



HOME WORKS!



THE TEACHER HOME VISIT PROGRAM

Mission Statement

HOME WORKS! The Teacher Home Visit Program partners families and teachers for children's success.





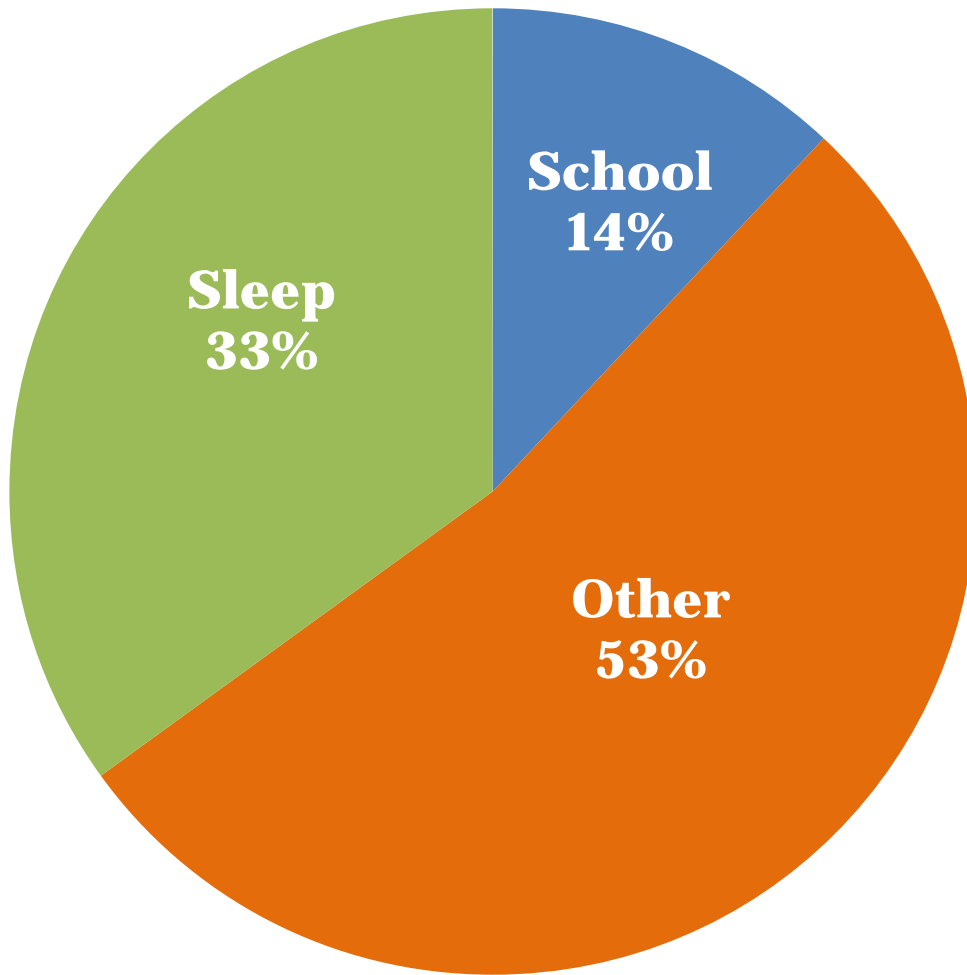
Goals

HOME WORKS! aims to improve:

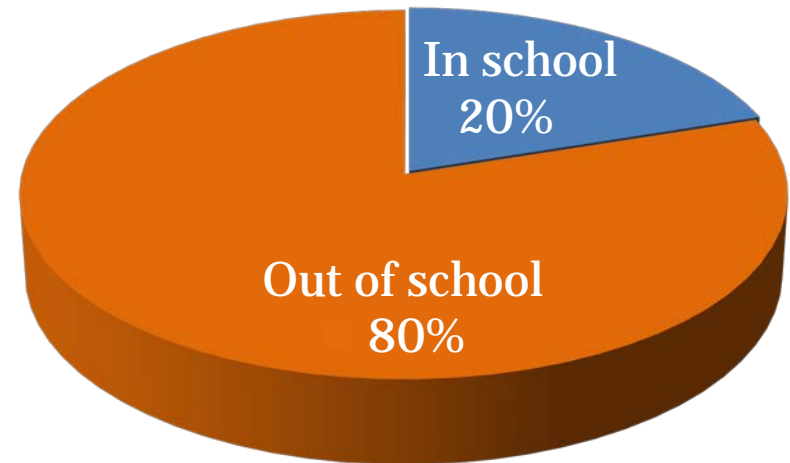
- **school readiness**
- **attendance/tardiness**
- **classroom behavior**
- **academic achievement**
- **homework completion**

by preparing teachers to make HOME VISITS
that build trust and relationships between teachers
and families and help families know what to do to
support learning at home.

