

Creative

Language-Based Learning

(CLBL) FOUNDATION



2023-2024 Literacy & Numeracy Teacher Training Programme Impact Report



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Executive Summary

The 2023–2024 academic year marked a pivotal period in Jamaica’s transformation of literacy and numeracy. The Creative Language-Based Learning (CLBL) Foundation, in partnership with the Ministry of Education and Youth (MOEY), the Early Childhood Commission (ECC), the Jamaica Social Investment Fund (JSIF), and Lindamood-Bell® Learning Processes, has expanded its Literacy and Numeracy Teacher Training Programme to 101 schools across 12 parishes. Through structured, research-validated instruction, the programme has delivered measurable student gains and lasting growth for educators.

Over 273 teachers received professional development, advancing through the CLBL Foundation’s Four Stages of Development from Instructor to Local Instructional Mentor (LIM). They were supported by a team of five coaches, 32 LIMs, and Lindamood-Bell® Consultants through workshops, year-round job-embedded coaching, and the Summer Learning Session.

The outcomes were remarkable:

- During the **Summer Learning Session**, **344 students** received approximately 60 hours of direct literacy and numeracy instruction, resulting in:
 - **25% improvement** in Word Attack,
 - **100% increase** in Word Recognition,
 - **16.67% improvement** in Reading Comprehension.
- In Early Childhood Education, **95 students** demonstrated a statistically significant gain in vocabulary, improving **from the 21st to the 30th percentile** in just four months.

Teachers have accumulated over **2,428 hours** of professional development, including **633.97 hours** specifically provided to Early Childhood Educators supported by the JSIF Basic Needs Trust Fund 10. These educators, many of whom had not received training in sensory-cognitive instruction before this, are now equipped to deliver structured literacy lessons that support Jamaica’s early learning goals and reflect international best practices in foundational reading and numeracy.

The CLBL Programme engaged over 1,700 stakeholders across the education spectrum through six webinars covering topics such as artificial intelligence in education, comprehension and critical thinking, sensory-cognitive mathematics and play-based learning. These webinars featured international literacy, instructional leadership, and educational technology experts.

The “Tips for Home” workshops supported more than 200 parents, emphasising the connection between school, home, and the community.

The evidence is clear: with training in research-validated instruction in sensory-cognitive strategies, supported by ongoing, job-embedded coaching, students can learn to their potential, and teachers can drive transformative change within their schools. As CLBL prepares for national expansion, continued investment in teacher development, school-based mentorship, and instructional monitoring is essential.

This report details our progress and highlights the essential steps required to ensure that no child in Jamaica is left behind.

Executive Directors Report

Mandy Melville, Founder & Executive Director, CLBL Foundation

This report tells a story that is both deeply personal and nationally relevant. What began as a journey to find a solution for my child's learning challenges has now become a movement that is lifting the literacy floor for thousands of Jamaican children and empowering the educators who serve them.

The 2023–2024 academic year has demonstrated what can be accomplished by aligning vision, expertise, and empathy. We have trained over 270 teachers, reached over 100 schools, and observed children from basic to primary levels, helping them develop confidence and skills in decoding, comprehension, and mathematics that will benefit them throughout their lives. These outcomes did not happen by chance; they were made possible by a model grounded in research, driven by data, and delivered with passion.

At the heart of this success are our educators. With support from our Coaches, Local Instructional Mentors, and the team at Lindamood-Bell®, they are learning to teach in innovative and more effective ways. They assess student needs, pace instruction deliberately, and mentor their colleagues. The ripple effect of this investment is already apparent in classrooms throughout Jamaica.

But this is just the beginning.

Our goals are ambitious:

- Institutionalise CLBL methodologies within Jamaica's Teachers' Colleges Curriculum
- Complete and implement the CLBL Portal for real-time progress monitoring
- Expand to more underserved schools, particularly those located in high-risk areas
- Develop the next generation of instructional mentors, embedding sustainability in every school

Global research highlights our approach. A RAND Corporation study found that high-quality summer and after-school programmes significantly reduce learning gaps, particularly in vulnerable communities. The World Bank and UNESCO emphasise the importance of investing in foundational learning, recognising early literacy as a predictor of lifelong opportunity and national development. CLBL is implementing those principles right here in Jamaica.

Thank you to all who have walked alongside us. And to those who are just joining us, welcome. This work is urgent, evidence-based, and effective. With your continued partnership, we can build a more equitable education system, one teacher, one school, and one child at a time.

Let's keep going.

Introduction

The 2023–2024 Impact Report of the Creative Language-Based Learning (CLBL) Foundation presents the outcomes and national reach of its Literacy and Numeracy Teacher Training Programme. This programme addresses Jamaica’s learning challenges through research-based instruction, job-embedded coaching, and sustainable mentorship.

The Ministry of Education and Youth (MOEY) endorsed the programme, which was implemented in 101 schools across 12 parishes in collaboration with the Early Childhood Commission (ECC), Jamaica Social Investment Fund (JSIF), and international partners from Lindamood-Bell® Learning Processes. This report details each phase, from teacher selection and workshops to the Summer Learning Session, Year-Round Coaching, and measurable student outcomes.

It is intended for donors, education policymakers, school leaders, and stakeholders committed to closing Jamaica’s literacy and numeracy gaps. The report also outlines strategic recommendations for institutionalising effective practices, strengthening school-based capacity, and scaling the programme for long-term national impact.

Teacher Interview & Selection Process

The CLBL Foundation’s Literacy and Numeracy Teacher Training Programme for 2023–2024 commenced with an interview and selection process to identify educators who align with the programme’s goals.

The MOEY, the ECC, JSIF, and the CLBL Foundation collaborated to inform principals and educators across the island about the selection process. The outreach targeted Early Childhood, Primary, Secondary, and Special Education teachers from rural and urban schools.

A panel of two to four specialists, including CLBL Coaches, conducted online interviews. Each session assessed the teacher’s qualifications, teaching experience, and understanding of language-based instructional strategies. The interview included an aptitude component. Following each session, the panel reviewed the candidate’s performance and provided feedback.

Three interview rounds were held:

1. **September 25 – October 3, 2023:** Included teachers from Basic, Infant, Primary, Secondary, and Special Needs schools across Jamaica.
2. **January 23 – February 9, 2024:** Focused on Early Childhood Educators from seven JSIF BNTF 10 Infant and Basic Schools to participate in the *Sensory-Cognitive Foundations for Early Literacy, Oral Language Development, and Basic Mathematical Concepts* workshop.
3. **February 1 – 13, 2024:** The Citizen Security Plan (CSP) was supported by selecting teachers from three Inter-Ministerial School Support Strategy (IMSS) primary schools.

Two hundred twelve (212) teachers applied to be interviewed, and panellists selected 103 Early Childhood, Primary, Secondary and Special Needs Educators from recommended schools to be interviewed. Fifty-three (53) participated in the Lindamood-Bell® workshops. The other 50 teachers were deferred for the 2024-2025 CLBL Foundation Programme.

Workshops by Lindamood-Bell®

Teachers were trained in the methodology and techniques of the programmes through presentation, discussion, demonstration, video, reading, and supervised practice. They were taught the concepts, processes and methodologies for the various Lindamood-Bell® curricula in one-to-one sessions, small groups and classroom settings. A teacher using these methods and techniques can easily integrate these steps into any curriculum, such as a reading programme, language arts programme, and all content-based instruction.

After each workshop, each teacher received the programme kit and workbooks on behalf of their school. The programme kits allow for a sustainable implementation of the programmes at the respective schools and facilitate prompt and accessible communication of methodologies to other teachers within the systems. TARA Couriers delivered the kits to the schools where necessary.

After completing the workshop, teachers receive a letter of completion from Lindamood-Bell®, which includes the Continuing Education Units (CEUs). This attendance letter verifies the awarded CEUs and seat hours and is emailed within 30 days following the workshop.

Sensory-Cognitive Foundations for Early Literacy, Oral Language Development and Basic Mathematical Concepts

On February 15-16, 2024, **fifteen (15) Early Childhood Educators** from six JSIF BNTF 10 Infant and Basic Schools attended the **Sensory-Cognitive Foundations for Early Literacy, Oral Language Development, and Basic Mathematical Concepts Workshop** at the Spanish Court Hotel in Kingston.

