

ABOUT NEENAH HIGH SCHOOL

- Seven 53-minute periods
- Arete Academy (Project-Based Learning)
- REACH (at-risk)
- Career academies
- 18 AP courses
- 5 Project Lead the Way transcribed courses (MSOE)
- 13 CAPP transcribed courses (UW-Oshkosh)
- 11 Dual (transcribed) credit courses (FVTC)
- CNA and ACCT certifications
- Dual department courses for Art/Social Studies and English/Social Studies

THE EMPTY SEAT



PURPOSE OF THE TRANSITIONAL LEARNING CENTER

- Prevent students from becoming credit deficient
- Help student re-engage in the classroom and NHS community
- Give students support to help them succeed in their classes after significant absences
- Supports students after concussions, surgery, chronic illness, and mental health hospitalizations
- Also utilized for students who have been truant or suspended out of school
- Intended as a temporary intervention with the goal of students returning to their regular schedule as soon as possible

ROLE OF T.L.C. COORDINATOR

- Establish a positive student/teacher relationship
- Provide a safe and welcoming atmosphere for student's return to school
- Assess student's homework needs and set goals with student for the transition period
- Organize and prioritize assignments with the student
- Provide students with assistance related to content/assignments
- Serve as a liaison between the student, teacher(s), and family
- Communicate with teachers and other staff
- Report concerns or challenges to school counselor
- Develop and follow exit plan

STUDENT DEMOGRAPHICS
April 2016 - November 2017

Girls	108	Mental Health	80	Freshmen	25
Boys	49	Medical	39	Sophomores	36
		Truant	23	Juniors	55
		Behavioral	13	Seniors	35
		Transfer	2	5th-yr Seniors	6

IMPACT ON STUDENT LEARNING

- 75% of total classes had an improvement in grade
- 93% of students improved their grade percentage in at least ½ of their classes
- 67% of students improved their grade percentage in at least ¾ of their classes
- 38% of students improved their grade percentage in all of their classes
- 226 F's at time of entry were reduced to 77
- 13 students earned a total of 17 credits in the TLC through GradPoint
- 18/19 2016 and 2017 seniors graduated on time

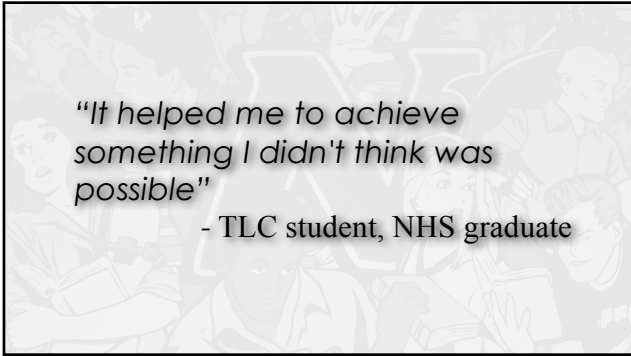


WHAT WE LEARNED

- There is a substantial need for assisting students with the transition back into academics and the school environment after extended absences.
- Students that were offered the opportunity of the TLC responded by becoming successful academically as well as in their confidence for re-engagement into NHS.
- That we could expand our scope with students, so we have grown the program beyond initial parameters.
- We have been cautious about not allowing TLC to become a remedial program but more of a transition into learning for students.
- Environment of the program (smaller, quiet) contributes to high accountability and student success.

HOW CAN YOU REPLICATE THIS MODEL?

1. Determined need in your district
2. Hiring the right person
 - a. Qualified - as determined by the district needs
 - b. Thoughtful, caring and patient
 - c. Ability to welcome all students
 - d. Ability to motivate students and engage them
 - e. Ability to assist with academic planning
3. Salary & Benefits (non-certified staff member)
4. Space that can be easily accessed and semi-private
5. Access to technology, student management system, etc.



CONTACT INFORMATION

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