

Neighbour to Neighbour

JACK PARENT READING PROGRAM

2017-2018 Impact Report

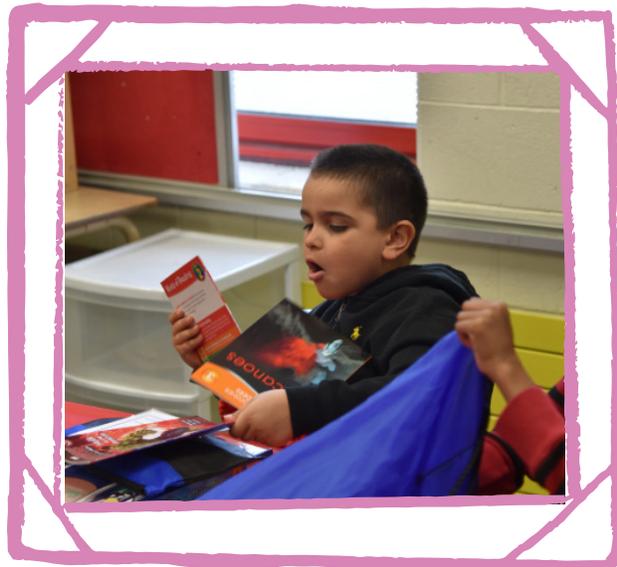


Submitted by:
Deban Brunette
Director of Educational Programs

Prepared by:
Erin Mobley, Annika Buchner & Root Yu

NEIGHBOUR
— 2 —
NEIGHBOUR

“It is very gratifying to see the enthusiasm of one student in particular when it is their time to go for reading and how excited they are to pick out a book for that day’s session.”
- Tutor



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“The reading helper is really nice. I like reading with them. I learn new stuff two days a week.” - Student



About Neighbour to Neighbour



1.1 Overview

Since 1986, Neighbour to Neighbour Centre (N2N), a non-profit, charitable organization, has been providing programs and services that improve the quality of life of both individuals and families. What began as a small food bank on Hamilton Mountain has grown to become a multi-purpose agency that

makes a measurable difference in the Hamilton community. N2N continues to lead its community by offering both established programs and by advancing new ones that address arising needs. From helping families access healthy food to tutoring students in math and literacy.

N2N services the community through four different departments:

Emergency Food

Hamilton Community Food Centre

Family Services

Education Support



1.2 Program History

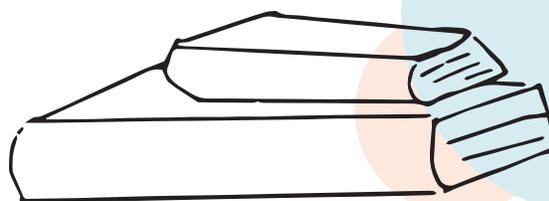
Since 2003, the Neighbour to Neighbour (N2N) Reading Program has provided one-on-one support to increase the reading skills of 2,798 students on Hamilton Mountain.

Community Counsellors at N2N Centre reported that many clients discussed the need for literary support for their children. In response to this need, N2N developed a reading program with the help of a small group of educators and community members, in addition to a generous grant from the Halo Foundation.

In 2003, the program was piloted with three retired teachers and 15 students at R.A. Riddell School. The outcomes from the pilot were positive, resulting in higher reading levels for the children and an increase in their self-confidence.

Jack Parent, who passed away in July of 2015, was a passionate advocate for children. He was an avid supporter of the tutoring program through the Halo Foundation, where he served on the Board of Directors and worked as the Vice President of Finance for 13 years. To celebrate his legacy, the program was officially renamed in June of 2015, the Jack Parent Reading Program.

Today, the Jack Parent Reading Program is partnered with 14 schools within the Hamilton-Wentworth District School Board (HWDSB) and the Hamilton-Wentworth Catholic District School Board (HWCDSB). This year, we supported 231 children in furthering their academic success.



Yearly Growth

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	Total 2004-2018
Students	15												228	242	231	2798
Volunteers	3												120	121	116	1392
Volunteer Hours	229												6,290	6,078	6,189	73,276
Schools	1												14	14	14	14

Goals and Outcomes 2

The Jack Parent Reading Program strives to improve the reading skills of children who are under-resourced and reading below grade level.

1

Improve the reading levels of children in grades 1-3 who are under-resourced and reading below grade level.

94%

of students showed improvement in their reading skills

2

Increase a child's self-confidence through one-on-one support.

90%

of parents and teachers reported an increase in their student's/child's self-confidence

3

- Foster a love of reading
- Provide positive role models
- Foster an appreciation of literature

83%

of students stated that they liked reading with their tutors

3 Program Details

3.1 Program Model

The Jack Parent Reading Program has a dedicated and experienced team of volunteers. Our tutors are trained before going into the schools and are supported by staff, Educational Consultants and team members throughout their experience. Our Educational Consultants are certified/retired teachers, who are responsible for all initial and on-going volunteer training.

All tutoring sessions take place at the school during school hours. Typically, there are 16 students and 8 tutors per school. Each tutor works consistently with 4–5 students over the course of the school year. Tutors work one-on-one with each student for 15–20 minutes per session, and each child is seen twice a week.

Our tutors engage with students to help them develop their decoding, comprehension and fluency skills through one-on-one support. Each team of tutors is provided with leveled reading materials, such as books and booklets, tutoring bins filled with word cards, literacy games, and phonics cards. Every student has a bookmark so that, at the end of each session, they choose a sticker to add as a reward for their hard work.

In addition, tutors are provided with a logbook for each student to track their attendance and progress. At the end of each session, and in collaboration with the student, tutors update the logbook by noting the reading strategies used during the session and next steps.

3.2 Admission Requirements

Students were selected by their schools for the program based on the following criteria:

Students in Grades 1–3 who are reading below grade level and are under-resourced.

Students who are actively able to participate and attend on a consistent basis, with parental consent obtained from the school.

Students who have not been identified as needing professional intervention, and are not participating in other literacy support programs.

3.3 Session Model

Before Reading:

The tutor will take the student through a “picture walk” prior to reading any text. This involves looking through the book without reading the text. Looking at the pictures activates prior knowledge and helps to make predictions. At this time, the student will state whether they think the book is fiction or non-fiction.

During Reading:

The student is reading and using decoding and comprehension skills. They are encouraged to use seven tools when they encounter difficulty. The seven tools include the following:

- Use the picture clues
- Ask a friend
- Skip the word and keep going
- Look it up in the dictionary
- Go back and reread
- Use the sound of the first letter
- Guess and go on

After Reading:

For fiction books, students are asked to do an oral retell using First, Next, Then and Finally. If the book is non-fiction, students are asked about the topic, to state 5 facts and then to reflect using the statement “I wonder...”

“When I read a big word I get a clap or a high five. I like it when my tutors are so proud of my reading.”
- Student

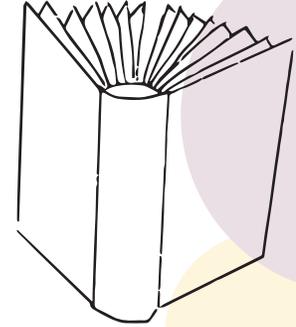


4 Volunteers

4.1 Responsibilities

To volunteer in the program tutors must:

- Speak, read and write proficiently in English
- Love kids and love reading
- Be at least 18 years of age
- Post-secondary education or equivalent experience
- Provide a clear Vulnerable Sector Check
- Attend training, orientation sessions, meetings and workshops.
- Follow program policies, procedures and instruction provided by the Jack Parent Reading Program
- Attend one school, once a week for approximately 2 hours to work one-on-one with 4 to 5 students
- Complete program surveys, maintain confidentiality and participate in Success Celebrations.



4.2 Leadership

The reading program could not exist without our Educational Consultants. This year our two experts brought their passion for teaching and knowledge of strategies and techniques to the program. They provided small and large group training and professional development to the team as well as one-on-one help to tutors in the schools. They ensured that our program aligns with current curriculum so that we reinforce what the students are learning in the classroom. Each year, we enlist the help of one member of each school tutoring team to act as Team Leader. Team Leaders are tutors in the reading program who act as a resource for their team members and a connection between the school program and Neighbour to Neighbour.

“This is an invaluable program. The volunteers are amazing and students love spending time with them. Thank you!”
- Teacher



4.3 Training

We strive to enhance the tutoring experience by providing professional development on many levels. In addition to the 'Back-to-School' workshop we hold every year in October, volunteer tutors have the opportunity to enhance their techniques and strategies through on-going training. Tutors are asked to provide feedback on the resources and workshops that would support their personal growth and assist with their tutoring role; trainings are designed to reflect this feedback.



“One student was not able to read a word when we started and they have come so far and are feeling more confident about school.”
- Tutor

2017 - 2018 Topics Included:

- October: **‘Back-to-School’ workshop** to review key concepts & best practices and provide techniques and strategies to help tutors work more effectively with students
- October–March: **New Tutor Trainings** which include Tutoring Techniques 1 and Policies & Procedures
- January: **Peer Mentor Training** to set out guidelines to use for mentoring new Tutors at the school
- April: **Spring Tutor Workshop** in honour of National Volunteer Week with speakers: Alison Shannon, Kinesiologist and Brain Gym® practitioner and Michelle Turan on Meditation, Instructor at Mohawk College & McMaster University

4.4 Volunteer Demographics

2 Educational Consultants

80% Volunteer Retention Rate
Of the 116 volunteers this year, 93 were returning

14 Team Leaders

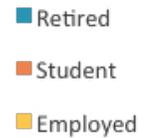
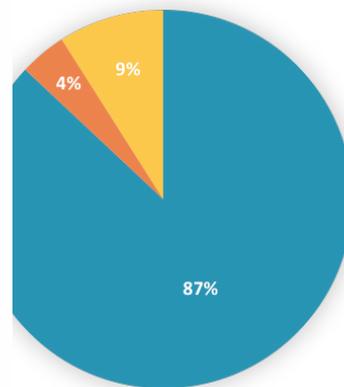
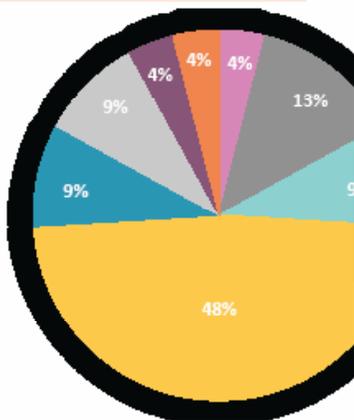
5.8 Average Years of Service
for returning volunteers

116 Volunteers

New Recruit Demographics*

How did you learn ab

unteer Occupations:



*23 new volunteers reported



“Being new this term, I could sense the students warming up to me and their enthusiasm about joining me to read. Each of them became a bit more talkative by sharing experiences related to the book topics. This tells me they are comprehending what they are reading and can relate it to their lives.”

-Tutor

The Jack Parent Reading Program seeks to develop strong partnerships both within and outside of the program. The Steering Committee is responsible for decisions that facilitate the planning, implementation and evaluation of the program in each specific school. This committee includes representation from Neighbour to Neighbour Centre, such as the Director of Educational Programs, Educational Consultants and the designated Team Leader for each school. School Contacts may

include the school Principal, Vice-Principal, Learning Resource Teacher, Special Education Resource Teacher, Literacy Improvement Project Teacher or Classroom Teachers. Internal partnership extends to include our front-line trained tutors, as well as behind the scenes volunteers.

We are also excited to be partnered with a number of valued funders who donate directly to the Jack Parent Reading Program.