This in-person workshop, delivered virtually by Lindamood-Bell® presenter Tracey Hall, introduced teachers to Dual-Coding Theory and techniques for improving early reading, comprehension, critical thinking, and math skills in children ages four to six. Key concepts included Dual-Coding Theory, the use of instructional language, Socratic questioning, and error-handling strategies.

The workshop equipped teachers with tools to identify and develop the underlying cognitive functions essential for learning, ensuring more young children can reach their full academic potential.

Seeing Stars® Online Workshop

Seeing Stars® (SI™), a two-day workshop, helps teachers develop the underlying sensory-cognitive functions of phonemic awareness (the ability to accurately perceive the sequence, number and identity of sounds within a word); symbol imagery (the ability to visualise the sounds and letters within a word) for both quick and accurate phonological and orthographic processing. These processes are essential for developing word attack, sight word recognition, fluent and accurate reading and spelling.

Two **Seeing Stars® Online Workshops** were delivered as follows:

- On **October 11–12, 2023**, twenty-two (22) teachers from basic, infant, primary, secondary, and special needs schools were trained. Twelve teachers were from schools already participating in the CLBL Programme, and ten were from nine newly onboarded schools.
- On **March 26–27, 2024**, sixteen teachers from three schools involved in the MOEY Inter-Ministerial School Support Strategy (IMSS) – Edward Seaga Primary, Holy Family Primary and Infant, and St. Andrew Primary – completed the workshop. This in-person workshop was facilitated virtually by a Lindamood-Bell® presenter. The workshop was conducted in preparation for the Summer Learning Session, which was sponsored by the European Union Delegation to Jamaica.

Visualizing & Verbalizing® Workshop

Forty-five (45) teachers attended the **Visualizing & Verbalizing®** workshop to develop concept imagery, the foundation of the sensory cognitive process that underlies oral and written language comprehension and critical thinking. Through a set process, beginning with a single word and moving up to multiple pages of connected text, teachers are shown how to help their students. Teachers learn to create an imaged gestalt for oral and written language as a basis for comprehension and thought processes.

Talkies® Workshop

Ten (10) persons attended the **Talkies®** Workshop: eight (8) mentors from eight schools and two (2) CLBL coaches. Talkies® is the primer to the Visualizing & Verbalizing® programme for Oral Language Comprehension and Expression, which is designed for students who need simpler, smaller introductory steps to establish the imagery-language connection.

Lindamood Phoneme Sequencing® (LiPS®) Workshop

Lindamood Phoneme Sequencing® (LiPS®) for Reading, Spelling, and Speech was delivered to **one (1)** CLBL Mentor. This programme develops the oral-motor, visual, and auditory feedback system, enabling all students to prove phonemes' identity, number, and order in syllables and words. It is more basic and extensive than traditional phonics programmes.

On Cloud Nine® Maths Workshop

The **On Cloud Nine® (OCN™)** for Mathematics was slated for forty (40) teachers; however, two (2) persons, a Mentor and CLBL coach, were trained. The workshop was rescheduled to the 2024-2025 Academic Year.

Test Administration Orientation Workshop

Seventy (70) previously trained CLBL teachers participated in the **Test Administration Orientation Workshop**, which provided practical instruction on administering and interpreting formal and informal Needs Assessment Tests. The workshop equipped teachers to collect and analyse student data for grouping, pacing, and targeted instruction within their classrooms and Summer Learning Pods.

Delivered by Lindamood-Bell® for Schools, this one-day workshop focused on equipping teachers with knowledge in the administration, scoring, and interpretation of the following norm-referenced and standardised tests:

- PPVT-5
- WRMT-III
- WRAT-5 (Reading and Spelling Subsets)
- Symbol Imagery
- GORT-4

Test measurements provide a comprehensive learning profile, identifying students' strengths and weaknesses in sensory-cognitive functions and the component parts of reading. This was used as a foundation for grouping and pacing students in the schools and at the Summer Learning Pods and data collection.

Each teacher, except those attending the Test Administration Orientation Workshop, received the relevant workshop programme kits and workbooks on behalf of their school. In total, 183 attendees participated in the workshops, and 112 kits were needed. The CLBL Foundation purchased 74 kits, and 38 kits were refurbished to be in lightly used condition.

After each Workshop, teachers were immersed in three months of biweekly **Job-Embedded Professional Development** through school-based instructional coaching.

Year-Round Instructional Mentorship Development through Job-Embedded Coaching

The CLBL Foundation's Year-Round Instructional Mentorship through Job-Embedded Coaching is a critical phase that begins immediately after teachers complete their initial Lindamood-Bell® workshops. This phase ensures that new learning is reinforced through consistent, hands-on support as teachers implement the programme in their classrooms. Through structured guidance, observations, and feedback, this phase helps educators connect theory to practice, apply new strategies effectively, and enhance their instructional skills over time. A comprehensive support system follows, including in-school coaching, structured PLCs, data-driven instruction, and tiered professional growth, enabling teachers to transform student learning and become instructional leaders in their schools.

Following each Lindamood-Bell® workshop, new teachers receive targeted support through one-on-one virtual and in-person coaching from the CLBL Senior Coach, Holly Aaron, and Associate Coaches Elaine Robinson Edmond and Stacy-Ann Jackson. This support is tailored to their school environments, reinforcing the skills, strategies, and methodologies introduced during the workshops. By embedding coaching directly into the daily school experience, teachers receive immediate, contextualised feedback, maximising their effectiveness.

As of June 2024, the CLBL Foundation remedial team includes:

- **1 Senior Coach**
- **2 Associate Coaches**
- **32 Instructional Mentors**
- **273 participating teachers across 101 schools in 12 parishes.**

Between **September 2023 and June 2024**, 188 teachers received **2,428.92 hours** of Professional Development (PD) through workshops, seminars, coaching, and practicum.

This total includes:

- **1,680.14 hours** of Workshop Instruction
- **626.53 hours** of Instructional Coaching (Job-Embedded Support)
- **122.25 hours** of Professional Learning Community (PLC) Instruction

This layered approach to professional learning strengthens theoretical knowledge through practical application, mentorship, and peer collaboration, maximising the effectiveness of each component throughout the academic year.

An additional 1,986 educators and leaders benefitted from Professional Learning Communities (PLCs) and webinars. A total of 810 coaching visits were conducted, affirming the programme's reach and sustainability.

Teacher Progression Through the Four Stages of Professional Development

The CLBL Foundation's Year-Round Instructional Mentorship through Job-Embedded Coaching supports teachers at every stage of professional growth. Delivered by the CLBL Senior Coach and Associate Coaches, this model provides ongoing, in-school guidance that ensures teachers not only master the programme content but also successfully integrate it into their daily instruction.

Through continuous coaching, teachers progress through four structured stages of development, each intended to enhance instructional skills, data literacy, and leadership capacity. This journey prepares educators to become **Local Instructional Mentors (LIMs)**, also referred to as Mentors, who can lead the implementation and sustain best practices in their schools.

The Four Stages of Development:

- **Instructor Stage**
Teachers develop core competencies in delivering the Lindamood-Bell® programmes. This stage emphasises instructional fidelity, foundational programme steps, and the ability to differentiate instruction for diverse learners.
- **Diagnostician Stage**
Teachers use formative, summative, and in-class data to build student learning profiles. They learn to track progress, identify skill gaps, and respond with targeted instructional strategies tailored to individual needs.
- **Pacer Stage**
Teachers apply diagnostic data to design and deliver timely, focused lessons. This stage strengthens pacing and curriculum alignment, enhancing the ability to support students' sensory-cognitive development within core subject instruction.
- **Mentor Stage**
Educators support their peers by modelling lessons, coaching colleagues, and leading Professional Learning Communities. Through leadership and shared expertise, they help establish a culture of professional collaboration and ensure the programme's sustainability.

As of August 31, 2024, teacher progression through the stages is as follows:

- **Instructor Stage** – 150 teachers
- **Diagnostician Stage** – 40 teachers
- **Pacer Stage** – 49 teachers
- **Mentor Stage** – 32 teachers

Conducting coaching sessions within their respective schools facilitates establishing a sustainable **Response to Intervention (RtI)** model throughout the educational system. This approach, coupled with forming **Professional Learning Communities** within schools and regions, fosters a community of educators who comprehensively understand students' literacy and numeracy challenges.

