

MEMORANDUM

December 5, 2019

TO: Pamela Evans
Director, External Funding

FROM: Carta Stevens
Assistant Superintendent, Research and Accountability

SUBJECT: **TITLE I, PART A PRIVATE NONPROFIT SCHOOLS, 2018-2019**

Nonprofit private schools are eligible for Title I funding (Elementary and Secondary Education Act as amended by the Every Student Succeeds Act), which is distributed through the local public school district. The Houston Independent School District's (HISD's) Department of External Funding has contracted with Catapult Learning to provide Title I services to eligible private, nonprofit schools within its boundaries. This is a summary of the evaluation of instructional support services provided by Catapult Learning to those schools during the 2018-2019 school year.


Catapult Learning services began early in August 2018 and concluded early in June 2019. HISD's Title I funding supported Catapult Learning instructional services in reading/language arts, mathematics, and STEM for grades PreK-12 at 29 private nonprofit schools in 2018-2019. The scheduling of instructional services differed from school to school and were provided one to two times per week. Each session lasted approximately 45 minutes. Catapult Learning's instructional designs included AchieveLiteracy K-5, AchieveReading Flex, and AchieveMath which employ an 8:1 student-to-teacher ratio. Students who received Catapult Learning services took pre- and post-tests using the Catapult Learning Skills Assessment (grades PreK-12) or the ITBS/IOWA test (grades 1-8), which were converted into Normal Curve Equivalent (NCE) scores to determine an average score for the program. In addition to instructional services, throughout the school year, Catapult Learning provided a variety of supports for instructional staff and parents.

Catapult Learning conducted the evaluation of its 2018-2019 services. Attached is the complete 2018-2019 report. Key findings include:

- During the 2018-2019 school year, total of 609 students in grades PreK-12 received 973 total instructional services in reading (n=427), mathematics (n=457), and STEM (n=89). During the 2019 summer, a total of 252 services in STEM, funded under Title I, were provided to students in grades PreK-12.
- Seventy-three (73) percent of reading students and 72 percent of mathematics students received 20 or more hours of Catapult Learning instruction in 2018-2019. Thirty-four (34) percent of students in reading and 29 percent in mathematics received 40 or more hours of Catapult Learning instruction in 2018-2019.
- Students with both a pre- and post-test were included in Catapult Learning's analyses of student achievement. In reading, 402 students scored an average 41 NCE points on the pre-test and an average 54 NCE points on the post-test, an average NCE gain of 13.1 points. In mathematics, 436 students scored an average 35 NCE points on the pre-test and an average 49 NCE points on the post-test, an average NCE gain of 14 points.
- Catapult Learning provided 237 specialized services in academic counseling to students, parents, and teachers.

- Catapult Learning provided a variety of supports for parents. They held 14 Annual Title I Meetings during the fall semester for 54 parents, conducted 25 individual parent conferences throughout the school year, and held 22 STEM showcases for 198 parents throughout the 2018-2019 school year and summer.
- Progress reports were sent to parents four times during the school year, while newsletters and other materials were distributed to parents regularly. Forty-eight (48) parents participated in Title I Month events throughout the month of April to celebrate and reinforce student learning and achievement.
- Sixty-nine (69) parents of students who received Catapult Learning services completed a survey regarding their views about the program's services. The average of parents' ratings was 3.7 on a scale from 1 ("Strongly Disagree") to 4 ("Strongly Agree") when asked their level of agreement with the statement: "Overall, I was satisfied with the Catapult Learning program."
- Catapult Learning provided a variety of supports for instructional staff. They hosted one professional development seminar for 59 educators, and provided 30 coaching and consulting days to 10 schools.
- At the end of Catapult Learning's service delivery, a satisfaction survey was completed by 11 (38 percent) out of 29 Title I private nonprofit school principals in HISD's boundaries. The average of their ratings was 8.4 on a scale from 1 ("not likely at all") to 10 ("extremely likely") when asked: "How likely is it that you would recommend Catapult Learning to another principal or colleague?"

Further distribution of this report is at your discretion. Should you have any further questions, please contact me at 713-556-6700.

 CJS

Attachment

cc: Dr. Grenita Lathan
Yolanda Rogriguez
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Improving Student Performance for Over 40 Years

Houston Independent School District
NonPublic Schools

Program Summary

2018-2019

CONTACT US:

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Catapult Learning

Thank you for choosing Catapult Learning as your provider for educational support services!!

Catapult Learning is dedicated to providing education solutions that generate demonstrable academic achievement and better life outcomes for students, regardless of the learning barriers or other challenges they may face. Our team of over 5,000 educators works to achieve sustained academic gains and build teacher and leadership capacity through evidence-based programs that include student instruction and family support services, professional development, special education and alternative education programs. Utilizing a suite of proprietary, research-based programs, Catapult Learning works with students and teachers in public and nonpublic schools throughout the country and around the globe.

We have been pleased to provide you with quality education services during the 2018-2019 school year and look forward to continuing services with you in the years to come. We encourage you to contact your school partnership's representative with comments or concerns:

Contact Name: Annette Charles

Instructional services were provided and supported by:

- Sally Paz, Area Manager
- Annette Charles, Territory Vice President

Funding for services was provided by:

- Title I & Title IV

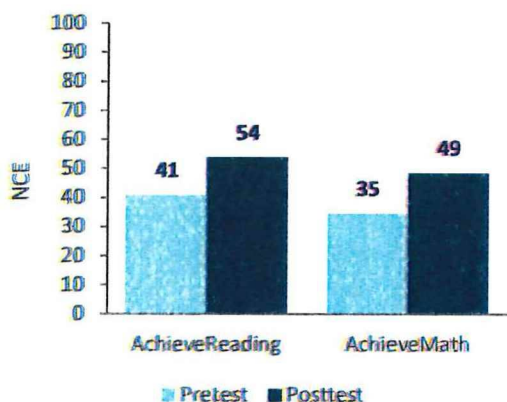
Program Success

During the 2018-2019 school year, Catapult Learning provided services to twenty-nine schools in the Houston Independent School District, including:

- 421 services in AchieveReading
- 6 services in AchieveReading PlusTech
- 451 services in AchieveMath
- 6 services in AchieveMath PlusTech
- 89 services in STEM Title I
- 252 services in Summer STEM Title I
- 101 services in STEM Title IV
- 367 services in Summer STEM Title IV

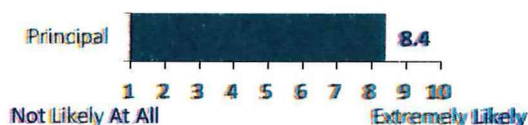
Test Scores

A comparison of pretest and posttest scores revealed positive gains with students' average scores increasing by 13 points in reading and increasing by 14 points in math.



Satisfaction

Principals (n=11) reported likelihood of recommending Catapult Learning services as 8.4 on a 10 point scale.



Surveys were completed by 69 parents, and 99% agreed that they were satisfied with the Catapult Learning program.

Table of Contents

Program Descriptions.....	1
Curriculum.....	3
Overview of Services Title I.....	4
Reading.....	4
Instructional Sessions.....	7
Student Demographics.....	8
Overview of Services Title IV.....	9
Student Demographics.....	11
Program Timeline.....	12
Achievement Results.....	13
Procedure.....	13
Reading.....	13
Math.....	14
Satisfaction Surveys.....	15
Principals.....	15
Parent Surveys.....	16
Professional Development Title I.....	17
Professional Development Seminars & Institutes.....	17
Professional Development Seminars.....	17
Professional Development Seminar Evaluations.....	17
Job-Embedded Coaching.....	18
Professional Development Title IV.....	19
Professional Development Seminars & Institutes.....	19
Professional Development Seminars.....	19
Professional Development Seminar Evaluations.....	19
Job-Embedded Coaching.....	20
Parent Involvement.....	21
Parent Involvement Workshops.....	21
Specialized Services: Overview of Services Title I.....	24
Specialized Services: Program Timeline.....	24
Specialized Services: Description of Services.....	25
Specialized Services: Overview of Services Title IV.....	26
Specialized Services: Program Timeline.....	26
Specialized Services: Description of Services.....	27
Program Highlights and Recommendations for Improvement.....	28

Appendix A: Achievement Results

Appendix B: Survey Results

Appendix C: Professional Development

Appendix D: Parent Involvement Materials

Program Descriptions

Instructional services were provided to twenty-nine schools in the Houston Independent School District. Services were delivered 1-2 days a week based on the needs of the students, teacher itineraries, the request of the building principals, and district approval. The length of each session was approximately 45 minutes. The program utilized the following instructional designs:

AchieveLiteracy K-5

- Brand new intervention program designed to accelerate students' literacy development and instill a passion for learning.
- Includes a library of culturally-relevant and developmentally-appropriate texts designed specifically for intervention.
- Includes Student Resource Books, take-home books, and student manipulatives
- Delivered in a small-group setting (no more than 8:1 student-to-teacher ratio).
- Developed using proven, research-based routines and strategies to accelerate students' literacy achievement.

Our AchieveLiteracy program provides Catapult Learning teachers with proven research-based lessons that include high-quality routines and strategies to increase independence and accelerate literacy learning. Highly-trained intervention teachers create comfortable and supportive learning environments by modeling and encouraging students to use existing knowledge to understand new concepts. Instructional techniques include providing immediate feedback, choosing appropriate independent-reading and instructional texts based on students' needs, differentiating and scaffolding instruction, as well as explicitly teaching critical thinking skills to increase students' self-confidence, independence, and motivation to read, write, listen, and speak.

AchieveReading™ Flex

Designed for learners who have difficulty achieving at grade-level in reading, AchieveReading™ Flex strengthens overall aptitude through skill-based instruction in alphabetics, comprehension, vocabulary, fluency and more. Teachers guide students through carefully scaffolded lessons that include direct instruction, modeling, and guided practice, as well as independent practice and application activities. The program features a variety of age-appropriate fiction and nonfiction texts, student resource books and reading anthologies.

AchieveReading™ Flex draws upon current research indicating that instruction which is systematic (progressive in scope and sequence), intensive, (providing an instructional sequence that includes direct instruction, guided practice and independent practice) and explicit (carefully articulated instruction in target skills) is highly effective in addressing the needs of at-risk students who are struggling academically.

AchieveReading™ Flex is based on recent research that is reviewed in the Catapult Learning Research Validation Report. Each lesson includes direct instruction in the areas identified by the

National Reading Panel (NRP) as critical to effective reading instruction: phonemic awareness, phonics, fluency,

Writing Components

AchieveReading™ Flex represents an integrated language arts program. It focuses on students' oral and written language skills and engages students in ongoing reading and writing activities. The consumable Student Resource Book is an integral component of the program and includes written activity sheets to reinforce each lesson.

We include four activity sheets with each lesson, one for each strand of reading that is targeted in the program: Phonics/Word Study, Fluency, Comprehension, and Vocabulary.

We provided students with a variety of writing opportunities during each lesson to support their reading-skill acquisition. These activities are based on students' instructional levels and on the reading strand, and include:

- Phonics/Word Study
- Matching, True/False, Fill-ins, Selected Response
- Comprehension
- Graphic Organizers, Short Answer, Extended Response
- Vocabulary
- Matching, Fill-ins, Short Answer, Extended Response

Teachers guided students through these writing activities following a scaffolded, three-day lesson sequence that provides students direct instruction, guided practice, and independent practice activities.

AchieveMath™

- Designed to increase struggling students' math skills, number sense, and math fluency.
- Delivered in a small group setting, with no more than an 8:1 student-to-teacher ratio, using proven, research-based math instruction.
- Includes a significant amount of grade-level appropriate manipulatives.
- Correlated to NCTM Standards, and draws upon findings of the National Research Council and the National Math Panel.

AchieveMath provides systematic and explicit instruction to improve students' math skills, math literacy, and confidence. The program assists students in transferring and applying newly learned skills in the classroom. Teachers introduce concepts with concrete manipulatives followed by pictorial representations and algorithms. Math skills are presented sequentially within and across grade levels.

Curriculum

Catapult Learning's instructional curricula is systematic, intensive, and explicit and is built on the critical components of effective programs, as reviewed in current research, including the National Reading Panel and the National Council of Teachers of Mathematics. Core program materials include:

- Proprietary and Third-Party Assessments
- Grade-Appropriate, High Interest Texts developed specifically for intervention (AchieveLiteracy)
- Highly Respected, High Interest Trade Books (AchieveReading)
- Structured Phonics Lessons and Manipulatives
- Systematic and Explicit Literacy Instruction, including Writing
- Explicit and Systematic Math Lessons
- Manipulatives (Math)

Overview of Services Title I

Catapult Learning provided 973 instructional services to 609 students during the 2018-2019 school year and 252 services to students during the 2019 summer program.