How a Missouri Public School Student's Time is Spent



Waking Hours





2017-18 schools – 15 schools

RCT - 11

- Ashland Elementary
- Buder Elementary
- Columbia Elementary
- Gateway Elementary*
- Hickey Elementary
- Mason Elementary*
- Meramec Elementary*
- Monroe Elementary
- Nance Elementary?
- Stix Early Childhood Center*
- Washington Montessori Elementary
- PTLT – 2 - Dewey and Woerner*
- Other – 2 - Patrick Henry* and Vashon*



(Old) Standard Model

- **Two** home visits per student \approx 30 mins each
Visit 1—Relationship-Trust building/Academics
Visit 2—Academic focused – priority students
- **Two** (Core Teacher + CO-Visitor) on each visit
- **Two** Mandatory Trainings
- **Two** Family Dinners at school
- **Two** Site Coordinators per school – Jonathan Festus White

Training-Visit-Dinner
Training-Visit-Dinner



Who to Visit

- Students performing below grade level
- Students with discipline and/or attendance and/or tardiness issues
- New students and/or families with whom the teacher has yet to develop a (positive) relationship

**Each school set a Priority Student Goal—
of students they plan to visit:**



Randomized Control Trial

Concentric Research awarded
\$250,000 by US Dept of Education –
Institute of Education Sciences (IES)
to study HOME WORKS! 2-2-2 model

Two years – first year – 11
elementary schools, half first – third
grade; second year – analyze data



History of HW! in SLPS

2005-2006 – Adams, Bryan Hill, Cote
Brilliante, Shepard, Blewett

2009 – Stix, Buder, Dunbar, Wilkinson

2011 – added Clay, Dewey, Henry, Humboldt,
Mallinckrodt and Woerner**

2015 – Central VPA, Mullanphy, Roosevelt,
Shaw...



NEW! Standard Model

- Standard model
 - **One** Mandatory Training–making effective home visits
 - **One** Back to School and/or Family Dinner at school – parents and families receive info on HOME WORKS!
 - **One** home visit per student \approx 30 mins:
Relationship-Trust building/Academics/Attendance
 - **Two** people (Lead Teacher + Co-Visitor) on each visit
 - **One/Two** Site Coordinator per school

Training-Visits-Dinner-Visits

HOME WORKS! Extended



Parent Teacher Learning Team Meetings (PTLT)

- **Three** interactive meetings at school
- Nov-ELA, Jan-Math, MAP/Summer Learning-March
- 60 - 75 minutes each
- Teachers explain grade level learning standards
- Parents and families:
 - get to know each other and learn about their child's academics and attendance
 - practice activities and use tools to support learning at home
 - set goals to support learning at home

**Principal gives teachers Presentation/PPT
Training and practice before first PTLT**

HOME WORKS! Extended

- 2nd home visits
 - Focus on academics and additional ways to support learning at home
- Family dinners



Take four things on the visit

- 1. Student Plan for Success**
- 2. Attendance**
- 3. Academic Snapshot**
- 4. Cradle to Career**



Cradle to Career - Pathway to Success



BIRTH to AGE 1	AGE 1-2	AGE 2-3	AGE 3-4	AGE 4-5
<ul style="list-style-type: none"> • Listens and reacts to books, songs, and rhymes • Knows own name and understands a few words • Looks at objects or toys and grabs them • Can learn to wave or play "Peek-a-boo" • Uses their senses to actively explore the world around them 	<ul style="list-style-type: none"> • Says two-four word sentences and can scribble • Identifies everyday things like book, car, ball • Begins to identify shapes and colors • Can follow one-step directions 	<ul style="list-style-type: none"> • Begins to draw and write letters • Counts out loud to 10 • Recognizes and names shapes and colors • Plays make believe with dolls, toys, and people • Can follow two-step directions 	<ul style="list-style-type: none"> • Begins to copy first and last name • Pretends to read favorite books out loud • Can create a pattern like blue-red-blue-red • Recognizes numbers 1 to 10 • Can dress and undress self • Speech is 90% understandable 	<ul style="list-style-type: none"> • Begins to copy all letters in the alphabet • Begins to write numbers 1 to 10 • Begins to identify letters and sounds • Counts up to five items correctly • Understands "same" and "different"

Birth to Grade 3: Read to your children at least 15 minutes EVERY DAY from the day they are born.