By communicating methodologies, strategies and resources with colleagues, the challenges can be addressed and resolved throughout schools, starting a model of intervention that is both preventative and remedial.

Professional Learning Communities

CLBL Coaches partnered with Mentors to coordinate **nine (9) online Professional Learning Communities (PLCs)** for **269 participating teachers, colleagues, and school leaders**. These PLCs created school- and region-based networks where educators shared strategies, solved implementation challenges, and deepened their understanding of the Lindamood-Bell® methodologies.

Each session aligned with the updated standards of the **Jamaica Teaching Council (JTC)** and supported leadership development by fostering a reflective, collaborative learning culture. Topics included instruction fidelity, pacing, data-driven grouping, and student engagement, the key to maintaining programme effectiveness across the academic year.

Webinars

In addition to PLCs, the CLBL Foundation hosted **six (6) webinars** featuring international presenters, reaching **1,717 participants** across Jamaica, Barbados, and the Cayman Islands. These sessions featured expert presenters and provided insight into literacy development, sensory-cognitive processes, and innovative instructional strategies. Participants included CLBL-trained teachers, colleagues, school administrators, and Ministry of Education personnel, reinforcing a region-wide approach to professional growth. The topics covered included:

- ***The Impact of Evidence-Based Research on Sensory-Cognitive Instruction***
Paul Worthington, Director of Research and Development, Lindamood-Bell
- ***Empowering Educators: Navigating the Future with AI in School***
Vedant Ahluwalia, CEO at Dataviv Technologies
- ***The Practical Use of AI in the Classroom***
Vedant Ahluwalia, CEO, Dataviv Technologies
- ***Discerning A Weakness In Language Comprehension & Critical Thinking***
Dave Kiyvra, Director of Development, Lindamood-Bell for Schools
- ***Imaging Maths: Exploring Sensory-Cognitive Processes with On Cloud Nine***
Deci Douroux, Director of Professional Development Workshops, Lindamood-Bell For Schools
- ***Learning Through Play: Foundations and Applications of Play-Based Learning***
Gabriela Lozano Campos, Global Chief Operating Officer, Education for Sharing
Marielle Burt, Head of US Operations, Education for Sharing

Parenting Instruction

Parental involvement remains a critical success factor for student progress. To support families, the CLBL Foundation offered a **virtual “Tips for Home” Parent Workshop on May 22, 2024**, led by Lindamood-Bell® Consultants and CLBL Coaches. This session was attended by **94 parents and 19 teachers**.

Recognising that many parents were unable to attend online, **in-person “Tips for Home” workshops** were held in **June 2024** at selected schools, including:

- St. Patrick's Primary
- Mount Moriah Primary and Infant
- Lowe River Primary and Infant

These sessions were well attended, with **over 80% of invited parents participating**. The workshops introduced families to the sensory-cognitive functions that underpin literacy development and provided practical tools for home support, including:

- Practising letter names and sounds
- Building sight word fluency
- Using descriptive language to support visualisation ("picturing")
- Air writing letters and words to reinforce memory and motor skills

Parents were invited to share observations and breakthroughs, and coaches, mentors, and teachers remained available for follow-up discussions. Many families expressed gratitude for their child's inclusion in the programme and reported noticeable confidence and academic performance improvements. The accompanying "Tips for Home" leaflets were appreciated as reference tools for continued support.

Measured Impact, Meaningful Progress

Early Childhood Educators from Infant and Basic Schools

The CLBL Foundation partnered with JSIF to train Early Childhood Educators (ECEs) from Infant and Basic Schools supported by the JSIF BNTF 10 Project. This collaboration focused on equipping teachers with the tools to develop critical foundational skills in children aged 4–6, targeting early literacy, oral language, and numeracy through Lindamood-Bell® sensory-cognitive instruction.

Fifteen ECEs participated in the Lindamood-Bell® workshop on **Sensory-Cognitive Foundations for Early Literacy, Oral Language Development, and Basic Mathematical Concepts**. From February 15 to July 26, 2024, these teachers engaged in **633.97 hours of structured PD**, broken down as follows:

- **208.00 hours** of Workshops
- **80.59 hours** of Instructional Coaching
- **104.72 hours** of PLC (Professional Learning Communities) sessions
- **240.66 hours** of Practicum during the Summer Learning Session

This year-round support model, including job-embedded coaching and continuous mentorship, ensured that teachers could confidently and fidelity apply what they learned directly in their classrooms.

Measurable Student Gains

The impact of this intervention was tracked through pre- and post-assessments using the **Peabody Picture Vocabulary Test, Fifth Edition (PPVT™5)**, a standardised tool to evaluate receptive vocabulary in young learners. Ninety-five (95) students across six schools, with an average age of 4.7 years, participated in the testing process from February 19 to June 14, 2024.

Key Findings:

- **Average vocabulary scores improved from the 21st percentile to the 30th percentile ($p \leq .05$)** — a statistically significant gain in a short period.
- **49 students (52%) moved up at least one quartile**, demonstrating notable vocabulary growth.
- **33 students maintained** their quartile position—many showing moderate improvements.
- **13 students regressed**, signalling a need for targeted follow-up support.

Most score changes fell into the **moderate or large effect size categories**, showing that instruction was relevant and impactful.¹ This growth is especially critical at the early childhood stage, as vocabulary acquisition is strongly linked to future reading comprehension, critical thinking, and academic success.

Click the link below to view the ECE Student Progress Video for the period:

[Transforming Early Childhood Education: Student Progress Using Sensory-Cognitive Instruction](#)

Why It Matters

Students entering Grade 1 without strong vocabulary skills are more likely to struggle with decoding, reading comprehension, and problem-solving. According to global research:

- **Students with rich early language exposure score significantly higher in literacy and numeracy by age 8** (OECD, 2020).
- **Language development at age 5 is a better predictor of later academic success than even socioeconomic status** (Save the Children, 2019).

The CLBL Foundation's approach addresses this gap by focusing on the root causes of learning difficulties rather than symptoms through sensory-cognitive strategies.

Programme Reach and Expansion Potential

While this pilot involved 15 educators and impacted approximately 300 children, the scalable nature of this model allows for rapid expansion. With continued funding and policy integration, hundreds more Early Childhood Educators across Jamaica could be trained annually.

Through year-round mentorship, these teachers are evolving into Mentors, establishing a **sustainable in-school support system** and helping bridge the learning gap between basic and primary school.

¹ According to UNICEF and the World Bank, over 50% of children in low- and middle-income countries are not ready for primary school due to weak foundational learning—especially language and early literacy. (UNICEF, 2021).

Summer Learning Session – July 2024

The Summer Learning Session (SLS) is a core component of the CLBL Foundation's Literacy and Numeracy Teacher Training Programme. It provides participating teachers with supervised, hands-on practice to strengthen their instructional skills and supports students in accelerating literacy and numeracy development before the start of the new school year.

The main objective of the CLBL Foundation Programme is to build a community of educators who make data-informed decisions, set targeted goals to address learning gaps and implement effective remediation strategies to help every student reach their full potential.

The objective of the SLS is twofold:

- **For teachers:** To solidify their understanding of Lindamood-Bell® methodologies through the immersive, real-time application of programme steps, language, and pacing under expert supervision.
- **For students:** To improve their reading, spelling, comprehension, critical thinking, and maths skills through targeted instruction designed to foster independence and self-correction.

From July 8 to 26, 2024, the Summer Learning Session was held in 12 pods across five parishes: Kingston, St. Andrew, St. Catherine, St. James, and St. Elizabeth.

- **Total participating students:** 344
- **Total participating teachers:** 55
- **Total instructional hours delivered to students:** 2,644.29 hours
- **Total PD hours for teachers:** 1,615.25 hours
 - 545 hours of PD by Coaches
 - 1,070.25 hours of PD by Mentors

Each participating teacher received approximately **80 hours of PD** during the Summer Learning Session. This included daily mentorship, lesson observations, feedback cycles, and targeted coaching. Teachers progressed through the CLBL Foundation's **Four Stages of Development:** Instructor, Diagnostician, Pacer, and Mentor, building practical skills in assessment interpretation, differentiated instruction, and pacing.