“Thank you for your diligence, support and partnership! My students have benefitted greatly!”
-Teacher

Partnered Schools

During the 2017–2018 school year, the Jack Parent Reading Program was partnered with the following fourteen schools:



R.A. Riddell
G.L. Armstrong
Westwood
Chedoke
Helen Detwiler

C.B. Stirling
Richard Beasley
Huntington Park
Highview
Lincoln Alexander

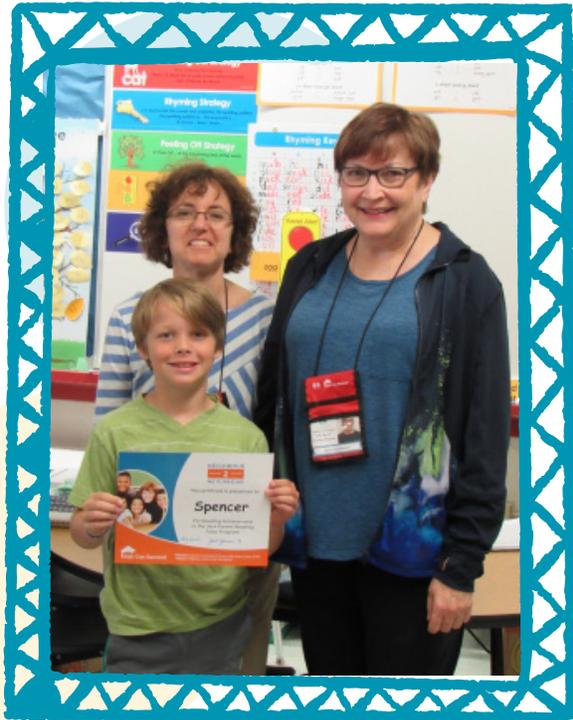


Hamilton-Wentworth
Catholic District School Board

St. Michael
Our Lady of Lourdes
St. Margaret Mary
St. Marguerite d'Youville



“My child is more confident when reading! They no longer hesitate when seeing a word they may not know how to read, instead they pronounce each syllable or ask for help. They have definitely improved in reading since participating in the N2N reading program!”
- Parent



Measuring Progress

In the Hamilton-Wentworth District School Board (HWDSB), student reading levels are assessed according to the Developmental Reading Assessment Scale (DRA).

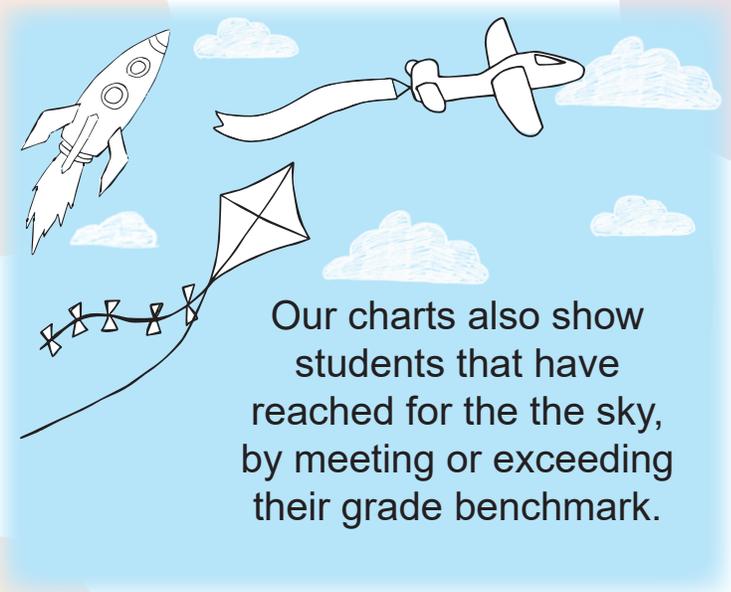
We use the DRA scale to determine whether students are reading on, above, or below grade level. Our partnered schools share student DRA levels with us at the beginning, middle, and end of the program. By knowing student DRA levels, we are able to select reading materials that match students' reading levels and provide students with relevant literacy instruction that encourages reading success.

A student has finally met grade level once they have reached their grade specific "benchmark". Students in the program were reading below their grade level at the beginning of the school year and it was our goal to help them reach their grade benchmark.



DRA Scale

Q	40	
P	38	
O	34	Grade 3*
N	30	
M	28	
L	24	Grade 2*
K	20	
J	18	
I	16	
H	14	Grade 1*
G	12	
F	10	
E	6	
D	4	Kindergarten*
C	3	
B	2	
A	1	



* Reading Benchmark



Quick Look

94%

of students improved their reading levels

80%

of parents and teachers reported a significant increase in their student's self-confidence

12%

of students met or exceeded their grade level

25%

of students reported an increased interest in reading

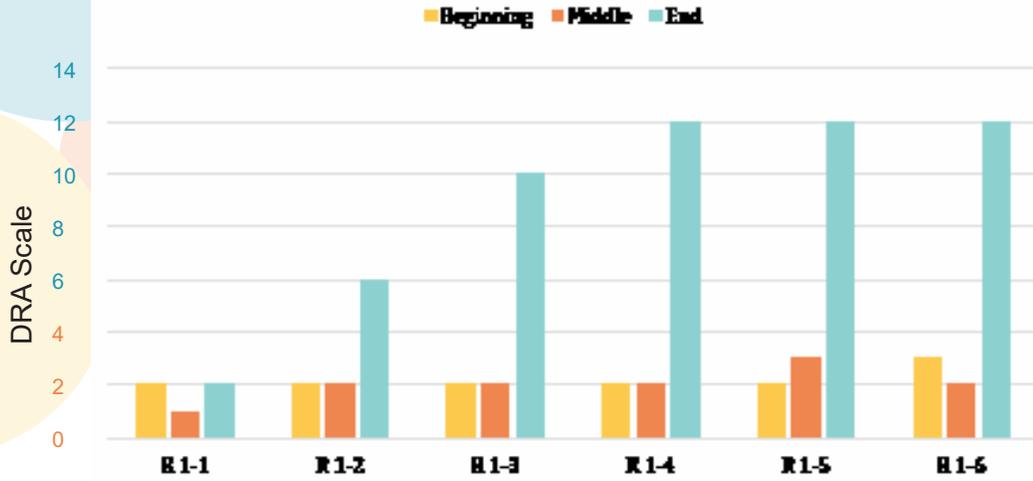
“My child seems to be more confident in expressing themselves as well as expressing themselves to others.”
- Parent

Survey Response Rates

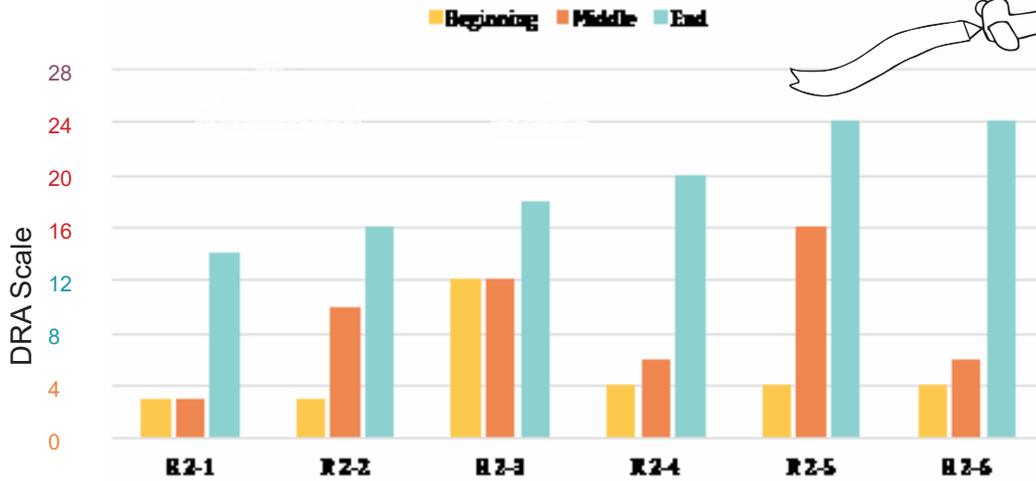
Group	Number	Percentage
Students	16/16	100%
Teachers	9/10	90%
Parents	11/16	69%
Tutors	8/8	100%

R.A. Riddell Student Progress

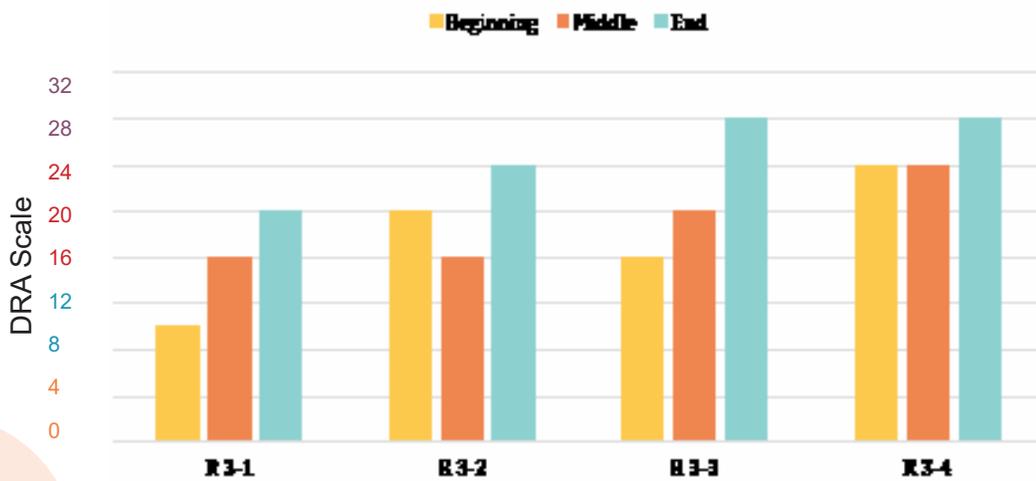
Grade 1



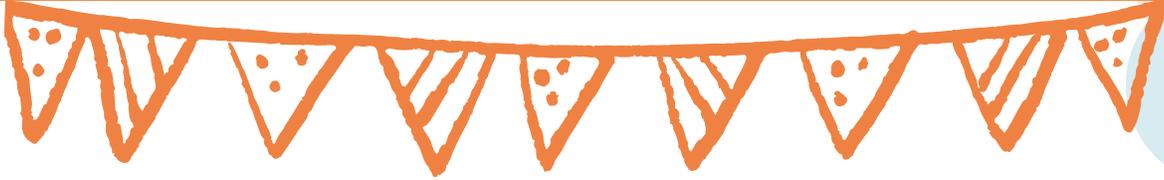
Grade 2



Grade 3



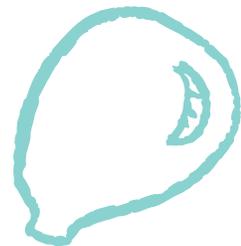
6.2 Riddell 15th Year Celebration

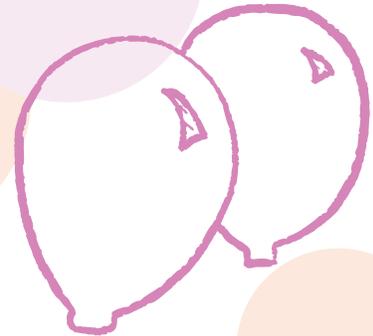
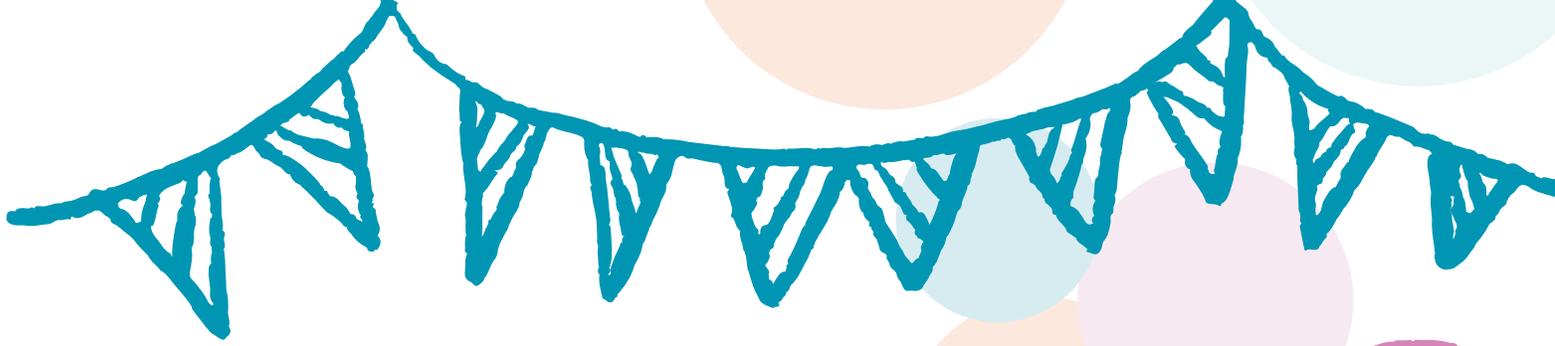


Where we came from: N2N Community Counsellors brought forward the need for no cost/low cost tutoring as they had received requests from clients to help their children with reading. A focus group convened in July of 2002, consisting of six retired educators. They were asked to provide input into the creation of a reading tutor program: the logistical issues, grades where we could make the most impact, length of sessions and volunteer management. This conversation resulted in the creation of an advisory committee, which would oversee a pilot project. Mr. Malcolm Powell from the Hamilton Wentworth District School Board was contacted and R.A. Riddell was chosen, due to proximity and demographics of our Centre, to pilot a reading program in their school.