School	Reading	Reading PlusTech	Math	Math PlusTech	STEM	TOTAL
Al- Hadi	25	--	19	--	--	44
Assumption Catholic School	31	--	29	--	--	60
Beren Academy	8	--	6	--	--	14
Beth Yeshurun	--	--	23	--	--	23
Chinquapin Preparatory Academy	10	6	7	6	--	29
Holy Ghost Catholic School	12	--	12	--	--	24
Incarnate Word Academy	6	--	12	--	--	18
Muhammed University of Islam	6	--	8	--	--	14
Our Lady of Guadalupe Catholic School	23	--	23	--	11	57
Our Lady of Mt Carmel Catholic School	26	--	28	--	--	54
Our Redeemer Lutheran	3	--	6	--	--	9
Pilgrim Lutheran	10	--	12	--	--	22
Queen of Peace Catholic School	7	--	11	--	--	18
Resurrection Catholic School	26	--	27	--	--	53
Shlenker	29	--	31	--	--	60
St Ambrose	26	--	15	--	6	47
St Anne	--	--	11	--	--	11
St Augustine Catholic School	8	--	8	--	9	25
St Christopher Catholic School	34	--	31	--	4	69
St Francis de Sales Catholic School	--	--	--	--	24	24
St Francis of Assisi Catholic School	13	--	15	--	14	42
St Mary of the Purification Montessori School	10	--	10	--	13	33
St Peter the Apostle Catholic School	7	--	12	--	--	19
St Pius X High School	3	--	13	--	--	16
St Rose of Lima Catholic School	16	--	21	--	--	37

School	Reading	Reading PlusTech	Math	Math PlusTech	STEM	TOTAL
St Theresa Catholic School	13	---	9	---	---	22
St Thomas More Catholic School	18	---	10	---	---	28
Torah Day	15	---	12	---	---	27
Yeshiva Torat Emet	36	---	30	---	8	74
TOTAL	421	6	451	6	89	973

School	Summer STEM
Al- Hadi	14
Assumption Catholic School	28
Beren Academy	11
Cristo Rey Jesuit Academy	34
Holy Ghost Catholic School	12
Incarnate Word Academy	2
Muhammed University of Islam	8
Our Lady of Guadalupe Catholic School	12
Our Lady of Mt Carmel Catholic School	10
Our Redeemer Lutheran	3
Pilgrim Lutheran	6
Queen of Peace Catholic School	5
St Ambrose	9
St Augustine Catholic School	18
St Christopher Catholic School	13
St Francis de Sales Catholic School	1
St Mary of the Purification Montessori School	3
St Pius X High School	13
St Rose of Lima Catholic School	11
St Thomas More Catholic School	7
Torah Day	13
Yeshiva Torat Emet	19
TOTAL	252

Grade	Reading	Reading PlusTech	Math	Math PlusTech	STEM	TOTAL
K	20	--	20	--	--	40
1	59	--	45	--	4	108
2	52	--	47	--	6	105
3	55	--	56	--	10	121
4	50	--	52	--	20	122
5	46	--	38	--	13	97
6	46	--	58	--	15	119
7	36	3	41	--	10	90
8	22	1	33	3	9	68
9	21	1	29	1	2	54
10	13	1	26	2	--	42
11	--	--	2	--	--	2
12	1	--	2	--	--	3
TOTAL	421	6	451	6	89	973

Grade	Summer STEM
PreK	13
K	32
1	33
2	28
3	27
4	22
5	23
6	18
7	5
8	2
9	24
10	15
11	8
12	2
TOTAL	252

Instructional Sessions

Reading

73% of students in the Catapult Learning reading program attended 20 or more instructional sessions during the school year.

Instructional Sessions	# of Students	% of Students
1 - 9 Sessions	37	8.8%
10 - 19 Sessions	76	18.1%
20 - 29 Sessions	84	20.0%
30 - 39 Sessions	83	19.7%
40+ Sessions	141	33.5%
TOTAL	421	100%

Math

72% of students in the Catapult Learning math program attended 20 or more instructional sessions during the school year.

Instructional Sessions	# of Students	% of Students
1 - 9 Sessions	26	5.8%
10 - 19 Sessions	100	22.1%
20 - 29 Sessions	103	22.8%
30 - 39 Sessions	91	20.1%
40+ Sessions	132	29.2%
TOTAL	452	100%

Student Demographics

Grade & Gender

The table below summarizes the gender of students, by grade level, participating in the Catapult Learning program in the Houston Independent School District.

Grade	# of Female Students	# of Male Students	Total # of Students	% Female Students	% Male Students
PreK	10	15	25	40%	60%
K	28	35	63	44%	56%
1	43	26	69	62%	38%
2	38	38	76	50%	50%
3	44	30	74	59%	41%
4	24	33	57	42%	58%
5	34	40	74	46%	54%
6	31	24	55	56%	44%
7	16	27	43	37%	63%
8	16	20	36	44%	56%
9	20	10	30	67%	33%
10	2	--	2	100%	--
11	3	--	3	100%	--
12	1	1	2	50%	50%
TOTAL	310	299	609	51%	49%

Summer STEM

Grade	# of Female Students	# of Male Students	Total # of Students	% Female Students	% Male Students
PreK	7	6	13	54%	46%
K	15	17	32	47%	53%
1	24	9	33	73%	27%
2	17	11	28	61%	39%
3	16	11	27	59%	41%
4	12	10	22	55%	45%
5	9	14	23	39%	61%
6	11	7	18	61%	39%
7	1	4	5	20%	80%
8	2	0	2	100%	0%
9	13	11	24	54%	46%
10	6	9	15	40%	60%
11	3	5	8	38%	63%
12	0	2	2	0%	100%
TOTAL	136	116	252	54%	46%

Overview of Services Title IV

Catapult Learning provided 101 instructional services to students using Title IV funds during the 2018-2019 school year and 367 services to students during the Summer 2019 program.

School	STEM Title IV
Our Lady of Guadalupe Catholic School	12
St Ambrose	7
St Christopher Catholic School	12
St Francis of Assisi Catholic School	20
St Mary of the Purification Montessori School	50
TOTAL	101

School	Summer STEM Title IV
Al- Hadi	17
Assumption Catholic School	15
Beren Academy	10
Chinquapin Preparatory Academy	4
Cristo Rey Jesuit Academy	40
Holy Ghost Catholic School	9
Imani School	41
Incarnate Word Academy	19
John Paul II Catholic School	72
Our Lady of Guadalupe Catholic School	6
Our Lady of Mt Carmel Catholic School	1
Pilgrim Lutheran	14
Queen of Peace Catholic School	7
St Ambrose	7
St Augustine Catholic School	14
St Christopher Catholic School	8
St Francis de Sales Catholic School	5
St Pius X High School	65
St Thomas More Catholic School	1
Torah Day	12
TOTAL	367

Grade	STEM Title IV
PreK	10
K	9
1	18
2	13
3	18
4	15
5	15
6	3
TOTAL	101

Grade	Summer STEM Title IV
PreK	16
K	13
1	37
2	44
3	51
4	27
5	22
6	18
7	10
8	3
9	85
10	24
11	14
12	3
TOTAL	367

Student Demographics

Grade & Gender

The table below summarizes the gender of students, by grade level, participating in the Catapult Learning program in the Houston Independent School District.

Grade	# of Female Students	# of Male Students	Total # of Students	% Female Students	% Male Students
PreK	4	6	10	40%	60%
K	6	3	9	67%	33%
1	9	9	18	50%	50%
2	8	5	13	62%	38%
3	11	7	18	61%	39%
4	8	7	15	53%	47%
5	11	4	15	73%	27%
6	1	2	3	33%	67%
TOTAL	58	43	101	57%	43%

Summer STEM Title IV

Grade	# of Female Students	# of Male Students	Total # of Students	% Female Students	% Male Students
PreK	8	8	16	50%	50%
K	4	9	13	31%	69%
1	21	16	37	57%	43%
2	23	21	44	52%	48%
3	27	24	51	53%	47%
4	14	13	27	52%	48%
5	9	13	22	41%	59%
6	7	11	18	39%	61%
7	5	5	10	50%	50%
8	—	3	3	—	100%
9	43	42	85	51%	49%
10	13	11	24	54%	46%
11	10	4	14	71%	29%
12	1	2	3	33%	67%
TOTAL	185	182	367	50%	50%

Program Timeline

Events:		Date(s) of Occurrence:
START UP	Catapult Learning Opening Staff Meeting/ Pre-service Training	August 21-24, 2018
	Continuing Staff Training	September 13-14, October 9, December 7, January 18, February 19, April 5, May 7
	Catapult Learning Parent Orientation Meeting	September/October 2018
EDUCATION QUALITY	Fall Teacher Conferences	At beginning of services
	Spring Teacher Conferences	Ongoing
	Formal Lesson Observations	Fall 2018 Spring 2019
	School Visits	Ongoing
	Formal Principal Meetings	Ongoing
INSTRUCTION	Services Begin for Students	September 2018
	Pretests Administered	Fall 2018
	Progress Reports distributed to parents	October 2018, February 2019, March 2019, May 2019
	Parent Conferences	As requested
	Catapult Learning Month	April 2019
	Parent Involvement Workshops	Various Dates
	Posttests Administered	May 2019
	Services End for Students	May 24, 2019

Achievement Results

Catapult Learning measures student performance by comparing pretest and posttest scores on standardized achievement tests for enrolled students meeting the following criteria: 1) attended 20 or more instructional sessions and 2) possessed pretest and posttest scores from the same assessment during the school year:

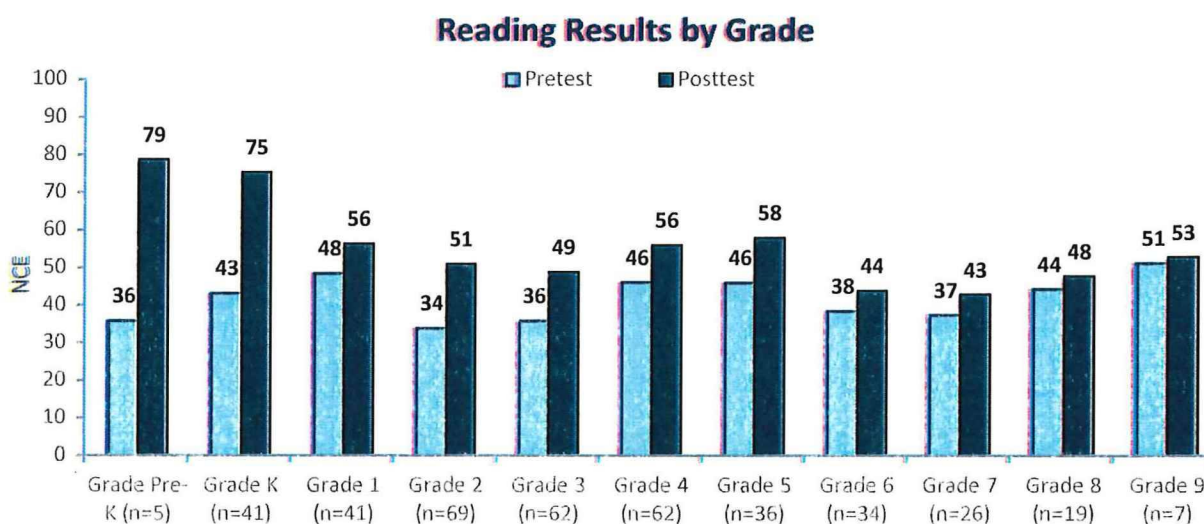
Test used	Cycle of testing	Grades tested	Number of students included	
			Reading	Math
ITBS/IOWA	Fall-Spring	1–8	129	152
Skills Assessment	Fall-Spring	PreK–12	273	284
TOTAL			402	436

Procedure

Individual test scores were converted into Normal Curve Equivalent (NCE) scores to determine an average score for the program. To best demonstrate program effectiveness, pretest and posttest scores are reported according to fall normative scores.

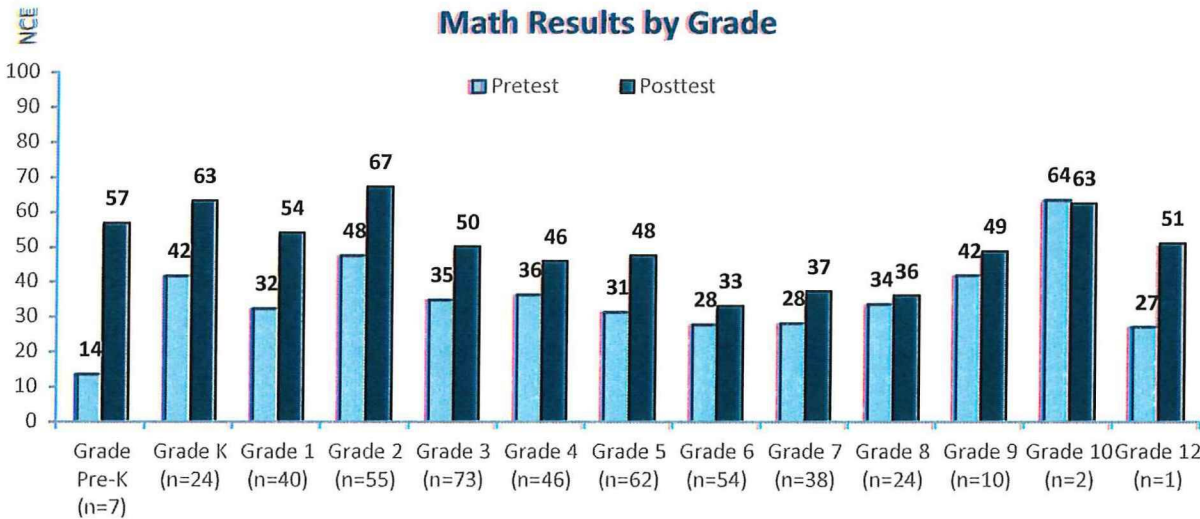
Reading

In reading (n=402), students moved from scoring an average of 41 points on the pretest to 54 points on the posttest. The difference between the average pre- and post-test scores in reading was 13.1 NCE points.



Math

In math (n=436), students moved from scoring an average of 35 points on the pretest to 49 points on the posttest. The difference between the average pre- and post-test scores in math was 14 NCE points.



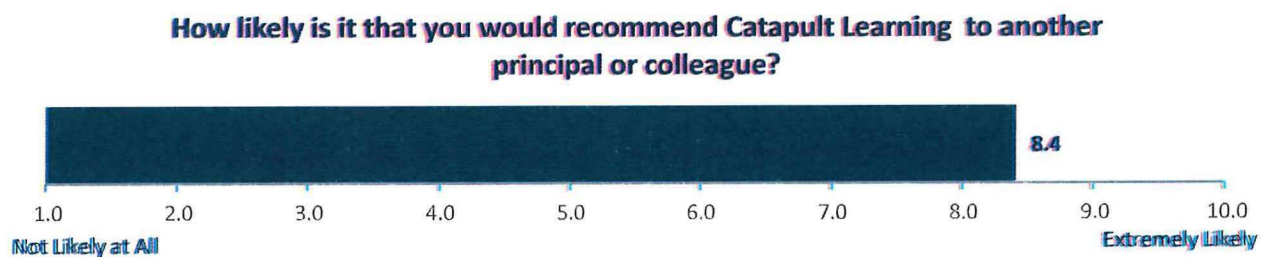
Satisfaction Surveys

Satisfaction survey results were gathered at the end of service delivery as a means to gain valuable feedback as well as evaluate program success. Item-level survey results can be found in Appendix B.