Teachers rotated among small student groups, delivering instruction using the **Seeing Stars®**, **Visualizing & Verbalizing®**, **Talkies®**, and **On Cloud Nine®** programmes. Newly trained educators focused on the Instructor Stage, while more experienced teachers advanced through the upper stages, ultimately working toward becoming **Mentors**, leaders who uphold programme fidelity, mentor colleagues, and extend the programme's reach across their schools.

The Summer Learning Session was coordinated by **Lead SLS Coordinator & Mentor Antoinette Wyatt (Cohort 2018)**, with support from **two Lindamood-Bell® Consultants, five (5) CLBL Coaches**, and **seventeen (17) experienced Mentors**. Mentors managed day-to-day pod operations, led instructional planning, monitored teaching and assessments, tracked student progress, and prepared summary reports for each teacher and site. They also played a key role in promoting best practices and fostering collaborative learning within their teams.

In their leadership role, Mentors also support the development of a sustainable, system-wide **Response to Intervention (Rti)** framework. By guiding teachers to apply Lindamood-Bell® strategies across subject areas, they promoted a consistent, proactive approach to addressing diverse learning needs.

The table below outlines each Summer Learning Pod, listing the host school, assigned Mentor, participating teachers (with cohort and school), and number of students served.

Name of Pod	Mentor, Cohort & School	Teachers, Cohort & School	Number of Students
Christel House Jamaica	Cheryl Davis, 2018 Spanish Town Primary	Tina Brown, 2023 Christel House Jamaica	17
		Janice Brown-Henry, 2023 Stony Hill Technical High School	
		Marsha Cain, 2024 Faith Mission Early Childhood Development Centre	
Denham Town High School	Taniesha Kerr, Denham Town High School	Olivene Harrison, 2019 Cross Road Basic School	14
		Latisha Bygrave, 2023 Kellits Primary School	
		Nikkisha Jackson, 2022 Keith Primary and Infant School	
		Stacey Robinson, 2024 Independent Teacher	
Hope Valley Experimental Primary & Infant School	Kadine Bailey, 2020 Lawrence Tavern Primary School	Charlene Burton, 2023 Constitution Hill Primary and Infant School	56
		Sharon Sutherland Kelly, 2019 Hope Valley Experimental Primary & Infant	
		Charmaine Jones, 2023 Hope Valley Experimental Primary & Infant	
	Tashaye Brown, 2022 Independent Teacher	Denver Sterling Steele, 2023 Lister Mair Gilby High School for the Deaf	
		Julia James, 2020 Hope Valley Experimental Primary & Infant School	
		Brendy-Ann Headley-Bailey, 2023 Christ the King Basic School	
Hillel Academy Pod for the Inter-Ministerial School Support (IMSS) Strategy Edward Seaga Primary Holy Family Primary & Infant St Andrew Primary	Maureen Atkinson, 2018 Seaward Primary & Infant School Colleen Atkinson, 2019 Seaward Primary & Infant School	Caullett Ferguson, 2024 Edward Seaga Primary School	44
		Joan Curtis, 2024 Edward Seaga Primary School	
		Judein Harrison-Litchmore, 2024 Edward Seaga Primary School	
		Trudy-Ann Condappa, 2024 Edward Seaga Primary School	
		Viola Daley, 2024 Edward Seaga Primary School	
		Affia Laing-Dubidad, 2024 Holy Family Primary & Infant School	
		Alecia Russell, 2024 Holy Family Primary & Infant School	
		Suzette Scott-Gordon, 2024 Holy Family Primary & Infant School	
		Tanya Stewart, 2024 Holy Family Primary & Infant School	
		Britania Holding, 2024 St Andrew Primary School	
		Narret Craddock, 2024 St Andrew Primary School	
		Tatlyn Clarke, 2024 Cavaliers All Age	

Name of Pod	Mentor, Cohort & School	Teachers, Cohort & School	Number of Students
Junior World Learning & Activity Centre	Wendy Bailey, 2017 Junior World Learning & Activity Centre Teemars Spencer Aitken, 2020 Educational Assessment & Intervention Centre (Churches Teachers College Tashaye Brown, 2022 Independent Teacher	Karen Kay Chambers, 2024 Sylvia Foote Basic School (VOUCH)	14
Marlie Primary & Infant School	Ann Marie Dennis, 2022 Toll Gate Primary & Infant School	Kimone Dawkins, 2023 Marlie Primary & Infant School Debbie Watson, 2024 Marlie Primary & Infant School Sheryl Moulton, 2024 Marlie Primary & Infant School Jameliah Valentine, 2024 Marlie Primary & Infant School Jennifer Nelson-Hinds, 2024 Marlie Primary & Infant School Diana Lamie-Royal, 2024 Marlie Primary & Infant School	22
MICO CARE Centre	Renee Rennalls, 2017 Savanna-La-Mar Inclusive Academy Dorcas Myrie, 2017 MICO CARE Centre	Nicole Ricketts, 2023 Hillel Academy Samantha Powell, 2023 St Benedict's Primary School Troy Harrison, 2020 Windsor School of Special Education Sharline Smith, 2023 Trench Town Seventh-Day Adventist Basic School	60
Mona Heights Primary School	Wendy Bailey, 2017 Junior World Learning & Activity Centre Roshae Johnson, 2019 Mona Heights Primary Teemars Spencer Aitken, 2020 Educational Assessment & Intervention Centre (Churches Teachers College	Tanniel Williams, 2023 Jamaica China Goodwill Infant School Antenielle Young, 2023 Savanna-La-Mar Inclusive Infant Academy	27
Montego Bay Pod	Anceline Cunningham Dixon, 2017 AFC Challengers Basic	Tanita Ennis Lee, 2023 Providence Heights Infant School	15
Mount Salem Primary & Infant School	Patricia Anderson, 2021 CLBL Foundation C. Markada Williams, 2019 Flankers Primary School	Tanisha Green Roper, 2023 Montego Bay Infant School Elham Gordon, 2023 Mount Salem Primary & Infant School Judith Leach, 2024 Vaughansfield Primary & Infant School Vanetta Hanson, 2024 Lowe River Primary & Infant School Abigail Chambers, 2024 Vaughansfield Primary & Infant School Anika Morgan Vassal, 2024 Mount Salem Primary & Infant School Camille Barrett, 2024 Mount Salem Primary & Infant School	30

Name of Pod	Mentor, Cohort & School	Teachers, Cohort & School	Number of Students
Old Harbour Primary School	Toni-Ann Simpson Reid, 2018 Old Harbour Primary Natalee Cameron McFarlane, 2018 Spanish Town Primary	Georgiana Smith, 2024 Old Harbour Primary School	21
		Alicia Smith, 2023 Marlie Primary & Infant School	
		Stacy-Ann Taylor Goldson, 2024 Mountain View Primary School	
		Tashawah Richards Baxter, 2024 Old Harbour Primary School	
Pisgah Primary & Infant School	Wendy Bailey, 2018 Junior World Activity Centre	Mishie Gaye Grant, 2024 Pisgah Primary & Infant School	24
		Edward Blair, 2024 Pisgah Primary & Infant School	
		Satchali Gordon, 2024 Pisgah Primary & Infant School	

This model demonstrates how **Job-Embedded Professional Development** can be successfully scaled across schools while delivering **measurable student outcomes**.

Professional Learning Communities

A vital part of the Summer Learning Session was the continued development of Professional Learning Communities (PLCs), which created a dynamic network for collaborative professional growth. During July 2024, **twelve (12) PLCs** were facilitated online by CLBL Mentors, supported by the CLBL Coaching Team and Lindamood-Bell® Consultants. In addition, **seven (7)** in-person PLCs were held at pod locations at the close of each day's instruction.

These sessions allowed teachers to reflect on their practice, solve challenges collaboratively, and deepen their understanding of Lindamood-Bell® methodologies in real-time. Topics were carefully selected based on the teachers' evolving needs and included:

Topics were determined by the participant's specific needs, including but not limited to the following:

- Behaviour Management
- Using Games to Enhance and Enrich Seeing Stars® Instruction
- Team Building and Mentoring Among Colleagues
- Error Handling in Seeing Stars®
- Instructional Note Taking
- Pacing, Instructional and Lesson Planning for Seeing Stars®
- Student Grouping and Visualizing & Verbalizing®
- Whole Group Interactions with Seeing Stars®
- Introducing Multiple Syllabic Concepts
- Sight Word Box - Star Words
- Seeing Stars® Implementation with Music & Games
- Air Writing

Teachers enhanced their teaching methods through PLCs and fostered professional relationships that promoted sustainability across schools and regions.

