, and as reflected in the revised Charter agreement approved in February 2016.
- CCMPCS students are making notable gains in the Spanish proficiency, as indicated by our assessments for Kindergarten, 3rd, and 6th graders (Figures 9-11).

Table 1. Spanish pull-out instructional time at CCMPCSPCS.

Grade Level	Goal Minutes/Week	Actual Minutes/Week	Actual Hours/Year
Primary (PK3, PK4, K)	45	50 (PK3, PK4) 120 (K)	33.3 (PK3, PK4) 80 (K)
Lower Elem. (1-3)	90	120	80
Upper Elem. (4-6)	90	120	80
Middle (7-8)	90	210	140

- Kindergarten students are given an in-house Spanish assessment twice per year, because the AVANT STAMP Spanish assessment is not available for this grade level.
- Data from Fall 2016 to Fall 2017 show marked improvement in Kindergarten Spanish skills (Figure 9).
- The percentage of Kindergarteners that Understand & Respond and/or Understand, Respond, & Read in Spanish increased by 25% from Fall 2016 to Fall 2017 (from 24 to 30 students).

Figure 9. Kindergarten Spanish assessment data for the 2016-17 school year.



- Students in grades 3 and 6 are assessed twice annually using the AVANT STAMP Spanish assessment. Overall, scores for 3rd and 6th graders improved from Fall 2016 to Fall 2017.
- On average, 3rd graders improved in their Spanish writing, listening, and speaking from Fall 2016 to Fall 2017, and 6th graders improved in their Spanish writing and speaking. (Key: Chart 1; Figures 10 & 11).

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Chart 1. AVANT STAMP Spanish Test Scoring Categories

Writing and Speaking Level Key			Reading and Listening Level Key		
Novice	Intermediate	Advanced	Novice	Intermediate	
Novice-Low - 1	Intermediate-Low - 4	Advanced-Low - 6	Novice-Low - 1	Intermediate-Low - 4	
Novice-Mid - 2	Intermediate-Mid/High - 5	Advanced-High - 7	Novice-Mid - 2	Intermediate-Mid - 5	
Novice-High - 3			Novice-High - 3	Intermediate-High - 6+	

Figure 10. 3rd Grade Spanish Proficiency Scores in Fall 2016 and Fall 2017 (Insets show average scores).

