

CREATIVE LANGUAGE-BASED LEARNING (CLBL) FOUNDATION 2021-2022 REPORT ON THE IMPACT OF THE PROGRAMME



Founder's Message

Since initiating the Literacy & Numeracy Teacher Training Programme in April 2017, the CLBL Foundation has trained 274 teachers from 124 Early Childhood, Infant, Primary, Secondary and Special Education Schools across 13 parishes, impacting over 19,000 students.

To date, the CLBL Foundation Literacy & Numeracy Teacher Training Programme has delivered 30,674 hours of Professional Development to participating teachers.

The **Associated Coach Programme** introduced in January 2022, trained four (4) Associate Coaches which allowed the reach of CLBL Foundation Literacy & Numeracy Teacher Training Programme to be substantially expanded. It is anticipated that an additional four (4) coaches will be added to the CLBL team annually.

In the 2021-2022 academic year, a total of 6,287 Professional Development hours were delivered through Workshops, Seminars, Summer Learning Sessions, Year-Round Job-Embedded Coaching and Practicum.

In January 2022, monthly Webinars, by international presenters, were offered to all Jamaican teachers and various stakeholders.

For the first time, CLBL Foundation delivered Literacy Training to twenty (20) selected teachers, from six (6) pilot schools in the Zones of Special Operations (ZOSO).

Reading Camps were introduced with great success and are now held year round. The results show that with targeted instruction, non-readers can become readers with 20 hours of intense instruction.

Given the prevailing economic circumstances we are proud of our successes and achievements this year, all of which could not have happened without the generous support of our sponsors, donors and volunteers.

We look forward to even greater success in the next academic year and thank each of you for your continued support in helping to educate the minds that are the future of our nation.

Sincerely,

Mandy Melville

Executive Director and Founder

[Video: Success at Seaward Primary and Infant School](#)



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CLBL Foundation 2021-2022 Programme

Learning Design Plan

The CLBL **Learning Design Plan** was finalised in **January 2022** and laid down the framework that supports the CLBL Foundation Literacy & Numeracy Teacher Training Programme. It provides a blueprint of how the desired outcomes in learning are achieved.

Learning Record

The **Learning Record** was formalised in **January 2022** allowing accreditation for the Micro-Credentials and Master Teacher Programme. A detailed Learning Record is created for each participating teacher, allowing for the measurement of progress through the Four Stages of development within the CLBL Foundation Literacy & Numeracy Teacher Training Programme.

The Learning Record provides the architecture and process for documenting teachers' progress and achievement. CLBL Coaches and Mentors work together to evaluate and document each teachers' learning, based on criteria and standards established by the CLBL Foundation Learning Design Plan.

Micro-Credentials

There has been collaboration with The University Council of Jamaica (UCJ) to ensure the Learning Design Plan meets the requirements for the Micro-Credentials Programme. This will allow for the accreditation of the Professional Development hours accrued through the CLBL Foundation Literacy & Numeracy Teacher Training Programme.

Associate Coach Programme

The CLBL Foundation introduced an Associate Coach Programme and to date has trained and engaged three (3) coaches. Associate Coaches were selected from a pool of CLBL Foundation trained teachers, not employed by any school. These Associate Coaches are contracted to the CLBL Foundation and implement the goals and objectives of the Literacy & Numeracy Teacher Training Programme.

Teacher Interview & Selection Process

Teacher Interview & Selection Process took place from **March 14th to 25th, 2022**. There were 143 applicants from which 46 teachers were selected to participate in the CLBL Foundation Literacy and Numeracy Teacher Training programme.

Interviewing panellists included representatives from the Ministry of Education and Youth (MOEY), Early Childhood Commission (ECC), Jamaica Teaching Council (JTC), MOEY Special Education Unit – Assessments and Psychology, CLBL Board and Advisory Panel members.

The interview sessions were led by Mary MacDonald, Director of Learning & Development, assisted by the Associate Coaches.

On Wednesday March 30th, CLBL Board members Renee Rattray, Paulette Mitchell and Mandy Melville met with Mary MacDonald and the Associate Coaches to confirm the new Cohort of 2022 teachers.

Literacy Training by CLBL Foundation for Schools in Zones of Special Operations

The **Interministerial 25 Schools' Strategy Implementation**, supported by the Technical Assistance Team (TAT) of the Jamaican Citizen Security Plan (CSP), assigned CLBL Foundation six (6) pilot schools in the Zones of Special Operations (**ZOSO**) – Denham Town High, Dupont Primary & Infant, Haile Selassie High, Kingston High, Spot Valley High, Whitfield Town Primary & Infant.

On **February 24th – 25th, 2022**, Literacy Training in the underlying sensory-cognitive functions necessary for reading were delivered by CLBL Foundation to twenty (20) selected teachers and department heads from these assigned schools.

Seeing Stars® and Visualizing & Verbalizing® Online Workshops by Lindamood-Bell®

From **April 19th to 22nd** an additional forty-six (46) Early Childhood and Special Needs Educators were trained in Lindamood-Bell Learning Processes® through the Seeing Stars® and Visualizing & Verbalizing® Workshops. These teachers were from basic, infant, primary and secondary schools; twenty-six (26) from schools already part of the CLBL Foundation programme and twenty (20) other teachers from newly participating schools.

Job-Embedded Professional Development and Instructional Coaching

To ensure maximum fidelity of instruction and that best practices are established from the start, the CLBL Director of Learning and Development with the Associate Coaches provided intense coaching to the new participating teachers for two months, immediately following the workshops.

On Cloud Nine® Maths Workshop

Cancelled as a result of no funding.