Principals

Principals were surveyed at the conclusion of services with Catapult Learning's Customer First survey. Responders were to consider all services provided when completing the survey. Surveys were completed by eleven principals.

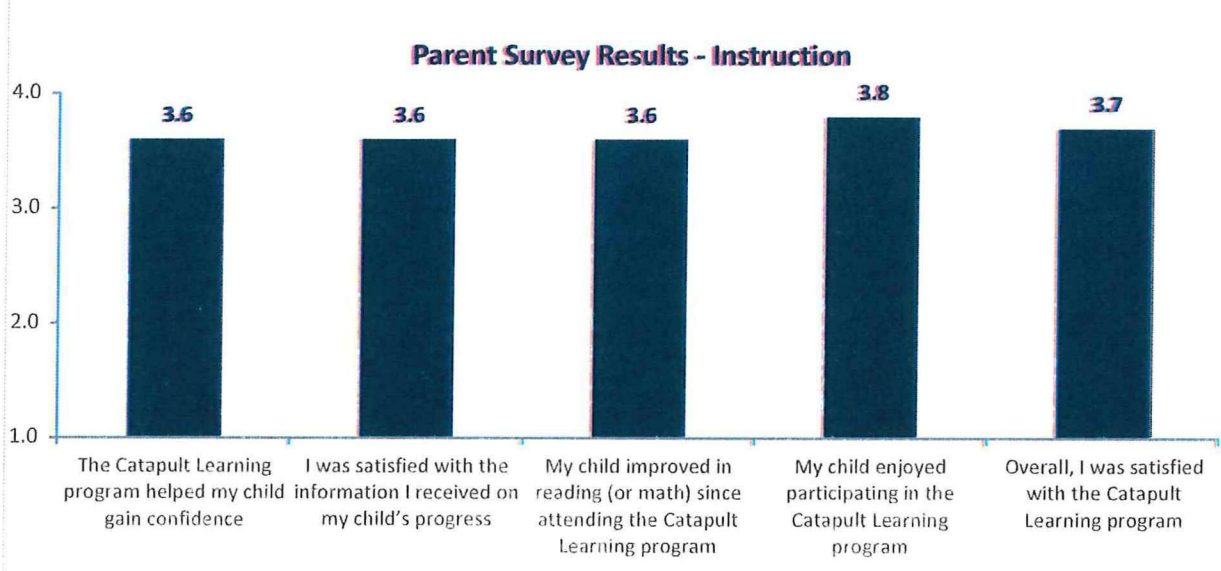
Principals were asked to rate the likelihood of recommending Catapult Learning to another principal or colleague according to a 10 point scale, where 10 represented "extremely likely" and 1 represented "not likely at all." The average rating was 8.4.



Parent Surveys

Parents were surveyed near the end of the Catapult Learning program to ascertain their satisfaction with the services provided to their children. Parents were asked to indicate their level of agreement to a series of statements using a 4 to 1 scale with 4 meaning “Strongly Agree” and 1 meaning “Strongly Disagree.” In addition, comments and suggestions were sought.

Surveys were completed by 69 parents of students who received instructional services.



Professional Development Title I

Catapult Learning provided Professional Development services to Houston Independent School District during the 2018-2019 school year.

School - Consortium	PD Institutes	Job-Embedded Coaching
Archdiocesan Schools of Galveston-Houston	✓	✓
Jewish Federation Schools in HISD		✓

Professional Development Seminars & Institutes

Catapult Learning hosts onsite capacity-building seminars that are designed to arm educators with tools and techniques to help drive student achievement. Seminars can be held over a half day, full day, or as a multi-day Institute covering multiple topics. All seminars are delivered by highly trained experts and each seminar incorporates activities and discussion, as well as providing opportunities for teachers to engage in guided practice and to begin to plan for how they will apply newly learned ideas in their own classrooms

Professional Development Seminars

Professional Development Seminar services were provided to 21 schools in the Houston Independent School District.

The following Professional Development Seminars were provided as part of the Catapult Learning program:

School(s)	Seminar Title	Presenter	Date(s)	Number of Attendees
Archdiocesan Schools of Galveston-Houston	Making Inquiry the Focus of Instruction – 6 th - 8 th - Math & Science Content Specific	Dennis Desormier, & Tiffany Franklin	08/06/19	59

Professional Development Seminar Evaluations

Evaluations were completed by 48 workshop participants, with participants rating the overall event as 3.1 out of 4. Participants were asked to rate their level of agreement with a variety of statements using a 1 to 4 scale where 1 = Strongly Disagree and 4 = Strongly Agree. An item-level summary of workshop evaluation responses can be found in Appendix C.

Job-Embedded Coaching

The Catapult Learning consultants provided 30 coaching/consulting days to ten schools in FY 2018-2019 along with unlimited phone and email support. Coaching days were designed to monitor and support teachers and administrators to ensure full and effective implementation of the skills and processes presented during the professional development.

School	Date	Session Length	Consultant
Corpus Christi Catholic School	11/07/18	6 Hours (Full Day)	Jill Mansfield
St. Thomas More Parish	01/15/19 & 01/16/19	6 Hours (Full Day)	Jill Mansfield
St. Thomas More Parish	02/04/19	6 Hours (Full Day)	Jill Mansfield
Yeshiva Torat Emet	03/06/19 & 03/07/19	6 Hours (Full Day)	Jill Mansfield
St. Ambrose Catholic School	03/26/19	6 Hours (Full Day)	Jill Mansfield
St. Theresa Catholic School	03/19/19	6 Hours (Full Day)	Penny Konecki & Delilah Gonzales
St. Rose of Lima	03/25/19 & 03/26/19	6 Hours (Full Day)	Jill Mansfield
St. Ambrose Catholic School	04/16/19	6 Hours (Full Day)	Delilah Gonzales
St. Ambrose Catholic School	04/30/19	6 Hours (Full Day)	Delilah Gonzales
St. John Paul II	05/01/19 & 05/02/19	6 Hours (Full Day)	Adrianna Glazener
St. John Paul II	05/09/19	6 Hours (Full Day)	Jill Mansfield
Cristo Rey Jesuit	05/16/19	6 Hours (Full Day)	Stacy Bennett
Torah Day School	05/20/19	6 Hours (Full Day)	Stacy Bennett & Penny Konecki
Robert M. Beren Academy	05/21/19 & 05/22/19	6 Hours (Full Day)	Penny Konecki
Robert M. Beren Academy	05/22/19 & 05/23/19	6 Hours (Full Day)	Stacy Bennett
Torah Day School	05/24/19	6 Hours (Full Day)	Stacy Bennett & Penny Konecki
Torah Day School	05/27/19	6 Hours (Full Day)	Penny Konecki
St. Ambrose Catholic School	06/04/19	6 Hours (Full Day)	Stacy Bennet, Penny Konecki, & Delilah Gonzales
Cristo Rey Jesuit	06/07/19	6 Hours (Full Day)	Stacy Bennett

Professional Development Title IV

Catapult Learning provided Professional Development services to Houston Independent School District during the 2018-2019 school year.

School - Consortium	PD Seminars	PD Institutes	Job-Embedded Coaching
Archdiocesan Schools of Galveston-Houston		✓	✓
Independent Private Schools/Academies			✓

Professional Development Seminars & Institutes

Catapult Learning hosts onsite capacity-building seminars that are designed to arm educators with tools and techniques to help drive student achievement. Seminars can be held over a half day, full day, or as a multi-day Institute covering multiple topics. All seminars are delivered by highly trained experts and each seminar incorporates activities and discussion, as well as providing opportunities for teachers to engage in guided practice and to begin to plan for how they will apply newly learned ideas in their own classrooms.

Professional Development Seminars

Professional Development Seminar services were provided to 26 in the Houston Independent School District.

The following Professional Development Seminars were provided as part of the Catapult Learning program:

School(s)	Seminar Title	Presenter	Date(s)	Number of Attendees
Archdiocesan Schools of Galveston-Houston	Designing STEM Unit Plans for 21st Century Learning Environments	Kristen Hays and Josh Elliot	08/06/19	51

Professional Development Seminar Evaluations

Evaluations were completed by 20 workshop participants, with participants rating the overall event as 3.9 out of 4. Participants were asked to rate their level of agreement with a variety of statements using a 1 to 4 scale where 1 = Strongly Disagree and 4 = Strongly Agree. An item-level summary of workshop evaluation responses can be found in Appendix C.

Job-Embedded Coaching

The Catapult Learning consultants provided 6 coaching/consulting days to five schools in FY 2018-2019 along with unlimited phone and email support. Coaching days were designed to monitor and support teachers and administrators to ensure full and effective implementation of the skills and processes presented during the professional development.

School	Date	Session Length	Consultant
St. John Paul II	01/03/19 & 01/04/19	6 Hours (Full Day)	Jill Mansfield
Corpus Christi Catholic School	03/19/19	6 Hours (Full Day)	Jill Mansfield
St. Thomas More Parish	02/05/19	6 Hours (Full Day)	Jill Mansfield
St. Theresa Catholic School	03/27/19	6 Hours (Full Day)	Dennis Desormier
St. Rose of Lima	03/27/19	6 Hours (Full Day)	Jill Mansfield
Veritas Christian Academy	04/17/19 & 04/18/19	6 Hours (Full Day)	Diane Metz

Professional Development services were provided and supported by:

- Brian Brown, Professional Development Manager
- Annette Charles, Territory Vice President

Parent Involvement

Parent involvement is a critical element in ensuring children's academic success. Efforts were made to involve parents as much as possible in their children's participation in the Catapult Learning program.

- Fifty-five parents attended an Annual Title I Meeting, held in the Fall of 2019 at the onset of services.
 - Parents met Catapult Learning staff, viewed the classroom, and received information about the Catapult Learning program.
 - Meeting location: each individual school
- Twenty-five individual parent conferences were held throughout the program.
- Progress reports were sent to parents four times throughout the program, in October, February, March and May.
- Parents received newsletters and other helpful materials on a regular basis. Appendix D includes sample Parent Involvement Materials.
- Catapult Learning Title I Month was held in April. During this month-long event, parents were invited to participate in activities that celebrate and reinforce student learning and achievement. Parents were also encouraged to work with their child at home.
- Forty-eight parents participated in Catapult Learning Month activities, such as visiting the Catapult Learning classroom.
 - Students presented growth trees exhibiting what they had learned throughout the year.

Parent Involvement Workshops

The following parent involvement workshops were provided as part of the Catapult Learning program:

Parent Involvement Workshop Title	Date	Number of Attendees
St. Christopher Title I Meeting	September 19, 2018	4
Shlenker Title 1 Meeting	September 26, 2018	5
Our Redeemer Title 1 Meeting	October 1, 2018	2
Assumption Title 1 Meeting	October 2, 2018	2
Holy Ghost Title 1 Meeting	October 3, 2018	7
St. Rose of Lima Title 1 Meeting	October 5, 2018	3
Queen of Peace Title 1 Meeting	October 11, 2018	1
St. Thomas More Title 1 Meeting	October 19, 2018	6
St. Ambrose Title 1 Meeting	October 23, 2018	2
Beth Yeshuran Title 1 Meeting	October 23, 2018	5
St. Theresa Title 1 Meeting	October 24, 2018	7
St. Mary Title 1 Meeting	October 25, 2018	1

Parent Involvement Workshop Title	Date	Number of Attendees:
Al- Hadi Title 1 Meeting	November 2, 2018	4
Pilgrim Title 1 Meeting	November 8, 2018	5
St. Francis of Assisi	November 7, 2018	7
Yeshiva Torat Emet	November 7, 2018	5
St. Francis de Sales STEM Showcase	December 6, 2018	3
Yeshiva Toret Emet STEM Showcase	December 13, 2018	6
St. Francis of Assisi STEM Showcase	December 14, 2018	11
Yeshiva Torat Emet Parent Conferences	February 20 & 28, 2019	16
Our Lady of Guadalupe Parent Conference	February 28, 2019	1
St. Francis de Sales Title 1 Month Open House	March 7, 2019	1
St. Christopher Title 1 Month Open House	March 25, 2019	5
St. Augustine Title 1 Month Open House	March 28, 2019	5
St. Christopher STEM Showcase	April 25, 2019	5
Our Lady of Guadalupe STEM Showcase	April 18, 2019	5
St. Anne Title 1 Month Open House	April 10, 2019	5
Torah Day School Title 1 Month Open House	April 9, 2019	5
Incarnate Word Title 1 Month Open House	April 25, 2019	1
Beth Yeshuran Day School Title 1 Month Open House	April 25, 2019	8
Our Lady of Guadalupe Title 1 Month Open House	April 18, 2019	5
Queen of Peace Title 1 Month Open House	April 7, 2019	2
St. Ambrose Title 1 Month Open House	April 15, 2019	1
St. Anne Title 1 Month Open House	April 17, 2019	1
Assumption Title 1 Month Open House	April 17, 2019	3
Al-Hadi Title 1 Month Open House	April 5, 2019	6
St. Augustine STEM Showcase	April 30, 2019	6
Our Redeemer Title 1 Month Open House	April 15, 2019	5
St. Rose of Lima Title 1 Month Open House	May 1, 2019	20
St. Mary Title 1 Month Open House	May 16, 2019	2
St. Ambrose STEM Showcase	May 22, 2019	7
St. Mary Title 1 Month Open House	May 22, 2019	4
Our Lady of Guadalupe STEM Showcase	May 22, 2019	5
Incarnate Word Summer STEM Showcase	June 7, 2019	14
Pilgrim Summer STEM Showcase	June 14, 2019	5
Our Lady of Mt. Carmel Summer STEM Showcase	June 20, 2019	7
St. Ambrose Summer STEM Showcase	June 20, 2019	17
St. Rose of Lima Summer STEM Showcase	June 20, 2019	5
Al-Hadi Summer STEM Showcase	June 23, 2019	18
Queen of Peace Summer STEM Showcase	June 26, 2019	1
St. Ambrose Summer STEM Showcase	June 26, 2019	12
St. Christopher Summer STEM Showcase	June 26, 2019	5

Parent Involvement Workshop Title	Date	Number of Attendees:
Our Lady of Guadalupe Summer STEM Showcase	June 27, 2019	7
St. Thomas More Summer STEM Showcase	June 27, 2019	8
St. Francis de Sales Summer STEM Showcase	June 27, 2019	5
John Paul II Summer STEM Showcase	June 28, 2019	22
St. Augustine Summer STEM Showcase	June 27, 2019	25

Specialized Services: Overview of Services

Title I

Catapult Learning provided 237 instructional services to students during the 2018-2019 school year.