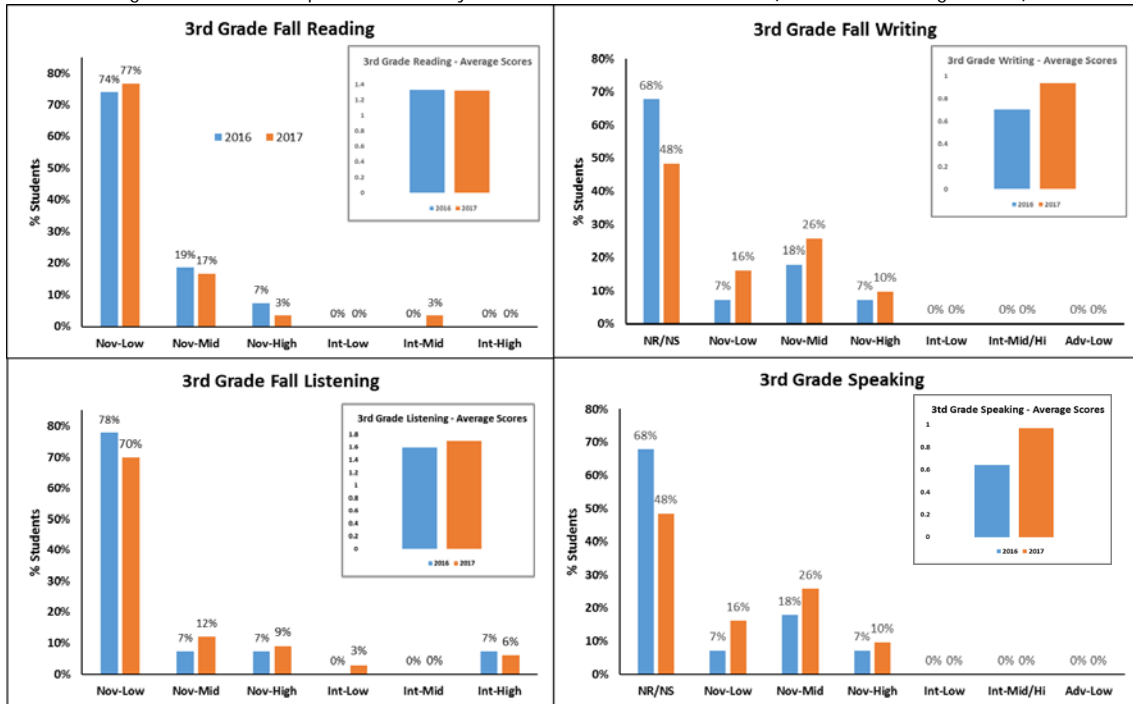
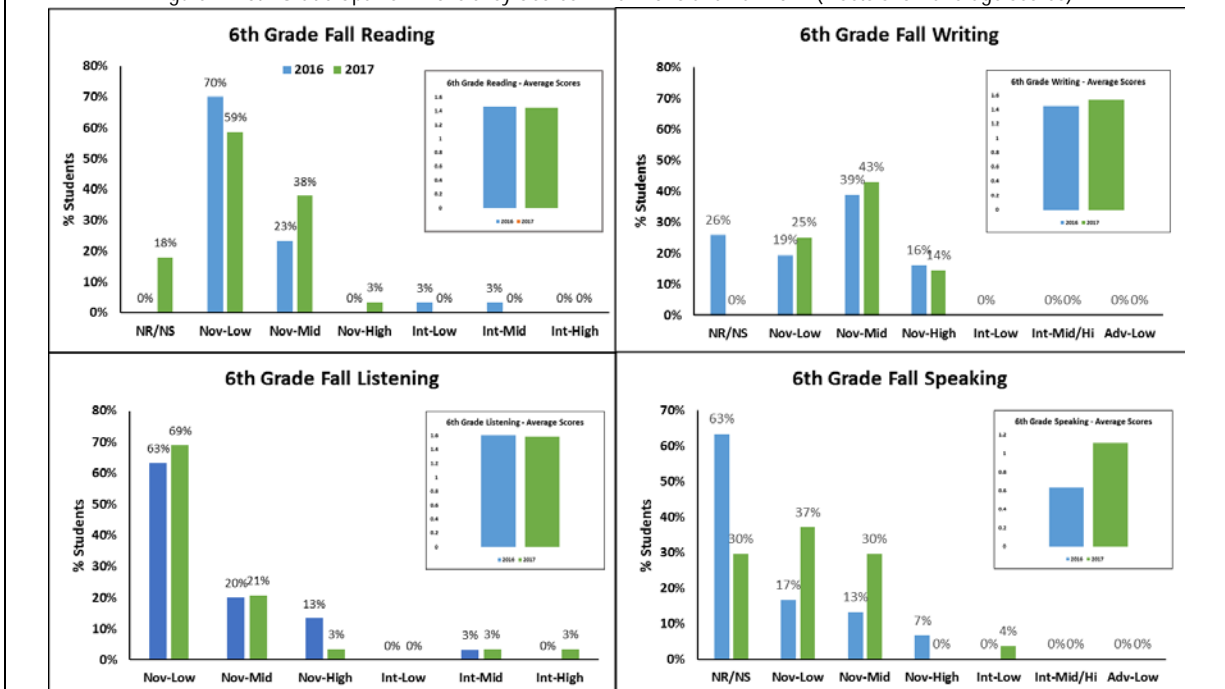


Figure 11. 6th Grade Spanish Proficiency Scores in Fall 2016 and Fall 2017 (Insets show average scores).



CARROLL CREEK MONTESSORI PUBLIC CHARTER SCHOOL

ANNUAL PERFORMANCE TARGETS 2017

Montessori Program and Training/Certification

- In October 2017, CCMPCS earned a Level 8 (out of 10) in the [American Montessori Society \(AMS\) Pathway of Continuous School Improvement](#), indicating that our school meets the AMS accreditation institutional standards for Montessori education.
- 100% of classroom lead teachers have been trained in Montessori philosophy. As of January 2018 100% of all classroom lead teachers either hold Montessori certificates or are participating in coursework from a MACTE (Montessori Accreditation Council for Teacher Education) accredited teacher training center.

Middle School Program

- The middle school program at CCMPCS reflects the Montessori model in curriculum, grading and assessment.
- One of the two middle school lead teachers completed her Montessori certification (CM-STEP) in December 2017; the other lead teacher, a new hire in 2017-18, began her Montessori certification training this school year.
- In 2017-18, CCMPCS opened its 8th grade classroom with a total of 15 8th grade students; next year, we will reach full enrollment at 60 middle school students (30 each in 7th and 8th grade).
- Students in middle school are currently earning credits in Spanish I and II. The FCPS curriculum guide is used as an instructional and pacing tool.
- Three students are also earning high school credit for Algebra and will be taking the Algebra PARCC assessment.