September 22, 2003 was the official start date of the N2N Reading Program at R.A. Riddell School. Three volunteers worked with 15 students in Grades 2 & 3, for 20-30 minutes once a week.

In our 15th year, we honoured the 300+ students and the 70+ volunteers who have participated in the N2N Reading Program at R.A. Riddell School with an Anniversary Celebration.





We held Riddell's 15th Anniversary Success Celebration at the school on Wednesday, June 30th, 2018. We invited all the current Riddell students and their families, past and present tutors, current and past school staff and representatives from the Hamilton Wentworth District School Board to join us for an evening celebration that included:

- A child-friendly craft for students and their siblings
- The opportunity to have a fun Family Photo taken
- The presentation of Certificates of Achievement by Michele Darling to each participating student
- A gift bag with 4 books specifically chosen for each student by their tutors
- Veggies, sandwiches, wraps and of course cupcakes!





2018
NEIGHBOUR
2
NEIGHBOUR
Success
Celebration



2018
NEIGHBOUR
2
NEIGHBOUR
Success
Celebration



2018
NEIGHBOUR
2
NEIGHBOUR
Success
Celebration
15th
Anniversary



2018
NEIGHBOUR
2
NEIGHBOUR
Success
Celebration
15th
Anniversary



2018
NEIGHBOUR
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NEIGHBOUR
Success
Celebration
15th
Anniversary



2018
NEIGHBOUR
2
NEIGHBOUR
Success
Celebration

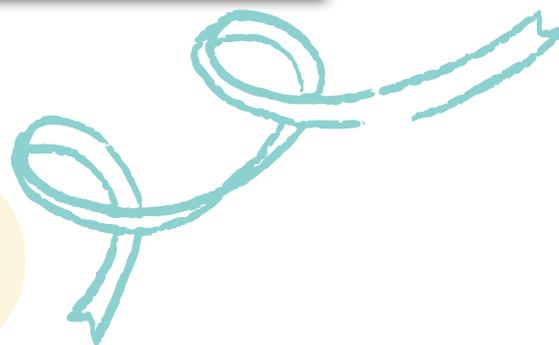


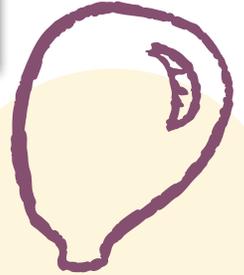
2018
NEIGHBOUR
2
NEIGHBOUR
Success
Celebration
15th
Anniversary



2018
NEIGHBOUR
2
NEIGHBOUR
Success
Celebration
15th
Anniversary







Thank You

A Very Special Thank You to: Michelle Darling, our founding funder, for her commitment to giving children the opportunity to succeed.

A BIG shout out to the six students who attended, supported by parents, siblings, grandparents and extended family members. We could not have pulled this off without the support of Charon Buck, Laura Varga and Mark Cole from Riddell School.

We would also like to thank the current Staff of R.A. Riddell School: Mark Cole, Alison Fleet, Laura Varga, Lindsay Smith, Jacqueline Eliot-Books, Danette MacDonald, Victoria Coughlin, Sarah Skoberg, Laura Arnold, Deborah Ruppenthal, Colby Ogden, and Laura Christian

Past R.A. Riddell Staff: Joanne Belisario & Sarah Schwenger

HWDSB staff: Laura Romano, Superintendent of Student Achievement & Sarah Tracz, Community Engagement Specialist.

Thank you to honoured guests, original tutors Mary Hudon and Patricia Daines who were involved in the pilot program.

All past and present Riddell tutors who attended the Success Celebration: Bill Starr, Caroyl Glaze, Joyce Harrison, Sarah Fick, Susan Meener, Eileen Booty, Joanne Spoelstra, Joyce Radford, Linda Clements, Myrna Dymont, Nancy Voorberg, Peter Goodwin and Sharon Denesi.

6.3 G.L. Armstrong



Quick Look

88%

of students improved their reading levels

100%

of parents and teachers reported a significant increase in their student's self-confidence

31%

of students met or exceeded their grade level

13%

of students reported an increased interest in reading

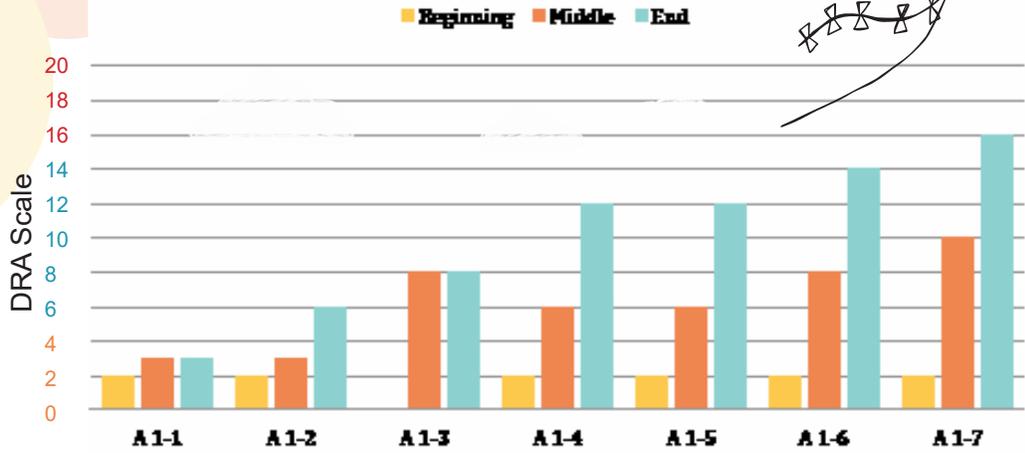
"I think this program is fantastic! The students who participated in the program became more confident in our classroom!"
- Teacher

Survey Response Rates

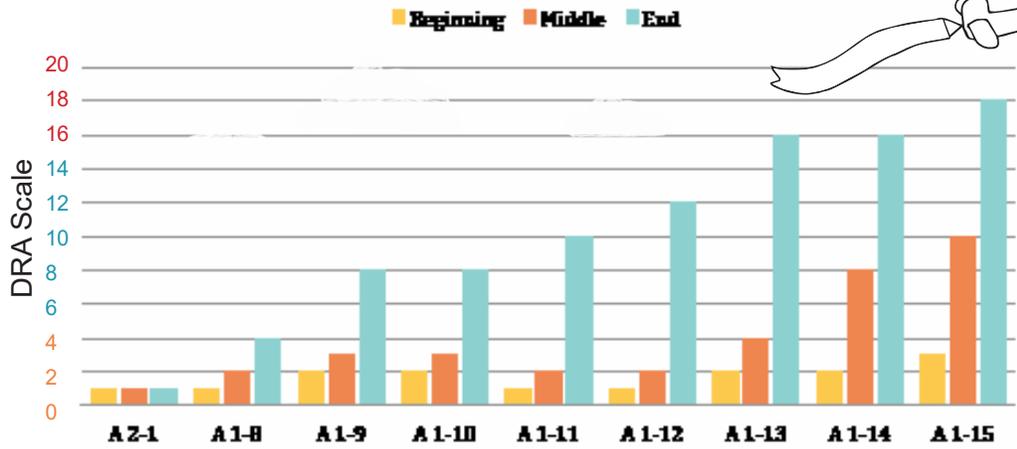
Group	Number	Percentage
Students	16/16	100%
Teachers	4/4	100%
Parents	7/16	44%
Tutors	8/8	100%

G.L. Armstrong Student Progress

Grade 1 Students



Grade 1 and 2 Students



6.4 Westwood



Quick Look

100%

of students improved their reading levels

80%

of parents and teachers reported a significant increase in their student's self-confidence

47%

of students met or exceeded their grade level

31%

of students reported an increased interest in reading

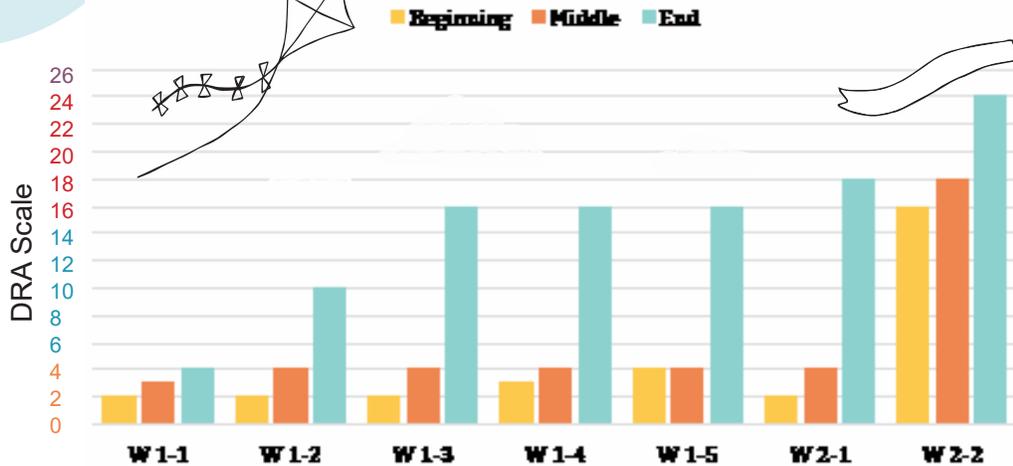


Survey Response Rates

Group	Number	Percentage
Students	16/16	100%
Teachers	7/7	100%
Parents	8/16	50%
Tutors	7/8	88%

Westwood Student Progress

Grade 1 and 2



Grade 3



“We have always encouraged reading; however, I have noticed that my child will go pick up a book on their own to read without prompting. They are very excited to share with our family how much better they are at reading.”

- Parent

6.5 Chedoke



Quick Look

93%

of students improved their reading levels

86%

of parents and teachers reported a significant increase in their student's self-confidence

19%

of students met or exceeded their grade level

33%

of students reported an increased interest in reading



Survey Response Rates

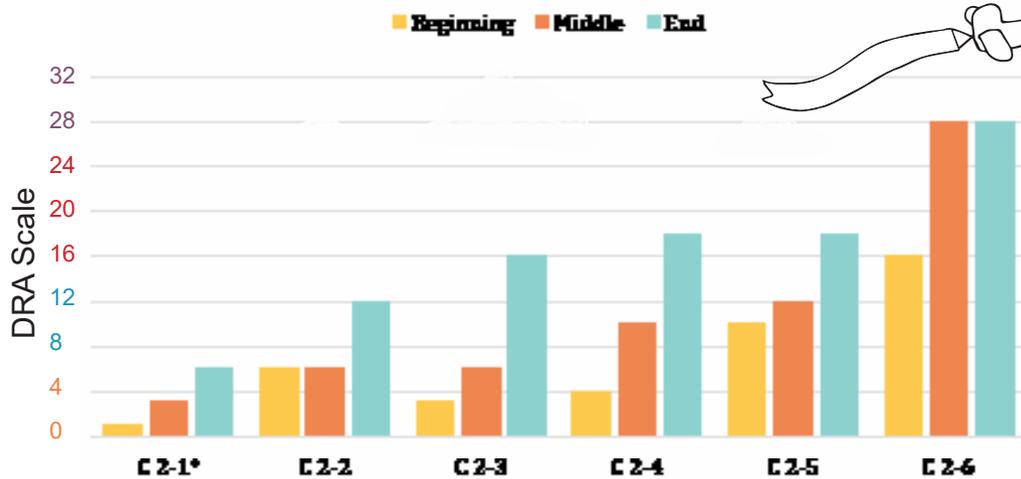
Group	Number	Percentage
Students	15/15	100%
Teachers	5/6	83%
Parents	2/15	13%
Tutors	7/8	88%