School	Counseling Consultation	Individual Counseling	Group Counseling	Total Services Provided
Beren Academy	--	8	3	11
Corpus Christi Catholic School	--	11	27	38
Resurrection Catholic School	30	--	--	30
St Ambrose	28	2	--	30
St Peter the Apostle Catholic School	12	1	4	17
St Rose of Lima Catholic School	17	16	1	34
Torah Day	--	7	70	77
Total	87	45	105	237

Specialized Services: Program Timeline

Events:		Date(s) of Occurrence:
START UP	Catapult Learning Opening Meeting/ Pre-service Training	August 2018
	Continuing Staff Training	Monthly September through June
COUNSELING	Counseling Services Begin for Students	September 2018
	Services End for Regular School Year Students	May 2019

Specialized Services: Description of Services

Academic Counseling

While students' needs are becoming increasingly complex, school counseling services are frequently unavailable. Parent expectations are high and resources can't always keep pace.

Catapult Learning's credentialed, committed, master's level counselors supplement school counseling staff or provide turnkey counseling for students or groups of students who need extra support for behavioral, academic, social, and emotional problems.

Catapult Learning provides support for students as well as parents and teachers when appropriate.

- Individual counseling
- Group counseling
- Consultation with teachers and parents
- Referral to community resource services
- Liaison and advocacy with community resources
- Developmental guidance services
- Vocational and college guidance services

Funding for services was provided by:

- Title I

Specialized services were provided by:

- Sally Paz, Area Manager
- Annette Charles, South Territory Vice President

Specialized Services: Overview of Services Title IV

Catapult Learning provided 549 instructional services to students during the 2018-2019 school year.

School	Counseling Consultation	Individual Counseling	Group Counseling	Total Services Provided
Corpus Christi Catholic School	--	1	56	57
St Ambrose	244	7	--	251
St Rose of Lima Catholic School	10	19	212	241
Total	254	27	268	549

Specialized Services: Program Timeline

Events:		Date(s) of Occurrence:
START UP	Catapult Learning Opening Meeting/ Pre-service Training	September 2018
	Continuing Staff Training	Ongoing
COUNSELING	Counseling Services Begin for Students	October 2018
	Services End for Regular School Year Students	May 2019

Specialized Services: Description of Services

Academic Counseling

While students' needs are becoming increasingly complex, school counseling services are frequently unavailable. Parent expectations are high and resources can't always keep pace.

Catapult Learning's credentialed, committed, master's level counselors supplement school counseling staff or provide turnkey counseling for students or groups of students who need extra support for behavioral, academic, social, and emotional problems.

Catapult Learning provides support for students as well as parents and teachers when appropriate.

- Individual counseling
- Group counseling
- Consultation with teachers and parents
- Referral to community resource services
- Liaison and advocacy with community resources
- Developmental guidance services
- Vocational and college guidance services

Funding for services was provided by:

- *Title IV*

Specialized services were provided by:

- *Sally Paz, Area Manager*
- *Annette Charles, South Territory Vice President*

Program Highlights and Recommendations for Improvement

During the 2018-2019 school year, teachers implemented the Achieve Literacy curriculum, a reading program developed from research-based practices. Teachers received ongoing training throughout the school year to facilitate implementation of high-quality routines and strategies. During the eight full day professional development days for Title 1 teachers that were offered throughout the year, teachers attended sessions focusing on instructional techniques leading to the gradual release of responsibility as well as higher order questioning skills. In addition, Catapult implemented an instructional supervision model which provided coaching to Title 1 teachers to consistently support them in their instructional quality. Counseling programs were offered at six campuses and have been well-received. We were excited to be able to extend the STEM offerings this year with more schools taking advantage of the program during the day, afterschool and during the summer.

For the coming year, we are focusing on increased communication with teachers and parents at the schools. We received feedback from principals and are focusing on that to improve our service. Also, there is goal of ensuring that Catapult is seeing students at the recommended amount of twice weekly for each subject allowing for a more comprehensive approach to improving reading and math skills.

Appendix A

Achievement Test Results

Catapult Learning | Houston Independent School District
 Program Summary, by school
 2018-2019

Reading
ITBS/IOWA

School Name	Student Count	Average NCE Pretest	Average NCE Posttest	NCE Difference	Percent of Students Who Gained
Al-Hadi	7	44.1	49.4	5.3	57%
Assumption Catholic School	11	32.2	29.4	-2.8	36%
Holy Ghost Catholic School	10	24.4	25.1	0.7	50%
Our Lady of Guadalupe Catholic School	21	32.9	40.7	7.8	76%
Our Lady of Mt Carmel Catholic School	15	31.1	34.5	3.4	60%
Queen of Peace Catholic School	7	29.4	33.6	4.1	71%
St Ambrose	14	36.3	26.5	-9.8	50%
St Augustine Catholic School	5	17.4	25.0	7.6	40%
St Christopher Catholic School	14	34.1	37.5	3.4	64%
St Francis of Assisi Catholic School	7	22.9	28.4	5.6	71%
St Mary of the Purification Montessori School	2	28.0	42.5	14.5	100%
St Rose of Lima Catholic School	4	38.8	39.3	0.5	75%
St Theresa Catholic School	7	29.9	33.3	3.4	57%
Torah Day	5	43.4	41.0	-2.4	20%
TOTAL	129	32.1	34.3	2.2	59%

Catapult Learning | Houston Independent School District
Program Summary, by school
2018-2019

Reading
Skills Assessment

School Name	Student Count	Average NCE Pretest	Average NCE Posttest	NCE Difference	Percent of Students Who Gained
Al- Hadi	21	38.1	70.4	32.3	100%
Assumption Catholic School	16	26.1	44.8	18.7	81%
Beren Academy	4	75.0	43.0	-32	0%
Chinquapin Preparatory Academy	7	57.4	58.7	1.3	43%
Holy Ghost Catholic School	10	54.8	73.3	18.5	90%
Incarnate Word Academy	4	62.8	54.0	-8.8	0%
Muhammed University of Islam	5	70.0	66.6	-3.4	60%
Our Lady of Guadalupe Catholic School	22	39.2	54.2	15	77%
Our Lady of Mt Carmel Catholic School	14	41.8	51.9	10.1	50%
Pilgrim Lutheran	4	52.0	75.8	23.8	75%
Queen of Peace Catholic School	7	47.6	49.4	1.9	43%
Resurrection Catholic School	9	44.2	46.0	1.8	56%
Shlenker	16	51.8	80.6	28.9	88%
St Ambrose	14	38.1	51.4	13.3	79%
St Augustine Catholic School	6	33.5	28.0	-5.5	33%
St Christopher Catholic School	31	37.4	69.9	32.5	90%
St Francis of Assisi Catholic School	8	48.9	48.9	0	38%
St Mary of the Purification Montessori School	5	42.6	65.2	22.6	80%
St Peter the Apostle Catholic School	2	35.5	27.5	-8	0%
St Rose of Lima Catholic School	8	62.5	74.9	12.4	50%
St Theresa Catholic School	11	51.0	89.0	38	100%
St Thomas More Catholic School	9	45.7	72.2	26.6	100%
Torah Day	8	42.1	77.9	35.8	100%
Yeshiva Torat Emet	32	52.2	71.9	19.7	84%
TOTAL	273	45.2	63.4	18.2	75%

Catapult Learning | Houston Independent School District
 Program Summary, by school
 2018-2019

Math
ITBS/IOWA

School Name	Student Count	Average NCE Pretest	Average NCE Posttest	NCE Difference	Percent of Students Who Gained
Al- Hadi	2	55.5	64.5	9	100%
Assumption Catholic School	19	26.1	27.7	1.7	53%
Holy Ghost Catholic School	10	26.7	31.6	4.9	60%
Our Lady of Guadalupe Catholic School	17	33.4	40.4	6.9	65%
Our Lady of Mt Carmel Catholic School	14	28.9	31.0	2.1	43%
Queen of Peace Catholic School	11	35.5	38.3	2.8	73%
St Ambrose	10	25.3	30.1	4.8	60%
St Anne	8	38.3	50.8	12.5	75%
St Augustine Catholic School	6	20.8	28.3	7.5	67%
St Christopher Catholic School	13	32.3	36.6	4.3	69%
St Francis of Assisi Catholic School	10	29.3	27.5	-1.8	30%
St Mary of the Purification Montessori School	3	37.7	35.3	-2.3	67%
St Peter the Apostle Catholic School	3	25.7	36.0	10.3	100%
St Rose of Lima Catholic School	13	33.9	40.2	6.3	69%
St Theresa Catholic School	7	35.1	46.7	11.6	71%
Torah Day	6	50.0	41.6	-8.5	33%
TOTAL	152	31.6	35.9	4.2	61%

Catapult Learning || Houston Independent School District
Program Summary, by school
2018-2019

Math
Skills Assessment

School Name	Student Count	Average NCE Pretest	Average NCE Posttest	NCE Difference	Percent of Students Who Gained
Al-Hadi	8	28.1	51.0	22.9	75%
Assumption Catholic School	22	27.6	40.9	13.3	64%
Beren Academy	1	58.0	18.0	-40	0%
Chinquapin Preparatory Academy	5	45.8	47.6	1.8	40%
Holy Ghost Catholic School	10	30.5	74.0	43.5	90%
Incarnate Word Academy	10	47.6	52.3	4.7	60%
Muhammed University of Islam	8	72.4	63.0	-9.4	25%
Our Lady of Guadalupe Catholic School	18	32.6	45.6	13	67%
Our Lady of Mt Carmel Catholic School	11	34.6	44.5	9.8	91%
Our Redeemer Lutheran	2	23.5	29.5	6	100%
Pilgrim Lutheran	7	22.9	80.3	57.4	100%
Queen of Peace Catholic School	6	41.8	47.8	6	67%
Resurrection Catholic School	6	23.0	11.7	-11.3	17%
Shlenker	23	56.9	80.1	23.2	91%
St Ambrose	12	26.5	38.7	12.2	67%
St Anne	9	57.7	72.9	15.2	67%
St Augustine Catholic School	7	38.3	47.0	8.7	57%
St Christopher Catholic School	30	28.9	57.5	28.6	87%
St Francis of Assisi Catholic School	10	27.4	45.4	18	80%
St Mary of the Purification Montessori School	10	18.3	40.7	22.4	100%
St Peter the Apostle Catholic School	10	30.2	43.7	13.5	60%
St Rose of Lima Catholic School	13	28.8	57.2	28.4	85%
St Theresa Catholic School	8	54.3	94.5	40.3	100%
St Thomas More Catholic School	3	35.3	62.7	27.3	100%
Torah Day	9	29.8	64.4	34.7	100%
Yeshiva Torat Emet	26	40.1	59.9	19.8	88%
TOTAL	284	36.3	55.5	19.2	77%

Catapult Learning || Houston Independent School District
 Program Summary, by grade
 2018-2019

Reading
ITBS/IOWA

Grade	Student Count	Average NCE Pretest	Average NCE Posttest	NCE Difference	Percent of Students Who Gained
1	11	37.0	20.3	-16.7	18%
2	25	27.1	32.5	5.4	68%
3	27	32.6	36.2	3.6	56%
4	25	35.0	37.9	2.9	68%
5	12	32.4	36.7	4.3	58%
6	11	32.4	33.2	0.8	55%
7	11	27.6	36.9	9.3	73%
8	7	35.9	36.7	0.9	57%
TOTAL	129	32.1	34.3	2.2	59%

Catapult Learning | Houston Independent School District
Program Summary, by grade
2018-2019

**Reading
Skills Assessment**

Grade	Student Count	Average NCE Pretest	Average NCE Posttest	NCE Difference	Percent of Students Who Gained
Pre-K	5	35.8	78.6	42.8	100%
K	41	43.2	75.2	32	83%
1	30	52.6	69.4	16.8	70%
2	44	37.6	61.3	23.7	91%
3	35	38.3	58.4	20.1	74%
4	37	53.5	68.1	14.6	78%
5	24	52.8	68.5	15.7	75%
6	23	41.3	48.9	7.6	48%
7	15	44.4	47.1	2.7	60%
8	12	49.1	54.0	4.9	75%
9	7	51.1	52.7	1.6	43%
TOTAL	273	45.2	63.4	18.2	75%

Catapult Learning | Houston Independent School District
Program Summary, by grade
2018-2019

**Math
ITBS/IOWA**

Grade	Student Count	Average NCE Pretest	Average NCE Posttest	NCE Difference	Percent of Students Who Gained
1	11	36.3	32.8	-3.5	45%
2	19	27.3	37.3	9.9	68%
3	31	28.6	34.4	5.8	71%
4	19	35.5	36.1	0.6	47%
5	23	33.2	41.9	8.7	78%
6	22	32.4	31.1	-1.4	41%
7	16	27.7	37.8	10.1	81%
8	11	37.4	34.7	-2.6	27%
TOTAL	152	31.6	35.9	4.2	61%

Catapult Learning | Houston Independent School District
 Program Summary, by grade
 2018-2019

Math
Skills Assessment

Grade	Student Count	Average NCE Pretest	Average NCE Posttest	NCE Difference	Percent of Students Who Gained
Pre-K	7	13.6	56.9	43.3	100%
K	24	41.8	63.2	21.5	79%
1	29	31.0	62.1	31.1	79%
2	36	58.2	83.0	24.8	89%
3	42	39.4	61.7	22.2	83%
4	27	36.9	52.6	15.8	78%
5	39	30.3	50.8	20.5	82%
6	32	24.7	34.5	9.8	56%
7	22	28.5	36.9	8.4	55%
8	13	30.4	37.1	6.7	77%
9	10	41.8	48.7	6.9	70%
10	2	63.5	62.5	-1	50%
12	1	27.0	51.0	24	100%
TOTAL	284	36.3	55.5	19	77%

Appendix B

Survey Results

Principal Surveys

2018-2019

How likely is it that you would recommend Catapult Learning to another principal or colleague?