Focus Area	Indicator	Standard/Criteria	Sources of Evidence
Educational Program Implementation	Implementation of the Spanish program	Students' instructional program and schedules reflect Spanish instruction as indicated in revised charter	FCPS Assessment TBD. Weekly total instructional time for each grade level.
	Implementation of Montessori Program	Montessori instruction is implemented in all classrooms.	American Montessori Society (AMS) Pathway of Continuous Improvement
	Montessori Training and Certification for instructional staff	The percentage of trained Montessori teachers will increase by the beginning of each year from baseline data. 100% of all teachers will be trained by the end of 2018-2019 school year.	2016-2017 – 85% 2017-2018 – 95% 2018-2019 – 100%
		The percentage of (lead) classroom teachers who have obtained or are working towards Montessori certification will increase from 67% to 75% by the end of the 2018-2019 school year.	Annual increases from the baseline of 67% in Spring 2016 to 75% by the end of the 2018-2019 school year. Currently, CCMPCSPCS has 100% of lead classroom teachers enrolled in/completed Montessori certification training.
	Implementation of specialized instruction for students, particularly of those below grade level	The school implements demonstrably effective instructional techniques that support students struggling to achieve grade level.	Weekly meetings between special education teacher and lead classroom teachers Monthly CIT meetings to review student data Targeted interventions and SEIA provided for documented needs Growth targets for bottom 25%
	Data-driven decision making	The school competently uses qualitative and quantitative data to inform and guide instructional planning and practice aligned with College and Career Readiness Standards.	Monthly CIT meetings to review student data Targeted interventions (Appendix A) Alignment of Montessori principles with Common Core Standards

CARROLL CREEK MONTESSORI PUBLIC CHARTER SCHOOL
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	Implementation of exceptional education programs	The school provides quality services for exceptional students as defined in the school's contract and as required by applicable law.	Montessori curriculum/pedagogy Monthly CIT meetings to review student data
	Implementation of ELL program	The school provides quality services for English Language Learner students as defined in the school's contract and as required by applicable law.	Twice-weekly meetings between FCPS instructional assistant and teachers/students
<p>Annual Report:</p> <p><u>EVIDENCE:</u></p> <p><u>Spanish:</u></p> <ul style="list-style-type: none"> • Students receive between 50-210 minutes of Spanish instruction per week outside of the lead classroom, depending on grade level. In addition, multiple staff members are native or fluent Spanish speakers who model the Spanish language in daily routines and instruction. • CCMPCSPCS's Spanish curriculum follows Maryland State World Languages objectives while achieving our Spanish Program goals. • Our students achieved marked gains evidenced by Spanish assessments from Fall 2016-Fall 2017 (Figures 8-10). <p><u>Montessori Implementation and Training/Certification:</u></p> <ul style="list-style-type: none"> • In October 2017, CCMPCSPCS earned a level 8 on the American Montessori Society (AMS) Pathway to Continuous Improvement process for accreditation. This process included an on-site visit from a team of Montessori expert reviewers. This process is entirely voluntary. • 100% of teachers have received training in Montessori philosophy. Currently, 100% of classroom lead teachers either hold Montessori certificates from a MACTE accredited teacher training center or are in a MACTE accredited program. The target for 2018-19 is 75%. <p><u>Implementation of specialized instruction/exceptional education programs:</u></p> <ul style="list-style-type: none"> • By its nature, the Montessori pedagogy is specialized and geared toward individualized instruction. • CCMPCSPCS also provides SEIAs and Special Education assistance to students with documented needs, as well as targeted additional pull-out instruction from staff as needed. Exceptional students are provided with materials and "works" that are above grade level, and are often permitted and encouraged to work with older students. • The special education teacher collaborates weekly with classroom teachers to monitor in-class progress and plan direct instruction. Additional intervention instruction is also guided by these discussions in conjunction with assessment data. • In 2016-17, 58% of students achieving in the bottom 25% on Scantron met their individual growth targets. <p><u>Data-driven decision making:</u></p> <ul style="list-style-type: none"> • The staff holds monthly Continuous Improvement Team (CIT) meetings, with the staff leads for each grade level (Primary through Middle School) meeting to analyze student performance and adjust instructional practices as needed. • In 2016-17, CCMPCSPCS implemented several targeted interventions for students in both Reading and Math based on test scores; already improvements are being observed (Appendix A). • CCMPCSPCS staff have aligned the Montessori method to the Common Core Standards for each grade level (available upon request). <p><u>ELL Program:</u></p> <ul style="list-style-type: none"> • ELL instruction is provided as appropriate to meet individual goals to the 8 ELL students at CCMPCS through direct and consulting services. The ELL instructional assistant provided by FCPS meets with students and teachers twice weekly. 			