Chedoke Student Progress

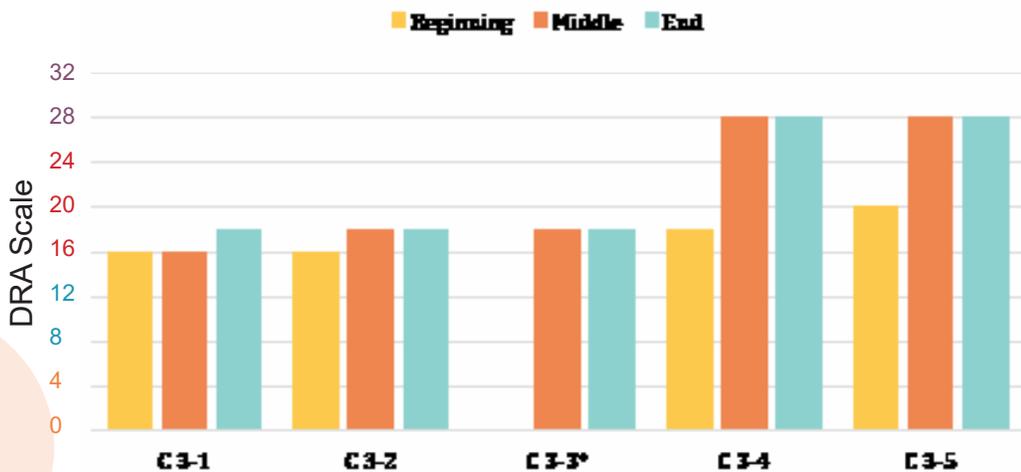
Grade 1



Grade 2



Grade 3



*English Language Learner (ELL)

6.6 Helen Detwiler



Quick Look

100%

of students improved their reading levels

100%

of parents and teachers reported a significant increase in their student's self-confidence

50%

of students met or exceeded their grade level

53%

of students reported an increased interest in reading

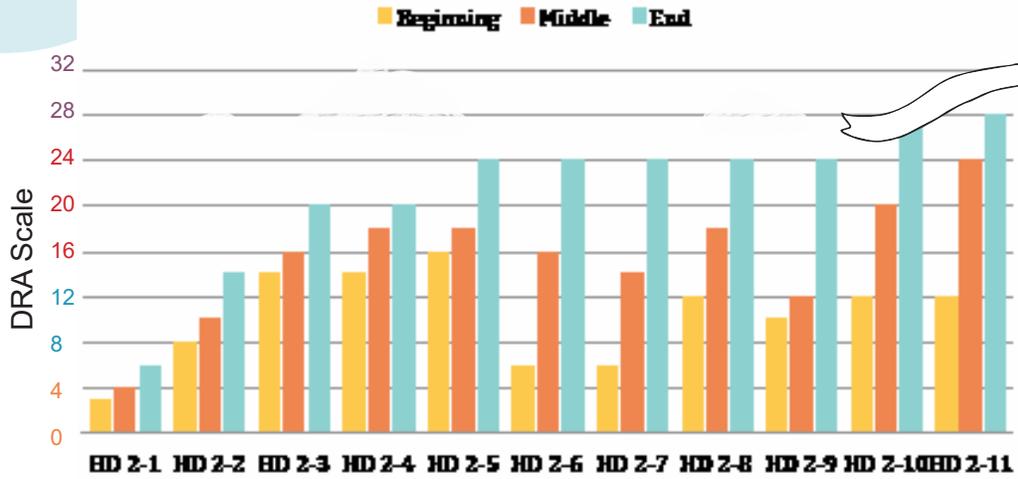
"The smiles and willingness to come to each session speaks volumes!"
- Tutor

Survey Response Rates

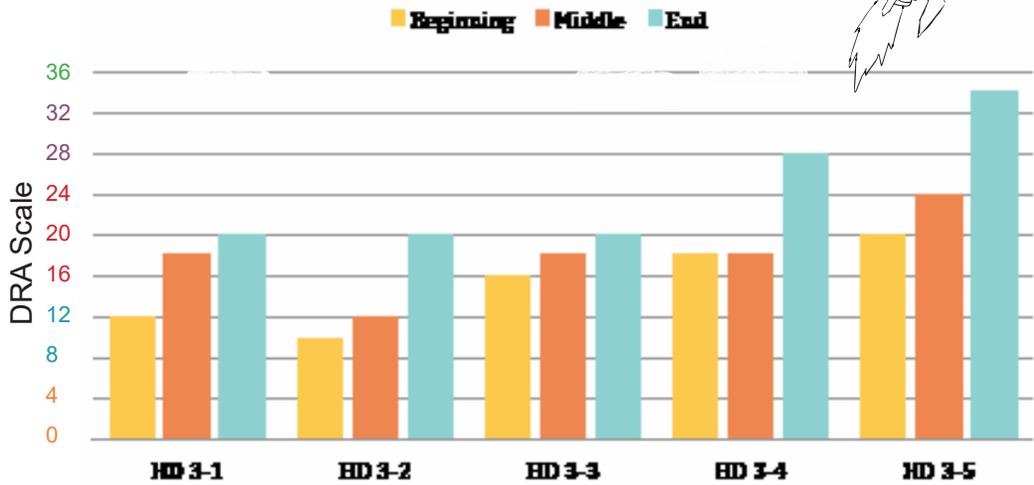
Group	Number	Percentage
Students	15/16	94%
Teachers	5/5	100%
Parents	7/16	44%
Tutors	8/8	100%

Helen Detwiler Student Progress

Grade 2



Grade 3 Students



6.7 C.B. Stirling



Quick Look

88%

of students improved their reading levels

92%

of parents and teachers reported a significant increase in their student's self-confidence

25%

of students met or exceeded their grade level

6%

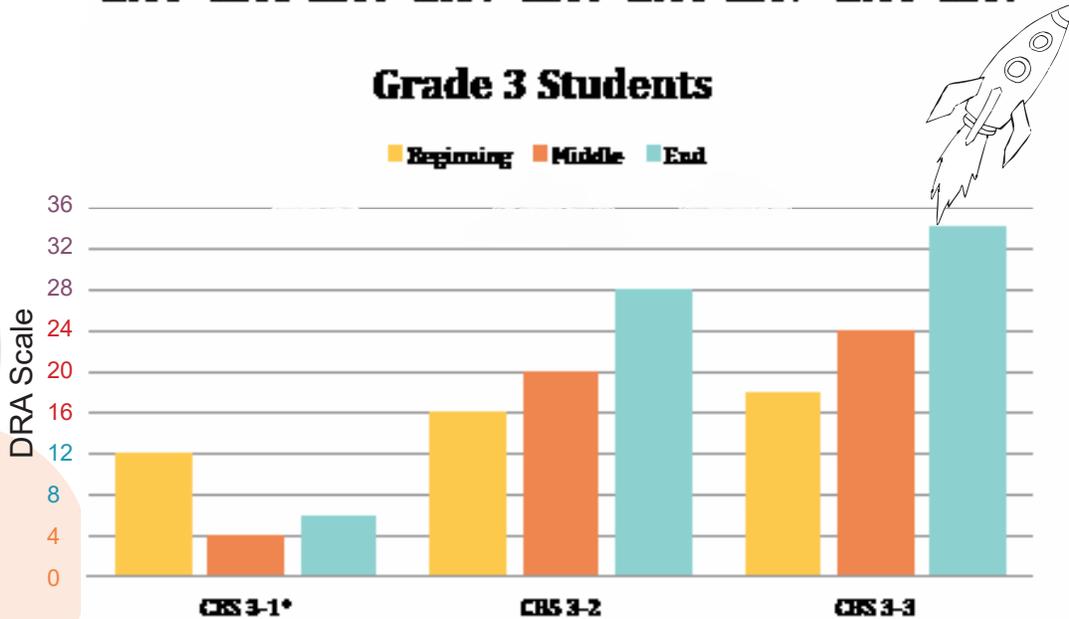
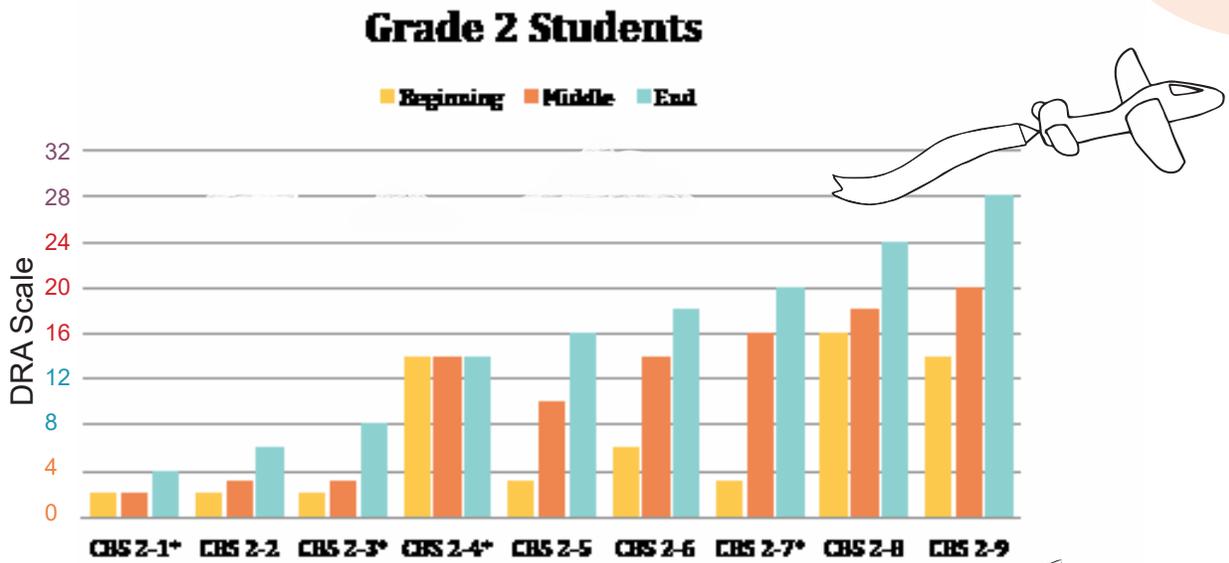
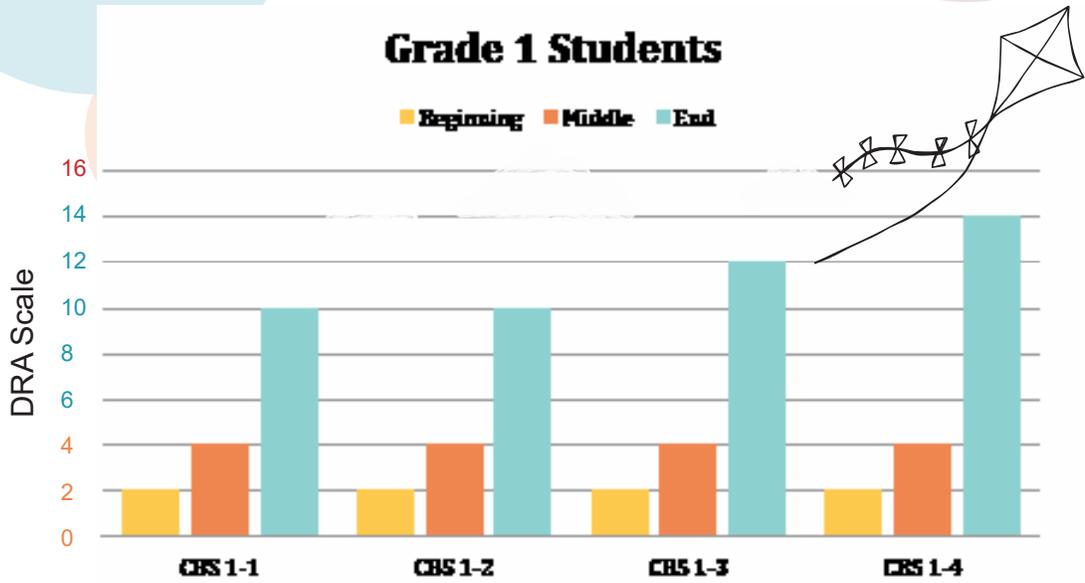
of students reported an increased interest in reading

It's always such a joy to see children's reading skills, overall skills and confidence soar! Thank you for your continued support of our young learners!"
- Teacher

Survey Response Rates

Group	Number	Percentage
Students	16/16	100%
Teachers	4/4	100%
Parents	9/16	56%
Tutors	8/8	100%

