

**NEW HORIZONS FOR PRIMARY SCHOOLS
CONTRACTOR'S FINAL PROJECT REPORT**

Submitted in response to:

**Contract No.
532-C-00-98-12345-00**

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Submitted to:

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Executive Summary

Phase I of the multi-year New Horizons for Primary Schools Project (NHP) USAID-sponsored contract with the Institutional Contractor, Juarez and Associates, Inc. (J&A), was completed on June 2, 2003. It had the Strategic Objective (SO4): *Increased literacy and numeracy among targeted Jamaican youth.* The focus was on those children who, because of poverty and other disabling conditions, had little academic success in school. Increased academic success was to be accomplished through the development of model interventions in 72 schools that, when tested, could be used to improve the performance of low-achieving children throughout Jamaica. This report summarizes the objectives, activities and accomplishments over the period of the contract, June 1998 to June 2003. It is presented at a key juncture in the seven-year life of NHP by adding to the findings of a year ago presented in the Aguirre International Report: *Evaluation and Recommendations for Strengthening and Extending The New Horizons for Primary Schools Project in Jamaica* (July 2002). The recommendations presented in the Aguirre Report set the stage for the completion of the first Phase of NHP and provided a solid foundation, along with the results of the annual formative evaluations, for the resultant USAID/Jamaica Request for Proposals and the successful technical proposal subsequently submitted by J&A and awarded on May 30, 2003.

This document provides a description of all the key “deliverables” presented to the CTO under the contract as well as the final financial status of the project. Support documentation is provided in the appendices.

Introduction

This document describes the objectives, activities and accomplishments of the New Horizons for Primary Schools Project (NHP) through the completion of Phase I which coincides with the termination of the June 3, 1998 to June 2, 2003 contract (# 532-C-00-98-12345-00) between the sponsoring agency, the United States Agency for International Development (USAID) and the Institutional Contractor, Juarez and Associate, Inc. (J&A), in service to the Ministry of Education, Youth and Culture (MOEYC). This report is presented at a key juncture in the seven-year life of NHP by adding to the findings of a year ago presented in the Aguirre International Report: *Evaluation and Recommendations for Strengthening and Extending The New Horizons for Primary Schools Project in Jamaica* (July 2002). The recommendations presented in the Aguirre Report set the stage for the completion of the first phase of NHP and provided a solid foundation, along with the results of the annual formative evaluations, for the resultant USAID/Jamaica Request for Proposals and the successful technical proposal subsequently submitted by J&A and awarded in May 2003. Throughout the life of the project, the project has been implemented by the MOEYC's Professional Development Unit (PDU), National Council on Education (NCE) and J&A through the collaborative efforts of these partners and the Project Implementation Unit (PIU). [Refer to Appendix A, NHP Brochure which also lists partners and key staff.]

This final report for the first phase of NHP is tied closely to the USAID/Jamaica Mission Results Framework and is consistent with guidelines in the contract as modified in the first year of the project. Given the fact that there is a two-year extension to the end of the seven-year project for the contractor, conciseness in reporting was sought wherever it was justified. While references are made in the report to the findings and recommendations of Aguirre International, this contractor's final report is intended to complement the work of a year ago done by a highly skilled team of local and international evaluators. It is noted, furthermore, that since the contractor remains in country, additional documentation can be requested by the reader upon request since an extensive archive exists at the NHP Office within the Ministry of Education, Youth and Culture (MOEYC).

Objectives and Expected Results of the Project

NHP has the general objective to enhance the performance of Jamaican primary school students in numeracy and literacy. The focus is on those children who, because of poverty and other disabling conditions, have had little academic success in school. Increased academic success is to be accomplished through the development of model interventions in 72 schools that, when tested, can be used to improve the performance of low-achieving children throughout Jamaica.

Background

New Horizons for Primary Schools completed five years of a seven-year effort with all but the first year actually implementing reform efforts in math and reading instruction and learning at the school and classroom levels. The first year for the contractor was dedicated mainly to staffing, schools selection in concert with the Central MOEYC, diagnostic and needs assessment, and detailed planning along with island-wide launches and orientation activities. It is emphasized that NHP in Phase I was designed to improve student performance in grades 1-6 through employing a series of interrelated interventions that continue to work in concert to change not only the learning experiences of children in the classroom, but

the broader enabling environment of the school and community. J&A conducted its technical assistance efforts in Phase I in collaboration with IDEAS, Ltd which served as the Subcontractor in the areas of Integrated Data Bases and Education Management Information Systems (EMIS).

NHP also continues to work in partnership with the Jamaican Ministry of Education, Youth and Culture and other members of the Jamaican education community to bring about changes in schools and classrooms that result in individual students having greater academic success in primary school. The strategic vision of NHP is to use a holistic, “bottoms-up” approach to equip local communities, school principals, and teachers to improve local school policies, decision-making, and educational practice in favor of better quality learning for all children.

NHP supports the USAID/Jamaica strategic objective in education of *Increased literacy and numeracy among targeted Jamaican youth*. The NHP objectives of building capacity to both manage educational reform at the local level and to improve instructional practice and student learning in the classroom directly support several Intermediate Results. These are: IR 4.1 *Improved Quality of Teaching*; IR 4.2 *Increased School Attendance*; and IR 4.3 *Improved Management of Schools*. The SO during Phase I of the project was supported through the implementation of ten interrelated interventions:

- Developing innovative mathematics and literacy programs;
- Providing in-service teacher training in reading and mathematics;
- Providing governance and leadership training for schools, communities and parents;
- Offering parent education and training;
- Elective facilitating of health and nutrition activities;
- Providing supplementary reading and mathematics materials;
- Training teachers in educational technology;
- Training resource teachers;
- Integrating databases; and
- Linking schools with the Jamaican regional and national EMIS system.

Expected Results

New Horizons furthers the Strategic Objective by striving toward an array of expected results. These results span the ten interventions and can be summarized as follows:

- Marked improvement in reading and numeracy performance among primary school students
- Innovative curricula and materials, which meet the needs of individual schools
- Classroom and resource teachers trained in the latest instructional approaches for reading and mathematics, educational technology
- Modernized school management
- Exposure of teachers, students, and communities to educational technology and information systems
- Breakfast and nutritional education programs instituted in a number of project schools
- Empowerment of school boards and parent/teacher organizations
- Greater professionalism of teachers
- Increased attendance and academic promotion
- Jamaican youth prepared for the technologically oriented marketplace
- Increased community and private sector involvement in support of schools

Core Principles

New Horizons for Primary Schools has been driven by a number of core principles and assumptions about accelerating the reform in schools. Key among these principles were, in short, (1) that each school as a unit for change must have a unique vision of reform within the circumstances that affect that school/community including its resources and perceived needs, (2) that education must be inclusive in all respects related to the learner, teacher, parents and other major stakeholders whereby the positive attributes each interest group brings to the scene are recognized and utilized to the highest degree possible, and (3) that the process of change or improvement in the education “enterprise” must be democratic and collaborative in nature at all levels, resulting in genuine empowerment and a real sense of ownership in the process and stake in the results. NHP strives to improve opportunities for children by bringing learning to life through the use of context-specific instructional approaches and relevant materials. In essence, New Horizons advocates a holistic approach to school reform and, in particular, improved, child-centered learning in the areas of mathematics and language arts.

Project Schools

The 72 New Horizons schools are located across Jamaica in the inner-city, rural, deep-rural and in a variety of other settings from sea to mountain top with the following distribution by educational region: Region I = 18, Region II = 14, Region III = 9, Region IV = 7, Region V = 8, and Region VI = 16. [See Appendix B for a Listing of NHP Schools by Region.] The 72 schools consist of approximately 29,000 school children in a given year, almost 800 classroom teachers (including the approximate 180 Mathematics and Literacy Resource Teachers trained and functioning under NHP), and slightly over 500 school board members.

USAID’S SO4 Education Results Framework

As noted above, this report is built around the goals of USAID strategic objectives, particularly SO4: *to increase literacy and numeracy among targeted Jamaican youth*. [Refer to Appendix C, Education Results Framework.] NHP addresses all but the fourth Intermediate Result (IR4) which is under another activity, the Uplifting Adolescents Project (UAP II), through which remedial education services of at-risk youth are being provided with Agency support. The information which follows in this final report on the first five years of the contractor’s technical assistance under New Horizons is organized around the Mission’s Results Framework. It is perhaps appropriate to note here that the project is organized as a partnership in which the National Council on Education is the lead institution in implementing two (#s 3 and 4 below) of the original ten original interventions, the Professional Development Unit coordinates training under one intervention (# 8 below), and the Institutional Contractor leads in the remaining seven and provides the overall leadership through its resident Chief of Party or Project Director. Furthermore, as inferred above under the core principles and basic assumptions section, it is noted that the interventions are integrated, reinforcing one another.

Interventions and Key Partners (in parenthesis)

1. Innovative Programs in Literacy and Numeracy (J&A)
2. In-service Teacher Training (J&A)
3. Governance and Leadership (NCE)

4. Parent Education and Training (NCE)
5. Health and Nutrition (J&A)
6. Supplementary Reading and Mathematics Materials (J&A)
7. Educational Technology (J&A)
8. Training Literacy and Mathematics Resource Teachers (PDU)
9. The Integration of Databases (J&A)
10. Linking the Schools with the Regional and National EMIS Network (J&A)

Activities and Accomplishments within the Results Framework

Strategic Objective 4: *Increased literacy and numeracy among targeted Jamaican youth.*

Statement of Phase I NHP Activities

In the approximate five years of implementation of NHP, project partners conducted activities in each of the ten intervention areas which, collectively, contributed to the improvement of mathematics and literacy achievement among the targeted school children. While the full impact of this effort remains to be determined, the results of the external evaluation conducted by Aguirre International generally support the success of the project to date.

During Phase I of NHP, the work under Interventions # 1, Innovative Programs in Mathematics and Literacy, coupled with the collaboration under Interventions # 3 and # 4 conducted by the NCE, set the stage for further support in the fifth year for the preparation and monitoring of more refined, customized School Development Plans in the form of “Action Plans.” Evaluations informed the PIU and this led to an increased number of visits per school, demonstration classes, school- and cluster-based workshops and guidance in the use of supplementary materials and other instructional resources. Learner-centered instructional strategies were intensified and complemented by the inclusion of professional development workshops in the areas of Cooperative Learning and Continuous Assessment. [Refer to Appendix D for a description of the “Site-base Technical Support Strategy”, Allocation of Schools among the PIU Specialists and Project Director, and Observation Checklist originally used by the technical assistance team.] In the fifth year in the schools, the final half of the academic year was used to conduct a series of mathematics and language arts workshops for the corps of approximately 800 teachers using a school cluster approach.

Under Intervention # 5, increased emphasis was placed on broader community-teacher involvement and technical assistance in the mobilization of resources so as to improve the likelihood of sustainability, expanding the breakfast program from eight to 14 schools. The PIU worked effectively to implement the revised primary curriculum in previous years in close collaboration with the Core Curriculum Unit, the Professional Development Unit and others within the Ministry of Education, Youth and Culture.

Follow-up activities were conducted by the PIU and Mathematics and Literacy Resource Teachers in subsequent years. In addition, advances were made in the revision of the NHP plans in the area of educational technology with the identification of and involvement in five “technology-intensive”

schools and advances in the establishment of a Multi-Media Resource Centre (MMRC) through an agreement between the MOEYC and the College of Agriculture, Science and Education (CASE) in Portland, Region II. Administrative computers were successfully delivered to all six Regional Offices as well as the project schools and 55 additional computer suites were purchased a over a year ago and have been used as replacement units or for parts in a few schools as well as for training purposes and for the networking within larger schools.

The PIU also assisted partners from the Professional Development Unit in developing and implementing training plans for new resource teachers and new principals on an annual basis. Topics for resource teacher training covered the revised curriculum, innovative teaching strategies, cooperative learning, continuous assessment, and others. Support was provided the National Council on Education in contracting consultants to write manuals, developing and implementing training plans for both school/community leaders and parents, and conducting participant training activities. Substantial quantities of supplementary materials and equipment were procured and distributed in previous periods, including considerable donated books appropriate for the Jamaican primary schools.

The activities of the EMIS team under the guidance of the Subcontractor, IDEAS, Ltd., provided the required equipment and technical assistance essential to accomplish the intended improved school management in previous periods and completed the re-design for Interventions 9 and 10, re-defining the objectives and actions of the school-based administrative information technology interventions for the final year and one-half of the J&A contract. Version 5.0 of the Jamaica School Administrative Software (JSAS) system was cascaded to 48 non-NHP schools in collaboration with the IDB-funded Primary Education Support Programme (PESP) and Central and Regional functionaries from the MOEYC were sensitised to the software near the end of the contract.