*Adapted from National Association of Charter School Authorizers

CARROLL CREEK MONTESSORI PUBLIC CHARTER SCHOOL
ANNUAL PERFORMANCE TARGETS 2017

2. FINANCIAL PERFORMANCE			
Focus Area	Indicator	Standard	Sources of Evidence
Financial Management	Demonstration of professional competence and sound systems in managing the schools financial operations	The school implements an effective system of internal controls over revenues, expenses, and fixed assets, and exercises good business practices.	Annual budgets, financial reports, annual financial audits, financial corrective action plans, onsite evaluation
	Adherence to generally accepted accounting principles	The school adheres to generally accepted accounting principles.	MMCI FY17 Audit Report (Submitted to FCPS on September 27, 2017)
	Financial reporting requirements	The school submits timely and accurate financial information adhering to its financial reporting requirements as defined in the school's contract.	FY18 Budget submitted to FCPS August 30, 2017
Financial Viability	Budgeting	The school maintains balanced budgets and a positive cash flow.	Annual budgets, financial reports, annual financial audits, onsite evaluation
	Financial obligations	The school's financial obligations are in good standing.	SY2016-17 Budget to Actual Report
	Long-term financial performance	The school has a sound and sustainable long-term financial plan.	5 Year Draft Budget Projection (Appendix B)
<p>Annual Report:</p> <ul style="list-style-type: none"> • MMCI meets all contractual requirements for accurate financial reporting and adheres to generally accepted accounting principles, financial management requirements, and auditing requirements as evidenced by our FY2017 audit results submitted in September 2017. • The school finance committee chair reports to the MMCI Finance Committee and participates in financial strategic planning for the organization. • School budgets are reviewed and approved by the MMCI BOT after Governing Council and community input. The approved annual school budget is formally submitted to FCPS once the final PPA is provided in August. • Monthly and "As Needed" meetings of the School Finance Committee are held to address any financial or procedural concerns and to develop/implement specific plans to address them. • Monthly review of year-to-date and future expenses as compared to the approved budget is conducted by the School Finance Committee and presented to the Governing Council. • A budget planning process for the next academic year begins in February to develop an estimated school budget based on estimated PPA. The impact of the following is considered when creating the budget: <ul style="list-style-type: none"> ▪ Forecasted changes to PPA ▪ Expected increases or decreases in staff salary/benefits ▪ Changes in maintenance (utility, infrastructure, taxes) ▪ Changes in Federal, state, or county mandates that affect the core curriculum ▪ Needs for new instructional supplies ▪ Supplemental academic programs that support the Montessori pedagogy ▪ New areas of interest identified by the Strategic Plan. • Currently, CCMPCS's financial obligations are in good standing and a 5-year budget projection has been prepared (Appendix A). 			
3. ORGANIZATIONAL PERFORMANCE			
Focus Area	Indicator	Standard	Sources of Evidence
Student Enrollment and Conduct	Student enrollment trends	The school's actual enrollment is consistent with its projections.	Official student enrollment reports on September 30 of each year.
	Racial/ethnic composition of the student body	The racial/ethnic composition of the school's student body is reflective of the community it serves or other public schools in Frederick County.	Attendance targets: 2016-2017 – 95% 2017-2018 – 95.5% 2018-2019 – 96% or greater

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	Enrollment procedures	The school implements enrollment procedures as defined in the school's contract and in compliance with applicable law.	Demographic data reports on September 30 of each year. Lottery/outreach/recruitment procedures.
	School environment	The school maintains a safe and secure environment.	Discipline reporting; onsite evaluation Annual suspension rate of 3% or less.
	Health and safety	The school complies with applicable health and safety laws.	Fire and health inspections, fire drill reports, evacuation plans, onsite evaluation

Annual Report:

Enrollment:

- CCMPCS achieved full enrollment (303) students on September 30, with 255 K-8, 30 PreK4, and 18 PreK3.

Attendance:

- CCMPCS's YTD attendance rate as of December 2017 was **96.2%**. The 2017-18 target is **95.5%**

Racial/Ethnic Composition/Enrollment Procedures:

- CCMPCS's racial/ethnic composition reflects the broader [FCPS student community](#): 12% Black/African American; 15.4% Hispanic/Latino; 63.7% White; 4.5% 2+ Races; 20.2% Free/Reduced Price Meals; 8.6% Special Education.
- In an effort to increase the percentage of native Spanish-speaking students at our school, we attended and passed out flyers at Centro Hispano de Frederick's annual holiday party in December 2017. In addition, we continue to be active in other targeted outreach programs each year including the School Choice Fair at FSK Mall, FCC Latino Festival, FCPS's World Language Day, and other community outreach and interactions.