C.B. Stirling Student Progress



*English Language Learner (ELL)

6.8 Richard Beasley



Quick Look

94%

of students improved their reading levels

85%

of parents and teachers reported a significant increase in their student's self-confidence

25%

of students met or exceeded their grade level

19%

of students reported an increased interest in reading

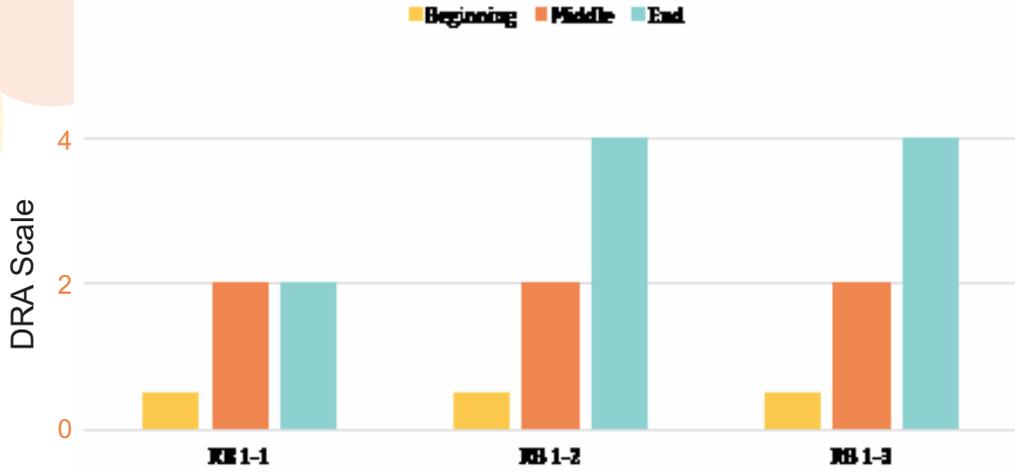


Survey Response Rates

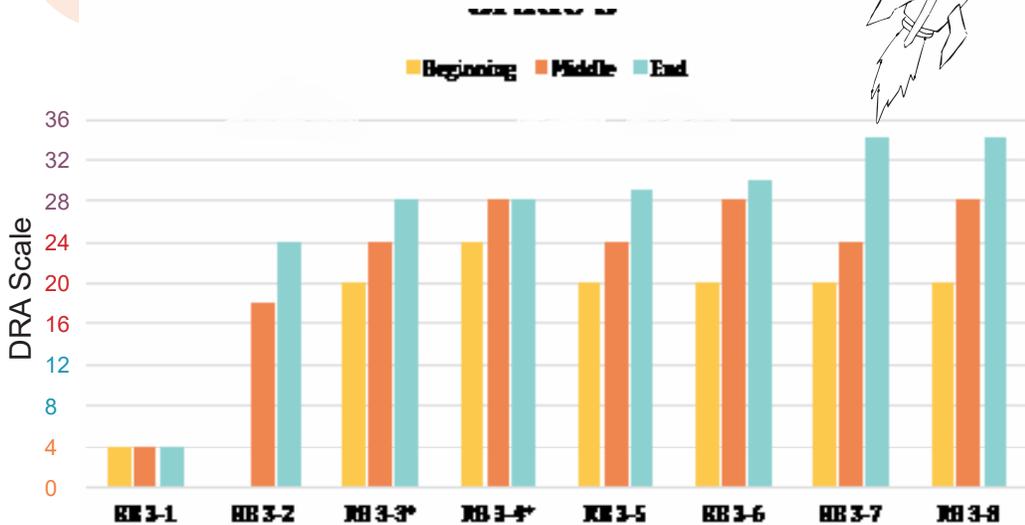
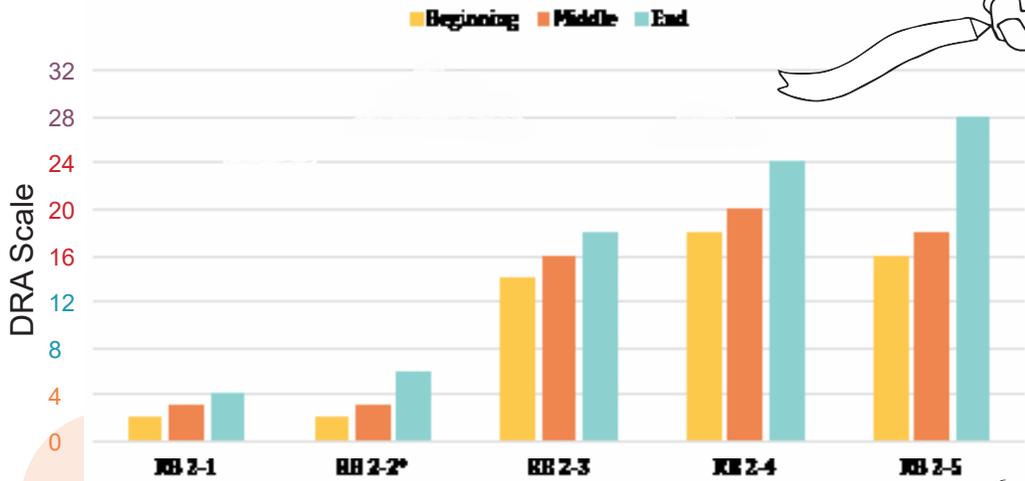
Group	Number	Percentage
Students	16/16	100%
Teachers	5/5	100%
Parents	8/16	50%
Tutors	8/8	100%

Richard Beasley Student Progress

Grade 1



Grade 2



*English Language Learner (ELL)

6.9

Huntington Park



Quick Look

94%

of students improved their reading levels

88%

of parents and teachers reported a significant increase in their student's self-confidence

6%

of students met or exceeded their grade level

6%

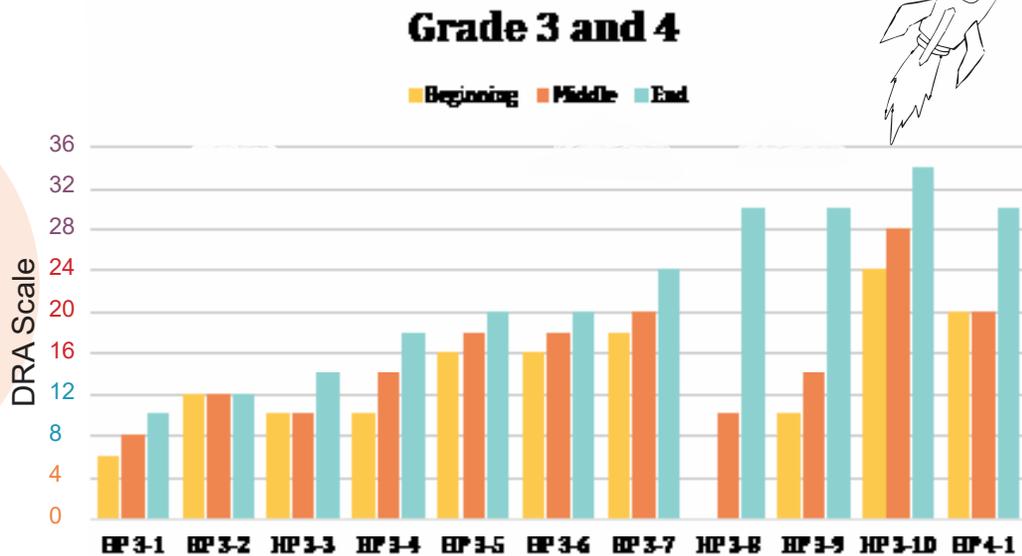
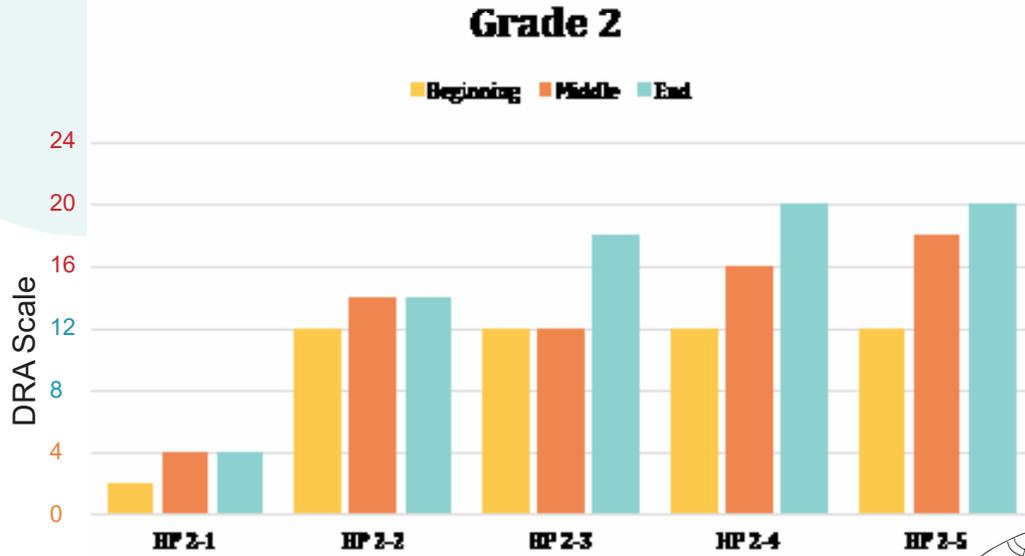
of students reported an increased interest in reading



Survey Response Rates

Group	Number	Percentage
Students	16/16	100%
Teachers	4/5	80%
Parents	12/16	75%
Tutors	8/8	100%

Huntington Park Student Progress



“My child loves being in the program. They always come home telling me about the stories they read. They find them more interesting when they are with their N2N buddy. The past few weeks I’ve seen their excitement of reading return. Always reading daily.”

- Parent

6.10 Highview



Quick Look

94%

of students improved their reading levels

91%

of parents and teachers reported a significant increase in their student's self-confidence

50%

of students met or exceeded their grade level

40%

of students reported an increased interest in reading

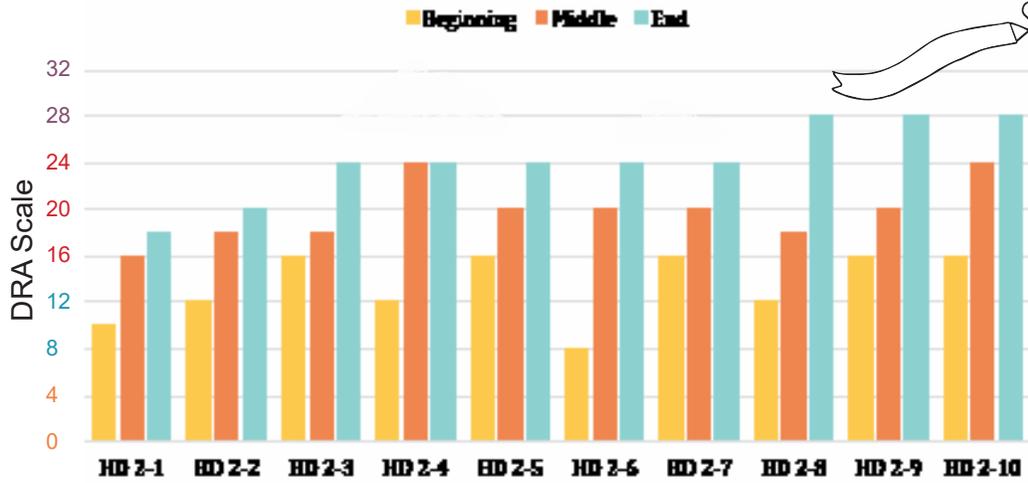
"A person I can read to without getting embarrassed"
- Student

Survey Response Rates

Group	Number	Percentage
Students	15/16	94%
Teachers	4/4	100%
Parents	7/16	44%
Tutors	5/8	63%

Highview Student Progress

Grade 2 Students



Grade 3



6.11 Lincoln Alexander



Quick Look

88%

of students improved their reading levels

94%

of parents and teachers reported a significant increase in their student's self-confidence