KINDERGARTEN

- Knows and writes all upper and lower case letters and sounds
- Writes stories using drawings and some words
- Counts to 100 by ones and tens
- Adds and subtracts groups of objects up to ten
- Plays games, follows rules, and takes turns

GRADE 5	GRADE 4	GRADE 3	GRADE 2	GRADE 1
<ul style="list-style-type: none"> • Reads for information and enjoyment every day • Makes predictions and draws conclusions based on understanding of a text • Estimates and solves addition, subtraction, multiplication and division problems with whole numbers, fractions, and decimals • Resolves problems and conflicts peacefully 	<ul style="list-style-type: none"> • Reads fiction and non-fiction and understands author's purpose • Knows how to write about a topic in an organized way • Adds, subtracts, multiplies and divides fractions, and solves math problems • Demonstrates respect for others' opinions and ideas 	<ul style="list-style-type: none"> • Uses clues in a story to figure out unknown words when reading • Memorizes multiplication and division facts to 100 • Reads fluently with meaning and purpose • Sets and meets personal learning goals 	<ul style="list-style-type: none"> • Identifies main ideas and answers questions from a story • Prepares written and oral information in reports • Adds and subtracts up to 100 • Counts by 1s, 10s and 100s up to 1,000 • Works to solve conflicts and problems with others 	<ul style="list-style-type: none"> • Reads first grade books independently • Writes complete sentences with capital letters and punctuation • Knows addition and subtraction facts to 20 • Uses listening skills and follows multi-step instructions • Can retell details after reading a story

Grades 1 to 5: Ensure your child reads 20 minutes every day throughout the year. Limit screen time.

GRADE 6	GRADE 7	GRADE 8	GRADE 9	KEY TO SUCCESS
<ul style="list-style-type: none"> • Writes to persuade others with research and facts • Writes, solves, and explains algebra equations • Explores academic choices and extracurricular activities • Identifies personal strengths and areas for growth 	<ul style="list-style-type: none"> • Writes, revises, and edits for a specific purpose and audience • Uses technology sources to do research and develop ideas for essays • Solves word problems using ratios and proportions • Explores personal interests that can lead to potential careers 	<ul style="list-style-type: none"> • Uses details from a text to make conclusions and support opinions • Understands and solves algebra problems involving functions, linear equations, and graphs • Recognizes peer influence on risk-taking behaviors and consequences • Develops skills to prepare for tests, projects, assignments, and deadlines 	<ul style="list-style-type: none"> • Writes on topics with facts, details, and quotes • Recognizes the importance of at least a 3.0 Grade Point Average (GPA) for opportunities in the future • Participates in extra-curricular activities to develop new skills and responsible behavior • Talks about future careers that require college or a trade school. 	<p>Meet with high school counselors at least twice. Ask about test preparation classes and plans for education after graduation.</p>

Grades 6 to 12: Build a pattern for academic achievement. Reading + Study + Sleep + Exercise + Nutrition = Success.

Options for High School Graduates



COLLEGE*

- 4-year Degree Programs
- Technical College
- Community College
- * non-profit, accredited institutions

CAREER

- Vocational training
- Public Service example: Police, Fire
- Military
- Apprenticeship

GRADE 12	GRADE 11	GRADE 10
<ul style="list-style-type: none"> • Applies to college, trade school, vocational school, or the military • Applies for scholarships or grants for college/trade school; adheres to timelines • Takes the SAT/ACT for college, or WorkKeys for a Career Readiness Certificate, or ASVAB for military entrance • Works with family and counselor to complete on-line college Financial Aid Forms (FAFSA) 	<ul style="list-style-type: none"> • Conducts research for projects and can determine reliable and unreliable sources of information • Meets with school counselor to research post-graduation plans • Prepares for and takes ACT/SAT tests and prepares to apply to college, trade school, military, etc. • Work with counselor to ensure high school course requirements will be met prior to graduation 	<ul style="list-style-type: none"> • Writes well-organized essays, reports, and opinions; makes presentations in class • Attends available college or trade school tours/fairs • Volunteers or has a job to build skills on resume for college or career • Asks school counselor about Advanced Placement (AP) and Dual Credit courses

From birth to adulthood, show your children that you value education.

Home Works! The Teacher Home Visit Program partners families and teachers for children's success.

The goals are:

Greater parent and family engagement at home –e.g. encouraging parents/families/guardians to read, talk, listen and sing to their children daily from birth, which leads to...

- Improved academic achievement and test scores
- Improved daily attendance
- Improved classroom behavior

teacherhomevisit.org

314.727.2727

© 2017 HOME WORKS - THVP
Birth to age 4 from Parents as Teachers Curriculum; K-12 from Common Core State Standards, national benchmarks for the skills public schools students should master in language arts and math in grades K-12.
Nehmen-Kodner Creative Services

Available in Spanish and Bosnian

The PRINCIPALS are Key!