Parenting Instruction

During the final week of the Summer Learning Session, **nine (9) pods** hosted in-person “**Tips for Home**” workshops for parents and guardians. These workshops provided families with simple, effective strategies to support their children’s learning at home, reinforcing the sensory-cognitive methods introduced during instruction. The content covered in these sessions was similar to that covered at Tips for Home Parent Workshops held during the school year.

Each session concluded with an open forum for parents to share observations, ask questions, and discuss their children’s progress. Coaches, mentors, and teachers made themselves available for one-on-one support, reinforcing the importance of home-school collaboration.

Parents reported meaningful changes in their children’s reading ability, attention, and confidence. They expressed heartfelt gratitude for the opportunity and committed to becoming more involved in their children’s educational journey.

These sessions were scheduled at flexible times to accommodate working parents and were designed to be practical and encouraging. The overwhelmingly positive response confirmed that equipping families with the right tools strengthens learning beyond the classroom.

Click the link below to view the SLS Highlight Video:

[2024 Summer Learning Session - Highlights](#)



Measured Impact, Meaningful Progress

Needs Assessment Tests

CLBL's Coaches and Mentors conducted Formal and Informal Needs Assessment Tests on all participating students.

The **Formal Test Administration** monitoring tools measure the programme's impact and show its positive influence. Below is a list of the Decoding Assessments for Seeing Stars® instructions. 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)
Vocabulary	Select one picture from four that matches a spoken word	Peabody Picture Vocabulary Test (PPVT-5)
Phonemic Awareness	Manipulate blocks for sound correspondence	Sound and Symbol

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

Test measurements provided a comprehensive learning profile, identifying students' strengths and weaknesses in sensory-cognitive functions and the component parts of reading. By working with students with various learning profiles, teachers received targeted training and gained valuable experience addressing a wide spectrum of learning challenges.

Seeing Stars® Programme

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

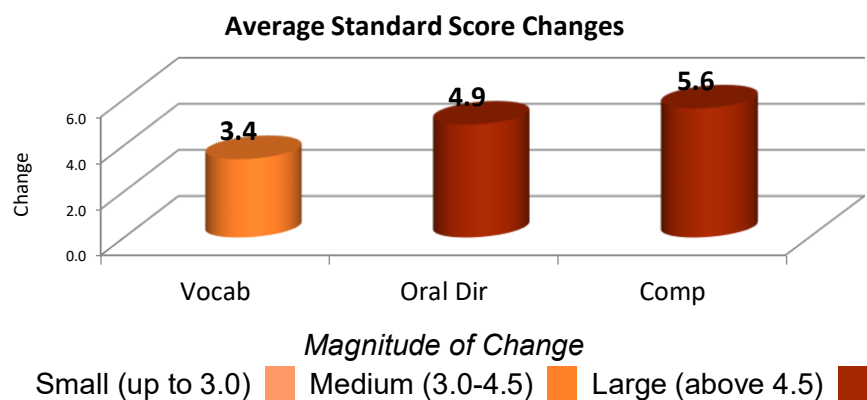
Programme	Description
 Decoding	The Seeing Stars® (SI™) program develops symbol imagery—the ability to visualise sounds and letters in words—as a basis for orthographic awareness, phonemic awareness, word attack, word recognition, spelling, and contextual reading fluency.

Interpreting the Test Results

The following information is provided to assist with interpreting test results based on standard scores and grade levels.

Standard Scores

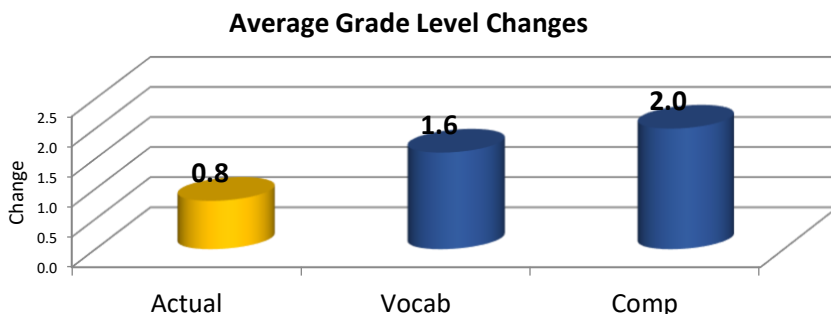
A standard score is a raw score that has been transformed to a common scale (mean of 100 and standard deviation of 15) so comparisons can be made. Standard score changes determine the magnitude of change from pre- to retest. Each student's retest standard score is subtracted from their pre-test score to get a change score, and all those scores are averaged to get an average standard score change. While there is no definitive interpretation, researchers generally agree that a standard score change of practical significance ranges from 3.0 to 4.5 points. A standard score change chart looks like this:



The students in this example made large changes in oral directions and comprehension.

Grade Levels


While some test publishers discourage using grade-level scores because they have inadequate statistical qualities and are often misleading, they have been included but should be interpreted cautiously. A similar process of calculating average standard score changes is applied to grade-level scores and compared to actual grade-level changes. Here's an example of a grade-level change chart:



The average pre-test grade level for this group of students was 2.1, and their average retest grade level was 2.9, resulting in an actual grade level change of 0.8. Therefore, their grade level change in vocabulary and comprehension exceeded their actual grade level change.

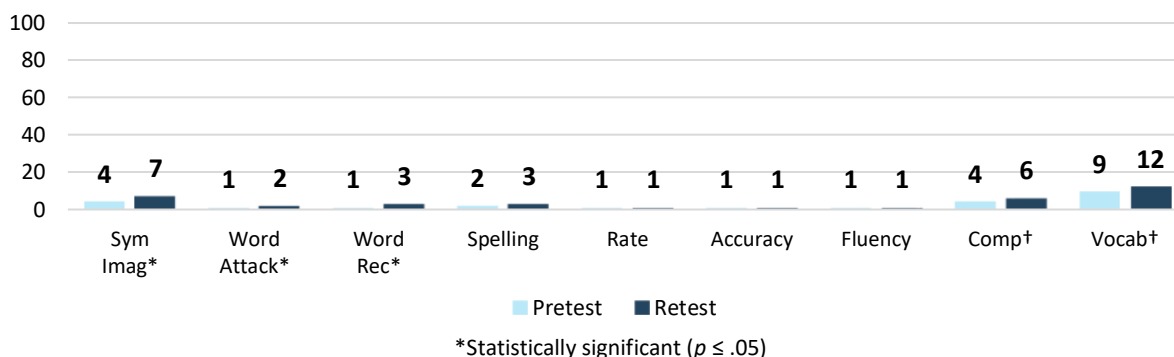
The reported targeted measures vary depending on instructional focus. In cases with ten (10) or more students, aggregate results are provided. Otherwise, individual results are provided.

Aggregate – Hillel Academy Site

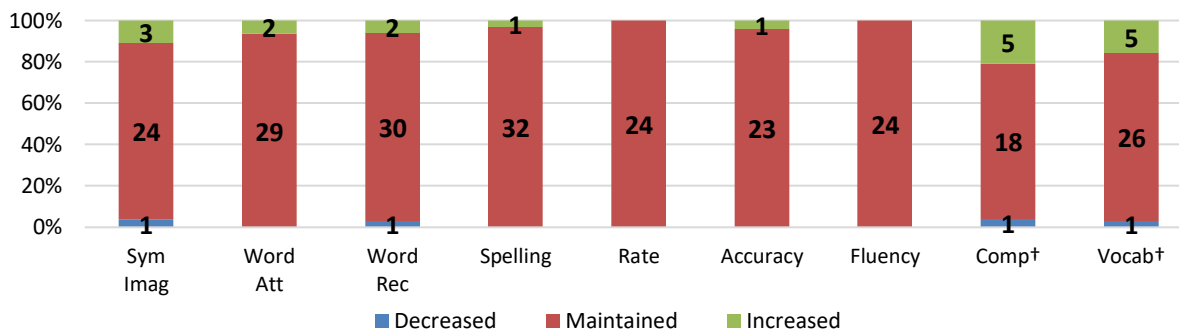
Decoding Focus	Demographics
	Number of Students
	33
	Average Age
	8.9
	Average Hours of Instruction
	56.6

Note: Not all students completed a full testing battery. For symbol imagery, $n=28$. For word attack, $n=31$. For word recognition and spelling, $n=33$. For reading rate, accuracy, fluency, and comprehension, $n=24$. For vocabulary, $n=32$.