The annual formative evaluation reports were completed by the J&A Formative Evaluation Team on the basis of the **Performance and Monitoring Plan** (May 1999 and revised versions) and these, along with more recently conducted process evaluations, served to inform the NHP of its strengths and areas for improvement. Improvements in data gathering for the annual evaluations have slowly but surely improved on the part of the project with the intentions that these advances through electronic retrieval, for example, of test and attendance data, are favorably impacting the permanent system of the MOEYC.

Summary of Accomplishments

As noted earlier in this report, the activities are interwoven across the ten interventions, some more closely than others, and, as Aguirre International noted in its July 2002 evaluation it "...is impossible to assess the differential impact of each of these interventions separately." (Chapter III, Page 9, Paragraph 3.) An attempt is made below to summarize the "accomplishments" and some of the corresponding activities identified herein with reference to the Intermediate Results (IRs) of the USAID/Jamaica Mission Results Framework under each of the NHP interventions. Recognizing, as emphasized above, a concise statement for each follows with the most appropriate IR noted in parenthesis.

- **Intervention #1:** Development of Innovative Math and Reading Programs. (IR4.1 *Improved Quality of Teaching*)

Accomplishments: The Project Implementation Unit (PIU) worked with various NHP stakeholders to develop a Year Five Workplan based on the Life of Project Plan (LOP) and the results from on-going process and annual formative evaluations. The PIU was effective in monitoring and promoting

innovative instructional programs in literacy and numeracy in the project schools. Furthermore, the process evaluation findings informed the PIU on the level of effectiveness in some areas and served to improve school development planning in numeracy and literacy, including the identification of well-defined strategies and approaches for the effective implementation and monitoring of the annual Action Plans. Hundreds of site visits were conducted by the PIU using the strategies referred to in Appendix D and others designed to further promote child-centered learning and the utilization of the exemplary resources and technology made available through the project. The results of the Grade Six Achievement Test from year to year, since the establishing a baseline in 1998, are shown in the four graphs that constitute Appendix E in which the “planned” and “actual” scores for NHP school boys and for girls in math (green) and language arts (blue) are provided. In summary the trends in achievement at the grade six level are generally positive over time, especially in view of the fact that the 72 schools were among the lowest performing schools in 1998 based on where they fell below the national mean on the GSAT that year. Other factors are examined in detail in both the Aguirre International report of July 2002 and the Project Formative Evaluation Report of the same year.

- **Intervention #2:** Teacher In-service Training. (*IR4.1 Improved Quality of Teaching*)

Accomplishments: In addition to the continued site-based technical support provided by the PIU, more intensive educational technology training was provided by international specialists in this critical area. One such activity was a summer 2002 set of two three-day and one overlapping six-day Educational Technology Workshops. These training activities were designed to address the audio/visual and basic computer interests and needs of the project schools. This and subsequent training in 2002-2003 focused mainly on the five technology-intensive schools and the planning activities surrounding the establishment of a partnership between CASE and the MOEYC to launch a Multi-Media Resource Centre in Portland, Region II. A team of consultants from the SEEDS University Elementary School at the University of California at Los Angeles also conducted a successful one-week consultancy which addressed the utilization of technology in implementing student projects in literacy. The NHP consulted on site with the 72 school principals on a variety of instructional issues, planning, staff changes, use of human and material resources associated with the project, such as educational technology equipment, exemplary materials, and the professional development and responsibilities of the approximately 180 resource teachers. Staff development workshops were also conducted by the PIU over the four years in the schools as well as various training sessions at schools with Math and Literacy Resource Teachers. A highlight that is a strong indicator of achievement was the presentation of awards to eight (8) NHP schools in recognition for exemplary performance relating to the implementation of NHP innovative instructional practices, which were acknowledged at a NCE School Management Award function. Additional schools were also recognized for performance on the Grade Six Achievement Test and a select number (33) of Resource Teachers and ten (10) Facilitators were acknowledged for the completion of training to prepare them to be able to conduct Cooperative Learning workshops. This was done in collaboration with the Professional Development Unit and the technical assistance of the principal NHP Cooperative Learning Specialist.

- **Intervention #3:** Governance and Leadership Training. (*IR 4.3 Improved Management of Project Schools*)

Accomplishments: J&A assisted the National Council on Education (NCE) with the finalization of the procurement of services for the Governance and Leadership Coordinator and Officers and orientation

was conducted for these new personnel. Other NCE/NHP Project Implementation Officer accomplishments include 1) Completed examination of the school development plans; 2) Implemented site visits in 60 NHP schools re: progress of School Development Planning; 3) Finalized the Manual on Governance and Leadership Training for School Boards and Principals. In collaboration with the NCE, PIU also designed and conducted other training activities and NHP Principals' Workshops for the purpose of sharing effective exemplary administrative practices of principals as instructional leaders, among other topics. Evaluation reports and follow-up activities were completed on a regular basis for furthering the improvement of school management and study tours were conducted over the life of Phase I of the J&A contract. [Refer to Appendix F (for a "Summary Evaluation of School Improvement Plans (SIP) of NHP Schools).]

- **Intervention #4:** Parent Training. (IR 4.2 *Improved School Attendance*)

Accomplishments: Under *Improved School/Parent/Community Involvement*, the institutional contractor collaborated with the National Council on Education by supporting the training of parents and teachers in NHP schools, exposing them to new ideas for the revitalization of the PTA. A National Parenting Conference was conducted by the NCE the second year of the project and another one was carried out more recently in November 2002 which involved over 350 participants, including parents, teachers, principals, guidance counselors, regional directors and education officers along with staff from the PIU, MOEYC and NCE. It is important to acknowledge that two parents were awarded the Outstanding Parent Award by the Coalition for Better Parenting at that event. [Several products or "deliverables" were completed by the NCE to assist with the cascading process and ensure sustainability of the effective practices under NHP. Some of these appear in Appendix G, List of Products/Deliverables.]

- **Intervention #5:** Health and Nutrition. (IR 4.2 *Improved School Attendance*)

Accomplishment: Health and nutrition was included as Intervention # 5 of the New Horizons for Primary Schools Project (NHP) in recognition that poor health and nutritional status impact negatively on academic performance. The intent was to provide a regular breakfast to needy children to relieve short term hunger and so impact on the primary objective of improved attendance. Fourteen schools were selected from a pool of seventy five to benefit from a subsidy of the breakfast program and financial support was given for a period of three years. During this time a complementary program of community mobilization and capacity building was introduced to prepare the teachers, parents and community to embrace the program and to generate alternative sources of funds to sustain the program beyond the life of the project. Training was also provided to teachers on integrating concepts on health and nutrition in classroom teaching of core subjects according to the new primary school curriculum. Technical guidance was provided by a Nutrition Specialist and community development specialists.

A total of 1677 students have benefited under the project and schools have gained experience in quality control measures such as preparing calculated menus and meal preparation standards, fundraising and income generating efforts. A motivational program of parent education in health has also been implemented. The program is run by a school committee comprising teachers and parents and structures and systems have been established through the PTA for monitoring and control. Monitoring data has shown improvements in the disposition and receptivity of the students who benefited as well as improvement in their academic performance. Measures attributed directly to the breakfast program include a reduction in the number of underweight students from a baseline of 7.3% to 2.7% and an increase in attendance from a baseline of 65% to 86%. Three hundred and fifteen (315) parents and community persons were trained under this intervention and these have worked along with the schools

to raise funds of approximately J\$20,000-50,000 per effort and in starting mainly farming projects of vegetables and chickens to support the programs. Five hundred and thirty one (531) teachers from the 72 schools were trained in collaboration with interventions #1 and #2. Schools have been provided with several resources to sustain the program including training and procedure manuals, textbooks on health and nutrition, an educational game and medical scales for weighing and measuring. The experiences summarized in various reports can be used to replicate the project in other schools. [Refer to the Nutrition products/deliverables listed in Appendix G.

▪ **Intervention #6:** Supplementary Materials. (IR 4.1 *Improved Quality of Teaching*)

Accomplishments: All supplementary materials and equipment procured have been distributed to the schools or other designated sites and inventoried as required as part of the closing activities for the Phase I NHP contract of J&A. Indeed, as noted in earlier reports and documented in Appendix G, the contractor was able to exceed the expectations in great measure due to the efforts in the highly encouraged area of Global Initiatives with book donors and other non-for-profit agencies in Jamaica and in the United States of America. The contractor also attempted to make the most of funds by having ready a list of equipment for the implementation of the Educational Technology Intervention, towards which a great deal of attention has been directed in the final two years of the contract. [Detailed lists of all procurements and the distribution records are available upon request.]

▪ **Intervention #7:** Educational Technology. (IR 4.1 *Improved Quality of Teaching*)

Accomplishments: Although this intervention had a slower start than anticipated five years ago, noteworthy advances were made in the revision of the NHP plans with an emphasis on being smart in ensuring proper integration of technology into the teaching-learning process. The focus was on approaches more appropriate for the Jamaican classroom and the realities regarding resources and other conditions/factors. This led to the identification of and involvement in five “technology-intensive” schools and advances in the establishment of a Multi-Media Resource Centre (MMRC) through an agreement between the MOEYC and the College of Agriculture, Science and Education (CASE) in Portland, Region II. In collaboration with the PIU, Primary Education Support Project, Media Services Unit of the MOEYC, PDU and others, workshops and other training activities were conducted with highly favourable results. Among others this included a six-day residential workshop for teams of participants from five technology intensive NHP schools and the College of Agriculture, Science and Education (CASE). Two three-day residential workshops were conducted over the same time span in the summer of 2002. As a result of this training, participants were able to incorporate and use technology in a lesson, set up and maintain A/V equipment, use other equipment and make a presentation as a member of a site-based team. More extensive training and planning was conducted with the technology intensive institutions. Analysis of the resources of the select schools and CASE was conducted and concurrence was received by the Ministry on the list of appropriate equipment required to implement the individual plans of each of the five schools. Emphasis was given to the incorporation of technology into the school development plans of all 72 project schools. Advice was provided by the Institutional Contractor to the MOEYC regarding collaboration with CASE and a Memorandum of Understanding between the two institutions was completed and signed. Related plans and reports on these activities were completed and are listed in Appendix G.

▪ **Intervention #8:** Training of Resource Teachers. (IR 4.1 *Improved Quality of Teaching*)

Accomplishment: Under the coordination of the PDU, numerous large-group, multiple-day workshops,

small, cluster workshops and in-school training activities were planned and implemented to form a corps of approximately 180 Math and Literacy Resource Teachers. This is far above the projected two per school or 144 due to the demands of larger schools. The contractor assisted through the leadership and collaborative efforts of the PIU specialists and Project Director in most of these activities. Steps were also taken by the PDU staff member who serves in the role of NHP Training Coordinator to document Resource Teacher profiles, including their qualifications. Training activities were evaluated in most cases and reports submitted.

- **Intervention #9:** Linking MOEC Data Bases and **Intervention #10:** Linking Project School to EMIS Network. (IR 4.3 *Improved Management of Schools*)

Accomplishments: The Jamaica School Administrative System (JSAS) software Version 5.0 was developed and utilized within NHP Schools. This was followed by the preparation of support guides and training manuals for use in cascading to an estimated 200 non-NHP schools. A total of 48 PESP schools received the training in the last six months of the contract. To conduct all the activities related to these interventions, J&A hired an EMIS Technician/Trainers Team under the direction of the Subcontractor, IDEAS, Ltd. They assisted in all the fieldwork associated with the activity and helped develop the software through testing and feedback and also contributed substantially to the preparation of the Installation Manual and a Users Guide. Student and staff file data have been completely captured in a vast majority of the schools and this is reported on in the local EMIS Coordinator's "End-of-Tour Report" which is available upon request. The JSAS software is being used daily to keep track of attendance. In the spring and summer of 2002, a total of 25 large and medium schools received additional computers and a total of 140 computers were networked with the software along with the required configurations. Required reports and other "deliverables" are cited in Appendix G.

THE PROJECT

The **New Horizons for Primary Schools (NHP)** is a seven-year, joint initiative of the US Agency for International Development (USAID) and the Government of Jamaica (GOJ). The Project is assisting the Jamaican Ministry of Education, Youth and Culture (MOEY&C) in increasing levels of literacy and numeracy of students in 72 selected primary schools throughout Jamaica.

Juárez and Associates has been contracted by USAID on behalf of the MOEY&C to provide assistance in project implementation using on-site professional/technical staff, international consultants, and Jamaican education experts. Our goal is to strengthen the ability of schools and parents to improve student performance in reading and mathematics, so that future generations of Jamaicans will succeed in the 21st century.