School Environment/Health and Safety

- CCMPCS continues to be a safe, secure, peaceful learning environment with **less than 1% student suspensions**. The 2017-18 target is **3% or less**.
- All appropriate emergency drills are held, as are inspections. Evacuation plans are posted in each classroom. There is an emergency binder located in the office that maintains pertinent information.

Focus Area	Indicator	Standard/Criteria	Sources of Evidence
Facilities	Facility compliance	The school's facilities comply with applicable laws and codes.	Occupancy permits, health, safety and fire reports, onsite evaluation

Annual Report:

Facilities:

- CCMPCS completed its long-awaited build-out in March 2017. The agreed upon current lease includes our budgeted financial responsibilities for our current occupied space as well as the additional completed space.

Focus Area	Indicator	Standard/Criteria	Sources of Evidence
Governance, Staff and Parents	Governance structure	The school implements the governance structure as defined in the school's contract.	Governing board meeting agendas and minutes, onsite evaluation
	Compliance with Maryland and federal laws	The school complies with relevant Maryland and federal laws.	
	Qualifications of instructional staff	The school employs instructional staff that meet Maryland state and federal qualifications.	Staffing reports, onsite evaluation

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	Parental Involvement	The school is effectively involving parents in its programs as defined in the school's contract.	Onsite evaluation, parental surveys

Annual Report:

Governance:

- Our monthly Governing Council (GC) meeting minutes are maintained at our school's website.

Governing Council (GC)

- Our Governing Council (GC) carries the responsibility for Carroll Creek Montessori Public Charter School policy decisions and monitors the operational decisions of the principal educator.
- The GC oversees the Committees that are made up of parents and staff. It also determines staffing levels and position descriptions. The GC is responsible for determining the annual budget for CCMPCS, based on academic needs and goals, and for making financial decisions that align with the Strategic Goals and the goals of the Principal leader.
- This council is made up of 6 elected parent representatives (one of whom serves as the Chair), up to 3 elected staff representatives, up to 3 elected friends of education, and the principal educator. A vice president of the Board of Trustees for MMCI serves as a non-voting member of the GC. Multiple key committees report to the GC on a monthly basis.

Qualifications of Instructional Staff:

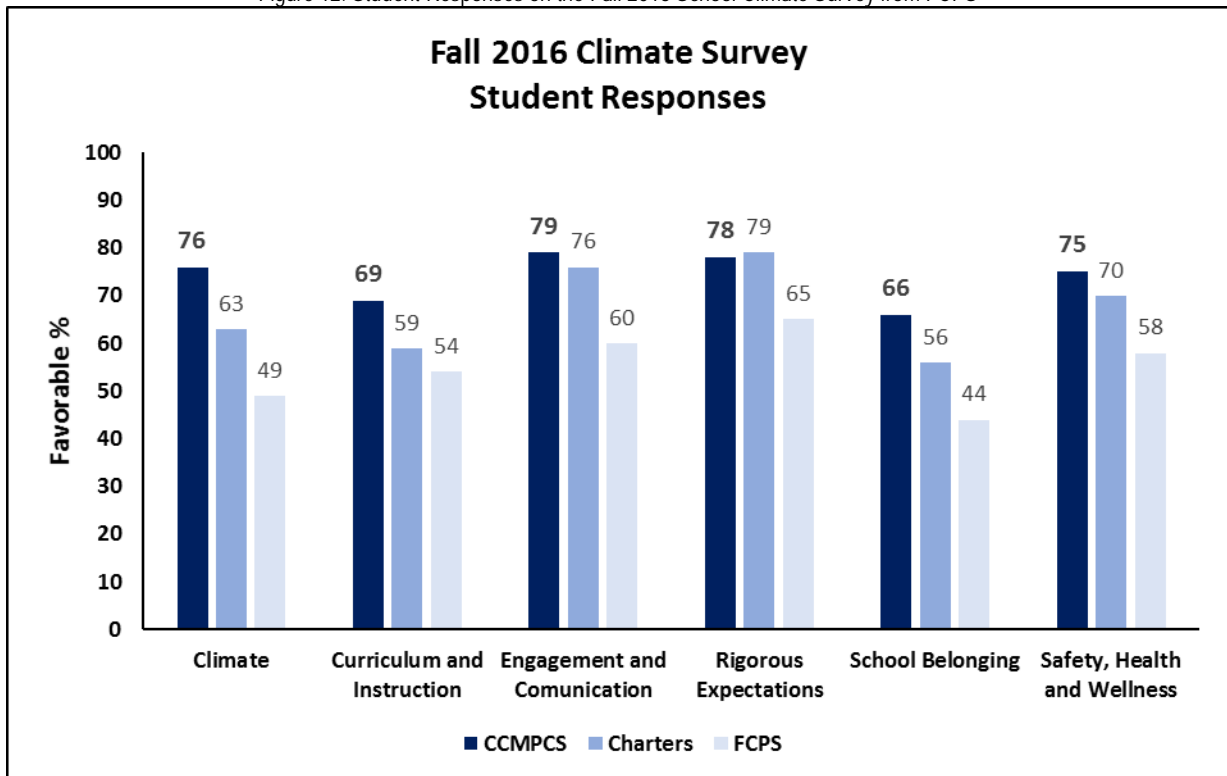
- 93% of our staff are MSDE certified.