Extremely Likely										Not Likely at All										Ave. Rating
10	9	8	7	6	5	4	3	2	1	0										
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
3	27	2	18	4	36	1	9	-	-	1	9	-	-	-	-	-	-	-	-	8.4

What is the primary reason for the score you just gave us?

- Almost everyone at Catapult Learning has bent over backwards to help our school get the very best intervention and title programs this year. Specifically, Susan our tutor, Brian Brown and Sally Paz have walked me through every step of every project, and I can't thank them enough.
- Changes in staff during the year created inconsistent instruction. Hired staff after Christmas break (with the exception of the last STEM instructor) missed many days and had poor communication with regard to their attendance.
- Dependability and professionalism.
- for my school the program we have worked with Catapult on has been very successful. (AIM)
- Good experience.
- I feel that Catapult is a great program for students that are struggling academically. The small groups are helpful to our students. It also helps to build students self esteem.
- It would depend on their school needs.
- Professionalism of staff.
- Sally is always available and I truly appreciate it!!!
- The availability and support is excellent and Ms. Sally Paz and Brian Brown, are outstanding. However, the workshop presenters have not been what our teachers expected.
- Very helpful staff, sometimes slow communication

Parent Survey

2018-2019

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
1. The Catapult Learning program helped my child gain confidence.	40	58%	29	42%	1	1%	—	—
2. I was satisfied with the information I received on my child's progress.	42	61%	26	38%	1	1%	—	—
3. My child improved in reading (or math) since attending the Catapult Learning program.	41	59%	27	39%	1	1%	—	—
4. My child enjoyed participating in the Catapult Learning program.	54	79%	13	19%	1	1%	—	—
5. Overall, I was satisfied with the Catapult Learning program.	49	71%	19	28%	1	1%	—	—

Additional comments or suggestions:

- Wonderful and fantastic teachers. Always available and very patient.
- 4th grade students were in the same classroom as 3rd graders. My son says that the class was mostly geared towards the 3rd grade students.
- My child enjoyed as well as learned a lot of concepts that are not normally taught in school. Thank you!
- My daughter did enjoy her class and was very happy being busy in the class doing different activities. I also enjoyed the sports.
- Overall the programs was fun with exploring their talents and skills. Really love the program. Note. Please continue the stem programme looking forward for next year. But timings should be from 9:00 to 1:00
- Thank you so much. Thank you
- Thank you, a very good a successful program
- Wonderful program! Thank you for providing this experience with a small group of children. It really helped my children gain confidence. It was interesting and they enjoyed it.
- Wonderful program! Would like it if add a field trip.

- My child loves catapult & her teacher we are grateful that this program is offered during class time she has become more confident with math & we are very happy with our teacher & experience thanks!
- Sarina loves catapults and its helped her tremendously. We're so thankful she was able to participate. We would sign her up again.
- Thank you for all your help tallie she loved working with you and obviously benefited greatly!! Sincerely monica
- Thank you for all your help!
- Thank you for the time & care you have given my son we really appreciate all you do sincerely, monica & yoram borodaty
- Thank you so much ms. Robbins!
- The progress reports sent home were cut off in the comment column. It would be helpful to have home assignments to reinforce lessons.
- We did not see what was done. However, extra time spent playing w/ reading is always wonderful. Avi always shared that he had fun. Thank you for your care.
- While we never saw the curriculum, anytime spent playing w/ math is great. Avi shared that he had a good time. Thank you for giving extra care.
- Being kept more informed would have been more great. Overall, we were/are very satisfied with ms. Susan.
- Thank you!
- Amazing teachers
- Best teachers.
- Edina haraszti
- Good job
- Great job! My son loves coming
- I am very happy with the program as it has brought back my daughter's confidence. She loves mrs. Bargrasser and the way she teaches.
- I am very satisfied with the program and the teachers are amazing!
- Mrs. Bargrasser & mrs. Dubin are awesome!
- My children really enjoy the program. They are always excited to go upstairs. Teacher are truly amazing!
- My daughter enjoys attending tutorials and she is excited to go to camp!
- My daughter enjoys coming to the program!
- Thank you
- Thank you for providing incredible support!
- Thank you so much!
- Thank you!
- Thank you! She really enjoys it, & we really appreciate the opportunity she has to learn in a small group setting. Joanna pines
- Thanks for helping my daughter!

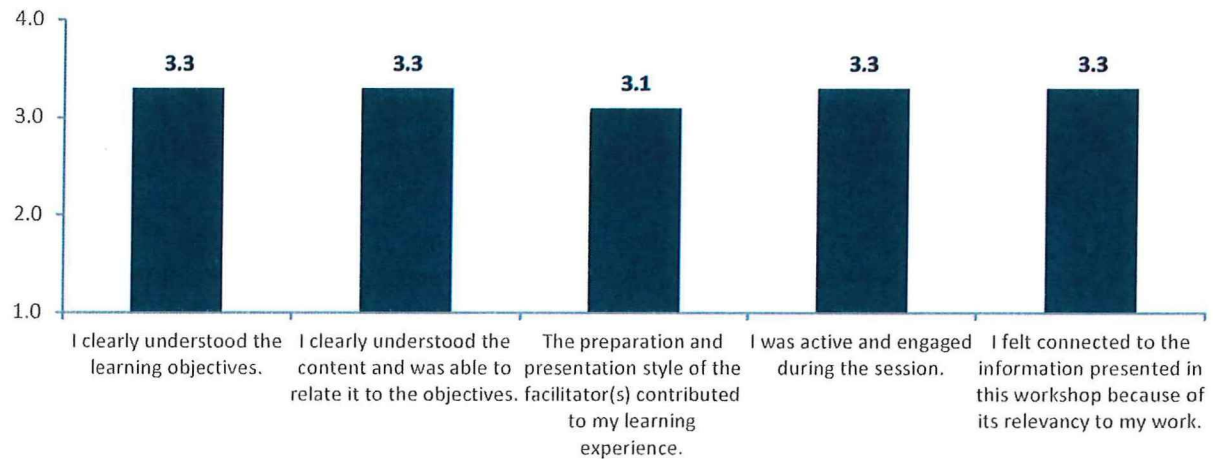
- Thanks so much
- We like the program, love the teachers
- You help so much me jaima

Appendix C

Professional Development

Title I

Content and Presentation



Application of Knowledge/Skills and Overall Quality of the Event



From what you learned, what will you be able to apply to your work?

- Writing is very important and should be incorporated in all subject areas.
- 5 E model
- More higher level questions
- Using more inquiry based questioning.
- 5E and Inquiry Style Lessons
- Morning session gave me a lot to think about.
- Able to work on some with my lessons
- More STEM activities
- Stem process
- I'm excited to have more tools and inspiration for thinking about how to incorporate inquiry learning throughout all disciplines.
- New lesson
- The end project is a good jumping point to apply to an inquiry project in my class.
- 5E and prior knowledge tactile pictorial and symbolic
- Explore before explain
- Inquiry based learning
- Everything
- Inquiry based math
- The use of stages and manipulatives
- I definitely will be able to apply inquiry to my classes
- The example we worked can be used in my course.
- All of it, including the 5Es
- Design process
- 5E model
- I liked the engineering activity.
- This was not new information. My textbook/curriculum is based on inquiry.
- Inquiry based learning

How can this workshop be improved?

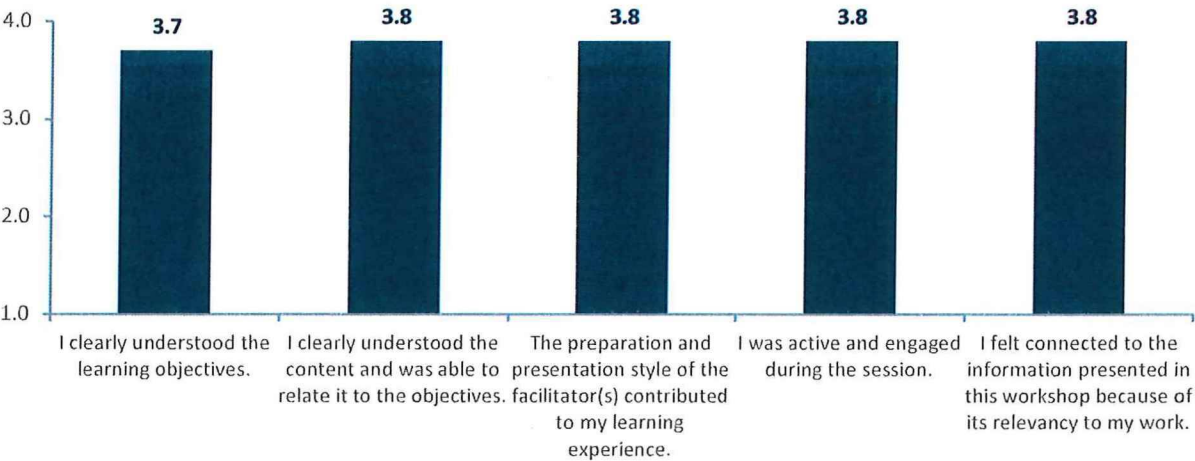
- Love it no improvements
- Break Up the afternoon,
- Nothing.
- N/A
- Move along more quickly.
- Give examples to clarify
- Shorter time
- More relevant information
- Need to have a bigger room, and have the reading materials ready at the beginning of the class
- More discussion like our instructor did. She was great! I dont know about the other classes
- More engaging and hands on
- More time

- More new ideas... Building towers and bridges is done. A. Lot.
- Need more time and space
- More space and time.
- Preparedness. Rooms too small. Materials not ready. No where to do group activity.
- more ELA based lesson examples

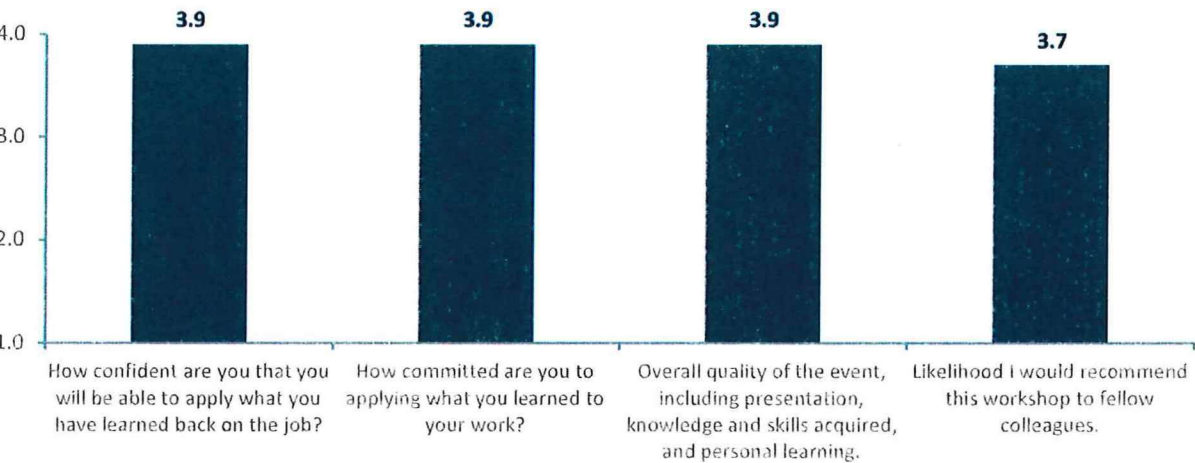
Additional Comments:

- Loved my presenter
- The afternoon is good but long.
- Robyn Carlin is fabulous
- Na
- She was awesome!
- Need a bigger room
- No space
- Presenter was engaging.

Title IV
Content and Presentation



Application of Knowledge/Skills and Overall Quality of the Event



From what you learned, what will you be able to apply to your work?

- Yes, loved the class!
- 4 Cs
- I will be able to share this information with my teachers so that they will be able to utilize technology contents back into their lessons.
- Many topics discussed especially how to implement understanding by design.
- Levels of inquiry learning, using Adobe Spark for students to show their work
- Sessions on Digital Citizenship
- I am going for the ISTE Certification. Great information!
- Digital Citizenship
- UBD for planning
- I learned strategies to help implement with technology lessons on the first day of school.
- Tech tools
- Share the essential elements of designing units by using Backward Design
- Narrow down the goals and assessments
- I had time to work on the ISTE standards and create a new unit
- Collaboration with peers

How can this workshop be improved?

- Great as is
- Handouts available for everyone
- Bring Dr Elliott back!!! Everything was great
- Maybe more time to interact?
- It was good
- I think the presenter did a great job. I do not see any areas for improvement.
- The collaboration time was awesome.
- The facilitator was OUTSTANDING
- It's hard because the technology people don't all do the same thing. Our session was dominated by technologists, working on their ISTE certification and that didn't apply to me
- Continue to add time for collaboration

Additional Comments:

- Mr. Elliott was a fabulous presenter!!!! Learned so much from him and never lost interest in his discussion. Thank you!
- Best Archdiocesan inservice for Tech Teachers I've ever been to!
- Excellent presentation, super helpful and productive.
- Thank you

Appendix D

Parental Involvement Materials

Catapult Learning NEWSLETTER



OCTOBER

SETTING THE STAGE FOR LEARNING AT HOME



SETTING THE STAGE FOR LEARNING AT HOME: TIPS AND TRICKS

Learning something new boosts confidence and leads to a sense of happiness. Students who witness adults learning something new or hear them place value on learning are more likely to see themselves as being good students or able to learn. Here are a few ways to set the stage for learning at home.