The **NHP** employs a holistic approach that includes ten interrelated interventions designed to work in concert to serve the needs of Jamaican children. These interventions are:

- Developing innovative mathematics and literacy programs
- Providing in-service teacher training in reading and mathematics
- Providing governance and leadership training for schools, communities and parents
- Offering parent education and training
- Facilitating selective nutritional programs

- Providing reading and mathematics materials
- Establishing computer use in schools and training teachers in educational technology
- Training resource teachers
- Integrating databases using MIS
- Improved school management through EMIS

The cornerstone of this holistic approach provides for the empowerment of schools and communities through participation at the local level.

The **NHP** strives to improve opportunities for children by bringing learning to life through the use of context-specific instructional approaches and materials as well as through the knowledge and skills of teachers, consultants and local decision-makers.

Site-based management is designed to transfer decision-making power to local schools and communities where the appropriate persons - *those most directly involved with the education of children* – are participating constructively in the major decisions that affect Jamaican schools.

Access to *effective* educational systems and the resulting democratization and participation can be reached only if assisted development is coupled with recognition and respect for local knowledge and traditions.

OUTCOMES

- Marked improvement in reading and numeracy performance among primary school students

- Utilization of innovative curriculum and instructional materials
- Classroom and resource teachers trained in the latest instructional approaches for reading and mathematics
- Modernized school management with technological supports systems
- Exposure of teachers, students and communities to computer and communication technologies
- Increased health of Jamaican primary students
- Empowerment of school boards and parent/teacher organizations
- Greater professionalism of teachers
- Increased academic promotion
- Increased community and private sector involvement in support of schools
- Contribution to national development

PARTNERSHIPS

The **NHP** involves not only partnership among USAID, the Ministry of Education, Youth and Culture (MOEY&C), National Council on Education (NCE), Juárez & Associates (J&A), but also close collaboration among the donor lender community, Non-Governmental Organizations and other private and Public sector entities. Close consideration will be given to related activities of other national and international organizations, building on achievements in the education sector.

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GOJ/USAID NEW HORIZONS *for* PRIMARY SCHOOLS PROJECT

For

*Improved Student
Performance in Reading
and Mathematics*



NEW HORIZONS PROJECT SCHOOLS

Revised: MAY 2003

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Mr. Ray A. Howell Principal DREWS AVE PRIMARY 2 Drews Avenue Kingston 20.	934-5316 925-3304 934-5526	[REDACTED]	Principal/ © 361-1297
Mr. Michael O. Brown Principal ELLESTON PRIMARY 1 Bryden Street Kingston C.S.O.	930-3834 930-3836/7 930- 3834	[REDACTED]	386-1203
Mrs. Sharon Smith-Whyte Principal/ New GREENWICH ALL AGE 82B Spanish Town Road Kingston 13	923-6854	[REDACTED]	Vice Principal Ms. Ivy Jarrett 758-1531 ©

Ms. Jennifer Reynolds Acting Principal JOHN MILLS ALL AGE 26A Retirement Crescent Kingston 5	926-6545		Vice Principal Mrs. V. Bell; Daslyn Gooden
Mr. Owen Wynter Principal KING WESTON ALL AGE King Weston P. A. St. Andrew	942-8619		
Mr. Noel Watt Principal MAXFIELD PARK PRIMARY 51 Langard Avenue Kingston 13	968-4922 754-4299		
Mr. Desmond Asphalt (Acting Principal MOUNT JAMES ALL AGE P.O. Box 7 Mount James, St. Andrew	(asphalt- desmond@hotmail .com) 840-4976 © 377-3001 Sch	Miss Paulette Edwards 	
Mr. Lloyd Bennett Principal (new) NORMAN GDNS ALL AGE 25 Norman Avenue Kingston 2	928-4609 Fax 938-4483		
Mrs. Zelda McFarlane Principal PROSPECT PRIMARY Danvers Pen P.A. St. Thomas	706-5455		
Miss Carmen Sargent Principal ST. ANNE'S PRIMARY 71A Bond Street Kingston C.S.O.	N/A	Principal's 	
Mr. Easton Seaton (new) Principal ST. MICHAEL'S PRIMARY 6A Tower Street Kingston	N/A	(Principal's) 	
Ms. Margaret Brissett-Bolt Principal ST. PETER CLAVER PRIMARY 33B Waltham Park Road Kingston 13	923-4794 FAX: 923-7593		

REGION 2	SCHOOL PHONE	HOME PHONE	OTHER CONTACT
Mrs. Cynthia Moore Acting Principal BLACK HILL ALL AGE SCH Black Hill P. A. Portland	913-0021	[REDACTED]	
Mr. Goffery Flemmings Principal MT. PLEASANT ALL AGE St. Margaret's Bay P. O. Portland	913-3345	[REDACTED]	
Ms. Beulah Smith Principal ST. MARGARET'S BAY ALL AGE SCHOOL St. Margaret's Bay P.O. Portland	913-3155	[REDACTED]	
Ms. Rose Norman (Acting) Principal DEVON PEN ALL AGE SCH Devon Pen P.A. St. Mary		[REDACTED]	[REDACTED]
Mr. Vernet Roulston Principal JOB'S HILL ALL AGE Leinster P.A. St. Mary		[REDACTED]	992-2350
Mrs. Hazel Hines Principal ROCK RIVER ALL AGE SCHOOL Rock River District Bunka Tree P.A., St. Mary		Principal's [REDACTED]	
Mrs. Lileen M. Ford Acting Principal WINCHESTER PRIMARY SCH Box 5 Golden Grove P. O. St. Thomas	841-6869 734-5114	[REDACTED]	[REDACTED]
Ms. Delores Robertson Principal MANCHIONEAL ALL AGE SCHOOL Manchioneal P.O. Portland	993-6131		

Mr. Colquhoun Harvey Principal WINDSOR CASTLE ALL AGE Windsor Castle P.O. Portland	996-8328	996-8095	996-8092
Mrs. Verona Valentine) Principal (new) WINDSOR FOREST PRIMARY Long Bay P.O. Portland	913-1435		Acting Principal Mrs. Benjamin 913-1425
Miss Carvel J. Ashbourne Principal EPSOM ALL AGE Epsom District & P.A. St. Mary	Contact No. 398-0116		996-7023
Mrs. Shirley E. Walters Principal LONG ROAD ALL AGE SCH Long Road District & P.O. St. Mary		██████████	
Mrs. Dossette Creighton Principal HILLSIDE PRIMARY SCHOOL Hillside District, Seaforth P.O. St. Thomas		██████████████████	██████████████████
Mr. John L. Whitfield Principal MOUNT REGALE PRIMARY Mount Regale P. A. St. Mary		██████████	
REGION 3	SCHOOL PHONE	HOME PHONE	OTHER Contact
Ms. Sybil Johnson (Acting Principal) BROWN'S TOWN PRIMARY Browns Town P.O. St. Ann	975-9532-3	██████████████████	975-9532 975-9533
Mr. Leon Spence Principal DANIEL TOWN ALL AGE Daniel Town P. A., Trelawny		██████████████████	378-7505
Mrs. Mavis V. Lewis Principal FORT GEORGE PRIMARY Concord P. A., St. Ann		██████████████████ (Principal)	966-8382 966-8001
Ms. Dorothy G. Robinson Principal JACK'S RIVER PRIMARY Free Hill P.O., St. Mary	726-1802	██████████	

Mrs. Brown (New) Acting Vice Principal LOWE RIVER PRIMARY & JUNIOR HIGH SCH Lorrimers P. O., Trelawny		██████████	
Mr. Fergus L. Mitchell Principal LOWER BUXTON ALL AGE Orange Hill P.A. St. Ann		██████████	
Mr. Milton Blackwood RIO BUENO ALL AGE Rio Bueno P.O. Trelawny	954-0056-7	██████████	██████████
Ms. Sonia Crooks Principal SPRING GARDENS PRI. & INFANT Rock Spring P.A. Trelawny	610-1612	██████████ ██████████	
Mr. Cedric A. Brown Principal TRINITY PRIMARY Sandside P.O., St. Mary	994-9253	██████████	
REGION 4	SCHOOL PHONE	HOME PHONE	OTHER Contact
Mr. Gerald Lawrence Principal (new) ANCHOVY PRIMARY Anchovy P.A. St. James	956-4180	██████████	Contact/ Mrs. Lindo 952-1304
Mr. Vivian Douglas Acting Principal (new) BICKERSTETH PRIMARY Montpelier P.O., St. James	605-0932	██████████	783-6940 605-0932
Mrs. Beverly Cain-Graham Principal CARMEL ALL AGE SCHOOL Carmel P.O. Westmoreland	378-1581 contact #		Ms. O. Williams 955-0385 Mrs. Kirk- Patrick 955-0038
Mr. Nelson Kameka Principal CHESTER CASTLE ALL AGE Chester Castle P. O. Box 3, Hanover	694-1118	██████████	

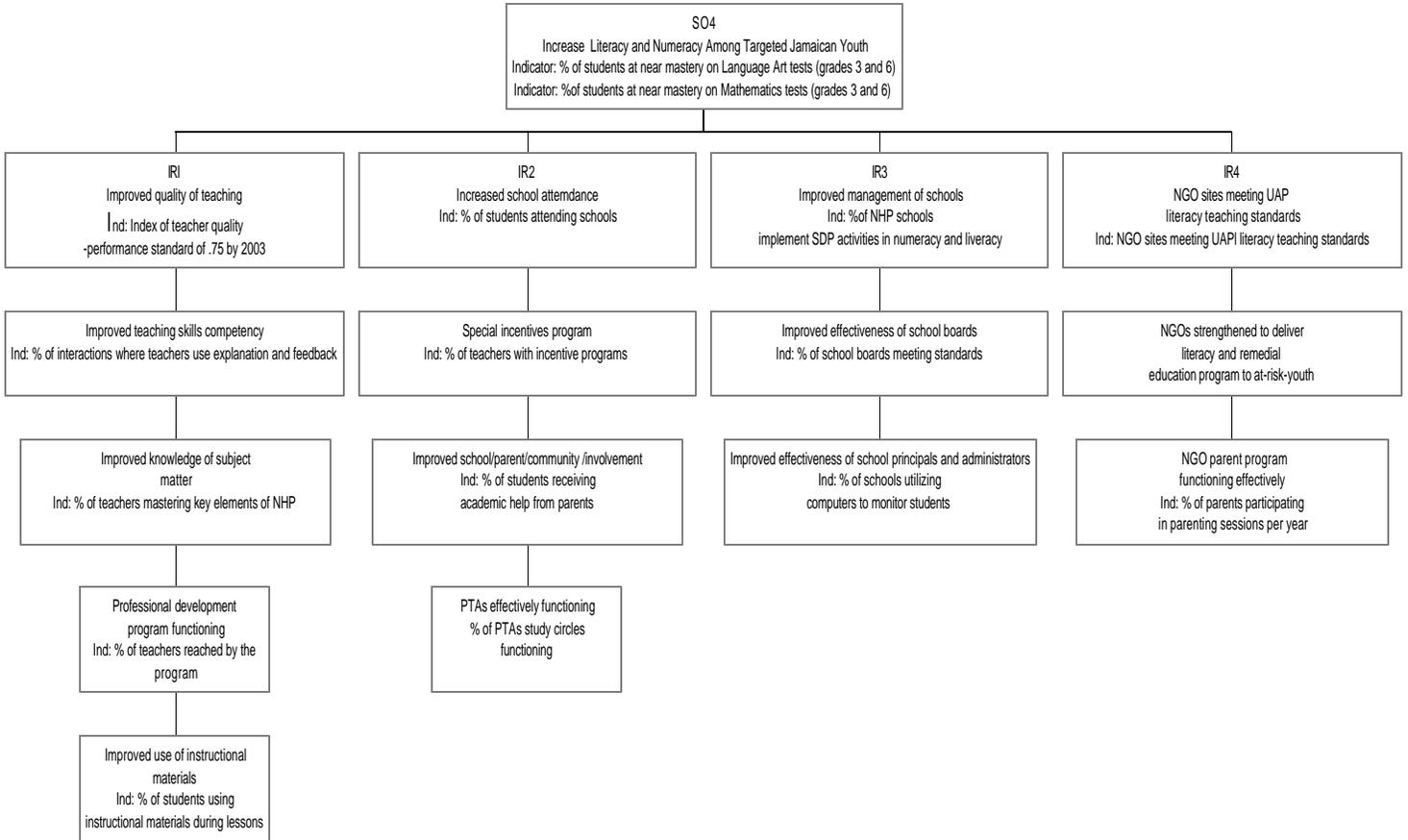
Ms. Sharette B. Beckford Principal CORNWALL MOUNTAIN ALL AGE Cornwall Mountain P.O. Westmoreland			361-2467 - Patricia Shaw
Mrs. Dorretta Guthrie Principal MOUNT AIRY ALL AGE Mount Airy P.O. Westmoreland			815-6130 383-0234
Mrs. Beverley Wedderburn Principal NEGRIL ALL AGE SCHOOL Negril P. O. Westmoreland	957-9805		
REGION 5	SCHOOL PHONE	HOME PHONE	Other Contact
Mrs. Joyce Troupe Acting Principal FERGUSON ALL AGE French Park Spur Tree P. O. Manchester	964-6042 (S) 964-6952 (H)		
Ms. Bernice Richards Principal FYFFES PEN PRIMARY Fyffes Pen P. O. St. Elizabeth			700-2262
Ms. Rema James MARIE COLE MEMORIAL Santa Cruz P. O. St. Elizabeth	966-2708		999-2981
Mrs. Doreen Spence Principal MIZPAH ALL AGE Walderston P. O. Manchester	603-1523		
Ms. Bernice McFarlane Principal NEWTON PRIMARY 121 Beadle Blvd. Santa Cruz St Elizabeth	966-2019		
Mrs. Vernice Linton Acting Principal PORUS PRIMARY Porus P. O. Manchester	904-1214		