44%

of students met or exceeded their grade level

6%

of students reported an increased interest in reading

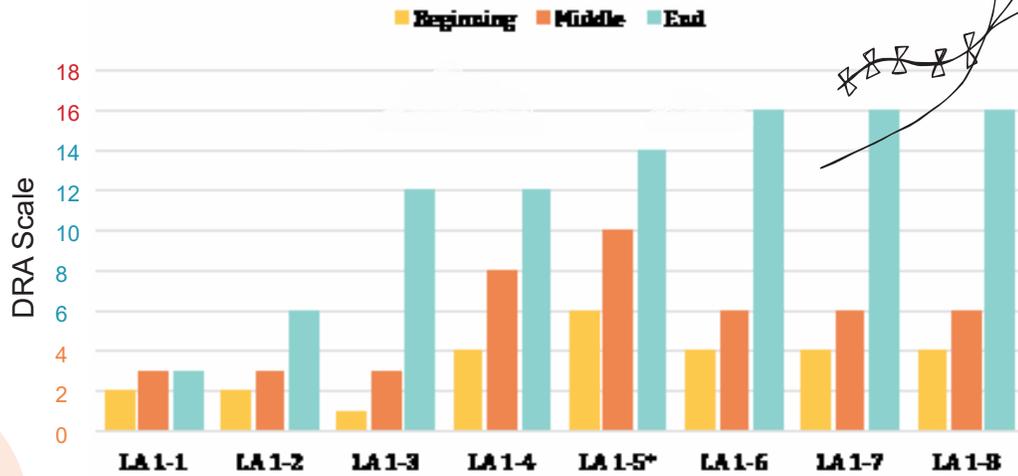


Survey Response Rates

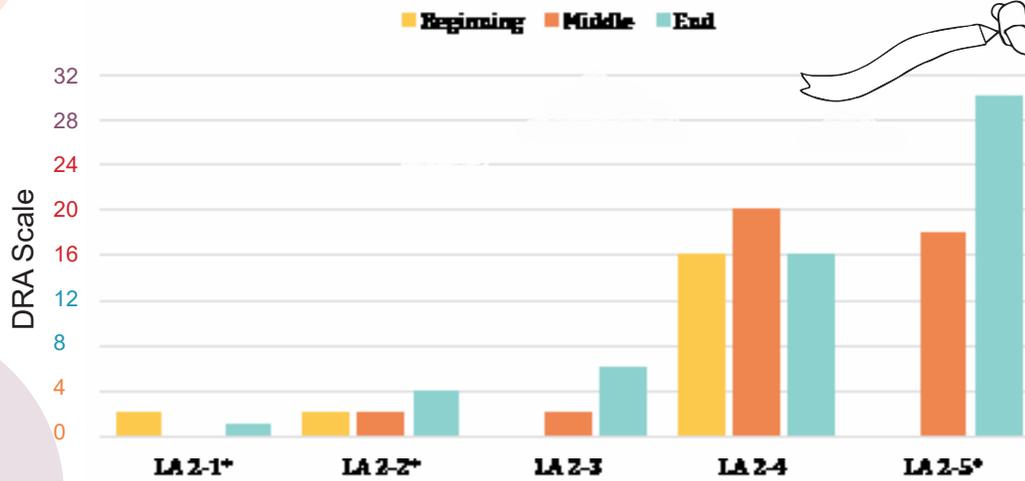
Group	Number	Percentage
Students	16/16	100%
Teachers	4/4	100%
Parents	14/16	88%
Tutors	8/8	100%

Lincoln Alexander Student Progress

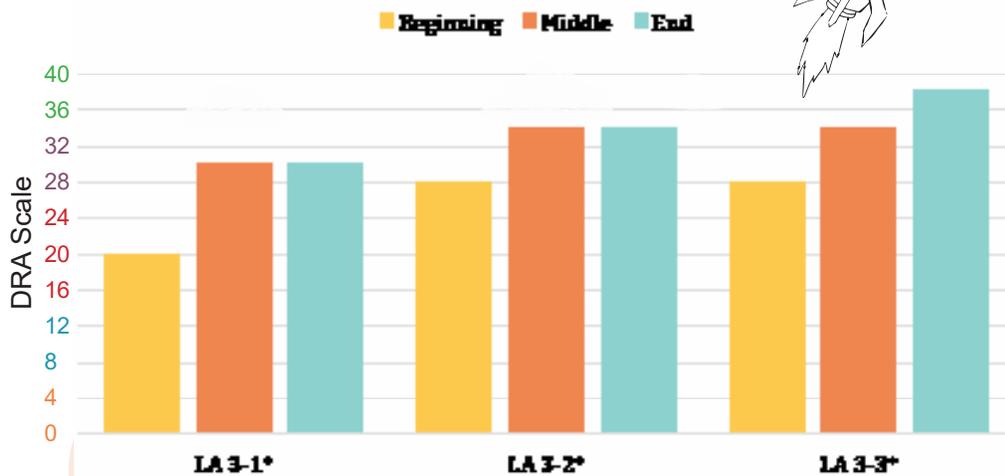
Grade 1



Grade 2



Grade 3



*English Language Learner (ELL)



“My child enjoyed the neighbour to neighbour reading program and wants other kids who need help reading to have any opportunity to work with their tutors.”
-Parent

Measuring Progress

In the Hamilton-Wentworth Catholic District School Board (HWCDSB), student reading levels are assessed according to the PM Benchmark scale.

We use the PM Benchmark scale to determine whether students are reading on, above, or below grade level. Our partnered schools share student PM Benchmark levels with us at the beginning, middle, and end of the program. By knowing student PM Benchmark levels, we are able to select reading materials that match students' reading levels and provide students with relevant literacy instruction that encourages reading success.

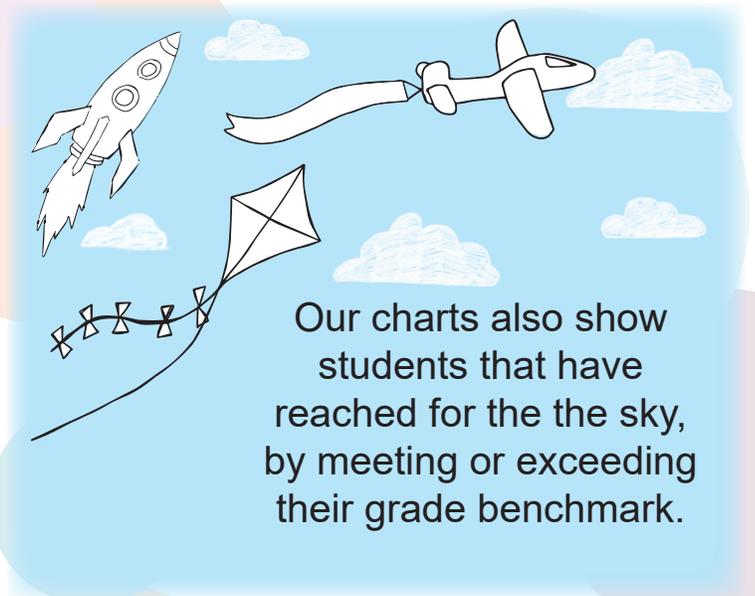
A student has finally met grade level once they have reached their grade specific "benchmark". Students in the program were reading below their grade level at the beginning of the school year and it was our goal to help them reach their grade benchmark.

PM Benchmark

Q	27	Grade 3*
P	26	
O	25	
N	24	
M	23	
L	21-22	Grade 2*
K	19-20	
J	17-18	
I	15-16	
H	13-14	Grade 1*
G	11-12	
F	9-10	
E	7-8	
D	5-6	Kindergarten*
C	3-4	
B	2	
A	1	



Hamilton-Wentworth
Catholic District School Board



* Reading Benchmark



Quick Look

94%

of students improved their reading levels

13%

of students met or exceeded their grade level

92%

of parents and teachers reported a significant increase in their student's self-confidence

13%

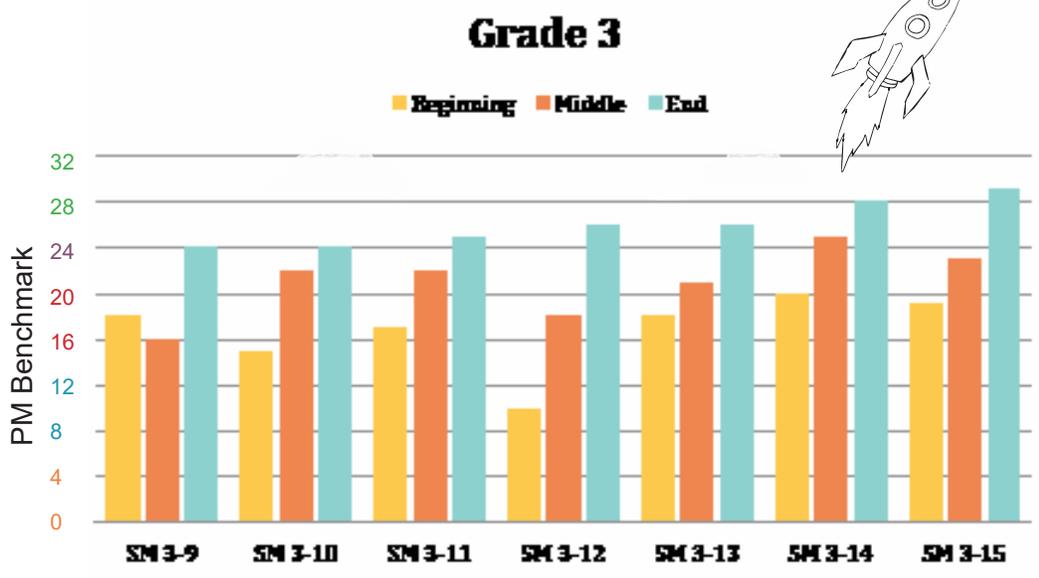
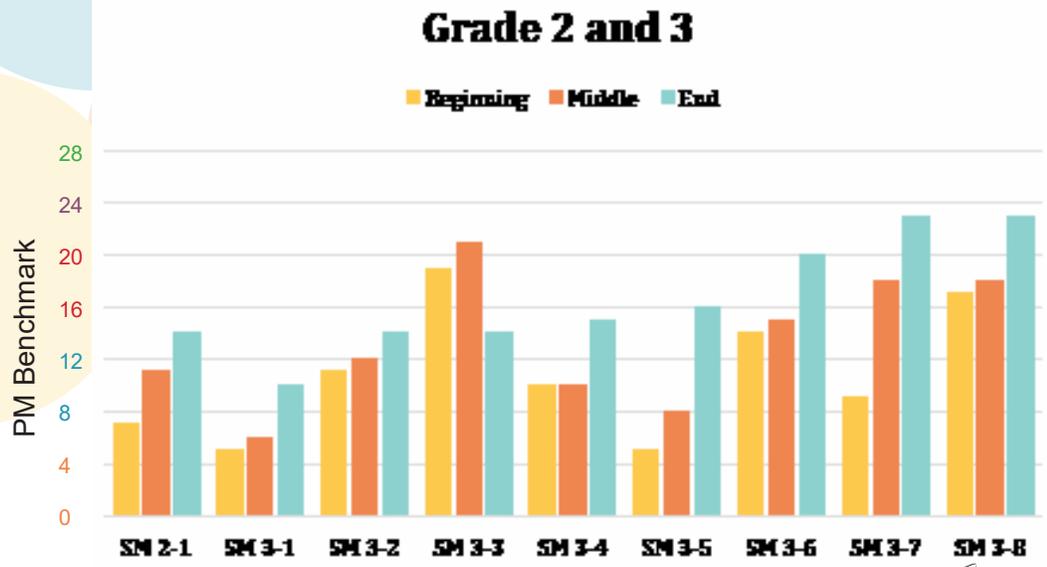
of students reported an increased interest in reading



Survey Response Rates

Group	Number	Percentage
Students	16/16	100%
Teachers	4/4	100%
Parents	9/16	56%
Tutors	5/8	63%

St. Michael Student Progress



“I was particularly pleased when one student told me they had looked for and found books by the same author they had introduced in the reading program. They really enjoyed the book and sought out others.”
 - Tutor

Grade 4 Pilot

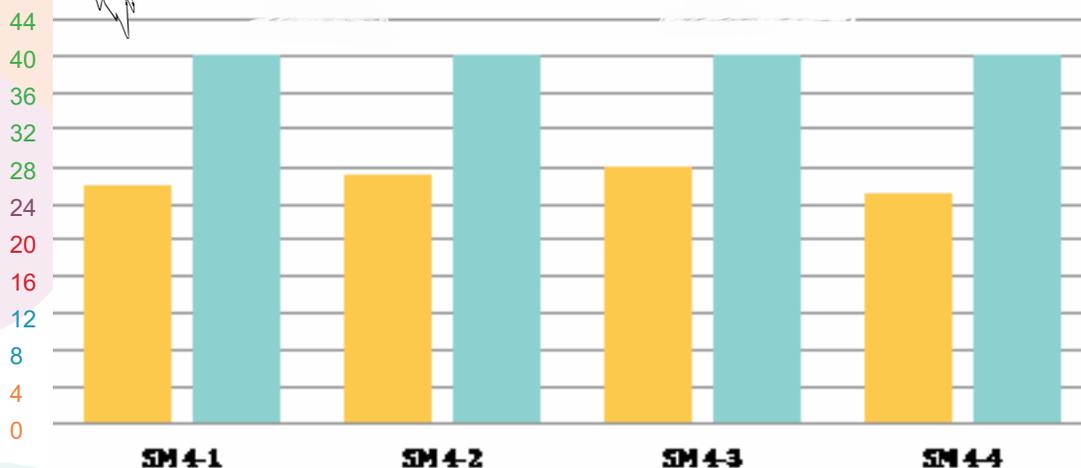
This year, we conducted a small pilot program with Grade 4 students at St. Michael's School. The pilot started in January of 2018 and concluded in May of the same year. St. Michael's selected four students to participate who would benefit from one-on-one reading support with a tutor; two of the students participated in the reading program last year and two students were new to the program. Susan Waters, one of our educators, brought her knowledge and expertise to facilitate the program and tutored the four students twice a week, for 12 weeks. They covered a lot of ground, from reading a fiction chapter book to performing an original play in front of their peers!