Test Administration Orientation Workshop with Lindamood-Bell®

Test Administration Orientation Workshop was delivered virtually on **Friday, July 8th** to 52 participants, primarily from the 2022 Cohort.

This One-Day Test Administration Orientation Workshop by Lindamood-Bell® for Schools, provided intensive instruction in the administration of formal and informal Needs Assessments Tests and an understanding of the interpretation of the results.

Training was provided in the administration, scoring, and interpretation of results from the following norm-referenced and standardised tests, with a view to identifying underlying processing ability:

- PPVT-5
- WRMT-III
- WRAT-5 (Reading and Spelling Subsets)
- SI
- GORT-4
- LAC-3

Test measurements provided a comprehensive learning profile, identifying student's strengths and weaknesses in both sensory-cognitive functions and the component parts of reading. This was used as a foundation for grouping and pacing students in the schools.

Summer Learning Sessions – June 20th thru July 31st

The **Summer Learning Sessions** module was delivered in twelve (12) pods at various schools. These sessions took place from **Monday, June 20 to Saturday, July 30, 2022**, under the direction of Mary Macdonald, Director of Learning & Development, CLBL Associate Coaches and Mentors.

The **Summer Learning Sessions** module further solidified the teachers' knowledge of the programme steps and language.

The **primary goal** of the Summer Learning Sessions is to give participating teachers an opportunity for intense, supervised, immersive practice.

Newly trained teachers who completed the Seeing Stars® (SI™) and Visualizing & Verbalizing® (V/V®) workshops learned and practised the **Instructor Stage**, while teachers from **previous cohorts** continued their development in the **Diagnostic, Pacer and Mentor Stages**.

The **secondary goal** is to give participating students a jumpstart with instruction in reading, spelling, comprehension, critical thinking and maths in preparation for the new school year.

79 teachers and 332 students participated in the CLBL Foundation Summer Learning Sessions.

Summer Learning Sessions Pods as follows:

- CLBL Mentors conducted the Summer Learning Session Pod in Portland, Westmoreland, Manchester and 2 in St James with 14 teachers and 58 students
- At the Mico CARE Centre, the CLBL Mentor, Trishanna Dayes, from Constitution Hill Primary & Infant School, led the Summer Learning Session Pod with 8 teachers for 60 students.
- Six schools in ZOSO area, 20 teachers with 174 students,
- 37 teachers at REACH Academy, 40 students

At the end of each day teachers participated in **Professional Learning Communities (PLCs)**. Nine (9) were presented face-to-face by the CLBL Coaching Team at REACH Academy and twelve (12) were presented online by Lindamood-Bell® to all Pods.

Topics were determined by the participants specific needs, included but not limited to the following:

- An Overview on Professional Development Sessions,
- Test Administration, Test Review, Scoring, Informs,
- Identification and Diagnostic Abilities in Understanding and Interpreting the Results,
- Instructional Record & Attendance,
- Error Handling through Socratic Questioning,
- Pacing, Lesson and Instruction Planning for SI™ and VV® Programmes,
- VV® Steps on Implementation, Contextual Reading, Using Language to Build Imagery,
- Behaviour and Group Management.

CLBL Coaches and Mentors held consultations with parents, sharing information on the participating student and programmes. **'Tips For Home'** through **Parenting Instruction**, was presented at Mico CARE and REACH Academy. **See video below.**

[Summer Learning Session - Reach Academy - Shavanese Anderson](#)

Impact Report – Summer Learning Sessions

Needs Assessment Tests

CLBL's Associate Coaches and Mentors, conducted formal and informal Needs Assessment Tests on all participating students. These results were used as a foundation for grouping and pacing students in the Summer Learning Sessions.

The **Formal Test Administration** monitoring tools measure the impact and show the positive influence of the programmes.

Below is a list of the Decoding Assessments for Seeing Stars® instruction and Comprehension Assessments for Visualizing and Verbalizing® instruction. In some cases, the entire battery is not administered.

Decoding Assessments

Skill	Task	Test
Symbol Imagery	Recall and manipulate orthographic patterns	Symbol Imagery Test (SIT)
Word Attack	Read a list of progressively difficult nonsense words	Woodcock Reading Mastery Tests (WRMT™-III, Form A)
Word Recognition	Read a list of progressively difficult real words	Wide Range Achievement Test (WRAT-5)
Spelling	Spell a list of progressively difficult real words	
Rate, Accuracy, and Fluency	Read paragraphs aloud	Gray Oral Reading Tests (GORT-4)
Phonemic Awareness	Manipulate blocks for sound correspondence	Lindamood Auditory Conceptualization Test – 3 (LAC-3)

Comprehension Assessments


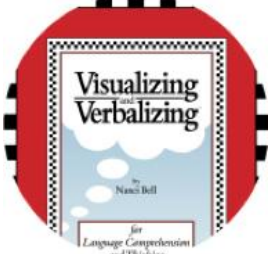
Skill	Task	Test
Vocabulary	Select one picture from four that matches a spoken word	Peabody Picture Vocabulary Test (PPVT-5)
Oral Directions	Mark visual material after hearing spoken directions	Detroit Tests of Learning Aptitude (DTLA-2)
Comprehension	Answer multiple-choice questions after reading a paragraph aloud	Gray Oral Reading Tests (GORT-4)

Participating teachers learned how to assess individual student needs with **Informal Testing Protocols**. To determine knowledge and accuracy, these testing protocols were used with the Lindamood-Bell Seeing Stars® Sound to Symbol Chart, and other sight word lists, such as the Dolch. Teachers recorded their students' levels of accuracy and compared this to their grade level expectations.

Test measurements were used to provide a comprehensive learning profile, identifying students' strengths and weaknesses in both sensory-cognitive functions and the component parts of reading. Through the students' different learning profiles, teachers gained training and experience in the gamut of learning challenges.