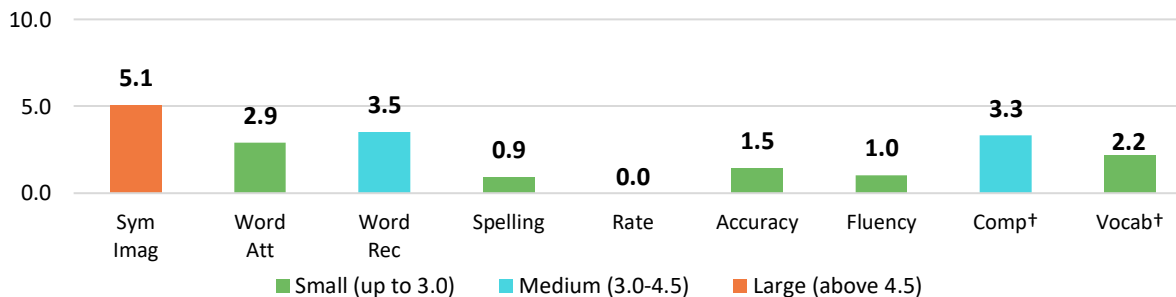
Pre- and Retest Percentiles



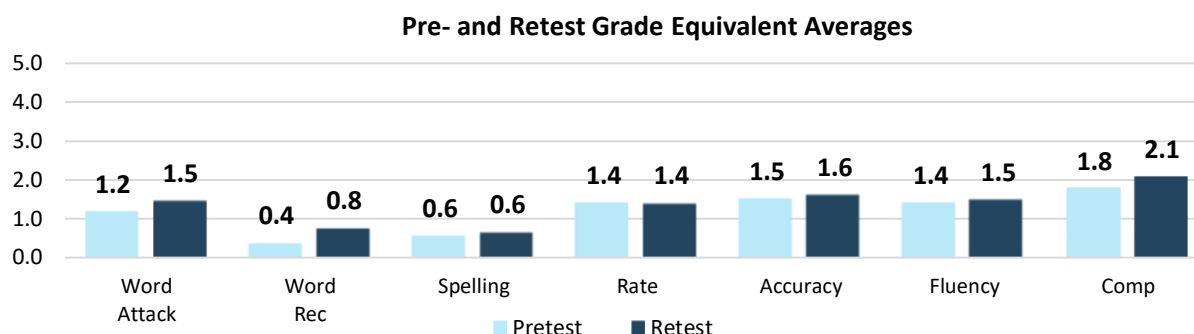
Number of Students by Quartile Change



Average Standard Score Changes



†These skills are not directly stimulated by Seeing Stars instruction. Therefore, growth may not be commensurate with growth on targeted measures.



Note: PPVT and SI Tests do not give grade equivalents, so we did not have Grade Equivalent data to report on for those measures.

Average Levels of Accuracy and Percentage Increase

2024 Summer Learning Session - IMSS	Pre-Test Grade Level	Post-Test Grade Level	% Increase
Word Attack	1.2	1.5	25%
Word Recognition	0.4	0.8	100%
Accuracy	1.5	1.6	6.67%
Fluency	1.4	1.5	7.14%
Comprehension	1.8	2.1	16.67%

The 2024 Summer Learning Session demonstrated significant progress in students' literacy development, particularly in the foundational components of reading. Over a three-week period, students received approximately 56 hours of direct instruction using the Lindamood-Bell® Seeing Stars® programme and related sensory-cognitive methods. The results demonstrate that the correct intervention, delivered by well-trained teachers, can accelerate student growth, close literacy gaps, and build momentum for long-term academic success.

One of the most impressive growth areas was in Symbol Imagery, which measures students' ability to visualise letters and connect them to sounds. This foundational skill showed large standard score gains and directly contributed to improvements in Word Attack (the ability to sound out words) and Word Recognition (recognising real words). On average, **students achieved three (3) months of growth (a 25% increase) in Word Attack and four (4) months of growth (a 100% increase) in Word Recognition.**



Student Re-Evaluation Summary Highlights

Student IM001, a 10-year-old girl, completed 61.91 hours of instruction in the Seeing Stars® program and demonstrated notable progress in key literacy areas, as reflected by the following results:



LINDAMOOD-BELL *Learning Processes*

Lindamood-Bell For Schools

Re-evaluation Summary

Name:	XXXXXXXXXX	School:	CLBL Summer School 2024
Birth Date:	2/28/2014	Student ID No.:	IM001
Gender:	Female	Pre Tester:	Renee Rennalls
		Re Tester:	Norda Williams-Ryan

Pretest Date:	7/1/2024	Pretest Chrono Age:	10-4	Pretest Grade:	4.0
Retest Date:	7/25/2024	Retest Chrono Age:	10-4	Retest Grade:	4.0

Hours of instruction between 7/1/2024 and 7/25/2024:

Seeing Stars®: 61.91

Total: 61.91 hours

7/1/2024 7/25/2024

Peabody Picture Vocabulary Test - 5, form A

143	120 Raw
83	69 Standard Score
13th	2nd Percentile
7:8	5:11 Age Equivalent

Woodcock Reading Mastery Tests - III, form A

Word Attack

8	11 Raw
73	81 Standard Score
4th	10th Percentile
1.7	2.2 Grade Equiv.

Wide Range Achievement Test - 5, form Blue

Word Reading

26	30 Raw
69	75 Standard Score
2nd	5th Percentile
1.3	1.8 Grade Equiv.

Spelling

22	19 Raw
76	69 Standard Score
5th	2nd Percentile
2.0	1.2 Grade Equiv.

Gray Oral Reading Tests 4, form A

Rate

8	13 Raw
3	4 Standard Score
1st	2nd Percentile
<1.0	1.7 Grade Equiv.

Accuracy

7	16 Raw
2	5 Standard Score
<1st	5th Percentile

	<u>7/1/2024</u>	<u>7/25/2024</u>
	<1.0	2.4 Grade Equiv.
Fluency	15	29 Raw
	1	4 Standard Score
	<1st	2nd Percentile
	<1.0	2.2 Grade Equiv.
Comprehension	18	21 Raw
	7	8 Standard Score
	16th	25th Percentile
	2.7	3.4 Grade Equiv.
Symbol Imagery Test		
	18	24 Raw
	79	91 Standard Score
	8th	27th Percentile
Informal Tests of Writing		
Symbol to Sound	31	44 Raw

Word Attack: The raw score increased from 8 to 11, a **37.5% improvement**, with her standard score rising from the 4th percentile to the 10th percentile. Her grade equivalent increased from 1.7 to 2.2.

Word Reading: Her raw score rose from 26 to 30, reflecting a **15.4% increase**. Her standard score moved from the 2nd percentile to the 5th percentile, raising her grade equivalent from 1.3 to 1.8.

Comprehension: Her comprehension score improved from 18 to 21, a **16.7% increase**, and her standard score moved from the 16th percentile to the 25th percentile. Her grade equivalent improved from 2.7 to 3.4.

Fluency: The fluency score more than doubled, increasing from 15 to 29, showing a **93.3% improvement**. Her standard score rose from <1st percentile to the 2nd percentile, with her grade equivalent improving from <1.0 to 2.2.

Accuracy: Her accuracy raw score increased from 7 to 16, representing a **128.6% increase**, with her standard score improving from <1st percentile to the 5th percentile.

Symbol Imagery: She showed strong growth in symbol imagery, with her raw score increasing from 18 to 24, a **33.3% improvement**, raising her standard score from the 8th percentile to the 27th percentile.

Despite a slight decline in spelling, where the raw score decreased from 22 to 19, the overall performance showed significant gains in key literacy areas, particularly in fluency and comprehension. These percentage improvements reflect the ability to make meaningful progress in a relatively short period, building a foundation for continued literacy development.