Ms. Merleta Copeland Principal RAMBLE ALL AGE Porus P. O. Manchester	904-1199		
Mr. Wilbert Wallace Principal SCHOOLFIELD ALL AGE Schoolfield P. A. St. Elizabeth			818-1747
REGION 6	SCHOOL PHONE	HOME PHONE	OTHER Contact
Mrs. Iris Lewis Acting Principal CRESCENT PRIMARY & JUNIOR HIGH SCHOOL Spanish Town P. O. St. Catherine	984-4105	 	984-4105
Ms. Cloris Geddes GREEN PARK PRIMARY & JUNIOR HIGH SCHOOL Sandy Bay, May Pen P. O. Clarendon	986-8783 986-8045		986-8783 986-8045
Mrs. Corlet McKenzie Principal HAZARD PRIMARY SCHOOL Trenton Road May Pen P. O. Clarendon	902-0115		
Mrs. F.M. Brackett Principal HORIZON PARK PRIMARY & JUNIOR HIGH 5 Savoy Avenue Spanish Town P. O. St. Catherine	981-8114		981-8114
Mrs. Beverley I. Johnson Principal JERICHO PRIMARY Linstead P. O. St. Catherine	903-1725		
Mr. Theobald Fearon Principal KELLITS PRIMARY Kellits P. O. Clarendon	966-8342		

Miss Esmie Hemans (Acting) Principal LINSTEAD PRIMARY & JUNIOR HIGH 12 East Avenue Linstead P. O. St. Catherine	985-2694	████████	
Mr. Raymond W. Stewart Principal MOUNT CARMEL ALL AGE Colonels Ridge P. O. Clarendon		████████	████████
Mrs. Beverly Jobson-Grant Principal POLLY GROUND PRIMARY Ewarton P. O. St. Catherine	705-6841	████████	
Mrs. Olive Victoria Walker Principal REDWOOD ALL AGE Redwood P. O. St. Catherine		████████	
Mr. Joslin O. Gibbs Principal SPRING GARDENS ALL AGE Bushy Park P. O. St. Catherine	983-8144	████████	
Mr. Lennox Davis (new) Principal SPRINGVALE PRIMARY Springvale P. A. St. Catherine	N/A	████████	████████
Mrs. Evelyn Manning Principal TOLL GATE ALL AGE Toll Gate P. O. Clarendon	987-1513	████████	
Ms. Lizette Morrison TULLOCH PARIMARY Bog Walk P.O. St. Catherine	985-8254	████████	
Ms. Clantis Pinnock VICTORIA ALL AGE Linstead P. O. St. Catherine	985-7027	████████	

Mrs. Fairclough Principal (new) White Marl Primary & Junior High P. O. Box 661 Spanish Town St. Catherine	984-2926		Ms. M. Campbell Vice Principal
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SO4 EDUCATION RESULTS FRAMEWORK



NEW HORIZONS FOR PRIMARY SCHOOLS

SITE-BASED TECHNICAL SUPPORT STRATEGY

Introduction

New Horizons for Primary Schools (NHP) is a bold attempt to reform literacy and mathematics instruction in seventy-two (72) schools across Jamaica so as to significantly increase student performance in these two areas. The project employs a holistic approach that provides for the empowerment of schools and communities through participation at the local level. School Development Teams (SDTs) are in place at this time and School Development Plans (SDPs) have been formulated to guide this customized, ground-up approach. As the Project Implementation Unit (PIU) gets into its second year of providing site-based technical support, major modifications are to be incorporated within the strategy to be employed. This paper presents the key site-base technical support strategies to be utilized during the 2000-2001 school year.

Rationale

This PIU site-based technical support strategy for this school year is driven by the initial mandate of NHP to employ a holistic approach that integrates several interrelated interventions designed to address the inservice training of approximately 800 classroom teachers, inclusive of teaching principals and the 156 Resource Teachers, in the 72 schools. The *intermediate result* anticipated is *improvement in the quality of teaching*.

The content of the training programme over the 1999-2000 year included those elements of numeracy and literacy identified through the teacher- and school-specific needs assessment conducted by the PIU in the spring and fall of 1999. In order to address these assessed needs, cluster-based and site-based technical support became the major methods of delivery. Due to the extensiveness of covering 72 schools in the 1999-2000 year, priority was given to those schools and teachers determined to have the greatest needs. While this approach was determined appropriate for the past school year, a more intensive, bottom-up strategy is required based on the results of the Year 2000 Performance Report. A major conclusion of this annual formative evaluation is that more technical support, focusing on improved teaching quality and child-centered learning, is required in order to reach the strategic objective of the project.

To this end, the PIU site-based technical support strategy will work towards empowering the

project school teachers to perform efficiently and effectively, not only during the implementation of current project activities, but thereafter. In other words, the PIU technical support strategy will seek to ensure that there is continuity in the innovative teaching/learning strategies pursued in the project schools. AEEas relating to inter-personal relationship are deemed essential to this training which should contain elements that will sustain as well as inspire it. Accordingly, the PIU technical support strategy will engage the continued deployment of the Resource Teachers as a means of strengthening the institutionalized process of improving literacy and numeracy performance in the 72 project schools.

Methodology

Commencing September 2000, the PIU Specialists and Project Director will conduct school-based visits designed to collaborate with Resource Teachers in improving the quality of teaching. This will be done in coordination with the principal at each school.

Given the allocation of particular project schools to each PIU Specialist and Project Director, it is anticipated that each school will benefit from a~ least four (4) visitations. (Refer to the attached list of "school allocations".) The first round of visits will serve a three-fold purpose:

- to continue the technical assistant support provided by P.I.U. personnel,
- to reinforce the role of literacy and numeracy Resource Teachers, and
- to observe teacher and student performance in a selected number of classrooms to assist in further assessing and addressing needs.

The second and subsequent rounds of visits this academic year, will focus on collaborative work with the resource teachers in improving the quality of teaching. Accordingly the Mathematics and Literacy Resource Teachers in the project schools are expected to be actively involved in these improvement initiatives during and subsequent to each site visit. (Refer to the attached list of role and responsibility expectations for NHP Resource Teachers).

The PIU Specialists, as providers of technical assistance to this process, will among other activities:

- collaborate with the resource teachers in fostering improved teaching skills,
- provide feedback to classroom teachers, and
- model instructional strategies as needed.

The expected outcomes will be inclusive of improved teaching behaviours evidenced in: classroom teacher explanation and feedback to students; promotion of critical thinking; student-formulated questions, and an overall improvement of the learning environment in the classroom-teaching situation.

Teacher and Student-centered approaches will be utilized in a collaborative, cooperative manner in order to facilitate optimum results. Five key major approaches have been identified for the year 2000-2001. It is expected that they will continue for years to follow should they prove to be successful as anticipated by the PIU.

Clinical Supervisory Practices

This is a supervisory strategy in which the supervisee and supervisor participate in a collaborative, open and constructive manner; one in which both have ownership in the supervision process. The major emphasis is on professional development designed to assist the teacher/supervisee improve his/her instructional performance and effectiveness in the classroom. The three-phase collaborative strategy involves: planning (preobservation) conference, classroom observation, and feedback (post-observation) conference between supervisee and supervisor. The results are recorded and referred to by both parties for the expressed purpose of enhancing and accelerating the supervisee's professional development as a classroom teacher and professional.

Demonstration Teaching

Demonstration teaching entails showing the resource or classroom teacher how to execute a particular innovative instructional strategy or address a specific teaching-learning difficulty identified during a previous lesson. Demonstration teaching is explicit in the sense that it involves directly showing, and subsequently discussing with the teacher, what is being demonstrated. As teachers acquire the particular strategy shown to them, they may require carefully scaffolded support through further demonstration teaching. Demonstration teaching should be based on the findings of a needs assessment or diagnostic and generally requires collaborative planning and implementation as well as systematic evaluation and follow-up activities.

Utilization of Teacher Portfolios

Portfolio utilization for improving teaching and overall professional development is a method of showcasing effective instructional practices. The portfolio approach enables the teacher to manage instruction and assessment as supportive processes on a day-to-day basis. The teacher portfolio provides a viable alternative for record-keeping both instructional practices as well as student learning behaviors. While the focus for the year 2000-2001 will be on the NHP Resource Teachers and all other classroom teachers, the experience gained will spill over into the eventual development and use of portfolios for the students. Practical samples of portfolios and appropriate forms to ensure that the process is manageable as well as meaningful to teachers and their supervisors will be essential for genuine success.

· Inter- and Intra-School Classroom Observation

Best instructional practices can emerge from the findings of both inter- and intra-school classroom observations. Teachers improve their teaching competence not only from the successes of peers within their institution, but also from observing other teachers practicing in classroom outside of their institutions. Under NUP, the clusters of schools across the Island will serve to promote the inter-school visitations and classroom observations. Regardless of the level of training or preparation that an individual resource teacher or classroom teacher may have in the area of supervisory practices, it is recommended that the NHP Observation Form and the “clinical” approaches noted above be employed during both intra- and inter-school observations of peer instruction.

· Sharing of Best Practices

As teachers learn from their peers through individual and collaborative instruction, the methodologies can be evaluated and shared. The resulting infusion of ideas can serve as a sound support system for improving and sustaining successful classroom practices. These “best practices” can be documented and reported on in a variety of ways, including in-school reporting, on bulletin boards, in staff meetings, and through the local and national media and newsletters such as the NHP “On the Horizons”.

NEW HORIZONS FOR PRIMARY SCHOOLS OBSERVATION CHECKLIST

School: _____ Date of Visit: _____

Name of Teacher: _____ Grade _____

Class Enrolment: Boys _____ Girls _____ Duration of Observation

No. Present: Boys _____ Girls _____ _____ to _____

Key: O – Observed N- Not Observed

INDICATORS	O	N	COMMENTS/OTHER INDICATORS
A. Students demonstrate:			
appropriate work habits			
self discipline and mutual support			
self confidence			
B. Planning			
<i>Instructional Objectives</i> – Clear, meaningful, appropriate level of difficulty			
<i>Content</i> – main points/ideas outlined, related to objectives			
<i>Teaching/Learning Activities</i> – Consistent with objectives, properly sequenced with appropriate culminating activity			
C. Instructional Strategies			
<i>Introductory activities</i> – solicit attention, initiate readiness for instructions to follow			
<i>Teaching methods</i> – varied, appropriate and effective			
<i>Diagnosis</i> – use awareness of pupils’ Abilities in conducting lesson			
<i>Questions</i> – clear in intent and meaning, facilitate lesson development, tap students’ knowledge, and encourage varying thought processes			
<i>Student seating</i> – allows them to understand teacher and peer responses			
D. Teaching/Learning Situation			
<i>Activities</i> – relevant to objectives and well sequenced			
<i>Content</i> – shows good grasp of concept, Subject area and presents correct information			
<i>Content</i> – work sufficiently challenging, Difficulty level appropriate			

<i>Interaction</i> – positive between teacher and pupils of both gender			
<i>Attention, interest, independent seatwork</i> – monitored and maintained			
<i>A/V aids</i> – displayed, relevant enhance learning, used timely and well designed			
<i>Pupils’ questions, ideas and problem-solving skills</i> – facilitated by teacher			
E. Evaluation <i>Continuous assessment of students’ Performance</i> – evident during lesson			
<i>Records</i> – students’ achievement and Progress are apparent			
<i>Reporting</i> – students’ progress is explained by teacher			
<i>Self-evaluation of teaching</i> – objective Reflection of events in teaching/learning Situation exhibited by teacher			
<i>Improvement subsequent lessons</i> – plans and or strategies suggested by teacher			
<i>Portfolios/journals</i> – utilized by both Teacher and students			