Seeing Stars® and Visualizing and Verbalizing® Programmes

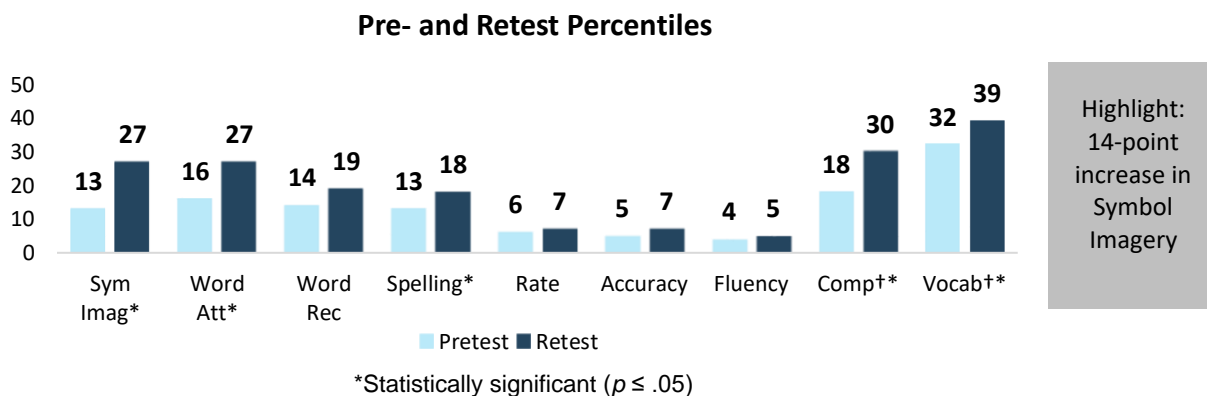
Once the students' needs were determined, students received instruction in one of the following Lindamood-Bell® programmes.

Program	Description
<p>Decoding Seeing Stars® (SI™)</p> 	<p>The Seeing Stars program develops symbol imagery—the ability to visualize sounds and letters in words—as a basis for orthographic awareness, phonemic awareness, word attack, word recognition, spelling, and contextual reading fluency.</p>
<p>Comprehension Visualizing & Verbalizing® (V/V®)</p> 	<p>The Visualizing and Verbalizing program develops concept imagery—the ability to create an image gestalt from language—as a basis for comprehension and higher order thinking. The development of concept imagery improves reading and listening comprehension, memory, oral vocabulary, critical thinking, and writing.</p>

Students were retested on the same battery of assessments after they received 40 hours of instruction.

Formal Test Results - Seeing Stars® Instruction

Decoding Focus	Demographics	
	Number of Students	23
	Average Age	8.4
	Average Hours of Instruction	48.0



The retesting performed on the students at REACH Academy, using normed and standardised diagnostic tests, showed positive changes in every reading measure following two weeks of intervention.

Significant percentile increases were shown across the parts of reading, with smaller increases in the reading fluency. As a result of improvements in reading accuracy, comprehension improved to within the average range for the students ability.

While students made significant changes in the aforementioned measures, CLBL Foundation and Lindamood-Bell® recommends that students receive 80-120 hours of sensory-cognitive instruction to see large standard score changes throughout the reading cascade. By increasing instructional time, students will be able to better apply their learned foundational skills to word recognition and reading fluency.



Hours of Instruction

Student	V/V	Total
1	53	53
2	52	52
3	51	51
4	50	50
5	46	46

Pre- and Retest Percentiles

Student	COMP		VOCAB		SI†		WA†		WR†		SPG†		RATE†		ACC†		FLU†	
1	37	95	23	34	58	94	75	75	79	82	66	58	75	91	75	95	75	95
2	84	95	14	16	92	92	63	70	77	68	84	84	37	37	50	50	37	37
3	50	50	68	75	97	97	90	90	99.7	96	86	86	84	91	84	91	84	91
4	84	95	73	73	99	97	91	91	99.9	91	99.5	99.7	75	84	75	75	75	84
5	50	75	18	34	63	89	81	94	70	81	73	55	50	75	75	75	63	75

Standard Score Changes

Student	COMP	VOCAB	SI†	WA†	WR†	SPG†	RATE†	ACC†	FLU†
1	30	5	20	0	2	-3	10	15	15
2	10	1	0	3	-4	0	0	0	0
3	0	3	2	0	-15	0	5	5	5
4	10	0	-5	0	-25	3	5	0	5
5	10	8	13	10	5	-7	10	0	5

■ Small (up to 2) ■ Medium (3–5) ■ Large (above 5)

Significant improvements were shown across reading measures for the students who received instruction in the Visualising & Verbalising® programme, which develops language comprehension and critical thinking.

Comprehension scores jumped significantly finishing in the mid-average to superior ranges. One student, (Student 1 in the chart above), moved from the 37th percentile rank, on the low end of the mid-range, up to the 95th percentile. Student 1 is now performing in the top 5th percentile for their age. Not only did comprehension scores improve, additionally improvements were made in oral receptive vocabulary, moving to the average range.