By the end of the pilot, each of the four students met their grade level benchmark. The students had a class pizza party to celebrate their success. We are very excited to offer our partnered schools the opportunity to enroll Grade 4 students in next year's programming.



Grade 4

■ Beginning ■ End





“I like my tutor because they are special. They help me when I get the words wrong and when I can cross the words off my word bank.”
- Student



7.2 Our Lady of Lourdes



Quick Look

94%

of students improved their reading levels

13%

of students met or exceeded their grade level

100%

of parents and teachers reported a significant increase in their student's self-confidence

38%

of students reported an increased interest in reading

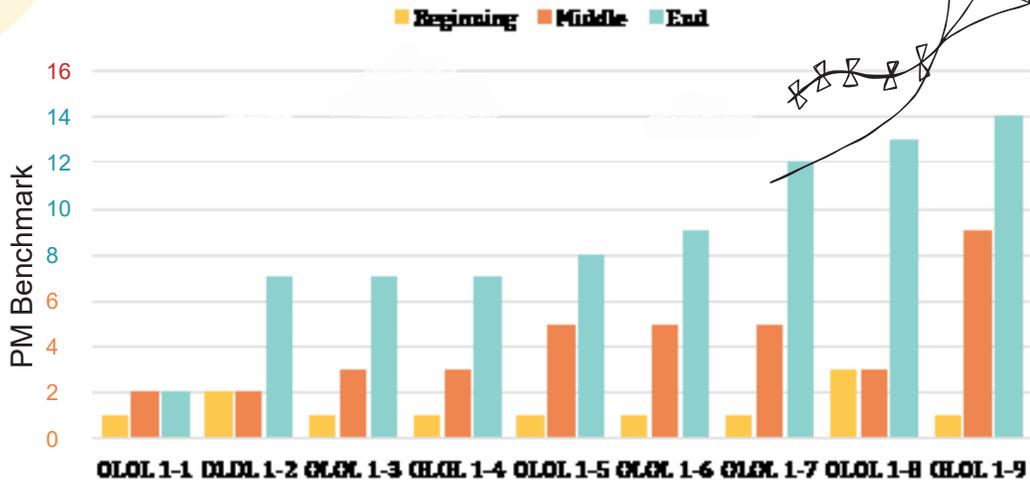
“Such an amazing program and are blessed to have such amazing volunteers – they are like reading angels!”
- Teacher

Survey Response Rates

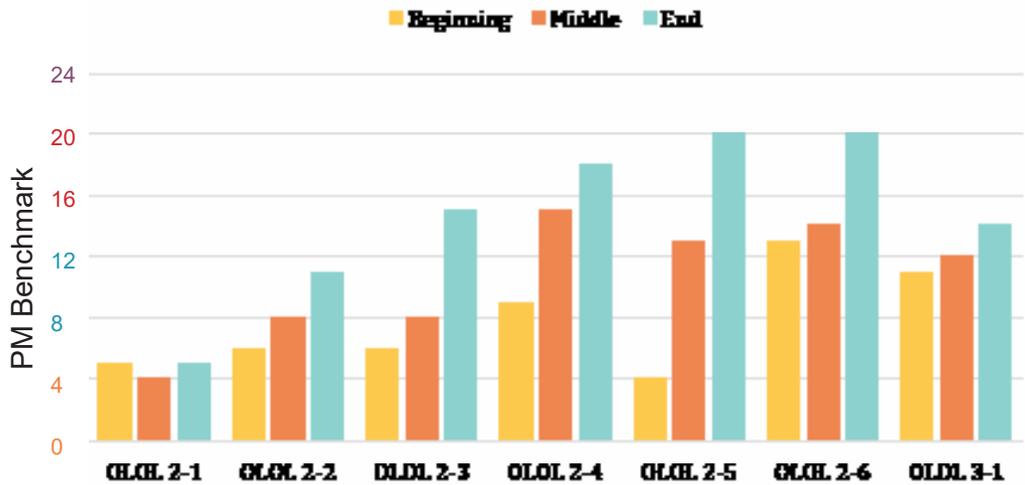
Group	Number	Percentage
Students	16/16	100%
Teachers	2/5	40%
Parents	9/16	56%
Tutors	6/6	100%

Our Lady of Lourdes Student Progress

Grade 1



Grade 2 and 3



7.3 St. Margaret Mary



Quick Look

100%

of students improved their reading levels

93%

of parents and teachers reported a significant increase in their student's self-confidence

19%

of students met or exceeded their grade level

25%

of students reported an increased interest in reading



Survey Response Rates

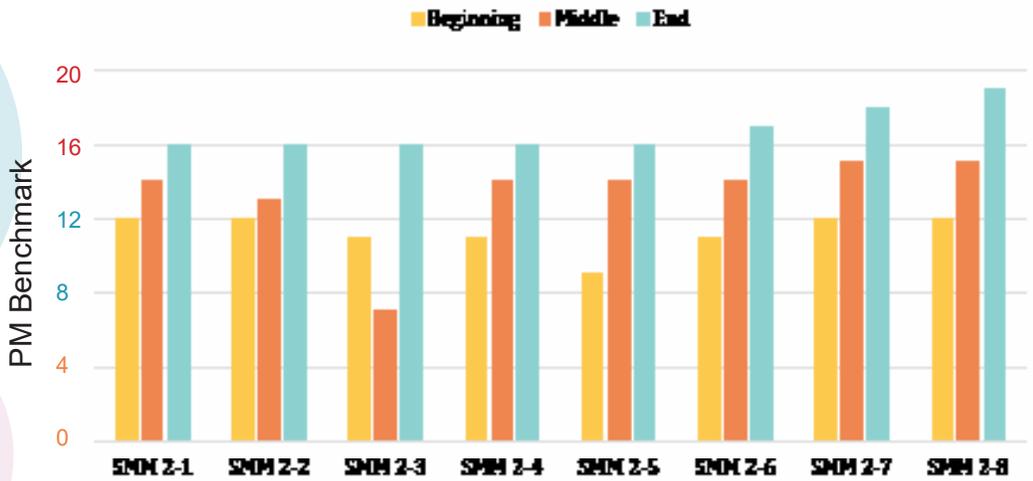
Group	Number	Percentage
Students	16/16	100%
Teachers	5/5	100%
Parents	9/16	56%
Tutors	8/8	100%

St. Margaret Mary Student Progress

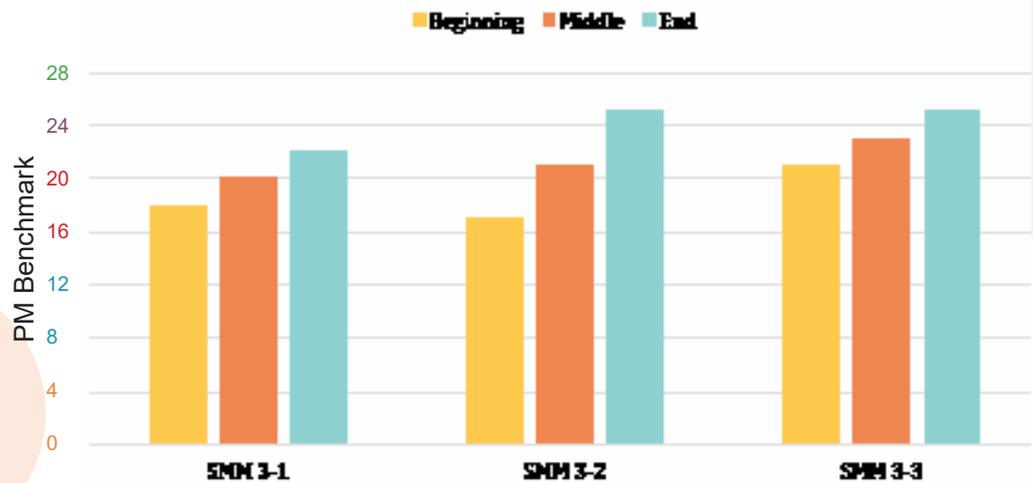
Grade 1



Grade 2



Grade 3



7.4 St. Marguerite d'Youville



Quick Look

100%

of students improved their reading levels

92%

of parents and teachers reported a significant increase in their student's self-confidence

31%

of students met or exceeded their grade level

38%

of students reported an increased interest in reading

“My child will now pick up any book without any or very little self doubt about their abilities to be able to read it. They are also confident when asking for clarification about words they are unsure of.”
- Parent

Survey Response Rates

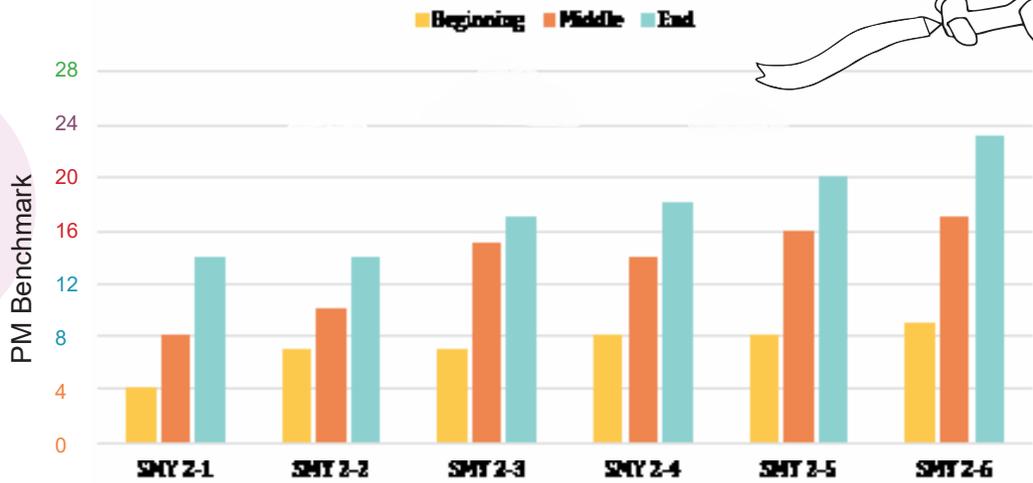
Group	Number	Percentage
Students	16/16	100%
Teachers	4/6	67%
Parents	9/16	56%
Tutors	8/8	100%