Other Observations : _____

Specific suggestions discussed and agreed upon, including appropriate modifications for Subsequent lessons: _____

Name/Signature of Observer: _____

New Horizons for Primary Schools September 2002
School allocation

<u>Group A</u>
<u>Mrs. Laurel Brent-Harris</u>
Allman Town Primary
Anchovy Primary
Bickersteth Primary
Carmel All Age
Chester Castle All Age
Chetolah Park Primary
Cornwall Mtn. All Age
Crescent P & JH
Elletson Primary
Jericho Primary
Kellits Primary
Linstead All Age
Polly Ground Primary
Redwood All Age
Spring Gardens All Age
Spring Vale Primary
Tulloch Primary
Victoria All Age

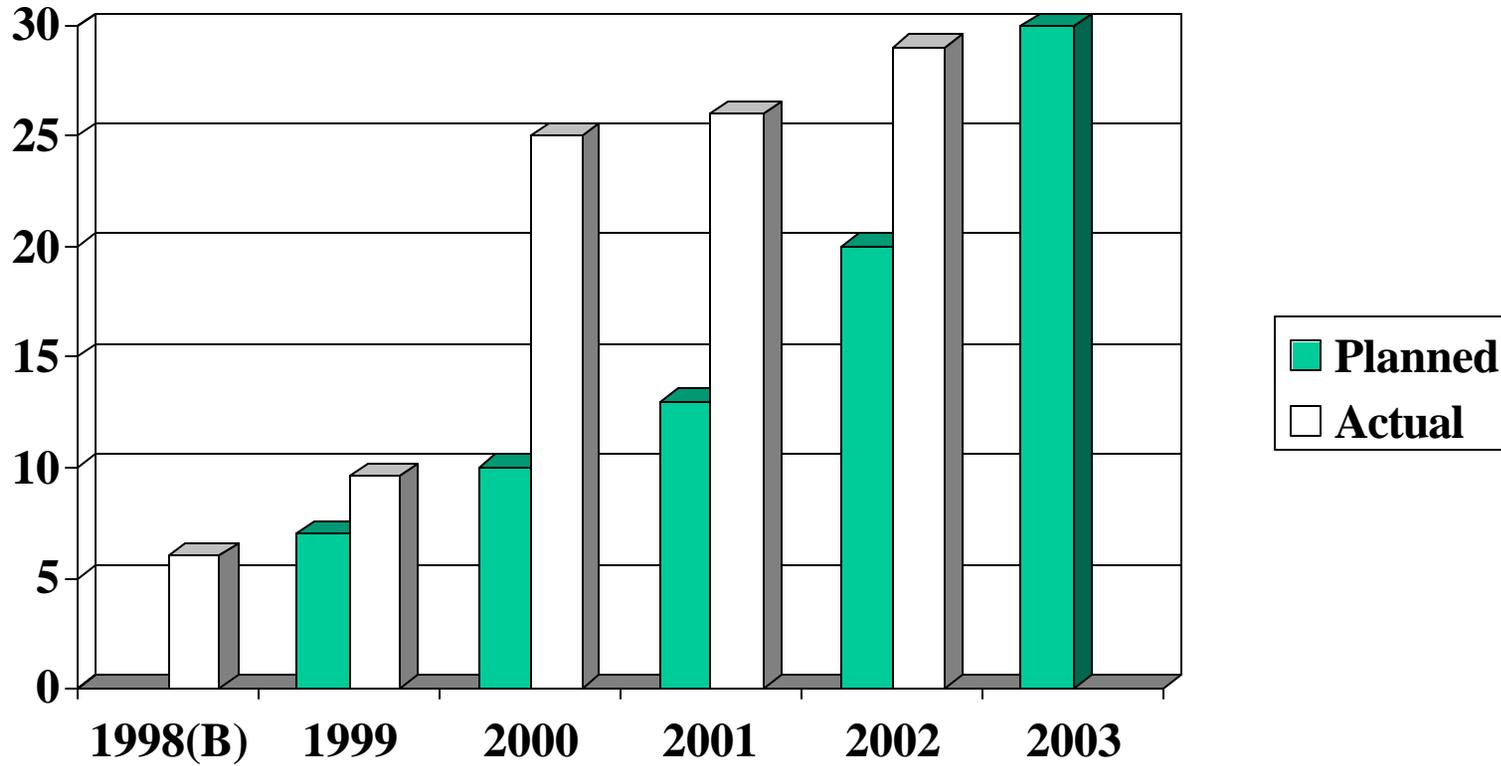
<u>Group B</u>
<u>Dr. Samuel Myers</u>
Drews Avenue Primary
Ferguson All Age
Fort George Primary
Fyffes Pen Primary
Green Park P& JH
Hazard Primary
Horizon Park J & JH
Marie Cole Memoarial AA
Maxfield Park Primary
Mizpah All Age
Mount Airy All Age
Mount Carmel All Age
Negril All Age
Newton Primary
Ramble All Age
Schoolfield All Age
St. Anne's Primary
Toll Gate All Age

<u>Group C</u>
<u>Miss Beatrice Wilson</u>
Aeolus Valley All Age
Brown's Town Primary
Cavaliers All Age
Daniel Town All Age
Greenwich All Age
Hillside Primary
King Weston All Age
Lowe River P & JH
Lower Buxton All Age
Mount James All Age
Porus Primary
Prospect Primary
Rio Bueno All Age
Spring Gardens Primary
St. Peter Claver Primary
White Marl P & JH
Winchester Primary

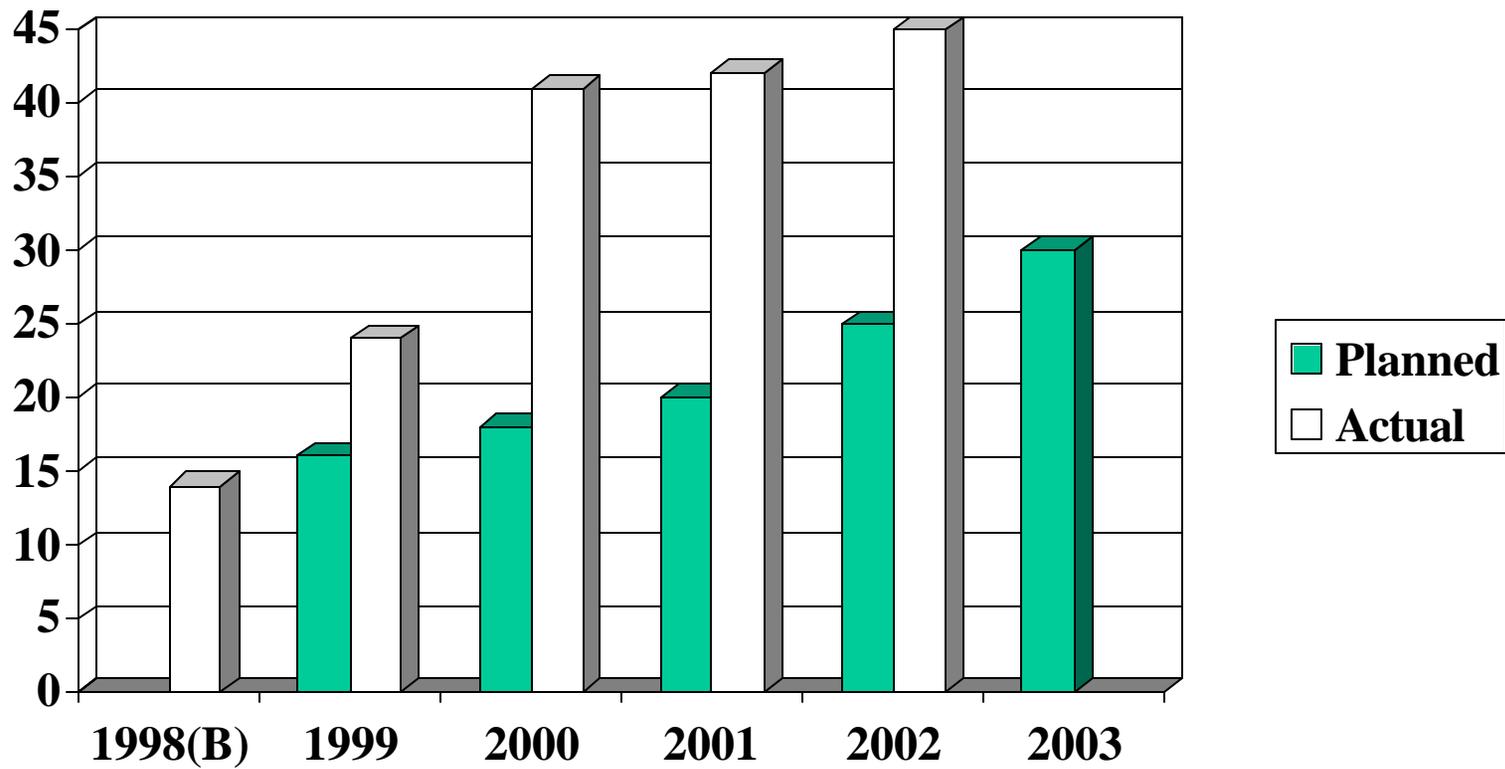
<u>Group D</u>
<u>Mr. David Morgan</u>
Black Hill All Age
Bull Bay All Age
Devon Pen All Age
Epsom All Age
Jack's River Primary
Job's Hill All Age
John Mills P & JH
Long Road All Age
Manchioneal All Age
Mount Pleasant All Age
Mount Regale Primary
Norman Gardens P & JH
Rock River All Age
St. Margaret's Bay AA
St. Michael's Primary
Trinity Primary
Windsor Castle All Age
Windsor Forest Primary