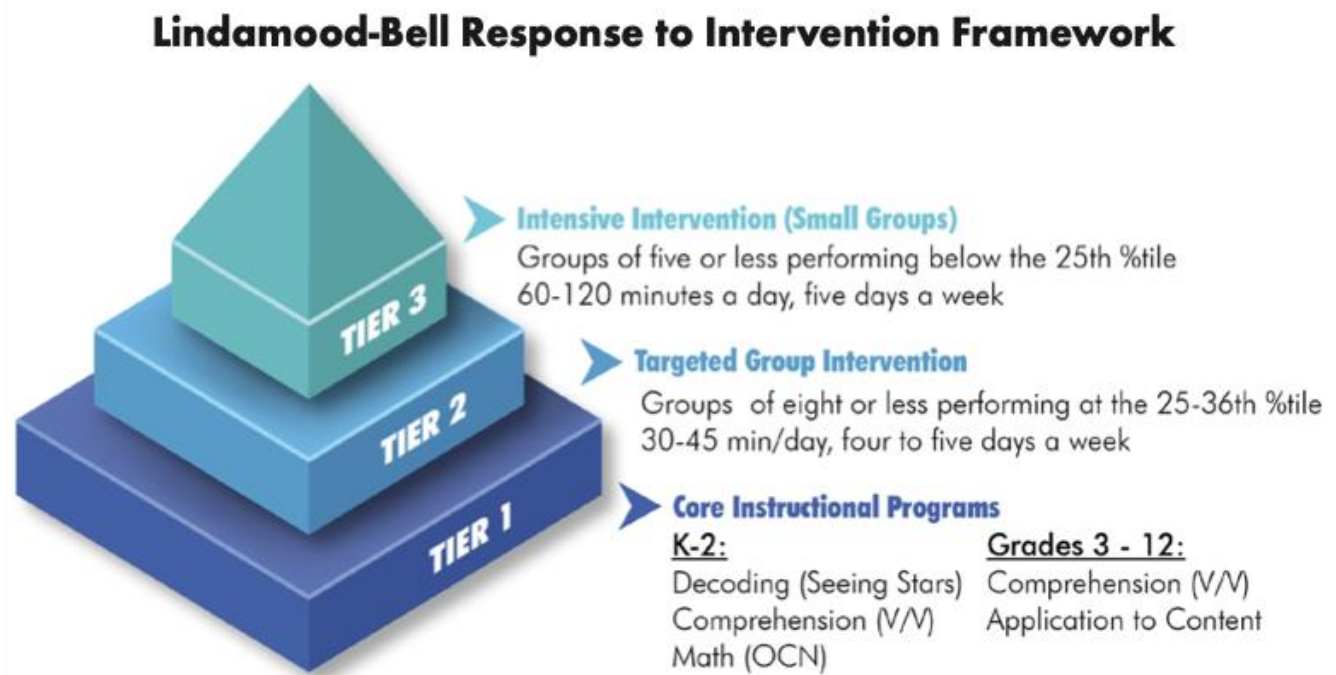
Reading fluency improved with students comprehending as 'dual coding' was applied and they were able to read more quickly and more accurately by using contextual cues. Substantial increases were shown in the overall reading rate, accuracy and fluency scores.

All students can benefit from direct, explicit instruction that develop the underlying sensory-cognitive functions which allow them to read and comprehend to their full potential. This intentional, systematic instructional methodology can be used with students already determined to have signs of learning difficulty, or as a preventative tool to ensure all students can access content material. The goal of this structure is to minimize the number of students either receiving special education referrals or requiring intervention outside of the general education setting.

Lindamood-Bell® recommends that Tier 1 and Tier 2 sensory-cognitive, process-based instruction occur:

- Tier 1: K through 2nd grade: 15-20 minutes of daily Seeing Stars instruction and 15-20 minutes of daily Visualizing & Verbalizing instruction.
- Tier 1: 3rd grade and above: 15-20 minutes of daily Visualizing & Verbalizing instruction applied to content.
- Tier 2: 30 minutes of instruction in groups of 8 or less students. Customized learning plans are based on assessment, both formative and summative.

This more comprehensive approach would help to create a positive impact on student growth.



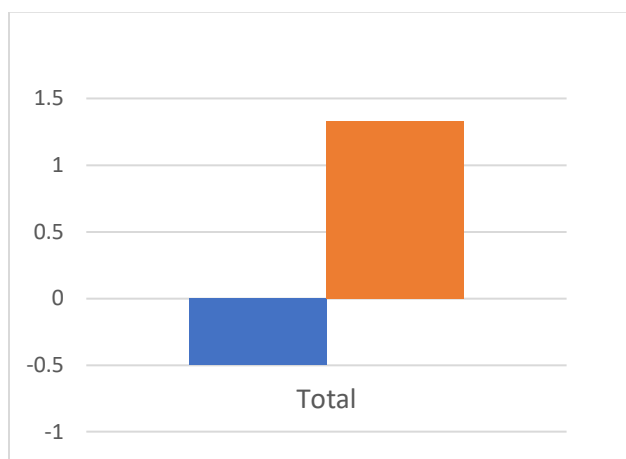
CLBL Foundation Summer Learning Session at Spot Valley High School

Informal Test Results - Seeing Stars® Instruction Test Results

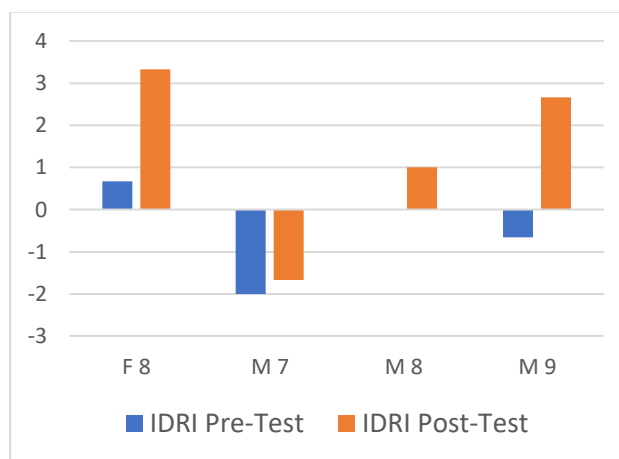
Over the summer, the Grades 7-9 students from Spot Valley High School, took part in the Seeing Stars® intervention programme of the CLBL Foundation Summer Learning Sessions. Summer Learning Session started on Monday, July 4th thru to Monday, July 18th from 9am to 1:30pm. Food and Beverage Coordinator, Petra Edwards and Dalton Williams prepared breakfast and lunch for participating teachers and students.