St. Marguerite d'Youville Student Progress

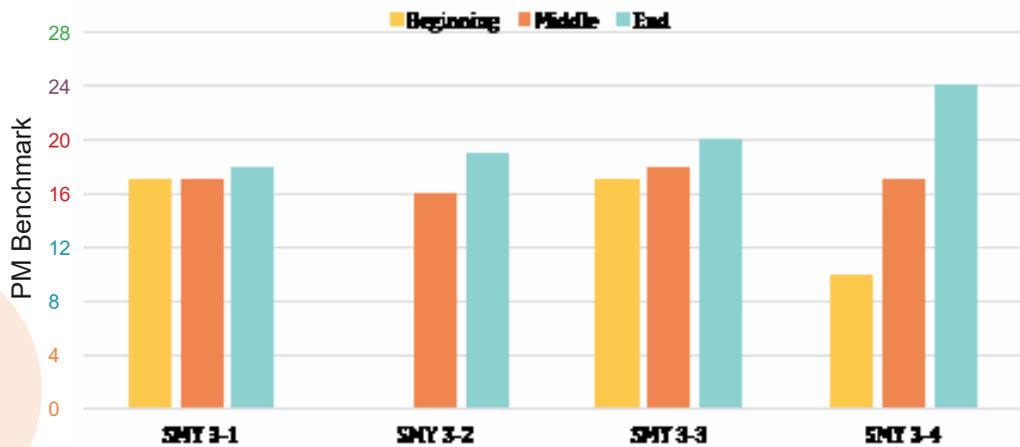
Grade 1



Grade 2



Grade 3

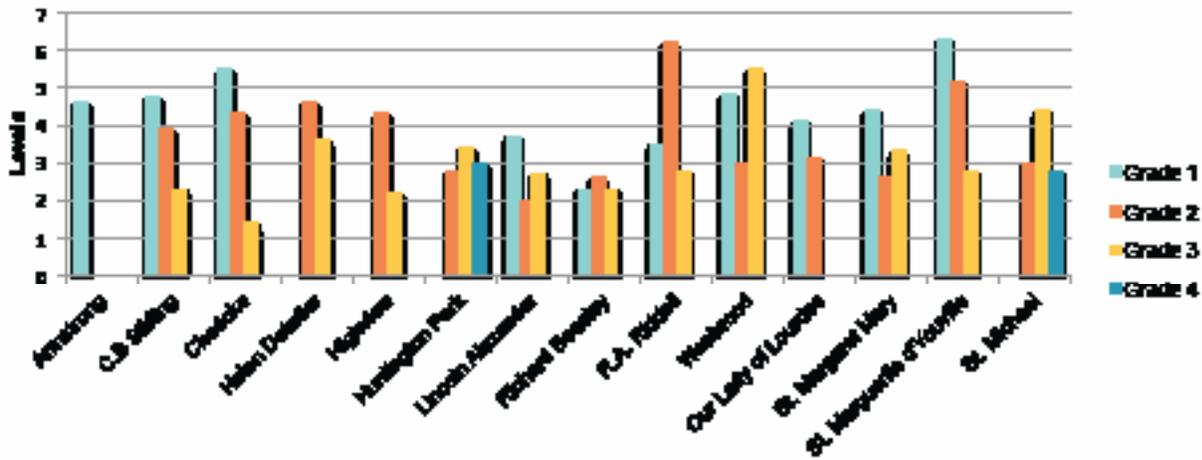




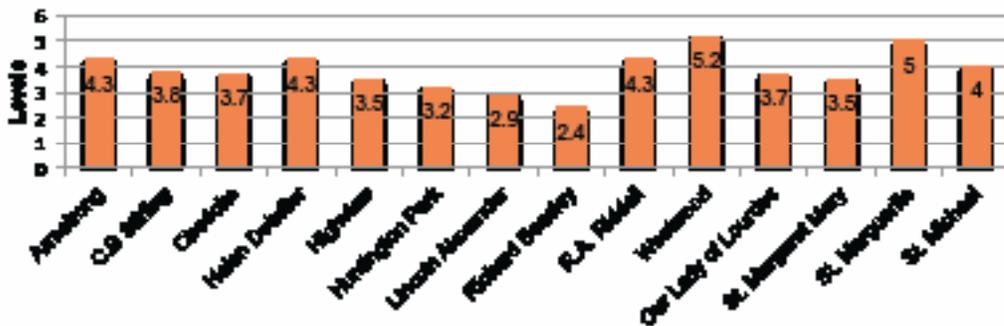
Overall Evaluations

Reading Level Growth Chart 2017-2018

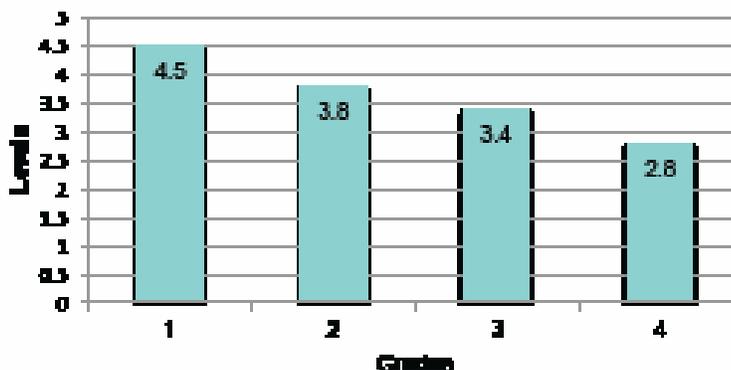
Over the last year, we have tracked the average increase in reading levels for each grade at our 14 schools. Every year, each school has the opportunity to select students in Grades 1, 2, & 3 to participate in the program.



The following chart shows the total reading level growth at each school.

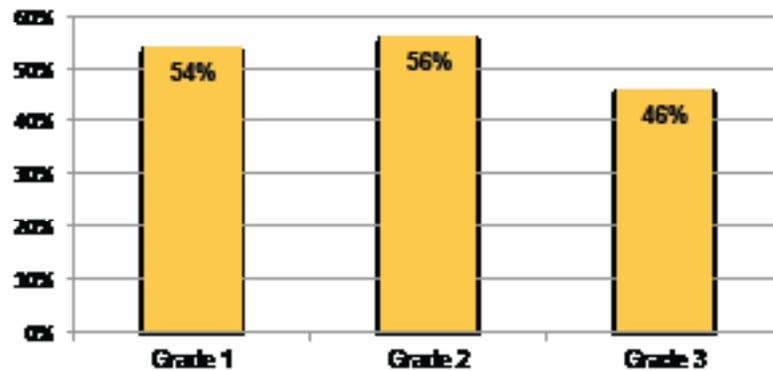


Total average growth level for each grade across all 14 schools.



Met or Exceeded Grade Level Over Last 5 Years

Over the last 5 years, we can show the total percentages of students that met or exceeded grade level across each grade. The Grade 2 students had the most success in meeting or exceeding grade level. The smallest percentage of students to meet or exceed grade level has been the Grade 3's.

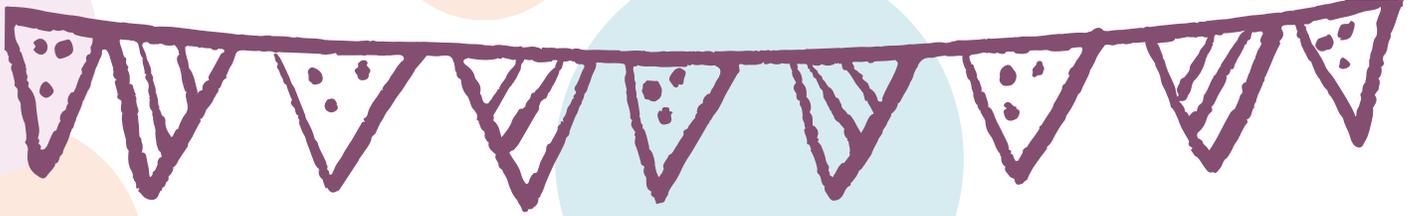


Gender Demographics Over Last 5 Years

We have tracked the gender demographics of program participants over the last 5 years. Overall, we have seen more males (58%) than females (42%) enrolled in the program.

	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014	Total:
Male	133	132	124	130	138	657
Female	92	95	95	99	85	466
Total:	225	227	219	229	223	1123

9 School Celebrations



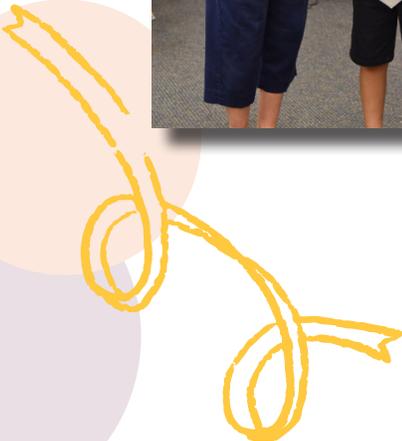
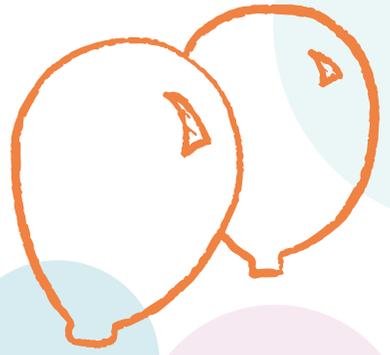
Every year, we recognize the students for their efforts and the tutors for their dedication by celebrating success.

Our Success Celebrations take place at all partnered schools in June. Each celebration is indicative of the culture of the school. However, all serve to honour the success of the students, the commitment of the tutors and the support of the entire community. We invite all partners including members of the school community, board staff, trustees, funders/donors and media to the presentations to honour and encourage students.

Our preparations for the Success Celebrations are a year long endeavour. Throughout the year, Neighbour to Neighbour collects books from a variety of sources including First Book Canada, grants, community donations and bargain websites. The books collected are in new condition and encompass a variety of current topics for varying interests and reading levels.

In May, we held our annual Book Bag Bee event where tutors are able to select books specifically geared to individual student interests and reading ability. A book bag is prepared for each student containing school supplies and three books; fiction, non-fiction and special interest. The book bags and certificates of reading achievement were presented to students at the Success Celebrations. If a child and their family were unable to attend, we dropped-off the book bag at the child's school.





We report every year on program outcomes, but we also track longitudinally. Over the last six years, we can show that the smallest percentage of students to meet or exceed grade level has been the Grade 3's. This is due to a myriad of reasons, the primary one being that we usually see the Grade 3's for the first time in third grade and by that time they are reading 2-3 grade levels behind. In response, we have had a few Grade 4 students in program over the last couple of years, students that we have tutored in Grade 3 and continue to support at the request of the school. When we decided to run a small pilot for Grade 4 students this year, St. Michael's was once again open to hosting a pilot, supporting two students from last year's program and two new students. One of our educators, Susan Waters, facilitated the program, utilizing her experience and wisdom in working with this age/grade. The program started in January and Susan offered the students the opportunity to have a pizza party at the end of the program for their class as an incentive.

The students worked individually and as a group and by the end of May, with the assistance of the Vice Principal Joe Curto, had enough confidence to perform an original play, titled *The Principal's New Clothes*. It was a great surprise to find the Grade 4 students were not only willing to perform for the N2N students in Grade 3 but also for their classmates! Indeed, the Grade 4's had a class pizza party and also received a book bag, school supplies and a selection of books for their efforts.

We know that if a student is not reading at grade level by Grade 3 then they will struggle in their future academic endeavors. We want to be able continue to support those students who haven't made the transition from learning to read to reading to learn by providing them with one more year of individualized learning. We know that there has been a focus in both school boards on Grade 1 over the last few years. We do not intend to exclude Grade 1 students but to include Grade 4 students in next year's program. I intend to speak with each of our partnered schools in September to offer them this extra support, as it has only been available "by request" up to this point. We are very excited to expand programming in this way!



Deban Brunette

Director of Educational Programs

Finally, on behalf of the Neighbour to Neighbour Jack Parent Reading Program, we would like to thank our amazing volunteers, funders, donors, and partners for their kindness, dedication, and continuing support.

Simply stated, this program would not exist without the support of our community, as it does not receive government funding from either the school boards or the Ministry of Education. It is truly for the community, by the community.

To all our funders, you have made these moments possible for children and their families. You are the leaders and change-makers of this community, and for this, we are eternally grateful.

Michele Darling, Our Founding Funder: Halo Foundation

Major Funders:

**HAMILTON
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n2ncentrehamilton



tutor@n2ncentre.com



@n2ncentre



www.youtube.com/Neighbour2Neighbour



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www.n2ncentre.com

28 Athens Street
Hamilton, ON, L9C 3K9
Phone: 905 574 1334 ex. 204
Fax: 905 574 1668