<u>Geoup E</u>
<u>Dr. Ernest O'Neil</u>
Denham Town Primary

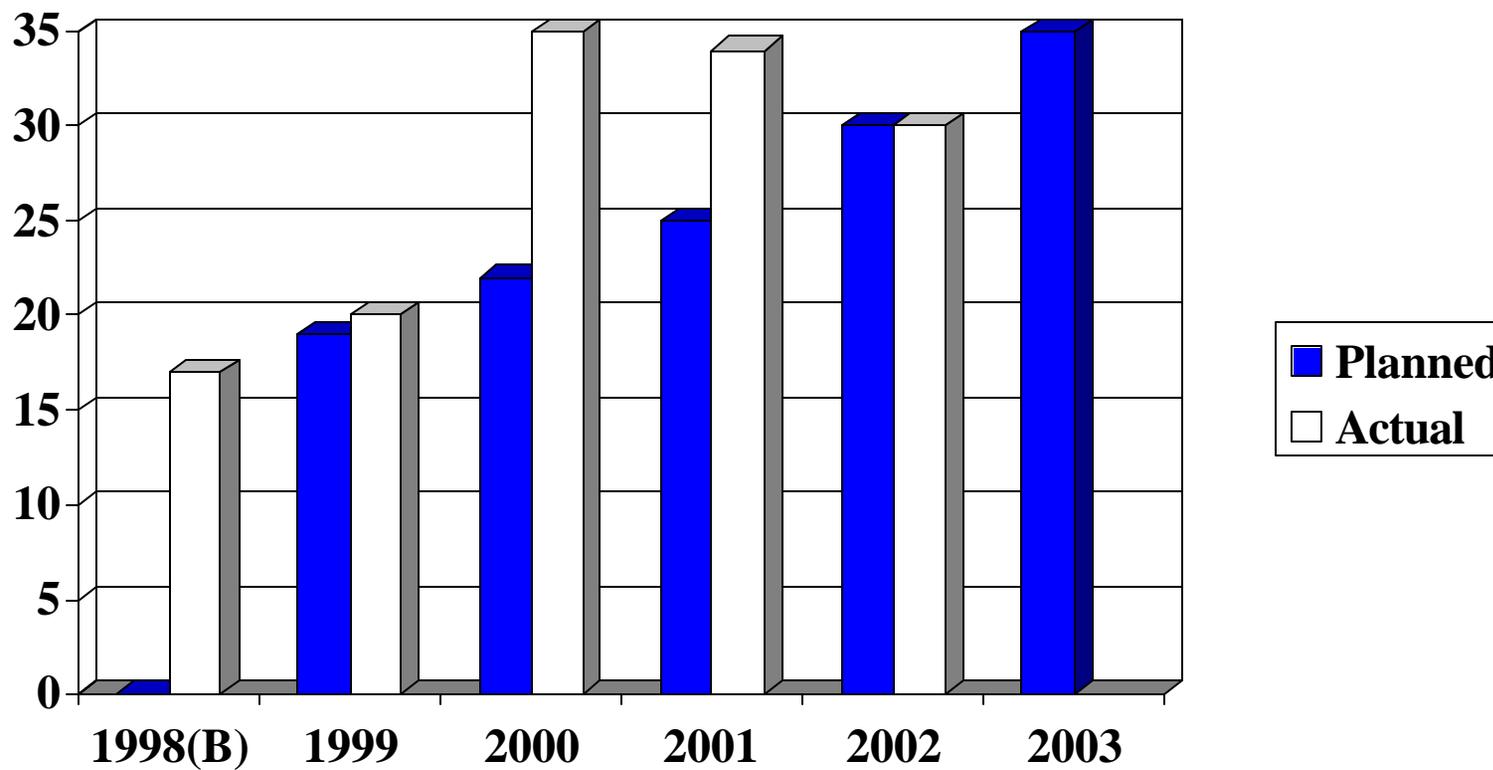
GRADE 6 BOYS' GSAT MATHEMATICS SCORES



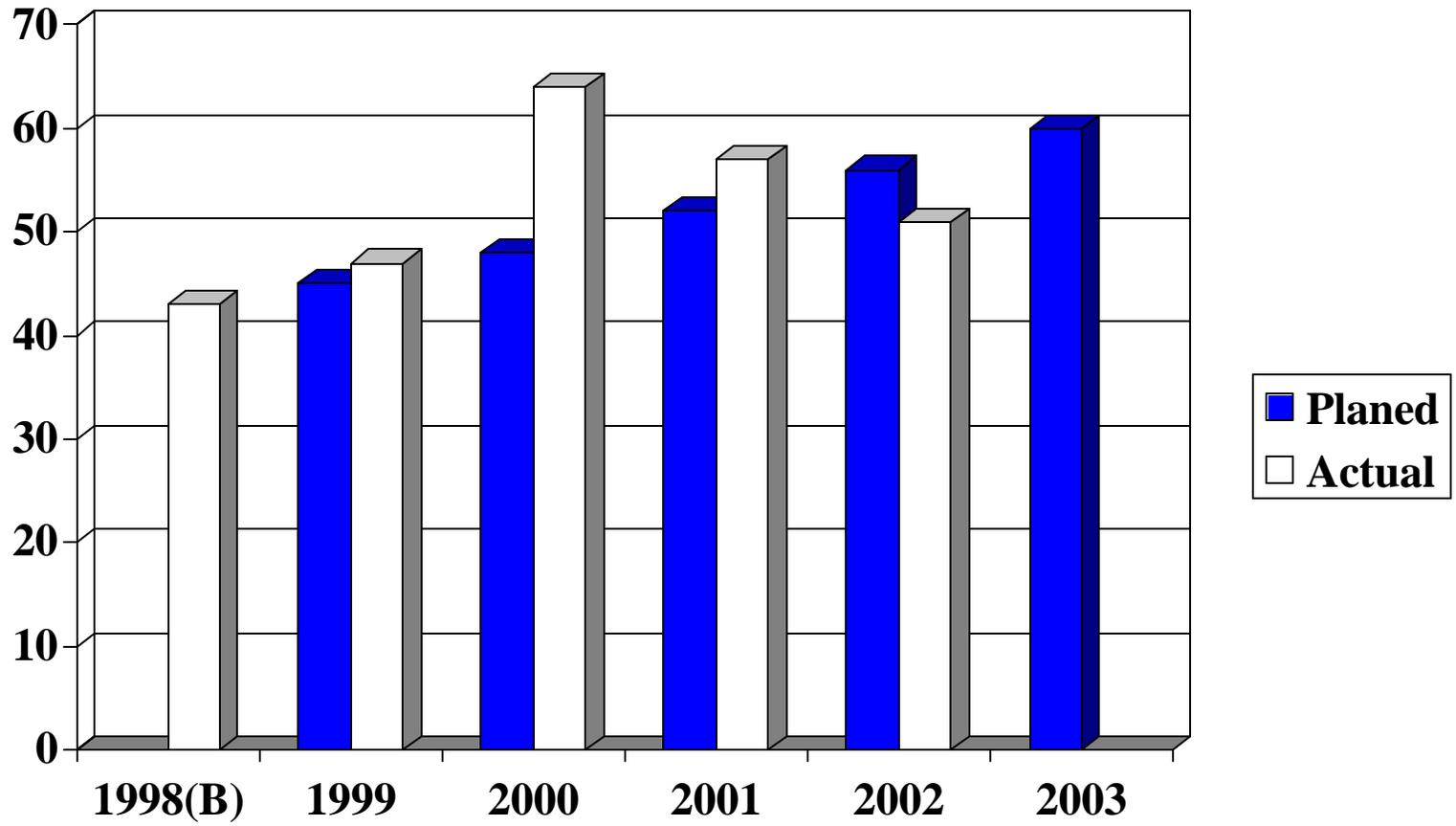
GRADE 6 GIRLS' GSAT MATHEMATICS SCORES



GRADE 6 BOYS' GSAT LANGUAGE ARTS SCORES



GRADE 6 GIRLS' GSAT LANGUAGE ARTS SCORES



Summary Evaluation of School Improvement Plans (SIP) of NHP Schools

AEOLOUS VALLEY ALL AGE SCHOOL

School Improvement Plan: Good

Weaknesses:

- Last section of situational analysis missing (Development projects and external funding)
- Plan does not have a mission statement

Summary Evaluation of School Improvement Plans (SIP) of NHP Schools

ALLMAN TOWN PRIMARY SCHOOL

51 - Good

- Monitoring and Evaluation good
- Strategies, Resources and Indicators good
- Situational Analysis good
- Has School Implementation Plan Team

Weaknesses:

- No Mission Statement
- No Annual Action Plans

Summary Evaluation of School Improvement Plans (SIP) of NHP Schools

BULL BAY ALL AGE SCHOOL

60 - Good

- Situational Analysis good
- Mission Statement good
- Strategies, Resources and Indicators good

Weaknesses:

- No School Improvement Plan Team
- Not all Annual Action Plans present

Summary Evaluation of

School Improvement Plans (SIP) of NHP Schools

CAVALIERS ALL AGE SCHOOL

40 - Fair

Weaknesses:

- No School Improvement Plan Team
- No yearly Action Plan
- Goals have been included without strategies and supporting data (resources)

Summary Evaluation of School Improvement Plans (SIP) of NHP Schools

CHETOLAH PARK PRIMARY SCHOOL

24 - Poor

Weaknesses :

- No School Improvement Plan Team
- No Situational Analysis
- No Mission Statement
- Goals need to be rewarded
- Evaluation section poor

Summary Evaluation of School Improvement Plans (SIP) of NHP Schools

DREWS AVENUE PRIMARY SCHOOL

75 – Very Good

- Situational Analysis good
- Mission statement good
- Goal setting good
- Has School Improvement Plan Team
- Strategies and resources clearly identified

Summary Evaluation of School Improvement Plans (SIP) of NHP Schools

GREENWICH ALL AGE SCHOOL

58 - Good

- Mission statement good

Weaknesses:

- Situational Analysis incomplete
- Not all goals measurable and achievable
- No School Improvement Plan Team

Summary Evaluation of
School Improvement Plans (SIP) of NHP Schools

JOHN MILLS PRIMARY & JUNIOR HIGH SCHOOL 76 – Very Good

Weakness:

- Method of evaluating success of implementation of plan not stated

Summary Evaluation of
School Improvement Plans (SIP) of NHP Schools

KING WESTON ALL AGE SCHOOL 71 – Very Good

Weaknesses:

- Lacking in monitoring and evaluation procedures
- No indication of School Improvement Plan Team

Summary Evaluation of
School Improvement Plans (SIP) of NHP Schools

NORMAN GARDENS ALL AGE SCHOOL 62 – Very Good

- Mission Statement good
- Has School Improvement Plan Team
- Strategies, Resources and indicators clearly outlined
- Good goal setting
- Situational Analysis good

Summary Evaluation of

School Improvement Plans (SIP) of NHP Schools

ST. ANNE'S PRIMARY SCHOOL

75 – Very Good

Weaknesses:

- No School Improvement Plan Team
- No clear indication of year 2 and 3 annual action plans
- Evaluation procedures no stated

Summary Evaluation of School Improvement Plans (SIP) of NHP Schools

ST. MICHAEL'S PRIMARY SCHOOL

61 - Good

Weaknesses:

- There is no School Improvement Plan Team
- No articulated action plan for years 2 and 3
- Needs to revise evaluation procedures (to state tools that will be used to measure how you move forward)

Summary Evaluation of School Improvement Plans (SIP) of NHP Schools

ST. PETER CLAVER PRIMARY SCHOOL

47 - Good

- Mission Statement good

Weaknesses:

- No School Implementation Plan Team
- No Annual Action Plan
- Strategies Weak
- Resources, monitoring and evaluation sections incomplete
- More work needs to be done
- No cohesion

Summary Evaluation of School Improvement Plans (SIP) of NHP Schools

PROSPECT PRIMARY SCHOOL

66 - Good

Weakness:

- Does not have an annual action plan for three (3) years.

Summary Evaluation of
School Improvement Plans (SIP) of NHP Schools

BLACK HILL ALL AGE SCHOOL

74 – Very Good

- Mission Statement good
- Goal setting good
- Situational Analysis good
- Has School Improvement Plan Team
- Strategies good

Weaknesses:

- Does not have all yearly Annual Action plan

Summary Evaluation of
School Improvement Plans (SIP) of NHP Schools

DEVON PEN ALL AGE SCHOOL

51 - Good

- Situational Analysis good
- Strategies and Resources good

Weaknesses:

- Mission Statement needs work
- Goals do not reflect all NHP initiatives
- No School Improvement Plan Team
- No three year Annual Action Plan

Summary Evaluation of
School Improvement Plans (SIP) of NHP Schools

EPSOM ALL AGE SCHOOL

63 - Good

- School Improvement Plan Team fully constituted

Weaknesses:

- Goal setting weak (goals do not fully reflect numeracy and literacy initiatives)

Summary Evaluation of
School Improvement Plans (SIP) of NHP Schools

HILLSIDE PRIMARY SCHOOL

72 – Very Good

- Has School Improvement Plan Team
- Has three yearly Annual Acton Plans
- Strategies, Resources and Indicators clearly outlined

Summary Evaluation of School Improvement Plans (SIP) of NHP Schools

LONG ROAD ALL AGE SCHOOL

38 - Fair

- Has School Improvement Plan Team
- Monitoring and Evaluation procedures fair
- Strategies, Resources and Indicators fair

Weaknesses:

- Has one yearly action plan
- Goal setting does not reflect all NHP initiatives
- Has no Mission Statement
- Situational Analysis incomplete

Summary Evaluation of School Improvement Plans (SIP) of NHP Schools

MANCHIONEAL ALL AGE SCHOOL

76 – Very Good

- Situational Analysis good
- Mission Statement good
- Goal setting good
- Strategies, Resources and Indicators good
- Evaluation and Monitoring good

Summary Evaluation of School Improvement Plans (SIP) of NHP Schools

MOUNT PLEASANT ALL AGE SCHOOL

62 - Good

- Situational Analysis good
- Mission Statement good

Weaknesses:

- No School Improvement Plan Team
- No yearly Annual Acton Plan
- Goals do not reflect all NHP initiatives
- Monitoring and Evaluation weak

Summary Evaluation of School Improvement Plans (SIP) of NHP Schools

MOUNT REGALE PRIMARY SCHOOL

57 - Good

- Situational Analysis good
- Mission Statement good
- Has School Improvement Plan Team properly constituted
- Has three Annual Action Plans

Weaknesses:

- Goals weak (does not reflect NHP initiatives)
- Not pupil centered

Summary Evaluation of School Improvement Plans (SIP) of NHP Schools

WINCHESTER PRIMARY SCHOOL

71 – Very Good

- Situational Analysis good
- Mission Statement good
- Goal setting fair
- Has School Improvement Plan Team
- Strategies, Resources and Indicators good
- Monitoring and Evaluation good

Summary Evaluation of School Improvement Plans (SIP) of NHP Schools

WINDSOR CASTLE ALL AGE SCHOOL

50 - Good

- Situational Analysis fair
- Mission Statement good
- Has School Improvement Plan Team
- Strategies, Resources and Indicators good

Weaknesses:

- Goal setting weak
- No yearly Action Plan

Summary Evaluation of

School Improvement Plans (SIP) of NHP Schools

WINDSOR FOREST PRIMARY SCHOOL

70 – Very Good

- Mission Statement good
- Goal setting good
- School Improvement Plan Team properly constituted
- Situational Analysis good

Weaknesses:

- No yearly Action Plan

Summary Evaluation of School Improvement Plans (SIP) of NHP Schools

BROWNS TOWN PRIMARY SCHOOL

77 – Very Good

- Situational Analysis excellent
- Mission Statement good
- Goal Setting good
- Has School Implementation Plan Team
- Has three annual Action plans
- Strategies, Resources and Indicators good

Weaknesses:

- Monitoring and evaluation weak

Summary Evaluation of School Improvement Plans (SIP) of NHP Schools

DANIEL TOWN ALL AGE SCHOOL

73 – Very Good

- Situational Analysis good
- Mission Statement good
- Goal Setting good
- Has School Improvement Plan Team

Summary Evaluation of School Improvement Plans (SIP) of NHP Schools

FORT GEORGE PRIMARY SCHOOL

62 - Good

- Mission Statement good
- Goal Setting good

- Has School Improvement Plan Team
- Strategies, Resources and Indicators fair

Weaknesses:

- Situational Analysis incomplete
- Monitoring and Evaluation weak

Summary Evaluation of School Improvement Plans (SIP) of NHP Schools

JACKS RIVER PRIMARY SCHOOL

70 – Very Good

- Situational Analysis good
- Mission Statement good
- Goal Setting good
- Strategies, Resources and Indicators good

Weaknesses:

- No School Improvement Plan Team
- Monitoring and Evaluation weak

Summary Evaluation of School Improvement Plans (SIP) of NHP Schools

LOWE RIVER PRIMARY & JUNIOR HIGH SCHOOL

77 – Very Good

- Situational Analysis very good
- Mission Statement good
- Goal Setting good
- Has properly constituted School Improvement Plan Team
- Strategies, Resources and Indicators good
- Monitoring and Evaluation good

Summary Evaluation of School Improvement Plans (SIP) of NHP Schools

LOWER BUXTON ALL AGE SCHOOL

70 – Very Good

- Situational Analysis good
- Mission Statement good
- Has School Improvement Plan Team
- Strategies, Resources and Indicators good
- Monitoring and Evaluation fair

Weaknesses:

- Goals fair (do not reflect all NHP initiatives)
- No three year Annual Action Plan

Summary Evaluation of
School Improvement Plans (SIP) of NHP Schools

RIO BUENO ALL AGE SCHOOL

81 – Very Good

- Situational Analysis good
- Mission Statement good
- Goal Setting good
- Has School Improvement Plan Team
- Strategies, Resources and Indicators good
- Monitoring and Evaluation good

Weaknesses:

- Does not have all yearly plans

Summary Evaluation of
School Improvement Plans (SIP) of NHP Schools

TRINITY PRIMARY SCHOOL

70 – Very Good

- Situational Analysis fair
- Mission Statement good
- Monitoring and Evaluation procedures fair
- Strategies, Resources and Indicators good

Weaknesses:

- No yearly action plans
- No School Improvement Plan Team

Summary Evaluation of
School Improvement Plans (SIP) of NHP Schools

ST. MARGARET'S BAY ALL AGE

63 - Good

- Situational Analysis good
- Mission Statement good
- Goal setting fair
- Has properly constituted School Improvement Plan Team
- Strategies, Resources and Indicators good
- Monitoring and Evaluation good

Weakness:

- Has one year action plan

Summary Evaluation of **School Improvement Plans (SIP) of NHP Schools**

POLLY GROUND PRIMARY

71 – Very Good

- Situational Analysis very good
- Mission Statement good
- Goal Setting fair
- Has School Improvement Plan Team
- Has three Annual Action Plan
- Strategies, Resources and Indicators good
- Monitoring and Evaluation good

Summary Evaluation of **School Improvement Plans (SIP) of NHP Schools**

ANCHOVY PRIMARY SCHOOL

72 – Very Good

- Situational Analysis good
- Mission Statement good
- Evaluation procedures fair
- Strategies, Resources and Indicators good
- Monitoring and Evaluation good
- Has School Improvement Plan Team

Weaknesses:

- Only one yearly action plan

Summary Evaluation of **School Improvement Plans (SIP) of NHP Schools**

BICKERSTETH PRIMARY SCHOOL

74 – Very Good

- Situational Analysis very good
- Mission Statement good
- Goal Setting good
- Strategies, Resources and Indicators good
- Has School Improvement Plan Team

Weaknesses:

- Two yearly action plans
- Monitoring and evaluation poor

Summary Evaluation of School Improvement Plans (SIP) of NHP Schools

CARMEL ALL AGE SCHOOL

30 - Poor

- Mission Statement fair
- Goal Setting fair
- Evaluation and Monitoring procedures fair

Weaknesses:

- Situational Analysis poor
- No School Improvement Plan Team
- No yearly action plans
- Strategies, Resources and Indicators very weak

Summary Evaluation of School Improvement Plans (SIP) of NHP Schools

CHESTER CASTLE ALL AGE SCHOOL

70 – Very Good

- Situational Analysis good
- Mission Statement good
- Goal setting good
- Has School Improvement Plan Team
- Strategies, Resources and Indicators fair

Weaknesses:

- Monitoring and evaluation section absent

Summary Evaluation of School Improvement Plans (SIP) of NHP Schools

CORNWALL MOUNTAIN ALL AGE SCHOOL

54 - Good

- Mission Statement good
- Evaluation procedures fair
- Has three yearly action plans
- Goal Setting good (reflects NHP initiatives)
- Strategies, Resources and Indicators good

Weaknesses:

- Situational Analysis weak
- No School Improvement Plan Team
- Monitoring and Evaluation poor

Summary Evaluation of
School Improvement Plans (SIP) of NHP Schools

MOUNT AIRY ALL AGE SCHOOL

49 - Good

- Situational Analysis good
- Mission Statement good
- Monitoring and Evaluation fair

Weaknesses:

- Goal setting very poor
- No mention of School Improvement Plan Team
- Strategies, Resources and Indicators weak

Summary Evaluation of
School Improvement Plans (SIP) of NHP Schools

NEGRIL ALL AGE SCHOOL

73 – Very Good

- Situational Analysis very good
- Mission Statement good
- School Improvement Plan Team properly constituted
- Strategies, Resources and Indicators good
- Monitoring and Evaluation good

Weaknesses:

- Two of three yearly plans done
- Goals do not reflect all NHP initiatives

Summary Evaluation of
School Improvement Plans (SIP) of NHP Schools

FERGUSSON ALL AGE SCHOOL

69 – Very Good

- Situational Analysis good
- Mission Statement good
- Goal Setting good
- Has annual action plans
- Strategies, Resources and Indicators good
- Monitoring and Evaluation fair

Weaknesses:

- No School Improvement Plan Team

Summary Evaluation of School Improvement Plans (SIP) of NHP Schools

FYFFES PEN PRIMARY SCHOOL

72 – Very Good

- Situational Analysis excellent
- Mission Statement good
- Goal setting good
- Monitoring and Evaluation good

Weaknesses:

- No School Improvement Plan Team
- Has only one action plan
- Strategies, Resources and Indicators poor

Summary Evaluation of School Improvement Plans (SIP) of NHP Schools

NEWTON PRIMARY SCHOOL

73 – Very Good

- Situational Analysis very good
- Mission Statement good
- Goal Setting fair
- Has properly constituted School Improvement Team
- Strategies, Resources and Indicators good

Weaknesses:

- Has two yearly action plans

Summary Evaluation of School Improvement Plans (SIP) of NHP Schools

PORUS PRIMARY SCHOOL

50 - Good

- Situational Analysis fair
- Mission Statement good
- Has School Improvement Plan Team
- Monitoring and Evaluation fair
- Strategies, Resources and Indicators good

Weaknesses:

- Goal setting poor (does not have much literacy or numeracy initiatives)
- Has two year action plan

Summary Evaluation of
School Improvement Plans (SIP) of NHP Schools

RAMBLE ALL AGE SCHOOL

72 – Very Good

- Situational Analysis very good
- Mission Statement good
- Goal setting fair (only reflects some of NHP initiatives)
- Monitoring and evaluation weak
- School Improvement Plan Team properly constituted
- Has three year annual action plan
- Strategies, Resources and Indicators good

Summary Evaluation of
School Improvement Plans (SIP) of NHP Schools

SCHOOLFIELD ALL AGE SCHOOL

65 - Good

- Situational Analysis good
- Mission Statement good
- Goal Setting fair
- Strategies, Resources and Indicators good
- School Improvement Plan Team properly constituted
- Monitoring and Evaluation fair

Weaknesses:

- Has one yearly action plan

Summary Evaluation of
School Improvement Plans (SIP) of NHP Schools

CRESCENT PRIMARY SCHOOL

62 - Good

- Situational Analysis fair
- Mission Statement good
- Goal Setting good
- Has School Improvement Plan Team though not properly constituted

- Strategies, Resources and Indicators good

Weaknesses:

- Has two year action plan
- Monitoring and Evaluation procedures poor

Summary Evaluation of
School Improvement Plans (SIP) of NHP Schools

GREEN PARK PRIMARY & JUNIOR HIGH SCHOOL

School Improvement Plan: Good

- Mission Statement good
- Goal Setting good
- School Improvement Plan Team properly constituted
- Has three year Annual Action Plans
- Monitoring and Evaluation procedures good
- Strategies, Resources and Indication fair

Summary Evaluation of
School Improvement Plans (SIP) of NHP Schools

HAZARD PRIMARY SCHOOL

74 – Very Good

- Situational Analysis very good
- Mission Statement good
- Goal Setting good
- School Improvement Plan Team properly constituted
- Strategies, Resources and Indicators fair
- Monitoring and Evaluation procedures fair

Weaknesses:

- One year action plan

Summary Evaluation of
School Improvement Plans (SIP) of NHP Schools

JERICHO PRIMARY SCHOOL

76 – Very Good

- Situational Analysis very good
- Mission Statement good

- Goal Setting good
- School Improvement Plan Team properly constituted
- Strategies, Resources and Indicators good
- Monitoring and Evaluation procedures good

Weaknesses:

- One year action plan

Summary Evaluation of School Improvement Plans (SIP) of NHP Schools

KELLITS PRIMARY SCHOOL

65 - Good

- Situational Analysis good
- Mission Statement good
- Goal setting good
- School Improvement Plan Team properly constituted
- Strategies, Resources and Indicators good
- Monitoring and Evaluation procedures fair

Weaknesses:

- Has one year action plan

Summary Evaluation of School Improvement Plans (SIP) of NHP Schools

LINSTeAD PRIMARY & JUNIOR HIGH SCHOOL

65 –Good

- Situational Analysis good
- Mission Statement good
- Goal Setting excellent
- School Improvement Plan Team properly constituted
- Has three year Annual Action Plans
- Monitoring and Evaluation procedures fair
- Strategies, Resources and Indicators fair

Summary Evaluation of School Improvement Plans (SIP) of NHP Schools

REDWOOD ALL AGE SCHOOL

74 – Very Good

- Situational Analysis fair
- Mission Statement good

- Goal Setting good
- School Improvement Plan Team properly constituted
- Has yearly action plans for three years
- Strategies, Resources and Indicators good
- Monitoring and Evaluation procedures fair

Summary Evaluation of School Improvement Plans (SIP) of NHP Schools

TULLOCH PRIMARY SCHOOL

75 – Very Good

- Situational Analysis good
- Mission Statement good
- Goal Setting good
- School Improvement Plan Team properly constituted
- Strategies, Resources and Indicators good
- Monitoring and Evaluation procedures good

Weaknesses:

- One year action plan

Summary Evaluation of School Improvement Plans (SIP) of NHP Schools

VICTORIA ALL AGE SCHOOL

61 - Good

- Situational Analysis very good
- Mission Statement good
- Goal setting fair
- Has properly constituted School Improvement Plan Team
- Strategies, Resources and Indicators fair
- Evaluation procedures fair

Weaknesses:

- No yearly action plans

Summary Evaluation of School Improvement Plans (SIP) of NHP Schools

- Situational Analysis fair
- Mission Statement good
- Goal Setting fair
- Strategies, Resources and Indicators fair
- Monitoring and Evaluation procedures fair
- Has properly constituted School Improvement Plan Team

**NEW HORIZONS PROJECT
CONTRACT NO. 532-C-00-98-12345-00
USAID DEVELOPMENT EXPERIENCE CLEARINGHOUSE (DEC) REPORT CHECKLIST**