Prior to the Summer Learning Session students were assessed using the Ministry Of Education's IDRI test. At the onset, the participating students were reading at a Kindergarten or Pre-Primer level. Following intervention however, most students improved by almost two grade levels, to a Grade 1.3 equivalent. This meant that students moved from being non-readers to being able to read complex single syllable and multisyllable words.

CHANGES IN IDRI OVERALL GRADE LEVEL



CHANGES IN IDRI BY GENDER AND GRADE



Inconsistent student attendance over the final days of instruction impacted the re-testing, lowering the overall averages. However, those re-tested students who received 30 hours of instruction increased more than two grade levels.

The Grade 8 girls improved from just above a Pre-Primer level, to above a Grade 3 level. The Grade 9 boys average reading scores went from a Pre-Primer level, to almost Grade 3 level.

These positive changes not only affects students' academic performance but noticeably improve their self-confidence.

WHAT OBSTACLES HAVE BEEN FACED AND WHAT WAS THE IMPACT OF THESE OBSTACLES?

- Transportation to and from school for students is a challenge and would have resulted in low attendance.
- Students not having sufficient funds for meals would also affect their attendance and ability to learn.
- Inconsistent attendance of teachers.

HOW WERE THESE OBSTACLES ADDRESSED?

- Ministry of Education provided transportation for students participating in the Summer Learning Session.
- Breakfast, lunch and snacks for participating teachers and students were provided.
- When a teacher was absent, students were reassigned, so instead of 3 groups, there were 2.

Key Experts:

Sashae Mitchell, EU Technical Assistance, Education Specialist
Mary MacDonald, CLBL Foundation, Director of Learning & Development
Shantaul Simpson, CLBL Foundation, Associate Coach

Spot Valley High School Key Personnel:

Richard Thompson, Principal
Brenda Lee Chaplin, Head of Department - Language
Shaneik Meikle, Teacher - Mathematics, Grades 9, 10 & 11
Latanya Stewart, Teacher - English Language & Literature, Grade 7
Chanique Lewis, Teacher - English Language & Literature, Grades 8, 9, 10 & 11

Year-Round Instructional Mentorship Development & Job-Embedded Coaching – January 6th thru August 31st

From **September 2021** to **August 31, 2022**, **Year-Round Instructional Mentorship through Job-Embedded Coaching** was delivered to all participating schools by the CLBL Director of Learning and Development and Associate Coaches. This one-to-one coaching for participating teachers from previous consecutive years, presented both virtually and at their respective schools, ensured that the initial investment in all workshops was maximised.

As of February 2022, the Associate Coaches delivered **320.28 hours** of Year-Round Instructional Mentorship through Job-Embedded Coaching to 181 of the 206 participating teachers. Session analyses, detailing instructional strengths and areas of weakness, were recorded and lesson plans developed to support teachers in transitioning their training into the classroom. Overviews of the programme were held for colleagues, parents and guardians.

This Job-Embedded Coaching moves teachers through the **Four Stages of Development** and most critically, instructed them on how best to integrate the learned methodologies into their school curriculums and achieve desired results. Teachers developed as Instructors, Diagnosticians, Pacers, and progressed towards the final stage of the programme, becoming Local Instructional Mentors (LIM), with a view to becoming Master Teachers.

The following represents the number of participating teachers at each of the **Four Stages of Development**, as of August 31, 2022:

- **93 teachers at the Instructor Stage** – Expertise with the Seeing Stars®, Visualizing & Verbalizing® and On Cloud Nine® programmes plus competencies and skills associated with differentiated instruction.
- **54 teachers at the Diagnostician Stage** – Effective use of formative, summative and in-class data to build learning profiles for students, while measuring progress and responding accordingly.
- **24 teachers at the Pacer Stage** – Construction of targeted, effective lesson plans for students based on real time probing and diagnosis, using the Seeing Stars®, Visualizing & Verbalizing® and On Cloud Nine® programmes. This ability strengthens the teachers' underlying processing and pacing skills when delivering curriculum.
- **35 teachers at the Mentor Stage** – Competency in facilitating and assisting colleagues and peers by developing expertise in the Lindamood-Bell® programmes, building skills associated with differentiated instruction through mentoring, coaching and the establishment of Communities of Inquiry and practice.

The development of the **Local Instructional Mentors (LIM)** programme is specifically focused on ensuring the sustainability of the CLBL Foundation Literacy & Numeracy Teacher Training Programme.

Year-Round Instructional Mentorship through Job-Embedded Coaching allows for the building of a sustainable Response to Intervention model within the system, through the development of the **Professional Learning Communities** in schools and regions.

Professional Learning Communities

During the academic year, CLBL Associate Coaches assisted the Local Instructional Mentors, (LIMs), with the organisation of **Professional Learning Communities (PLCs)** in their schools and regions which established a local, collaborative network supported by the CLBL Webinars.

The knowledge and skills shared in these collaborative learning environments are in line with the updated standards set by the JTC and school leadership. As these PLCs grow, so too will the development of a system-wide Response to Intervention model, increasing the implementation of the Lindamood-Bell® methodologies and embracing high levels of learning for all students.