- Promote HW! often - August, new students...
 - Hire teachers who will make home visits
 - Communicate expectations - celebrate the differences home visits make for students, the school, and the community
 - Make sure home visits are a priority, fidelity to the model
 - **Take things off teachers' plates - replace parent-teacher conferences?**
 - Make school a welcoming place and promote a culture that embraces parent partnerships and personalized service
 - Help (intervene, coach) to get into the “hardest” homes
- HOME WORKS! is only successful when the principal is 100% on board!**



Planning Document

...for principal and teachers to discuss and work on together:

*WHAT ARE YOU GOING
TO TAKE OFF YOUR
TEACHERS' PLATES TO
MAKE HOME WORKS! A
PRIORITY?*

Data supporting home visits

Analysis of school records of 3,000 students in Columbia, **SLPS**, U City, and De Soto:

- Students who received home visits scored higher on STAR reading tests than students who did not receive visits.
- Students who received home visits were less likely to miss two weeks or more of school than students who did not receive a home visit.

HOME WORKS! Financial Commitment



Teachers get paid - “extra service” pay.
HW! contributes 50% to covering extra service pay. In addition, HW! pays for:

- \$ Resource/Learning folders
- \$ Two site coordinators in each school
- \$ Family Dinners—food, paper goods, transportation
- \$ Training materials
- \$ Academic materials to be used at home
- \$ Interpreters
- \$ Evaluation
- \$ HW! Staff and all other expenses

**We will work with schools
for five years IF the
principal is on board and
there is fidelity to the
model.**



- Five slides go in here...

Testimonials

*“HOME WORKS! helped my son academically.
His behavior is better and he is more respectful.”*

—Parent



Testimonials

“The parent involvement is the best it has ever been.”

—Teacher



“Since my teacher’s visit, I started trying harder on everything.” —Student

Testimonials

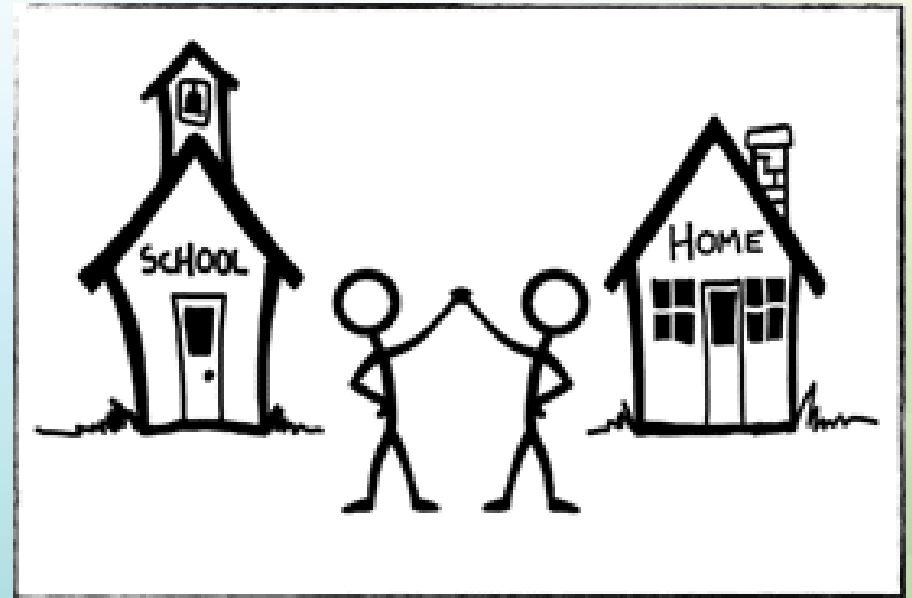
I did not want any teachers coming to my house. I don't have much and I was scared what they might think and who they would tell. But my son kept asking me. He wanted his teacher and the gym teacher to come so I said okay. His behavior is better at home since the home visit and he's doing better at school. I'm so glad I said yes.

– *Parent*



Testimonials

I thought I knew a lot about my students. I knew NOTHING. I had no idea what they go through and how they are living. Teacher home visits have made me a better teacher AND my kids behave better, come to school more, and are doing better academically. *Teacher*





What 2018-19 looks like

- Gateway Elementary
- Hodgen Elementary
- Mason Elementary
- Meramec Elementary
- Nance Elementary?
- Stix Early Childhood Center
- Patrick Henry Elementary
- Vashon High School
- Woerner Elementary
- Yeatman Middle School



Questions?

This is Hard, Rewarding Work

Getting parents/families to support learning at home by reading, talking, singing and playing with their children is difficult.

Change happens at the speed of trust.