1. Talk about what is happening at school and at home: We often ask our children about their days but fail to share what we were doing while they were not with us. Talking about an obstacle that you encountered, describing how you solved a problem you encountered, or sharing a new piece of information that you learned that day, shows your child that learning is not confined to the school and that it is a never-ending process.

2. Set aside a time and place for homework: Students who have a regular routine for homework and a well-lit, comfortable place to work are more likely to willingly and successfully complete their assignments. If your child does not have regular homework, set aside 15 minutes to read every night to boost their academic success.

3. Spend time together as a family: Feeling loved and supported can be a powerful motivator and showing your child how much you enjoy spending time with him can build his self-esteem. Self-esteem plays a key role in whether he keeps trying or gives up easily on schoolwork.

These simple strategies can help make your child develop skills to be a life-long-learner.

FAMILY FUN

Fall is the perfect time to plan outdoor family adventures. Crisp mornings and warm afternoons conjure thoughts of corn mazes, pumpkin patches, hayrides and hiking. Fall festivals abound in neighborhoods and community parks. With your child, start to plan out some events that not only create fun family time, but can also be an engaging learning experience. While enjoying the thrill of getting lost in a corn maze, pull out a compass and work with your child on directional skills. If a hay ride to the pumpkin patch is more your family style, use that excursion to practice estimation skills: Guess how much your pumpkins weigh, then see who made the closest estimate when the pumpkins are weighed at the checkout counter. If exploring the great outdoors is more the type of activity that your family is looking for, lace up those hikers. Before you head out on the trail have your child read up on the area, and help choose the trails that best suit your family. Children can also practice using their map skills to plot the course, or determine how many miles or kilometers you'll travel on foot.

Get out and have fun with a little learning sprinkled in along the way!

Catapult Learning

Improving Student Performance for Over 40 Years

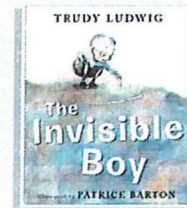
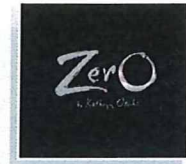


BOOK CLUB

"Zero" by Kathryn Otoshi - Zero feels empty inside- she wonders just how a number worth nothing could become something? Join Zero on her journey to self-discovery and what it means to find value in yourself and in others.

"The Invisible Boy" by Patrice Barton - Nobody thinks to include Brian, the invisible boy, until a new student arrives in class. Read to find how Justin and Brian team up to tackle a school project that allows Brian to showcase his strengths!

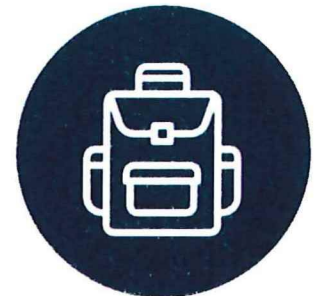
"Smile" by Raina Telgemeir - Raina, a 6th grader, just wants to fit in and be normal... but with her dental drama, friends who may not be so friendly, a bad earthquake, and boy confusion, she realizes this year will be anything but "normal."



PUZZLE

Is It Fact or Fiction?

1. ___ When the leaves turn colors in the fall, they are actually returning to their normal colors.
2. ___ Red and purple leaves get their color from the tree's roots.
3. ___ Pumpkins grow on every continent.
4. ___ The biggest pumpkin pie ever baked weighed 3,699 pounds and measured 20 feet across.
5. ___ Evergreen trees stay green because their leaves are tightly rolled into needle shapes.

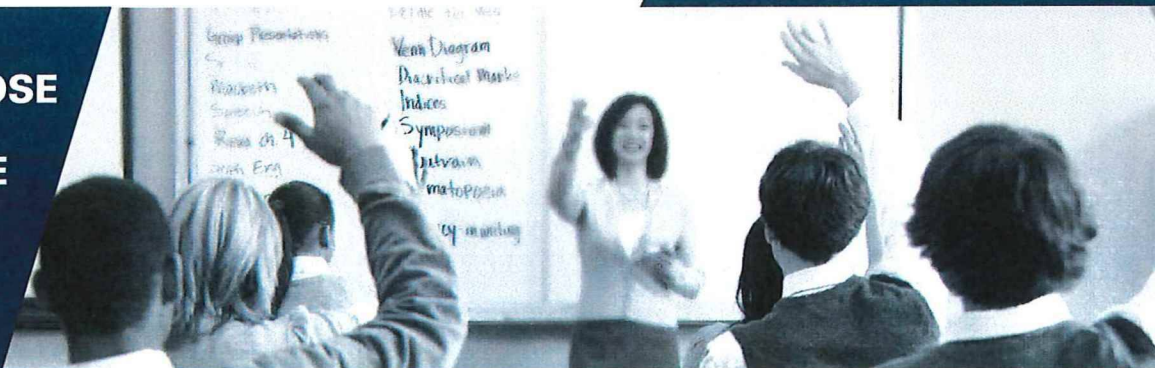


Answers:

1. **Fact** - During the summer months, the chlorophyll present in the leaves causes the leaves to turn green, blocking the leaves' actual colors.
2. **Fiction** - Red and purple leaves are actually caused by the presence of sugars from sap that is trapped inside of the leaves.
3. **Fiction** - Pumpkins do not grow on Antarctica.
4. **Fact** - It was baked in Ohio and used 1,212 cans of pumpkin puree!
5. **Fact** - Needles are coated with a thick, wax-like protection against evaporation and cold.



PREPARÁNDOSE PARA EL APRENDIZAJE EN CASA: CONSEJOS Y TRUCOS



PREPARÁNDOSE PARA EL APRENDIZAJE EN CASA: CONSEJOS Y TRUCOS

Aprender algo nuevo aumenta la confianza y conduce a un sentimiento de felicidad. Los estudiantes que son testigos de cómo los adultos aprenden algo nuevo o qué para aprender en casa, tienen más probabilidades de verse a sí mismos como buenos estudiantes o capaces de aprender. Aquí hay algunas maneras de establecer el escenario para aprender en casa.

- 1.** Hable sobre lo que está sucediendo en la escuela y en el hogar, con frecuencia les preguntamos a nuestros hijos sobre sus días, pero no compartimos lo que estábamos haciendo mientras ellos no estaban con nosotros. Hablar de un obstáculo que encontrastes, describir cómo resolvistes un problema que encontrastes, o compartir una nueva información que aprendistes ese día, le muestra a tu hijo/a que el aprendizaje no se limita a la escuela y que es un proceso interminable.
- 2.** Dedique un horario y lugar para la tarea, los estudiantes que tienen una rutina regular para la tarea y un lugar de trabajo bien iluminado y cómodo tienen más probabilidades de completar voluntariamente y con éxito sus tareas. Si su hijo(a) no tiene tareas regulares, reserve 15 minutos para leer todas las noches y aumentar su éxito académico.
- 3.** Pasen tiempo juntos como familia, sentirse amado y apoyado puede ser un motivador poderoso y mostrarle a su hijo(a) cuánto disfruta pasar tiempo con él/ella puede fortalecer su autoestima. La autoestima juega un papel clave cuando su estudiante no se da por vencido fácilmente en el trabajo escolar.

Estas simples estrategias pueden ayudar a que su hijo(a) a que se desarrolle habilidades para ser un adulto con un alto potencial para aprender a lo largo de toda su vida.

DIVERSIÓN FAMILIAR

El otoño es el momento perfecto para planear aventuras familiares al aire libre. Las mañanas frescas y las cálidas tardes atraen pensamientos de laberintos de maíz, parches de calabaza, paseos en carruajes y caminatas. Los festivales de otoño abundan en los vecindarios y parques comunitarios. Con su hijo(a), comience a planear algunos eventos que no sólo crean un tiempo familiar divertido, sino que también pueden ser una experiencia de aprendizaje. Mientras disfruta de la emoción de perderse en un laberinto de maíz, saque una brújula y trabaje con su hijo en las habilidades de dirección. Si un paseo al campo de calabazas es preferido en su familia, use esa excursión para practicar habilidades de estimación: adivine cuántos pesan sus calabazas, luego vea quién hizo la estimación más cercana cuando se pesan las calabazas en el mostrador de caja. Si explorar el aire libre, es más el tipo de actividad que su familia está buscando, tenga sus zapatillas a mano. Antes de dirigirse al camino, haga que su hijo lea sobre el área y ayude a elegir los senderos que mejor se adapten a su familia. Los niños también pueden practicar el uso de sus habilidades cartográficas para trazar el rumbo, o determinar cuántas millas o kilómetros viajará a pie.

¡Sal y diviértete con un poco de aprendizaje espolvoreado en el camino!

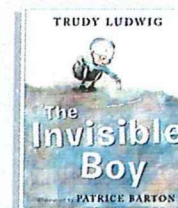
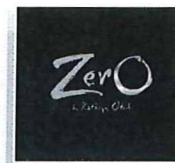


CLUB DE LIBRO

"Zero" by Kathryn Otoshi - Zero se siente vacía por dentro, se pregunta ¿cómo un número que no vale nada podría convertirse en algo? Únete a Zero en su viaje hacia el autodescubrimiento y lo que significa encontrar valor en ti mismo y en los demás.

"The Invisible Boy" by Patrice Barton - Nadie piensa incluir a Brian, el niño invisible, hasta que un nuevo estudiante llega a clase. ¡Lee para ver cómo Justin y Brian se unen para abordar un proyecto escolar que le permite a Brian mostrar sus fortalezas!

"Smile" by Raina Telgemeir - Raina una estudiante de sexto grado, solo quiere adaptarse y ser normal ... pero con su drama dental, amigos que pueden no ser tan amigables, un terremoto terrible y confusión, se da cuenta de que este año será todo menos "normal".



ROMPECABEZAS

¿Es Realidad o Ficción?

1. ____ Cuando las hojas cambian de color en el otoño, en realidad están volviendo a sus colores normales.
2. ____ Las hojas rojas y púrpuras obtienen su color de las raíces del árbol.
3. ____ Las calabazas crecen en todos los continentes.
4. ____ El pastel de calabaza más grande pesó 3,699 libras y midió 20 pies de ancho.
5. ____ Los árboles de hoja perenne permanecen verdes porque sus hojas están enrolladas en forma de aguja.



Respuestas:

1. Hecho: durante los meses de verano, la clorofila presente en las hojas hace que las hojas se vuelvan verdes, bloqueando los colores reales de las hojas.
2. Ficción: las hojas rojas y púrpuras en realidad son causadas por la presencia de azúcares de la savia que está atrapada dentro de las hojas.
3. Ficción: Las calabazas no crecen en la Antártida.
4. Hecho: ¡Fue horneado en Ohio y usó 1,212 latas de puré de calabaza!
5. Hecho: las agujas están recubiertas con una protección espesa, similar a la cera, contra la evaporación y el frío.

The Precise Parent

This month's newsletter topic is precision, which is the ability to be exact and accurate. In education precision doesn't just mean getting the right answer. Students are often required to explain how they got their answer in both math and reading, and to support their answer with evidence from their method or from the text. It is important that we speak to our children about their process, as a focus on the "right" answer can lead to unnecessary anxiety and an incomplete understanding of concepts.

As a parent there are many ways that you can help your child become more precise. Encourage your child to take their time when completing an assignment; careful work not only helps students be metacognitive, it also leads to more precise responses. When helping your child with homework have them explain their thinking to you in complete sentences while completing math problems, or give specific examples from the text when reading. For a real-life application have your child help you bake. When baking we must be precise in our measurements or else we may not like the finished product! We hope you enjoy the other ideas in this month's newsletter to foster precision in your child.

Fun Dates in January

January is National Oatmeal month:

Use precision to measure out the ingredients for this warm and filling breakfast.

January 15th - Martin Luther King Jr.'s Birthday: Celebrate the life and achievements of this prominent figure of the Civil Rights movement.

January 24th - Compliment day: Take the time to give someone a compliment today!



Technology

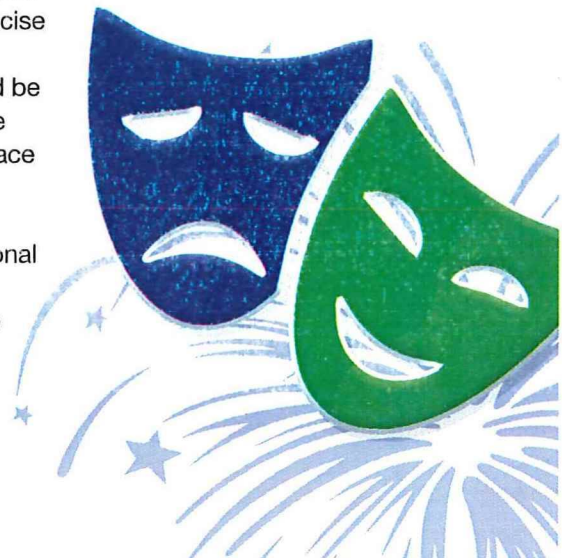
Have you ever wondered how Google finds all those answers to your questions so quickly? The answer: spiders, of course! If you're scratching your head, use this link to learn more about the precision behind Google's efforts to answer your best questions: <https://www.google.com/search/howsearchworks/crawling-indexing/>.

Then, have a conversation with your child about how using precise search terms on the Internet helps find accurate data, faster. For example:

- Using only important words, and excluding things like a, is, it, the, etc.
o EX: running speed human vs. What is the running speed of a human?
- Searching using quotes, so you find the song "Mary Had a Little Lamb", and not lots of stories about a woman named Mary with a lamb.
- Using a minus sign (-) before words you don't want
o EX: beagles -Snoopy to find sites about beagle dogs, but not the Peanuts character

Fun with Character Traits

Make a Face -- Help your child brainstorm a list of emotions, then write each word on a small piece of paper, fold it in half, and place it in a bowl. Next, sit facing each other and take turns choosing a slip of paper from the bowl and making the face described. The other person should try to name the emotion being shown and match the face being made. Encourage your child to be very precise when making the faces. There should be a definite difference between a "mad" face and a "sad" face. For older children, have them list optional words that may represent the same emotion (example: mad = angry, furious, livid, irritated).