Webinars

Five (5) one-hour webinars were delivered between January and June by international presenters. Invitations to these Webinars were extended to all Jamaican teachers and various stakeholders, such as but not limited to the **Jamaica Teachers Council (JTC)**, **Jamaica Teachers Association (JTA)** and the **Ministry of Education**. There were seven hundred and twenty-one (721) persons registered including teachers from CLBL Cohorts, their colleagues, teachers from other schools and persons from the Ministry of Education and Youth and school leadership. Topics included Virtual Classroom Management, Developing Student Independence and Differentiated Instructions.

CLBL Foundation – Communities of Practice

Communities of Practice were fostered within schools and developed collaborative relationships between students, teachers, educational stakeholders. _

Parenting Instruction

The CLBL Foundation's trained team conducted overviews and informative sessions at participating schools during the academic year and at the Summer Learning Sessions. These "Tips For Home" on the programmes helped parents and guardians support their children with reading at home.

Reading Camps

Reading Camps were introduced with great success and are now held year round. The results show that with targeted instruction, non-readers can become readers with 20 hours of intense instruction.

A Four-day Easter Reading Camp at **Haile Selassie High** was held from April 19th - 22nd. This Reading Camp was managed by participating CLBL Foundation teachers, Mrs Davene Edwards-Salmon and Mrs Jodian King-Brooks and was scheduled for 30 students. **See report below.**

In addition, Reading Camps for 30 students were scheduled at **Dupont Primary and Infant School** on April 27th to 28th and May 19th. The attending students benefited from four hours of instruction daily. **See video below.**

[DuPont Primary and Infant School](#)

To date the CLBL Foundation remedial team consists of **4 Associate Coaches, 21 Instructional Mentors and 200 participating teachers, in 106 schools impacting a minimum of 5,000 children in 2022.**¹

The chart below shows the impact of the CLBL Foundation Programme since its inception in 2017.

Academic Year	New Teachers Trained	Teachers Participating *	Students Impacted **	Annual Teacher Impact on Colleagues***
April - Dec 2017	50	49	1,225	
Jan - Dec 2018	39	77	1,925	76
Jan - Dec 2019	56	128	3,200	144
Jan - Dec 2020	59	121	3,025	124
Jan - Dec 2021	0	165	4,125	330
Jan - Dec 2022	46	225	5,625	358
TOTAL	250	225	19,125	1,032
<p>* Twenty-five (25) trained teachers are presently not participating in the programme. Reasons cited are academic leave, long term leave and migration.</p> <p>** According to the World Bank website, UNESCO, Institute for Statistics, data as of February 2020, Jamaica is classified in the "Upper Middle Income" group and the pupil to teacher ratio at the primary level is 25:1. However, CLBL Foundation impacts many schools in 'Low Income' areas and the World Bank states that the pupil to teacher ratio is 40:1 in this instance.</p> <p>*** MOEY confirms that each trained teacher shares their learned skills with a minimum of two (2) colleagues.</p>				

Creative Language-Based Learning (CLBL) Foundation continues to improve the learning ability of children across Jamaica by developing a community of Early Childhood and Special Needs Educators, skilled in the delivery of research validated, literacy and numeracy Lindamood-Bell® methodologies.

The ultimate goal of the CLBL Foundation remains the same; which is, to have the methodology instituted nationally through the MOEY, as part of the Pre-Service Teacher Training Curriculum and to provide additional training for qualified teachers. **See video below.**

[Marlie Mount Primary and Infant School](#)

¹ According to the World Bank website, UNESCO, Institute for Statistics, data as of February 2020, Jamaica is classified as in the 'Upper Middle Income' group and the pupil to teacher ratio at the primary level is 25:1. However, CLBL Foundation impacts many schools in 'Low Income' areas and the World Bank states that the pupil to teacher ratio is 40:1

Impact Report – Year-Round Instructional Mentorship Development & Job-Embedded Coaching Summary Report

CLBL Foundation Easter Reading Camp at Haile Selassie High School

In February 2022, CLBL Foundation trained three (3) teachers from **Haile Selassie High School** in the Seeing Stars® programme. This was followed by Year-Round Instructional Mentorship Development thru Job-Embedded Coaching.

From Tuesday, April 19 thru Friday, April 22, a four-day **Easter Reading Camp** was held at the Haile Selassie School, the primary goal of which was to give the trained participating teachers an opportunity for supervised immersive practice in the Seeing Stars® programme.

The secondary goal was to give the participating students remedial intervention in reading.

The objective was to deliver 20 hours of Training and Professional Development for each teacher and 20 hours of instruction for each student.

This Easter Reading Camp was taught by two of the trained teachers and approximately 12-16 students participated. Teachers rotated between the two groups of students which allowed for varied application of the methodology as determined by individual student needs. Teachers and students were given breakfast, lunch and snacks each day. Support was provided by the CLBL Foundation Head of Learning and Development and Associate Coaches.

The higher performing of the two groups, was able to work on complex single syllable, multisyllable, sight words and contextual reading, while the lower performing group focused on decoding simple syllables as well as contextual reading. Fourteen (14) of the sixteen (16) attending students were able read short paragraphs on the last day. ***See attached video.***

Easter Reading Camp - Haile Selassie High School

Both teachers and students reported overwhelmingly positive feedback. The teachers noted that learning the methodology and the delivery of the programme, plus the onsite feedback and guidance, added to their skill set for success in teaching literacy. The students recognised that the ability to read would greatly change their future.



Mrs Davene Edwards-Salmon, Acting Head of Department for Mathematics, shared her experience as, “One that was truly a great one. Being a teacher of Mathematics this literacy programme took me out of my comfort zone into something totally different. Seeing students move from letter sounds and handling the manipulation of words was exceptional. There was only one student who would require one to one instruction.”