1. USAID SUPPORTED RESEARCH STUDIES, TECHNICAL REPORTS AND PUBLICATIONS
None identified.

2. PROGRAM AND DEVELOPMENT ACTIVITY PERFORMANCE, RESULTS AND EVALUATION REPORTS

DOCUMENTS/MATERIALS	FORMAT		SUBMITTED BY
NHP Formative Evaluation Report, 1999.	Hard copy	<u>0</u> Electronic	Home Office (J.Ferrel)
NHP Formative Evaluation Report, 2000.	Hard copy	<u>0</u> Electronic	Home Office (J.Ferrel)
NHP Formative Evaluation Report, 2001.	Hard copy	<u>0</u> Electronic	Home Office (J.Ferrel)
NHP Formative Evaluation Report, 2002.	Hard copy	<u>0</u> Electronic	Home Office (J.Ferrel)
Aguirre International Evaluation Report, 2002.	<u>0</u> Hard copy	Electronic	Home Office (J.Ferrel)
Performance Monitoring Plan	Hard copy	<u>0</u> Electronic	Project Office (Jamaica)

3. NON-PRINT INFORMATION PRODUCTS

DOCUMENTS/MATERIALS	FORMAT		SUBMITTED BY
JSAS Software v.5.0 (on CD)	<u>0</u> Hard copy	Electronic	Home Office (J.Ferrel)
JSAS 5.0 Training Manual	<u>0</u> Hard copy	Electronic	Home Office (J.Ferrel)
JSAS 5.0 User's Guide	<u>0</u> Hard copy	Electronic	Home Office (J.Ferrel)
JSAS 5.0 Administrative Handbook	<u>0</u> Hard copy	Electronic	Home Office (J.Ferrel)
JSAS 5.0 Installation and Set Up Manual	<u>0</u> Hard copy	Electronic	Home Office (J.Ferrel)

4. CONTRACTOR DELIVERABLES AND OTHER INFORMATION PRODUCTS

DOCUMENTS/MATERIALS	FORMAT		SUBMITTED BY
NHP Semi-annual Report: 1 st Award Fee Period (July-Dec, 1998)	N/A: No report was required for this first period.		N/A
NHP Semi-annual Report: 2nd Award Fee Period (Jan-June, 1999)	Hard copy	Electronic	Project Office (Jamaica)
NHP Semi-annual Report: 3 rd Award Fee Period (July-Dec, 1999)	<u>0</u> Hard copy	Electronic	Project Office (Jamaica)
NHP Semi-annual Report: 4 th Award Fee Period (Jan-June, 2000)	Hard copy	<u>0</u> Electronic	Project Office (Jamaica)

NHP Semi-annual Report: 5 th Award Fee Period (July-Dec, 2000)	Hard copy	<u>0</u> Electronic	Project Office (Jamaica)
NHP Semi-annual Report: 6 th Award Fee Period (Jan-June, 2001)	Hard copy	<u>0</u> Electronic	Project Office (Jamaica)
NHP Semi-annual Report: 7 th Award Fee Period (July-Dec, 2001)	Hard copy	<u>0</u> Electronic	Project Office (Jamaica)
NHP Semi-annual Report: 8 th Award Fee Period (Jan-June, 2002)	Hard copy	<u>0</u> Electronic	Project Office (Jamaica)
NHP Semi-annual Report: 9 th Award Fee Period (July-Dec, 2002)	Hard copy	<u>0</u> Electronic	Project Office (Jamaica)
NHP Final Report	In Progress		

1. Teacher Training Program Based on Diagnostic Needs of Schools (December 1999)
2. Report on Training Events Related to the Revised Primary Curriculum and Project Goals, July-December 1999 (Dec. 1999)
3. Principal's Resource Notebook (October 1999)
4. Report on the Status of Numeracy and Literacy Programs in Individual Schools (December 1999)
5. Exemplary List of Supplementary Materials (December 1999)
6. Supplementary Reading and Mathematics Materials Distribution List (December 1999)
7. Preliminary Report on the Educational Technology Intervention (December 1999)
8. Amendment to the New Horizons for Primary Schools Health and Nutrition Intervention (Summer 1999)
9. Needs and Resources Report on the New Horizons Schools Designated for Breakfast Programs
10. Procedures Manual for the NHP Breakfast Programs (December 1999)
11. Parenting Manual in Health (Draft)
12. Report on Focus Group Discussions with Parents (December 1999)
13. Report on Status of the Installation of Administrative Computers (December 1999)
14. Report on Status of Central and Regional Connectivity Initiatives (December 1999)
15. Breakfast Monitoring Report
16. Report on Implementation of Computer Equipment at 66 NHP Schools
17. Parent Education in Health and Nutrition: A Manual for Working with Parents and the Community
18. Report on Site-Based and Cluster Workshops
19. "Parent to Parent" - A Programme for Training Parents Coordinators
20. Revised Educational Technology Plan
21. Report on Guidance Provided to School Development Teams
22. Ensuring Proper Usage of Literacy and Numeracy Materials
23. Supporting the Design of Individual Mathematics and Literacy Programs
24. Parent and Community Participation Activities in School Breakfast Programs
25. Contractors Performance Report
26. Year 2000 Project Performance Report
27. New Horizons for Primary Schools Annual Plan 2000 – 2001 (August 2000)
28. New Horizons for Primary Schools Annual Plan 2000 – 2001 Budget (September 2000)
29. New Horizons for Primary Schools Annual Plan June 2000 – July 2001(NHP Partners' Version, September 2000)
30. Principals' Forum (December 2000)
31. NHP Observation Checklist (Blue Form) and NHP Observation Checklist (Yellow 32. Form) (August 2000)
33. PIU Site-based Monitoring Plan
34. The Design and Implementation of a Monitoring Plan to Assist in the Supervision of the PIU Site-based Technical Support Strategy (December 2000)
35. Status Report on the Implementation of the PIU Site-based Technical Assistance Support (December 2000)
36. File on the NHP School Development Plans updated as "Action Plans 2000-2001" (In progress)
37. A list of the thirty-two titles is available for review as are the books at the NHP Office at the MOEC, Caenwood
38. A list of the thirteen titles is available for review as are the books at the NHP Office at the MOEC, Caenwood
39. Revised Educational Technology Plan: December 2000
40. Menu of Instructional Strategies (September 2000)

41. Status Report on Breakfast Programme (December 2000)
42. EMIS Technician/Trainers' Resource Notebook (December 2000)
43. Individual School Development Plans and Action plans for 2000-2001
44. Utilization Plan for Supplementary Materials (February 2001)
45. The Teacher Portfolio (February 2001)
46. "On the Horizons" Newsletter, Issue No. 2 (February 2001)
47. Principals' Resource Utilization Seminar (June 2001)
48. Status Report on the New Horizons for Primary Schools Project Implementation Unit (PIU) Site-Based Technical Assistance Support Strategy
49. Year 2000 Performance Data Tables (Annex to Year 2000 Project Performance Report)
50. Trip Report: May 6-19th, 2001 Prepared by Ray Chesterfield, et al.
51. Participant Training Reports for Report Period (available upon request)
52. Supporting Continued Improvement in the Implementation, Monitoring and Sharing of Effective Practices (June 2001)
53. Status of Teacher's Ability to Use New Approaches in their Interactions with Students (June 2001)
54. The Use of Teacher and Student Portfolios at the Classroom Level in New Horizons for Primary Schools (June 2001)
55. Distribution of Supplementary Materials and Book Donations Under the New Horizons for Primary Schools Project (June 2001)
56. Preliminary Educational Technology Plan (June 2001)
57. Status Report on Breakfast Program (June 2001)
58. Jamaica School Administrative System (JSAS) Software designed by Ideas, Ltd. (2001)
59. Report on the Installation of the Jamaica School Administrative System Software and Related Activities (June 2001)
60. "Quick Reference Users' Manual" to accompany JSAS Software (2001)
61. Year 2001 Project Performance Report
62. Status Report on the New Horizons for Primary Schools Project Implementation Unit (PIU) Site-Based Technical Support Strategy
63. Principals' Workshop, August 23-25, 2001
64. Annual Workplan July 2001-June 2002
65. NHP Partners' Annual Workplan July 2001-June 2002
66. Resource Teachers' Workshop, August 13-17, 2001
67. Utilization of Supplementary Materials and the Related Contributions to Literacy and Numeracy Instruction
68. Educational Technology Plan: December 2001
69. The Contribution of NHP Incentive Strategies to Student Attendance and Stakeholders' Enthusiasm
70. Progress Report on Health and Nutrition Intervention
71. Jamaica School Administrative System (JSAS) Software
72. Re-design Plan for Interventions 9&10 of New Horizons for Primary Schools
73. Status Report on the New Horizons for Primary Schools Project Implementation Unit (PIU) Site-Based Technical Support Strategy
74. Jamaica School Administrative System Version 4.3 **Modification Notes**
75. Progress Report on Health and Nutrition Intervention
76. Evaluation Report on the Quality of Teaching in New Horizons Primary Schools
77. Implementation of NHP Incentive Criteria to School-Based Improvement Initiatives
78. Managing Cooperative Classrooms by Barbara Frandsen
79. Trip Report: February 18-March 2, 2002, Prepared by Bruce Newman
80. Trip Report: May 27-June 4, 2002, Prepared by Bruce Newman
81. Trip Report: February 5-20, 2002, Prepared by Anthony Nitko

82. Educational Assessment of Studies Textbook (Third Edition) by Anthony Nitko
83. Trip Report: April 1-11, 2002, Prepared by George Smith
84. Formative Evaluation Report, 2002
85. Handbook on School Development Planning
86. Jamaica School Administrative System (Version 5.0) Software Installation and Set-up Manual
87. Jamaica School Administrative System (Version 5.0) User's Guide
88. Juarez and Associates' NHP Annual Workplan, July 2002 through June 2003
89. NHP Partners' Annual Workplan, July 2002 through June 2003
90. Report on the Annual NHP Principals' Workshop: Effective and Exemplary Administrative Practices of Principals as Instructional Leaders
91. Report on the Application of Technology in a Project Approach to Instruction
92. Report on the Introduction of Technology as an Adjunct to the Primary Curriculum and a Mechanism for Improved Quality of Teaching
93. Report on the Progress of School Development Planning
94. Status Report on the Installation, Configuration, and Networking of the JSAS Software in Designated Schools
95. Trainer's Manual for Cooperative Learning
96. Training Manual on Governance and Leadership Training for School Boards and Principals

Contract No.:

532-C-0-98-12345-00 New Horizons Project

CTD Actuals with Estimates through June 1 2003:

Clin Description	Contract Amount 6/98	Expenditures Prior Period 6/98-3/03	Actuals 4/03	Est. Cost for Mo. 5/03-5/03	Purchase Orders In-Process	Committed	Remaining Budget
						Expenditures To-Date 6/98-5/03	
1 In-Service Teacher Ed.	\$1,096,974	\$1,337,898	\$29,614	\$79,410	\$0	\$1,446,922	-\$349,948
2 Supp. Teach. Mater.	\$778,978	\$695,979	\$454	\$13,500	\$0	\$709,933	\$69,045
3 Ed. Tech.	\$749,136	\$161,937	\$360	\$94,515	\$0	\$256,812	\$492,324
4 Database / EMIS	\$804,524	\$823,184	\$9,923	\$17,818	\$0	\$850,925	-\$46,401
5 Govern / Leadership	\$271,000	\$91,285	\$7,674	\$11,258	\$0	\$110,217	\$160,783
6 Health & Nutrition	\$601,401	\$346,997	\$13,528	\$14,649	\$0	\$375,174	\$226,227
7 Program Mgnt.	<u>\$2,024,051</u>	<u>\$2,296,865</u>	<u>\$50,788</u>	<u>\$134,914</u>	<u>\$0</u>	<u>\$2,482,568</u>	<u>-\$458,517</u>
Total	<u>\$6,326,064</u>	<u>\$5,754,145</u>	<u>\$112,342</u>	<u>\$366,064</u>	<u>\$0</u>	<u>\$6,232,551</u>	<u>\$93,513</u>
CTD Expenditures:			\$5,866,487	\$6,232,551	\$6,232,551		

Obligations to Contract:

Clin Description	Contract Amount 6/98	Obligation To-Date 6/98-3/03	Committed	Remaining Obligation
			Expenditures To-Date 6/98-5/03	
1 In-Service Teacher Ed.	\$1,096,974	\$1,475,000	\$1,446,922	\$28,078
2 Supp. Teach. Mater.	\$778,978	\$820,000	\$709,933	\$110,067
3 Ed. Tech.	\$749,136	\$215,000	\$256,812	-\$41,812
4 Database / EMIS	\$804,524	\$865,000	\$850,925	\$14,075
5 Govern / Leadership	\$271,000	\$172,064	\$110,217	\$61,847
6 Health & Nutrition	\$601,401	\$429,000	\$375,174	\$53,826
7 Program Mgnt.	<u>\$2,024,051</u>	<u>\$2,350,000</u>	<u>\$2,482,568</u>	<u>-\$132,568</u>
Total	<u>\$6,326,064</u>	<u>\$6,326,064</u>	<u>\$6,232,551</u>	<u>\$93,513</u>