Family Recipe:

Art You Can Eat

adapted from Highlights

You will need:

Cottage cheese, hummus or rice pudding
Vegetables or fruits that you enjoy

Directions:

1. Flatten a scoop of cottage cheese, hummus or pudding on your plate.
2. Select vegetables or fruits that will taste good with your base. Try fruits with cottage cheese or pudding and vegetables with hummus.
3. Wash the fruits or veggies. Ask an adult to help you cut slices, wedges, and other shapes from them.
4. Use the shapes to create a face or other design in your base.
5. Enjoy!



Book Club

Old Mikamba Had a Farm by Rachel Isadora

Old Mikamba had a farm, E-I-E-I-O. And on this farm, he had . . . a giraffe, a baboon, and an elephant! Meet Old Mikamba, who watches over a wide variety of animals on his game farm in the plains of Africa. Appropriate for ages 3-5

My mouth Is a Volcano by Julia Cook

All of Louis's thoughts are very important to him. In fact, his thoughts are so important to him that when he has something to say, his words begin to wiggle, and then they do the jiggle, then his tongue pushes all his words against his teeth and he erupts, or interrupts others. Appropriate for ages 5-8.

Island of the Blue Dolphins by Scott O'Dell

Far off the coast of California looms a harsh rock known as the island of San Nicholas. Dolphins flash in the blue waters around it and sea elephants loll on the stony beaches. Here, in the early 1800s, according to history, an Indian girl spent eighteen years alone, and this beautifully written novel is her story. Appropriate for ages 7-10.

Spotlight on Habits of Mind

"Precision of communication is important, more important than ever, in an era of hair trigger balances, when a false or misunderstood word may create as much a disaster as a sudden thoughtless act." - James Thurber. Words are extremely important whether it be to articulate our feelings, thoughts, or emotions. To help others understand our thinking, we must provide precise language when communicating.

Encourage your child to be precise with their language while giving directions. Tell your student to write a "how-to" description for making a peanut butter and jelly sandwich. Explain to them that the audience they are writing for is an alien from another planet and their goal is to help them make a PB and J.

Once they have written their description, gather the ingredients and ask your student to watch as you, the "alien", attempt to make the sandwich based on their instructions. Follow their instructions, exactly. If they tell you to put the peanut butter on the bread, then place the jar of peanut butter on top of the loaf of bread that is still inside the bag. Get creative with your interpretation!

Once you have finished reading their instructions, discuss the importance of being precise in our language and description when speaking and writing. Help your child make the connection to their academic and social life and how being more precise when speaking and writing will help them in multiple settings.

Puzzle and Answer Key

1. Stood
Miss
2. PAwalkRK
3. G
N
I
K
C
A
B



3. Backing up

2. Walk in the park

1. Misunderstood

Answers

El padre preciso

El tema del boletín de este mes es la precisión, que es la habilidad de ser exacto y preciso. En la educación la precisión no solo significa conseguir la respuesta correcta. A los estudiantes se les pide que expliquen cómo obtuvieron su respuesta en matemáticas y lectura y para apoyar su respuesta con la evidencia del método que utilizaron o del texto. Es importante que platiquemos con nuestros hijos sobre este proceso, porque si nos enfocamos solamente en la respuesta “correcta” puede producir ansiedad innecesaria y una comprensión incompleta de los conceptos.

Como padre de familia existen muchas formas que usted puede utilizar para ayudar a su hijo/a a ser más precisos. Anime a su hijo a tomar su tiempo al hacer una tarea; Al ser cuidadoso con su trabajo no solo los ayuda a ser una persona metacognitiva, también conduce a respuestas más precisas. Cuando ayude a su hijo/a con la tarea que le expliquen su pensamiento en oraciones completas al completar problemas matemáticos o dar ejemplos específicos del texto al leer. Para un ejemplo de la vida real que su hijo/a le ayude a homear. Cuando homeamos debemos ser precisos cuando medimos los ingredientes, de otra manera no saldrá bien el producto final! Esperamos que las ideas del boletín de este mes sirva para fomentar la precisión en su hijo.

Fechas divertidas del mes de Enero

Enero es el mes de la avena a nivel nacional:

Usa la precisión para medir los ingredientes para este desayuno calentito y llenador.

El 15 de enero cumple años de Martin Luther King Jr.: celebra la vida y logros de esta figura prominente del movimiento por los derechos civiles.

El 24 de Enero se celebra el día de los cumpleaños: Tómese el tiempo para darle a alguien un cumpleaños hoy!



Tecnología

Te has preguntado cómo Google encuentra todas las respuestas a sus preguntas tan rápidamente? La respuesta: las arañas, por supuesto! Site estas rascando la cabeza, use este enlace para aprender más sobre la precisión detrás de los esfuerzos de Google para responder a sus preguntas: <https://www.google.com/search/howsearchworks/crawling-indexing/>.

Después, tenga una conversación con su hijo/a sobre cómo usar términos de búsqueda precisos en el Internet esto ayuda a encontrar datos precisos, más rápido. Por ejemplo:

- Utilizando solo palabras importantes y excluyendo cosas como, es, el, etcétera.
 - o EX: *velocidad humana vs ¿Cuál es la velocidad de un humano cuando corre?*
- Búsqueda usando frases completas, para encontrar la canción “Mary Had a Little Lamb” y noun montón de historias sobre una mujer llamada María con un cordero.
- Con un signo menos (-) delante de palabras que no quieren
 - o EX: *beagles-Snoopy para encontrar sitios sobre perros beagles, pero no el personaje de la serie “Peanuts”*

Diversión con rasgos de personalidad

Juego de gestos – Ayude a su hijo/a crear una lista de varias emociones, escriba cada palabra en un pedazo pequeño de papel, dóblalo por la mitad y póngalo en una cajita. A continuación, siéntese con su hijo/a uno frente al otro y tomen turnos eligiendo un pedazo de papel y que describan la emoción haciendo gestos. La otra persona tratará de describir la emoción que se muestra y decir el nombre que coincide con el gesto que hizo. Anime a su hijo para que sea preciso al hacer los gestos. Debe existir una diferencia clara entre un gesto de “enojo” y una cara “triste”. Para los niños mayores, hagan una lista de palabras opcionales que pueden representar la misma emoción (ejemplo: enojado =, furioso, molesto, irritado).



Rec eta:

Arte que se puede comer

adaptado de la revista "Highlights"

Necesita:

Queso Cottage, hummus o arroz con leche

Verduras o frutas que te gusten:

1. Desparrame una bola de queso, hummus o arroz con leche en el plato.
2. Seleccione verduras o frutas que sepan bien con su base. Use frutas con queso cottage o con el arroz con leche y verduras con el hummus.
3. Lave las frutas o verduras. Pidale a un adulto para que te ayude a cortar rebanadas, cubos, circulos y otras formas.
4. Use las formas para crear una cara u otro disefio en la base.
5. ¡Disfruta!



Club del libro

Old Mikamba Had a Farm por Rachel Isadora

Old Mikamba tenia una granja, E-1-E-I-O en esta granja, tenia ... un elefante, una jirafa y un mandrill. Conoce al viejo Mikamba, que cuida una gran variedad de animales en su granja en las llanuras de Africa. Apropiado para las edades 3-5

My mouth Is a Volcano by Julia Cook

todos los pensamientos de Louis son muy importantes para el. De hecho, sus pensamientos son tan importantes para el que cuando tiene algo que decir, sus palabras se empiezan a menear, y luego a bailar, luego su lengua empuja todas sus palabras contra los dientes y el estalla, o interrumpe a otros. Apropiado para las edades 5-8

Island of the Blue Dolphins by Scott O'Dell

lejos de la costa de California hay una roca dura conocida como la isla de San Nicolas. Los delfines nadan alrededor de sus aguas azules y elefantes marinos delfines se asolean en las playas rocosas. Segun la historia en los anos 1800s, una nifia India paso dieciocho afios sola en esta isla, Esta novela cuenta su historia. Apropiado para las edades 7-10.

Centro de atencion en los Habitos de la Mente

"La precision de la comunicacion es importante, mas importante que nunca, en una epoca de poca paciencia, cuando una palabra mal entendida puede crear tanto un desastre como tomar un accion sin penar." - James Thurbur. Las palabras son muy importantes ya sea para expresar nuestros sentimientos, pensamientos, o emociones. Para ayudar a otros a entender nuestra manera de pensar, debemos proporcionar lenguaje preciso cuando nos comunicamos.

Anime a su hijo/a a ser precisos con su lenguaje cuando dan direcciones. Digale a sus estudiantes que describan "Como hacer" un sandwich de mantequilla de mani y jalea. Explicales que la audiencia a la que le escriben es un extranjero de otro planeta y su objetivo es ayudar a hacer un PB y J.

Ya que han escrito su descripcion, junte todos los ingredientes y pidale a su alumno que vea como usted, el "extraterrestre", intenta hacer el sandwich basado en sus instrucciones. Siga exactamente las instrucciones. Site dicen que pongas la mantequilla de mani en el pan, coloque el frasco de mantequilla de mani en la parte superior de la barra de pan que esta dentro de la bolsa. ¡Ser creativo con tu interpretacion !

Ya que termine de leer las instrucciones, comente sobre la importancia de ser preciso en nuestro lenguaje y descripcion al hablar y escribir. Ayude a su hijo/a a hacer la conexcion con su vida academica y social y como siendo mas precisos al hablar y escribir les ayudara en diversas situaciones.

Rompecabezas y Respuestas:

Resuelve los siguientes rompecabezas:

1. Stood
Miss
2. PAwalkRK
3. G
N
I
K
C
A
B



1. Misunderstood
2. Walk in the park
3. Backing up

Answers

The Connected Parent

This month's newsletter focuses on making connections. Within education there are several different ways in which your child might make connections. There are the personal connections that they make with their teachers and peers. Then there are the academic connections that they make with new learning. Both types of connections are equal in their importance to a student's educational success. Personal connections between you, your child, and their teacher lead to increased engagement and achievement in school. Students with these connections feel more supported and are more likely to take risks in the classroom. These connections have also been linked to improved social skills and resiliency.

Academic connections refer to the linking of new learning and ideas to a student's background knowledge and across subjects and contexts. Students start by making personal

connections to new learning by recalling what they already know about a topic. These connections aid students in making sense of the new learning and remembering what they learned. Students can also make connections across subjects and contexts by relating what they have learned to real-world examples or other academic subjects.

There are many ways in which you can help your child make personal and academic connections. Parent-teacher conferences are an ideal time to check in with your child's teacher and learn about ways that you can support your child at school. When you help your child with homework engage them in a discussion of when they might use a skill in the real world. For example, students can connect decimals in math to money amounts or make connections to their experiences while reading. Read on to find more ways to help your child make valuable connections and enjoy the learning that takes place!

Important Dates

April 4th- National Walking Day: Enjoy the warmer weather and longer days by taking a stroll with your family or friends. Make new connections through meaningful conversations.

April 7th- National No Housework Day: Let the family take a break from chores on this silly holiday. Do something fun with your free time instead!

April 22nd- National Earth Day: Celebrate this environmentally-friendly holiday by doing something good for the earth. Plant a tree or a plant, pick up trash from a local park, or participate in a neighborhood activity.

April 27th- National Tell a Story Day: Make connections to your experiences by telling a story to a friend or family member. See who can create the funniest or scariest story!



Technology

Create an independent activity around making connections by having your child work alone to apply the skill online. Students can practice making connections using technology and receive immediate feedback to help them correct mistakes. Below are a few practice websites:

Elementary: <https://why.pbslearningmedia.org/resource/psu111a.reading.brrconn/blue-ribbon-readers-make-connections/#.WpW0TZPwZTY>

Middle School: <http://reading.ecb.org/student/connections/slideshow/index.html?login=>

Sites like those above are especially helpful as students prepare for high stakes tests! Make sure you are available to discuss reasoning and answer questions that may help create even stronger connections.

Fun with Character Traits

Build and Read – Spring is here, and the flowers are starting to bloom! To grow big and beautiful those flowers need the sun, rain and good soil. If they don't receive those things the flowers may wither or not grow as big. Talk with your child about the book he or she is reading. What is the character like in the beginning? Do they change over time? Do they change for the better? What influenced those changes? Help your child see the connection between those influences and the growth of the character. Just like a flower needs sun and rain, characters need experiences to help them grow.

Extension: Use construction paper to create a flower garden of characters. Write the name of the character in the center, the setting on the stem, and all the experiences that affect the character on the flower petals.

Family Recipe:

Inside-Out Turkey Sandwiches
adapted from Cooking for Kids

You will need:

- 2 tablespoons cream cheese
- 2 tablespoons cheese spread
- 2 teaspoons green onion tops
- 1 teaspoon mustard
- 12 thin round slices deli turkey
- 4 large pretzel logs or unsalted breadsticks

Directions:

1. Combine cream cheese, cheese spread, green onion and mustard in a small bowl; mix well.
2. Arrange 3 turkey slices on a large sheet of plastic wrap, overlapping slices in the center.
3. Spread $\frac{1}{4}$ of the cream cheese mixture onto the turkey slices.
4. Place 1 pretzel at the bottom edge of turkey slices; roll the turkey up around the pretzel. (Be sure to keep all 3 turkey slices together as you roll them around the pretzel.)
5. Repeat with remaining ingredients.

Book Club

Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst (1st-4th)- Make text to self connections while reading this book about a boy who has the worst day ever.

The Great Kapok Tree: A Tale of the Amazon Rainforest by Lynne Cherry (1st-5th)- Make connections to Earth Day with this valuable story about taking care of the environment.

Each Kindness by Jacqueline Woodson (1st-5th)- When a new girl moves to the neighborhood she is not welcomed warmly by those who already live there. Find out how much of a difference even a small act of kindness can make.