Parental Involvement:

We continue to have superb parental involvement in school operations and program implementation, as evidenced in part by:

- More than 7,000 volunteer hours by CCMPCS parents in 2016-17
- A 96% participation rate in parent-teacher conferences in November 2017
- The FCPS 2016 Climate Survey, showing CCMPCS's consistently strong satisfaction levels from students, families, and staff (Figures 12-14).

Figure 12. Student Responses on the Fall 2016 School Climate Survey from FCPS



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Figure 13. Parent Responses on the Fall 2016 School Climate Survey from FCPS.

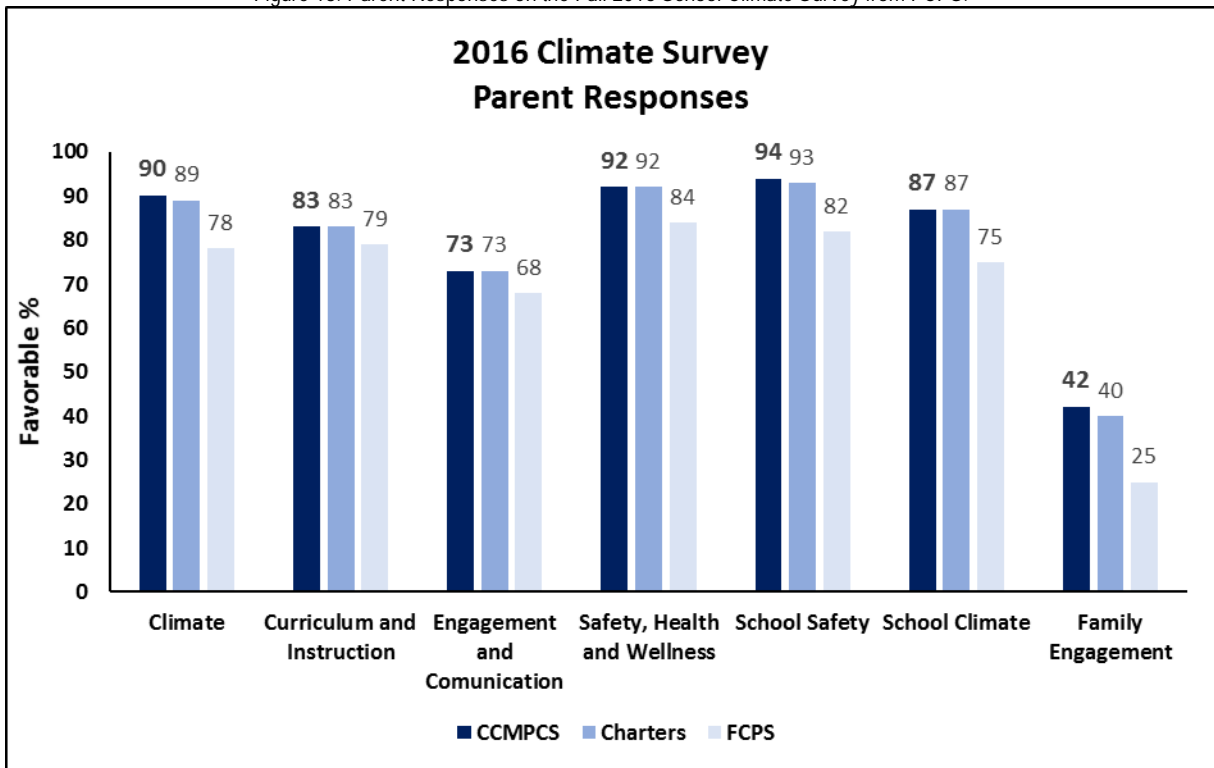
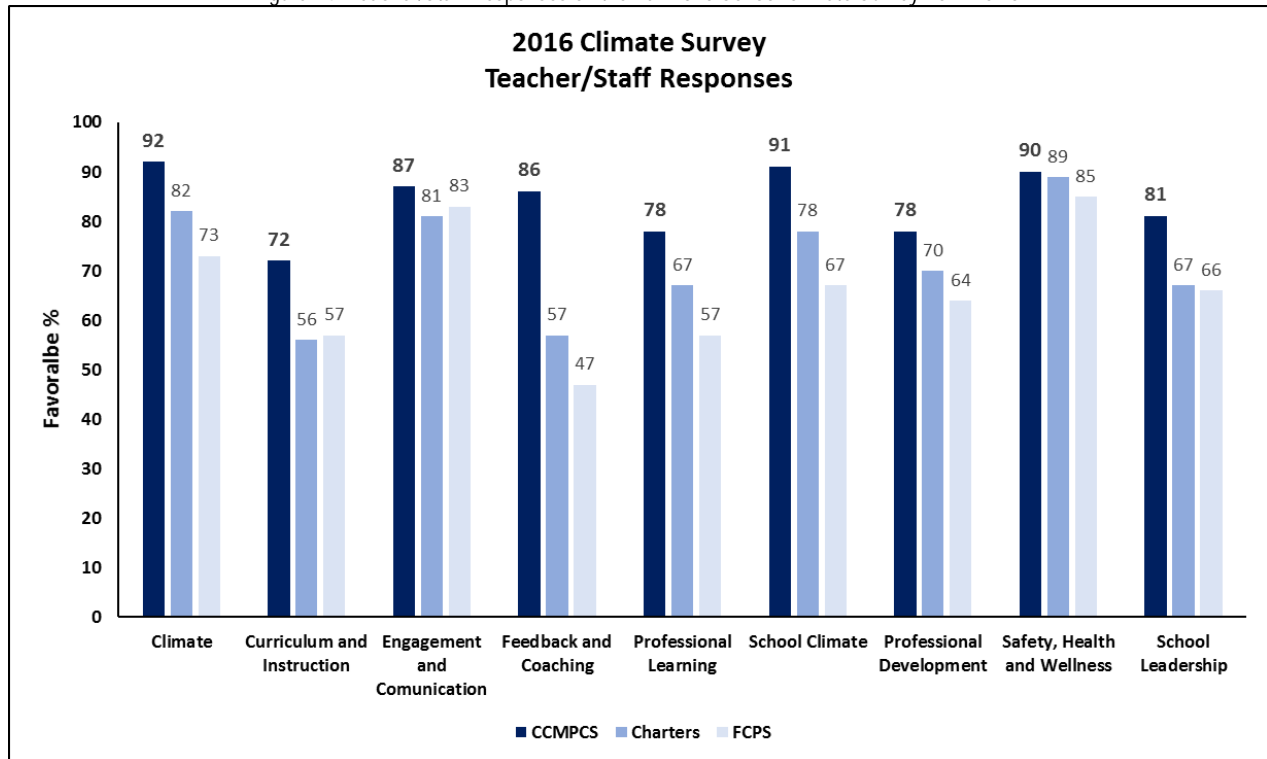


Figure 14. Teacher/Staff Responses on the Fall 2016 School Climate Survey from FCPS.



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Appendix A: Responses to Intervention

Carroll Creek Montessori Public Charter School / Current practice, 2017-18

Level	Language Arts	Recent Progress	Math	Recent Progress
Primary (PK3, PK4, K)	Reading Mastery	NA Due to interventions just initiated	Connecting Math Concepts	NA
Lower Elementary (1-3)	Reading Mastery Read Naturally	4 students Average of 133 points gained on Scantron from fall to winter	Evidenced Based Intervention Program	10 students Average of 54 points gained on Scantron from fall to winter
Upper Elementary (4-6)	Corrective Reading Ravencourt	8 students Average of 83 points gained on Scantron from fall to winter	Evidenced Based Intervention Program	4 students Average of 102 points gained on Scantron from fall to winter
Middle School (7-8)	Evidenced Based Intervention Program	NA	Evidenced Based Intervention Program	4 students Average of 4 points gained on Scantron from fall to winter

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Appendix B: Five-Year Draft Budget Projection

