

Skyline H.S. Student Focus Group Feedback

Access

1. Current schedule makes access to a wide variety of courses and clubs difficult
2. Some students would like better access to transportation (activity bus).
3. Some students need help with balance-there is access to lots of opportunities, but not time to do it all.
4. Maybe need an advisory period.
5. Better communication of opportunities is needed-video, texting, other dynamic means, because posters, etc. don't work.
6. Some students learn more in classes where they have conversations; group tests help some a great deal, also.

Connectivity

1. Students connect best through sports, clubs and activities (e.g., Link Crew, Challenge Day).
2. Some find staff supportive and some find it difficult to connect with staff; counselors need smaller case loads.
3. SHS is safe and structured, but some students find it intimidating to make connections; easier for outgoing personalities.
4. It's hard to know where to go for help sometimes; maybe need an advisory period.
5. Connectivity is tied to expression
6. 9th grade year is good for meeting new people, leaving behind cliques.
7. Mixed classes are great for connecting.

Citizenship

1. Connection to peers fosters citizenship.
2. Citizenship is appreciation for country and world.
3. School-wide service projects are citizenship-one student loved her service project.
4. Students need to be involved, but opportunities for service are hard to find.

Resiliency

1. SHS needs to help students take risks; students aren't sure how to and don't want to risk their GPAs.
2. Some think students at SHS have resiliency; some think resiliency is weak among students.
3. SHS provides opportunities for students to build resiliency (e.g., cut from volleyball participated in cheer successfully).
4. Stepping into new peer group is hard; some in community believe SHS is unfriendly.

Expression

1. The dress code is flexible and allows for personal expression within reason.
2. Some classes are more supportive than others for allowing expression (e.g., TOK)
3. Students want the freedom to learn how to be who they are. Student voice is important to them and SHS.

Skyline H.S. Parent Focus Group Feedback

Access

1. School starts too early for teens.
2. Many students are struggling with the math curriculum at SHS resulting in some seeking math learning elsewhere (e.g. attending BCC, hiring tutors). Not clear how to access math tutoring at SHS.
3. A greater variety of electives would be desirable; students on IEPs need more offerings.
4. Inconsistent access to teachers for help; need office hours for teachers.
5. Smooth the transition for special education students from school to school and year to year.
6. District or building policies sometimes limit access.
7. Overall, excellent schooling experience at SHS; new athletic director is providing more access for all.
8. Family Access needs to be updated more frequently; consider putting lesson plans online.
9. Need more counselors; students need more help when applying to college.

Connectivity

1. Sports are excellent means to connect; not all sports are treated the same; football is overemphasized at the expense of other sports.
2. Teachers connect with many students, particularly through co-curricular activities. Sometimes teachers do not get to know students.
3. Counselors do a good job.

Citizenship

1. Need more citizenship-related activities with more depth and meaning to them.
2. Challenge Day is a good example of a citizenship opportunity.
3. Make volunteer opportunities available.

Resiliency

1. Teachers at SHS demonstrate resiliency and offer support to students.
2. Students experience strong pressure to have a high GPA and SAT scores; colleges strongly give this message, which may work against resiliency.
3. Students are sometimes discouraged from their goals by staff.
4. School/district is slow to respond to special needs.
5. Opportunity to learn resiliency when students are cut from a sport.
6. Students can't always get out of a class when they are failing.
7. More counselors would help here.
8. Students need to learn to self-advocate more.
9. Need to address students' high stress and imbalanced lives.

Expression

1. More variety, diversity in electives would support expression.
2. Teachers help students discover themselves.
3. Not clear how best to communicate with teachers, and how to communicate without adverse reactions.
4. Expression is helping students find their niche.

Skyline H.S. Staff Focus Group Feedback

Access

1. SHS has a great deal of access for those students who want to challenge themselves in college-prep curriculum; short on access to vocational, online curriculum, or credit retrieval.
2. Access would be improved by removing prerequisites to courses.
3. School bell schedule may limit access.
4. Students need to be empowered to make choices for themselves.
5. SHS might consider advisory or study tables as way to access students outside of classes.

Connectivity

1. Schedules and structures limit staff's ability to connect with students (e.g., bus schedules, six period day); consider an advisory period to foster connection.
2. Many opportunities for connection at SHS—IB program, PCFC prior connections—but students are still seeking connectivity: to each other, to their learning, to staff, to their community.
3. Important for staff to connect with staff, within SHS and across the district.
4. OHSE beliefs should be embedded into the curriculum.

Citizenship

1. Citizenship opportunities happen every day at SHS.
2. How do we foster community, get the students to care about the world?
3. Students need to care about more than just grades; yet assignments and activities can foster community (e.g., Give/Get Respect assemblies).

Resiliency

1. Staff needs to model resiliency by taking risks.
2. Resiliency is the weakest area of the OHSE beliefs; hard for students to take risks when stakes appear high. Need to find ways for staff and students both to take risks more safely.
3. The community does not encourage risk-taking.
4. High school is low-risk to staff and high risk to parents.

Expression

1. Learning in class is an expression of self; expression is embedded in the curriculum.
2. Would staff be willing to serve as role models of expression for students?
3. What expression is, is not clear; are we talking about dress code? Assignments?
4. Important to create a love of the learning experience.