Student IM015, an 8-year-old girl, completed 65.83 hours of instruction and made significant strides in foundational literacy skills, as evidenced by the following results:



LINDAMOOD-BELL

Learning Processes

Lindamood-Bell For Schools

Re-evaluation Summary

Name:	XXXXXXXXXX	School:	CLBL Summer School 2024
Birth Date:	3/14/2016	Student ID No.:	IM15
Gender:	Female	Pre Tester:	Norda Williams-Ryan
		Re Tester:	Norda Williams-Ryan
Pretest Date:	7/2/2024	Pretest Chrono Age:	8-3
Pretest Grade:			2.9
Retest Date:	7/26/2024	Retest Chrono Age:	8-4
Retest Grade:			2.0

Hours of instruction between 7/2/2024 and 7/26/2024:

Seeing Stars®: 65.83

Total: 65.83 hours

7/2/2024 7/26/2024

Peabody Picture Vocabulary Test - 5, form A

116	122 Raw
80	81 Standard Score
9th	10th Percentile
5:8	6:0 Age Equivalent

Woodcock Reading Mastery Tests - III, form A

Word Attack

2	10 Raw
71	90 Standard Score
3rd	25th Percentile
1.0	2.0 Grade Equiv.

Wide Range Achievement Test - 5, form Blue

Word Reading

23	27 Raw
78	83 Standard Score
7th	13th Percentile
K.9	1.4 Grade Equiv.

Spelling

18	21 Raw
80	87 Standard Score
9th	19th Percentile
1.0	1.7 Grade Equiv.

Gray Oral Reading Tests 4, form A

Rate

0	4 Raw
3	4 Standard Score
1st	2nd Percentile
<1.0	<1.0 Grade Equiv.

Accuracy

1	10 Raw
2	6 Standard Score
<1st	9th Percentile

<u>7/2/2024</u>	<u>7/26/2024</u>
<1.0	1.2 Grade Equiv.
Fluency	
1	14 Raw
2	5 Standard Score
<1st	5th Percentile
<1.0	<1.0 Grade Equiv.
Comprehension	
3	7 Raw
4	5 Standard Score
2nd	5th Percentile
<1.0	<1.0 Grade Equiv.
Symbol Imagery Test	
10	14 Raw
75	84 Standard Score
5th	14th Percentile
Informal Tests of Writing	
Symbol to Sound	
22	44 Raw

Word Attack: The raw score increased from 2 to 10, representing a 400% improvement. Her standard score rose from the 3rd percentile to the 25th percentile, moving her from a grade equivalent of 1.0 to 2.0.

Word Reading: She improved her raw score from 23 to 27, a 17.4% increase, with her standard score rising from the 7th percentile to the 13th percentile. This reflects growth from a Kindergarten reading level (K.9) to a 1.4 grade level.

Spelling: Her raw score increased from 18 to 21, showing a 16.7% improvement, with her standard score rising from the 9th to the 19th percentile and her grade equivalent improving from 1.0 to 1.7.

Fluency: Her raw score jumped from 1 to 14, an incredible 1300% increase, raising her standard score from <1st percentile to the 5th percentile.

Accuracy: The score showed a significant rise from 1 to 10, a 900% increase, moving her from the <1st percentile to the 9th percentile.

Comprehension: The raw score increased from 3 to 7, a 133% improvement, with her standard score rising from the 2nd to the 5th percentile.

Symbol Imagery: Her raw score rose from 10 to 14, a 40% increase, improving her standard score from the 5th percentile to the 14th percentile.

These results show that significant progress was made, particularly in word attack, accuracy, and fluency, with large percentage gains in raw scores. This improvement sets a strong foundation for continued development in reading comprehension and fluency.

Why Summer Learning Session Matters

The 2024 Summer Learning Session affirmed a critical insight: with focused, research-based instruction, students can make measurable academic gains in just a few weeks.

Extensive research supports the impact of structured summer programmes. A meta-analysis by the **RAND Corporation** found that high-quality summer learning can significantly reduce learning loss, particularly for students from underserved communities, and improve long-term academic achievement (RAND, 2016). Similarly, a **2021 Wallace Foundation** study reported that students who attend well-designed summer programmes show measurable improvement in language, reading, and mathematics compared to their peers.

Beyond academics, the broader benefits of summer learning are well documented. Research from the **U.S. Department of Justice and Harvard's Kennedy School of Government** links high-quality summer education, especially those with embedded mentoring, to reduced dropout rates, lower juvenile delinquency, and stronger community-school relationships. These outcomes reflect the CLBL Foundation's holistic education approach, strengthening learning and community well-being.

The 2024 CLBL Summer Learning Session demonstrated the transformative potential of integrating data-driven instruction, expert mentorship, and meaningful parent engagement. Rather than merely preventing the 'summer slide,' students made measurable gains in reading comprehension, decoding, vocabulary, and self-confidence, progress that will positively impact their performance throughout the academic year.

Teachers also experienced transformative growth. Many progressed through CLBL's Four Stages of Development and emerged more confident, capable, and equipped to deliver high-impact, student-centred instruction. Several have since stepped into leadership roles within their schools, mentoring peers and contributing to a sustainable Response to Intervention (RtI) model.

As this programme grows, so too will its impact. Every student's gain and every teacher's development stand as testaments to the potential of responsive teaching, shared leadership, and the belief that every child can succeed.

Key Experts and Contributors

The CLBL Foundation wishes to express its heartfelt gratitude to the individuals and organisations whose expertise, leadership, and collaboration played a vital role in the success of the 2023–2024 Literacy and Numeracy Teacher Training Programme. Their contributions in selection, workshops, coaching, evaluation, and implementation have significantly influenced the measurable impact recorded in this report.

Programme Leadership – CLBL Foundation

- **Mandy Melville** – Founder & Executive Director
- **Collette Kirlew** – Operations Consultant
- **Holly Aaron** – Senior Coach
- **Elaine Robinson Edmond** – Associate Coach
- **Stacy-Ann Jackson** – Associate Coach
- **Lisandra Jureidini** – Associate Coach
- **Shantaul Simpson** – Associate Coach
- **Antoinette Wyatt** – CLBL Lead Coordinator and Mentor (2018), St. Richard’s Primary School

Mentorship, Coaching & Implementation Team

- 32 Mentors from Infant, Primary, and Special Needs schools across 12 parishes
- School Principals, Mentors, and Instructional Teams at 101 participating schools

Lindamood-Bell® Contributors

Experts from Lindamood-Bell® Learning Processes facilitated workshops, supervised the Summer Learning Session, and provided ongoing technical support to ensure the fidelity of instruction throughout all programme phases.

- **Dave Kiyvyra** – Director of Development, Lindamood-Bell® for Schools
- **Tracey Hall** – Professional Development Presenter (Workshop Facilitator)
- **Brittany Cotton** – School Partnership Regional Manager
- **Shannon Matalavy** – School Partnership Project Director
- **Keisha Thorne** – School Partnership Project Director
- **Alexander Koss** – Lindamood-Bell For Schools Regional Manager

Implementation & Evaluation Partners

- **Ministry of Education and Youth (MOEY)** – Literacy Unit & Special Education Branch
- **Early Childhood Commission (ECC)**
- **Jamaica Social Investment Fund (JSIF)** – BNTF 10 Project Team
- **European Union Delegation to Jamaica** – CSP & Inter-Ministerial School Support Strategy

PLC & Webinar Partners

- International Webinar Presenters and PLC Facilitators
- Teachers, coaches, and school leaders facilitate “Tips for Home” sessions and engage with parents.
- Representatives from the Ministries of Education in **Barbados, the Cayman Islands, and Jamaica**

Conclusion & Next Steps

The 2023–2024 academic year reaffirmed that transformational change is not only possible but already underway through the CLBL Foundation’s Literacy and Numeracy Teacher Training Programme. Across 101 schools and 12 parishes, teachers advanced through a structured system of workshops, mentorship, and job-embedded coaching. Students, including the most at-risk learners, demonstrated measurable gains in decoding, vocabulary, comprehension, and confidence. Early Childhood Educators, supported through the BNTF 10 Project, achieved statistically significant improvements in receptive vocabulary, affirming the power of targeted, sensory-cognitive instruction during Jamaica’s most formative learning years.

The model works. The evidence is clear. What must follow now is **scale, sustainability, and system integration**.

To achieve national impact, the CLBL Foundation will focus on the following next steps:

Deepen Mentorship Capacity

We will continue to develop mentors in every participating school to provide consistent, job-embedded support and sustain the delivery of Lindamood-Bell® programmes beyond the initial workshop year.