FY2018 CCMPCS 5 Year Projection	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Title	Budget	Budget	Budget	Budget	Budget
Other - MMCI	\$ 115,657.05	\$ 115,000.00	\$ 115,000.00	\$ 110,000.00	\$ 110,000.00
Total Category 01	\$ 115,657.05	\$ 115,000.00	\$ 115,000.00	\$ 110,000.00	\$ 110,000.00
Administrative Salaries	\$ 177,408.14	\$ 184,480.27	\$ 190,002.33	\$ 194,746.10	\$ 199,608.33
Administrative Expenses	\$ 17,000.00	\$ 17,330.00	\$ 17,666.60	\$ 18,009.93	\$ 18,360.13
Total Category 02	\$ 194,408.14	\$ 201,810.27	\$ 207,668.93	\$ 212,756.03	\$ 217,968.46
Instructional Salaries	\$ 1,057,963.98	\$ 1,159,289.78	\$ 1,194,068.47	\$ 1,223,920.19	\$ 1,254,518.19
Profes Devel/Suppl Pay Instruc.	\$ 52,951.00	\$ 43,530.02	\$ 44,120.62	\$ 44,723.03	\$ 45,337.49
Expense Recovery - Salary	\$ (44,064.00)				
Total Category 03	\$ 1,066,850.98	\$ 1,202,819.80	\$ 1,238,189.10	\$ 1,268,643.22	\$ 1,299,855.68
Materials of Instruction	\$ 21,500.00	\$ 21,630.00	\$ 21,762.60	\$ 21,897.85	\$ 22,035.81
Classroom/Office Furnishings	\$ 15,000.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00
Technology - Materials/Supplies	\$ 15,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Total Category 04	\$ 51,500.00	\$ 50,760.00	\$ 51,025.20	\$ 51,295.70	\$ 51,571.62
Mtgs, Conf., Training	\$ 23,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00
Total Category 05	\$ 23,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00
Medical Supplies (Health Room)	\$ 500.00	\$ 510.00	\$ 520.20	\$ 530.60	\$ 541.22
Total Category 08	\$ 500.00	\$ 510.00	\$ 520.20	\$ 530.60	\$ 541.22
Custodial Salaries	\$ 42,992.71	\$ 44,712.42	\$ 46,053.79	\$ 47,205.14	\$ 48,385.26
Facilities Rent	\$ 413,966.00	\$ 422,592.00	\$ 440,598.00	\$ 440,598.00	\$ 440,598.00
Insur - School Bldg & Contents	\$ 6,600.00	\$ 6,732.00	\$ 6,866.64	\$ 7,003.97	\$ 7,144.05
Facilities Expenses	\$ 19,110.00	\$ 19,492.20	\$ 19,882.04	\$ 20,279.68	\$ 20,685.28
Total Category 10	\$ 482,668.71	\$ 493,528.62	\$ 513,400.47	\$ 515,086.79	\$ 516,812.59
Repair of Building	\$ 16,000.00	\$ 16,000.00	\$ 16,000.00	\$ 16,000.00	\$ 16,000.00
Total Category 11	\$ 16,000.00	\$ 16,000.00	\$ 16,000.00	\$ 16,000.00	\$ 16,000.00
Tuition Reimbursement	\$ 8,000.00	\$ 9,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Taxes, Insur, Pension	\$ 448,868.80	\$ 479,488.98	\$ 497,701.18	\$ 542,038.65	\$ 577,636.20
Total Category 12	\$ 456,868.80	\$ 488,488.98	\$ 507,701.18	\$ 552,038.65	\$ 587,636.20
Building Modifications	\$ 27,432.00	\$ 15,000.00	\$ 10,000.00	\$ 10,000.00	
Total Class 15	\$ 27,432.00	\$ 15,000.00	\$ 10,000.00	\$ 10,000.00	\$ 20,939.00
Grand Totals	\$ 2,434,885.69	\$ 2,613,917.67	\$ 2,689,505.08	\$ 2,766,350.99	\$ 2,851,324.77
	Students:	Students:	Students:	Students:	Students:
Projected PPA Quaified Students:	255	270	270	270	270
Projected PPA:	\$ 9,549	\$ 9,692	\$ 9,837	\$ 9,985	\$ 10,135
Gross PPA:	\$ 2,434,885	\$ 2,616,786	\$ 2,656,037	\$ 2,695,878	\$ 2,736,316
Surplus Carried Forward:	\$ 216,081.89	\$ 216,081.55	\$ 218,949.49	\$ 185,481.81	\$ 115,008.76
Budget Balance:	\$ 216,082	\$ 218,949	\$ 185,482	\$ 115,009	\$ 0