The following was taken from a report shared by Mrs Jodian King-Brooks, Literacy Coordinator, “Personally, I was blown away by the progress of these students and the significant impact of Seeing Stars®. There were two students from my grade eight reading class who were really struggling readers, below Pre-primer level, who were placed in the program after I received approval. These students’ symbol and concept imagery improved, and I am expecting to see better progress as we continue to use this program. All students in the groups progressed; some more than the others. As we make this journey daily, the ultimate goal of students reading fluency and comprehension of written words will be attained. I am truly blessed to be a part of a life changing experience!”

An end of term meeting held at Haile Selassie High School on June 15th, was attended by representatives from EU TAT, CLBL Foundation, school leadership, trained teachers and one of the participating student’s parents. Here the principal reported that **there had not been one behavioural infraction** from the participating students since the Easter Reading Camp. Some of the students have even begun helping to teach others in their class. The attending parent, Sandra Laird, spoke with great passion about the pride she has in her son and the progress he has made.

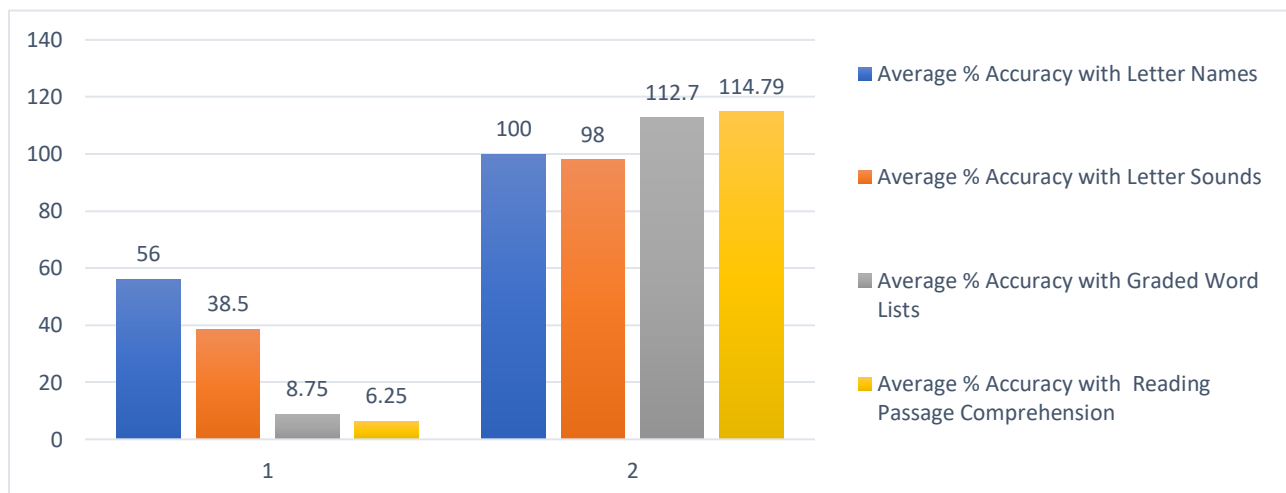
Frankfield Primary & Infant School, Manchester

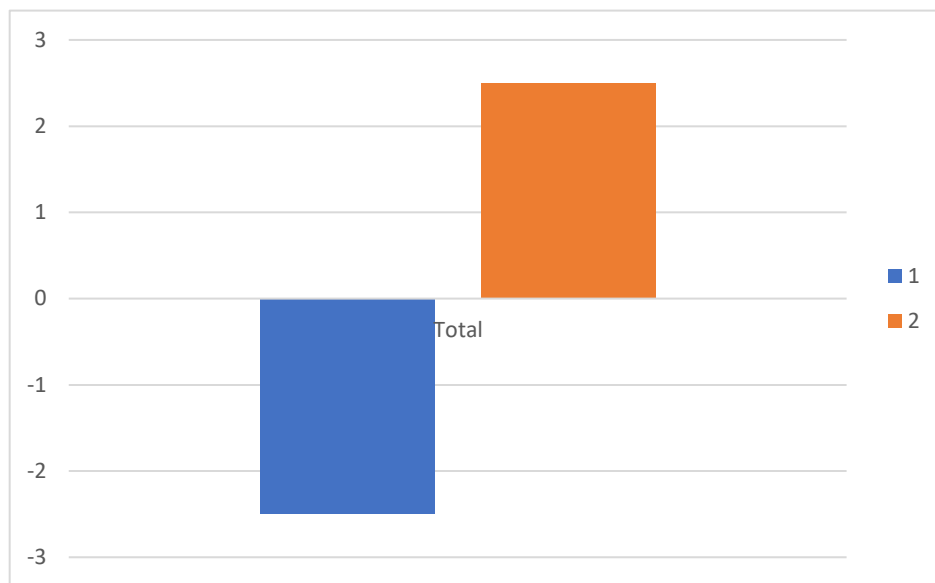
Changes in Performance using IDRI Pre-Test (1) and IDRI Post-Test (2). 2020 Cohort Mentor Natalee Rowe-Ledgister, Grade 2 students, age 8yrs old received approximately 200 hours of instruction - 10 hours a week for 20 weeks, from January to June 2022.

Reading Skill Measured	IDRI Pre-Test	IDRI Post-Test
Average % Accuracy with Letter Names	56	100
Increase in Accuracy with Letter Names from Pre-Test		79%
Average % Accuracy with Letter Sounds	39	98
Increase in Accuracy with Letter Sounds from Pre-Test		155%
Average % Accuracy with Graded Word Lists	9	113
Increase in Accuracy with Word Lists from Pre-Test		1188%
Average % Accuracy with Reading Passage Comprehension	6	115
Increase in Accuracy with Reading Passage Comprehension		1737%

In January 2022, when face-to-face instruction resumed, the tested Grade 2 students were only able to identify approximately 56% of the alphabet letters by name and only able to provide the sounds for 38.5% of the letters. These students were able to read 8.75% of the individual words and their ability to read and comprehend passages was at 6.25% of grade level expectation.