Institutionalise Pre-Service Teacher Training

Collaborate with the MOEY and Teachers’ Colleges to integrate Lindamood-Bell® methodologies into Jamaica’s Pre-Service Teacher Training Curriculum, starting with Early Childhood, Primary, and Special Education.

Expand Reach to Underserved Communities

Secure funding from donors and partners to expand the CLBL Programme to additional schools, targeting rural, underperforming, and high-priority communities.

Strengthen Monitoring and Evaluation

Enhance the use of diagnostic and progress monitoring tools—including PPVT™5, school-based assessments, and Lindamood-Bell® post-tests—to inform instruction and measure impact. The CLBL Foundation is finalising a secure online Portal to track student progress, teacher development, and programme fidelity in real-time. **Additional funding is needed to complete and maintain this platform**, ensuring full integration across participating schools and its sustainable use as a tool for continuous improvement.

Engage Parents and Communities

Build on the success of “Tips for Home” sessions by continuing to empower parents as partners in their child’s learning. To strengthen engagement and reinforce classroom instruction, **we recommend hosting these sessions at least once per academic year—ideally twice, in Terms 1 and 3**. These sessions provide parents with practical tools, foster communication between schools and families, and extend the programme’s impact into the home.

With continued support from our partners, the CLBL Foundation is prepared to close Jamaica’s early learning gap permanently. Finalising the CLBL Portal and scaling our proven methodologies will ensure that every teacher is supported, every student is monitored, and no child is left behind. **Together, we can transform Jamaica’s education system, one teacher, one student, one school at a time.**

Appendix A – 2017 thru 2024 Cohort of Participating School



2017 thru 2024 Cohort of Participating Schools

Kingston & St Andrew

American International School of Kingston
Arnold Road Methodist Basic School
Bethel United Basic School
Bloom Early Childhood Centre
Boy's Town Primary & Infant School
Cavaliers All Age (Stony Hill)
Charlie Smith High School
Chetolah Mel Nathan Education Centre & Infant School
Christ The King Basic School
Constitution Hill Primary & Infant School
Danny Williams School for the Deaf
Denham Town High School
Denham Town Infant / Edward Seaga Infant School
Dupont Primary & Infant School
Edward Seaga Primary School
Genesis Academy
Glenmore Early Childhood Centre
Haile Selassie High School
Hillel Academy
Holy Family Primary & Infant School
Holy Rosary Primary School
Hope Valley Experimental Primary & Infant School
Hopefield Preparatory School
Jamaica China Goodwill Infant School
Junior World Learning & Activity Centre
Kingston High School
Lawrence Tavern Primary School
Lister Mair Gilby High School for the Deaf
Mary Bond Basic School
McCam Child Care & Development Centre
Mico University College-CARE Centre
Mona Heights Primary School
Mona High School
Mountain View Primary School
New Providence Primary School
Norman Gardens Primary School
Operation Restoration Christian School
Rainbow Land Nursery School
Rollington Town Primary School

Seaward Primary & Infant School
Shortwood Practising Primary, Junior & Infant School
St Alban's Primary & Infant School
St Andrew Primary School
St Benedict's Primary School
St Hugh's Prep School
St Jude's Primary School
St Martin de Porres Primary & Infant School
St Patrick's Primary School
St Peter Claver Infant & Primary School
St Richard's Primary School
Stony Hill Technical High School
Sylvia Foote Basic School (VOUCH)
Trench Town Seventh-Day Adventist Basic School
Whitfield Primary & Infant School

Clarendon

Claude McKay High School
Crofts Hill Primary & Junior High School
Frankfield Primary & Infant School - Clarendon
Hazard Primary & Infant School (Special Ed Unit)
Kellits High School
Kellits Primary School
May Pen Primary School
Osbourne Store Primary & Infant
Toll Gate Primary & Infant School
York Town Primary School

Manchester

Educational Assessment & Intervention Centre
(Churches Teachers College)
Ferguson Primary & Infant School
Frankfield Primary & Infant School
Grove Mountain Basic School
Holmwood Technical High School
Mount Saint Joseph Prep School
YeCats Mobile Resource Centre

2024.05.24

Portland

Buff Bay Infant School
Emmanuel Early Childhood Centre
Gideon Early Childhood & Educational Centre
Hart Hill Basic School
St Agnes Infant School
St Margaret's Bay Basic School

St Ann

Hoolebury Primary
Iona High School
Keith Primary & Infant School
Moneague Primary & Junior High School
Mount Moriah Primary & Infant School
Ocho Rios Primary School
Priory Primary & Infant School
Servite Primary School

St Catherine

Bridgeport Infant School
Christel House Jamaica
Eltham High School
Ewarton Primary School
Faith Mission Early Childhood Development Centre
Greater Portmore Infant School
Greater Portmore Primary School
Linstead Primary School
Marlie Mount Primary & Infant School
Old Harbour Bay Primary School
Old Harbour Primary School
Portsmouth Primary School
Spanish Town Primary School
St John's Primary School
Tredegar Park Primary & Infant
Waterford Primary School
Windsor School of Special Education

St James

AFC Challengers Basic School
Barrett Town All Age & Infant School
Bickersteth Primary & Infant School
Flankers Primary School
Granville Primary & Infant School
Howard Cooke Primary School
John Rollins Success Primary School
Montego Bay Infant School
Mount Salem Primary & Infant School
Vaughansfield Primary & Infant School

St Mary

Cross Road Basic School
Epsom Primary School

St Thomas

Morant Bay Primary School
White Horses Primary & Infant School

Trelawny

Duncans All Age & Infant School
Falmouth All-Age
Lowe River Primary & Junior High School

Westmoreland

Petersfield Primary & Infant School
Savanna-La-Mar Inclusive Infant Academy

St Elizabeth

Morningside Primary & Infant School
Pisgah Primary & Infant School

Participating Teachers - Not with a School

Patricia Anderson
Shantaul Simpson
Denise Williams
Jodi Mills
Patricia Williams
Rachel Eaton
Rashana Reid
Renee Rennalls
Shawn Smith
Suelyn Ward-Brown

CLBL Coaches

Holly Aaron
Elaine Robinson Edmond
Stacy-Ann Jackson

Appendix B – Glossary & Acronym Guide

Acronyms

- **CLBL** – Creative Language-Based Learning Foundation
- **MOEY** – Ministry of Education and Youth (Jamaica)
- **ECC** – Early Childhood Commission
- **JSIF** – Jamaica Social Investment Fund
- **BNTF** – Basic Needs Trust Fund
- **SLS** – Summer Learning Session
- **LIM** – Local Instructional Mentor
- **RtI** – Response to Intervention
- **PD** – Professional Development
- **PLC** – Professional Learning Community
- **CEU** – Continuing Education Unit
- **PEP** – Primary Exit Profile (national exam in Jamaica)
- **PPVT™5** – Peabody Picture Vocabulary Test, Fifth Edition
- **WRMT-III** – Woodcock-III Word Attack
- **WRAT-5** – Wide Range Achievement Test - 5
- **Symbol Imagery** – Lindamood-Bell® Symbol Imagery Test
- **GORT-4** – Gray Oral Reading Test-Revised 4
- **ZOSO** – Zone of Special Operations
- **IMSSS** – Inter-Ministerial School Support Strategy

Key Terms

Lindamood-Bell® Programmes – Research-validated instructional methods that develop the sensory-cognitive functions necessary for reading, comprehension, and maths. Programmes include:

- **Seeing Stars® (SI™)** – Focuses on symbol imagery for phonological and orthographic processing
- **Visualizing & Verbalizing® (V/V®)** – Builds concept imagery for language comprehension and critical thinking
- **Talkies®** – Precursor to V/V®, designed to strengthen oral language development
- **On Cloud Nine® (OCN®)** – Maths programme that enhances numeracy through visual imagery and number sense

Four Stages of Development – A teacher progression model developed by CLBL:

- **Instructor** – Implements structured lessons with fidelity
- **Diagnostician** – Uses data to adjust instruction based on student profiles
- **Pacer** – Delivers lessons with appropriate tempo and responsiveness
- **Mentor (LIM)** – Coaches peers, models best practices, and leads school-wide implementation

Tips for Home – Parent engagement sessions led by teachers and mentors to help families reinforce learning strategies at home.

Contact Details



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