Ghost by Jason Reynolds (6th-8th)- Ghost wants to be the fastest kid on the track team, but his past experiences might get in the way. Middle school students will connect with Ghost's desire to prove himself despite his fear.



Spotlight on Habits of Mind

"Creativity is the power to connect the seemingly unconnected."

- William Plomer

Making connections are a way to describe how things are related to one another and how the physical world works. Author, Ellen Galinsky explains in "Mind in the Making: The Seven Essential Life Skills Every Child Needs," that developing an understanding for how things are connected involves: categorizing and sorting objects to find similarities and differences, identifying relationships amongst things that are similar and different, and overtime, finding unusual connections based on their own unique perspectives of the world.

To help your child begin to make connections at home, put together a random assortment of household items such as: a spoon, fork, butter knife, and chopsticks. Have them describe the similarities and differences between the objects. Next, have them identify relationships amongst them (they are all used to help us eat). Lastly, see if they can find an unusual connection for the utensils based on their own unique perspectives of the world by asking them to think of scenarios in which they would potentially use one utensil over the other and why.

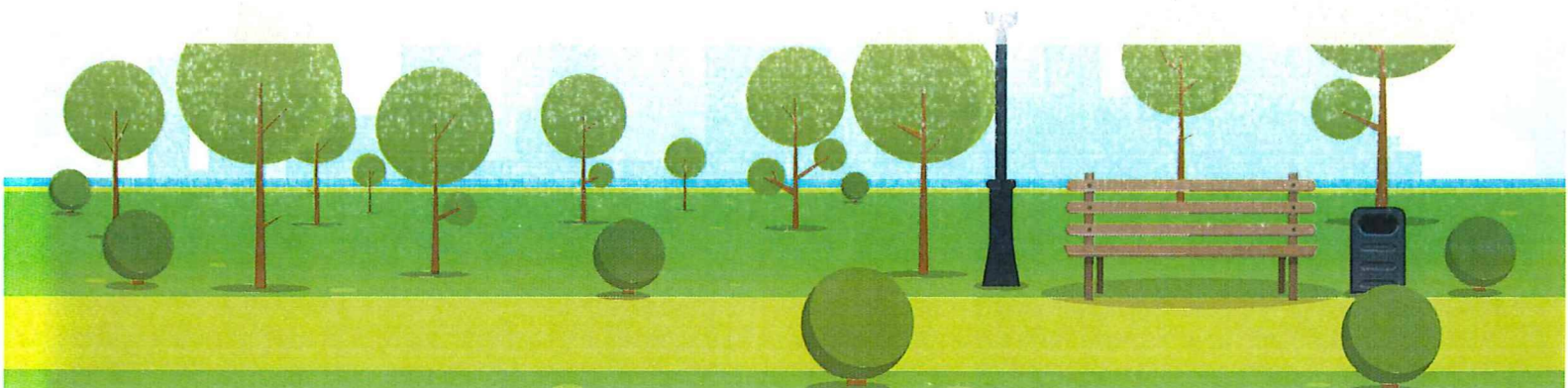
Puzzle and Answer Key

Can you answer the riddles correctly?

1. Which word is spelled incorrectly in the dictionary?
2. People buy me to eat, but never eat me. What am I?
3. Who makes moves while being seated?



- Answers**
1. Incorrectly
 2. A Plate
 3. A chess player



Los Padres en Comunicación

El boletín de este mes se centra en hacer conexiones. Dentro de la educación existen diferentes maneras que su hijo puede usar para hacerlas. Existen las conexiones personales que realizan con sus profesores y compañeros, luego están las conexiones académicas que hacen con el nuevo aprendizaje. Ambos tipos de conexiones son iguales en su importancia para el éxito educativo de los estudiantes.

Las conexiones personales entre usted, su niño y su maestro conducen a mayor participación y logros en la escuela. Los estudiantes con estas conexiones se sienten más apoyados y son más propensos a asumir riesgos en el salón de clases, las cuales también se han relacionado con mejores habilidades sociales.

Las conexiones académicas se refieren a la vinculación de nuevo aprendizaje e ideas a los conocimientos del estudiante a través de materias y contextos.

Fechas importantes

4 de abril - Día nacional para caminar: disfrute el clima más cálido y días más largos para dar un paseo con su familia o amigos. Hagan nuevas conexiones a través de conversaciones significativas.

7 de abril - Día Nacional de No Trabajar en Casa: deje que la familia tome un descanso de las tareas en esta fiesta divertida. ¡Hagan algo con su tiempo libre en vez de trabajar!

22 de abril - Día Nacional de la Tierra: celebra esta fiesta para apoyar el medio ambiente haciendo algo bueno para la tierra. Siembra un árbol o una planta, recoge basura de un parque local o participa en una actividad de la comunidad.

27 de abril - Día Nacional para Contar una Historia: haga conexiones con sus experiencias contándole una historia a un amigo o familiar. ¡Descubra quien puede crear la historia más divertida o más tenebrosa!

Tecnología

Realice una actividad independiente para su hijo, de esta manera puede hacer conexiones aplicando la habilidad en línea. Los estudiantes pueden practicar haciendo conexiones usando la tecnología y recibiendo retroalimentación inmediata para ayudarles a corregir errores. A continuación se presentan algunos sitios de práctica: escuela:

<https://why.pbslearningmedia.org/resource/psu11la.reading.brrconn/blue-ribbon-readers-make-connections/#.WpW0TZPwZTY> secundaria: <http://reading.ecb.org/student/connections/slideshow/index.html?login=>

Sitios como los anteriores son especialmente útiles cuando los alumnos se preparan para pruebas importantes. Asegúrese de que esté disponible para discutir, razonar y responder a las preguntas que pueden ayudar a crear conexiones aún más fuertes.

Los alumnos comienzan a hacer conexiones personales al nuevo aprendizaje, recordando lo que ya saben sobre un tema. Estas conexiones ayudan a los estudiantes a que el nuevo aprendizaje tenga sentido del nuevo ya recordar lo aprendido. Los estudiantes también pueden hacer conexiones a través de materias y contextos relacionándolos con lo que han aprendido con ejemplos del mundo real o de otros temas académicos.

Hay muchas maneras que usted puede emplear para ayudar a su niño a hacer conexiones personales y académicas. Las conferencias de padres y maestros son un momento ideal para platicar con la maestra y aprender acerca de qué manera usted puede apoyar a su hijo en la escuela. Cuando le ayude a su hijo con la tarea tenga una conversación sobre cuándo podría usar esta habilidad en el mundo real. Por ejemplo, los estudiantes pueden relacionar decimales en matemáticas con cantidades de dinero o hacer conexiones con sus experiencias al leer. Siga leyendo para encontrar más formas de ayudar a su niño a hacer conexiones valiosas y a disfrutar el aprendizaje que ocurre!



Diversión con rasgos de carácter

La primavera ya está aquí, y ¡las flores empiezan a florecer! Para que crezcan grandes y hermosas las flores necesitan sol, lluvia y tierra buena. Si no reciben estas cosas las flores pueden marchitarse o no crecer tanto.

Hable con su hijo sobre el libro que está leyendo. ¿Cómo es el personaje al principio? ¿Cambia con el tiempo? ¿Cambia para mejor? ¿Qué influyó esos cambios? Ayude a su hijo a ver la conexión entre esas influencias y el crecimiento del personaje. Al igual que una flor necesita del sol y la lluvia, los personajes necesitan experiencias para ayudarles a crecer.

Extensión: use papel de construcción para crear un jardín de flores de personajes. Escriba el nombre del personaje en el centro, el tema en el tallo y todas las experiencias que afectan al personaje en los pétalos de la flor.

Receta

Sándwiches de pavo de adentro hacia afuera

Adaptados de "Cocina para Niños"

Necesita:

- 2 cucharadas de queso crema.
- 2 cucharadas de queso crema amarillo.
- 2 cucharaditas de la parte blanca de cebollitas verdes.
- 1 cucharadita de mostaza
- 12 rebanadas de pavo delgadas tipo deli.
- 4 piezas grandes de pretzel.



Directions:

1. Mezcle el queso crema, queso crema amarillo, cebolla y mostaza en un tazón pequeño; mezclar bien.
2. Pongatres rebanadas de pavo sobre una hoja grande de envoltura de plástico, encima de las rebanadas en el centro.
3. Unte 1/4 de la mezcla de crema de queso sobre las rebanadas de pavo.
4. Ponga un pretzel en el borde inferior de las rebanadas de pavo, enrollándolo. (Asegúrese de mantener todos los pedazos de pavo juntos cuando los envuelva sobre el pretzel).
5. Repita con el resto de los ingredientes.

Club de Libro

Alexander and the Terrible, Horrible, No Good, Very Bad Day por Judith Viorst (1st-4th). Haz conexiones contigo mismo al leer esta historia sobre un niño que tiene el peor día de su vida.

The Great Kapok Tree: un cuento sobre la selva amazónica por Lynne Cherry (1-5). Haga conexiones celebrando el día de la tierra con esta valiosa historia sobre cómo cuidar el medio ambiente.

Each Kindness por Jacqueline Woodson (1-5) - Cuando una chica nueva se muda a un barrio nuevo no la reciben bien. Descubre la diferencia que un pequeño acto de bondad puede hacer.

Ghost por Jason Reynolds (6-8) - Espíritu quiere ser el niño más rápido en el equipo de pista, pero sus experiencias pasadas podrían obstruir el camino. Los estudiantes de secundaria podrán entender la conexión del deseo de Espíritu de probarse a sí mismo a pesar de su miedo.

Centro De Atención En Los Hábitos De La Mente

"La creatividad es el poder conectar aparentemente lo imposible."

- William Plomer

Hacer conexiones es una manera de describir cómo las cosas se relacionan y cómo funciona el mundo físico. El autor, Ellen Galinsky explica en "Mind in the Making: Las siete habilidades esenciales que cada niño necesita," desarrollar un entendimiento de cómo están conectadas las cosas consiste en que la categorización y clasificación de objetos para encontrar semejanzas y diferencias, identificación de relaciones entre cosas que son similares y diferentes y con el tiempo, encontrar conexiones inusuales basadas en sus propias perspectivas únicas del mundo.

Para ayudar a su hijo a empezar a hacer conexiones en casa, armar un surtido al azar de artículos para el hogar tales como: una cuchara, tenedor, cuchillo de mantequilla y palillos. Tienen que describir las similitudes y diferencias entre los objetos. A continuación, haga que identifiquen las relaciones entre ellos (todos sirven para ayudarnos a comer). Por último, ver si puede encontrar una conexión inusual para los utensilios basado en sus propias perspectivas únicas del mundo pidiéndoles que piensen en escenarios en los que se pudieran utilizar.

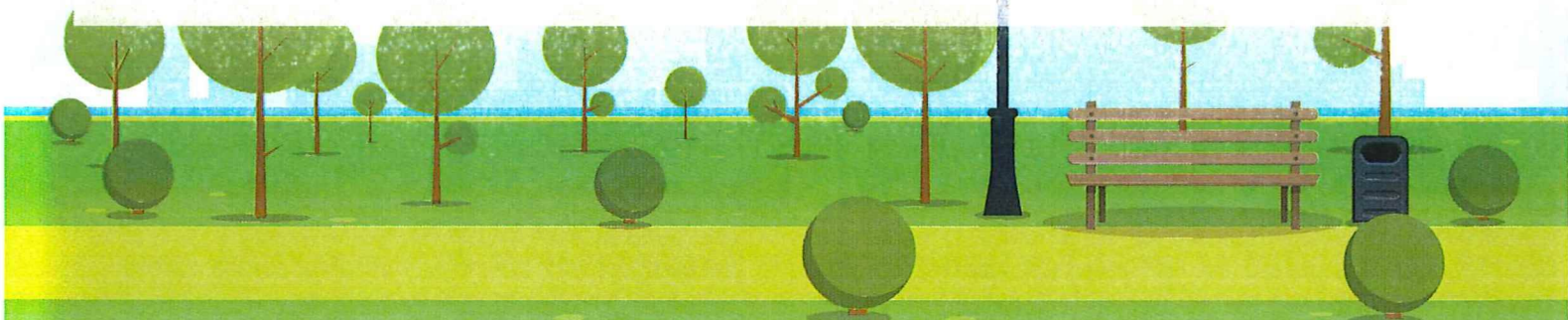
Rompecabezas y clave de respuestas


¿Puedes responder los acertijos correctamente?

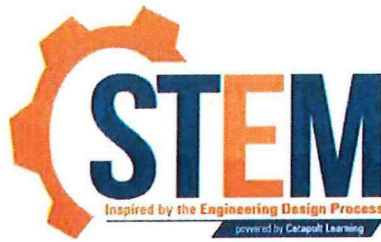
1. ¿Qué palabra está mal escrita en el diccionario?
2. La gente me compra para comer, pero nunca me come. ¿Qué soy yo?
3. ¿Quién hace movimientos mientras está sentado?



3. Un jugador de ajedrez
2. Una placa
1. Incorrectamente
Respuesta



Catapult Learning 



Summer STEM Showcase

You are invited to our summer STEM showcase!

Join us for a showcase of some of our engineering projects.

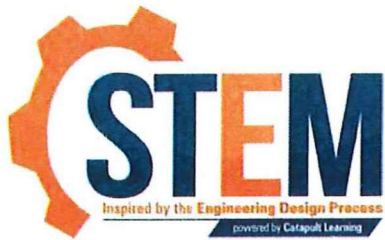
We are ENGINEERS! Confident, critical-thinking learners while experimenting with our new materials.

Who: Parents, Siblings, School Staff

When: Thursday, June 13th

Time: 11:30 am

Where: Catapult Room



TAKE HOME STEM ACTIVITIES

7 easy STEM activities you can do at home

<https://www.ksl.com/?sid=34603810&nid=1012&title=7-easy-stem-activities-you-can-do-at-home>

STEM activities to do at home

Pinterest (if a member): <https://www.pinterest.com/patisievert/stem-activities-to-do-at-home/?lp=true>