When retested in June 2022, students were able to identify alphabet letters by name with 100% accuracy and speak the letter sounds with 98% accuracy. Their ability to read words and paragraphs of connected text saw significant changes, with the students performing above grade level expectation and reading with comprehension Grade 3 and Grade 4 level passages.





The overall Reading Scores went from a Non-Starter/Below Pre-Primer level to that of Grade 2 in six months, representing an increase of five grade levels after instruction in the Seeing Stars® programme.

Participating Schools Mapped by Cohort Year

Parish	Red Star 2017 Cohort	Yellow Star 2018 Cohort	Green Star 2019 Cohort	Purple Star 2020 Cohort	Turquoise Star 2022 Cohort
Kingston & St Andrew	<ul style="list-style-type: none"> American International School of Kingston BLOOM Early Childhood Centre Hillel Academy Hope Valley Experimental Primary & Infant School Hopefield Preparatory Junior World Learning & Activity Centre McCam Child Care & Development Centre The Mico University College-CARE Centre New Providence Primary School Rollington Town Primary School St Hugh's Preparatory School Tivoli Gardens High School* 	<ul style="list-style-type: none"> Bethany Basic School Boys Town Primary and Infant School Calabar Primary, Junior High & Infant School Danny Williams School for the Deaf Holy Rosary Primary School Seaward Primary & Infant School Shortwood Practising Primary, Junior High & Infant* St Jude's Primary School St Richards Primary School 	<ul style="list-style-type: none"> Alpha Primary School Bethel United Basic School Charlie Smith High School Chetolah Mel Nathan Education Centre (Primary & Infant) Constitution Hill Primary Genesis Academy* Jamaica China Goodwill Infant School Lawrence Tavern Primary School Maxfield Park Children's Home Basic School St Richards Infant Union Garden Infant School 	<ul style="list-style-type: none"> Balmoral Educational Institute* Bethel Infant School Central Branch Primary School High Holborn Street Church of God Basic School Meadowbrooke Preparatory School* Operation Restoration Christian School Sandy Park Basic St Francis Primary and Infant School St Martin de Porres Infant School Trench Town Seventh-Day Adventist Basic School 	<ul style="list-style-type: none"> Carnival Early Childhood Development Centre Denham Town High School Dupont Primary & Infant School Haile Selassie High School Kingston High School Llandillo School of Special Education School Obistan Kinder Preparatory Sandhurst E.C.D.C. St Patrick's Primary School Whitfield Primary & Infant School
Clarendon		<ul style="list-style-type: none"> Hazard Primary School 	<ul style="list-style-type: none"> Claude McKay High School Crofts Hill Primary and Junior High School 	<ul style="list-style-type: none"> Kellits High School May Pen Primary School 	<ul style="list-style-type: none"> Ferguson Primary & Infant School Frankfield Primary and Infant Kellits Primary School Toll Gate Primary & Infant School York Town Primary School
Hanover				<ul style="list-style-type: none"> Green Island Primary 	
Manchester			<ul style="list-style-type: none"> Mount Saint Joseph Preparatory 	<ul style="list-style-type: none"> Frankfield Primary and Infant Educational Assessment & Intervention Centre (Churches Teachers College) 	
Portland			<ul style="list-style-type: none"> Disciples of Christ Basic School Emmanuel Early Childhood Centre Hart Hill Basic School St Margret's Bay Basic School 	<ul style="list-style-type: none"> Bloomfield Primary School Gideon Early Childhood and Educational Centre 	<ul style="list-style-type: none"> Boundbrook Infant School
St Ann		<ul style="list-style-type: none"> Walkerswood Academy Priory Primary & Infant School 		<ul style="list-style-type: none"> Moneague Primary and Junior High School Steer Town Academy 	<ul style="list-style-type: none"> Keith All Age School
St Catherine		<ul style="list-style-type: none"> Spanish Town Primary School 	<ul style="list-style-type: none"> Ewarton Primary School Greater Portmore Primary Marlie Mount Primary and Infant School St John's Primary School 	<ul style="list-style-type: none"> Bellas Gate Primary School Old Harbour Bay Primary Portsmouth Primary School Windsor School of Special Education 	

Parish	Red Star 2017 Cohort	Yellow Star 2018 Cohort	Green Star 2019 Cohort	Purple Star 2020 Cohort	Turquoise Star 2022 Cohort
St James	<ul style="list-style-type: none"> AFC Challengers Basic School 		<ul style="list-style-type: none"> Barrett Town All Age School & Infant School Bickersteth Primary & Infant School Flankers Primary School Green Island Primary School Green Pond Primary & Infant School Mount Salem Primary, Junior High & Infant School 		<ul style="list-style-type: none"> Montego Bay Infant School Providence Heights Infant School Spot Valley High School
St Mary			<ul style="list-style-type: none"> Cross Road Basic School 		<ul style="list-style-type: none"> Boscobel Primary & Infant School Brimmer Vale High School
St Thomas					<ul style="list-style-type: none"> Paul Bogle High School White Horses Basic School
Trelawny	<ul style="list-style-type: none"> Duncans All Age & Infant School 			<ul style="list-style-type: none"> Clark's Town Primary School* 	
Westmoreland	<ul style="list-style-type: none"> Petersfield Primary and Infant School 			<ul style="list-style-type: none"> Caledonia All Age and Infant School Savanna-La-Mar Inclusive Infant Academy 	

