

Tiger Mt. Student Focus Group Feedback

Access

1. Need access to services and facilities-library, career center, more counseling, gym, nurse, transportation, and better lunches.
2. Have access to good teachers and teaching.
3. Need access to wider variety of classes (e.g. job-prep., hands-on, electives) and to co-curricular opportunities (e.g. field trips).
4. Need child care made available.
5. Need access to drug, alcohol, and mental health services.

Connectivity

1. Strong connection among students, among staff, and students to staff.
2. Connections with staff are vital; relationships are good.
3. Small class size facilitates connections; all staff go out of their way to help make connections.
4. We get a personalized education—someone who cares and can give us the little touches that make the different.

Citizenship

1. TMCHS has some citizenship activities (e.g., The Feast).
2. The vision and mission of TMCHS promotes citizenship: respect, responsibility, and relationship; character, citizenship, and community.

Resiliency

1. TMCHS students are resilient.
2. More community/citizenship activities would promote resiliency.
3. Students are allowed to take risks at TMCHS.
4. The attendance policy is rigid.
5. The grade system discourages resiliency.

Expression

1. TMCHS students are allowed self-expression-it is accepted, allowed, and encouraged.
2. The environment is safe and accepting for self-expression.

Tiger Mt. Parent Focus Group Feedback

Access

1. Teachers and other staff are highly accessible because of small adult to student ratio.
1. Limited access to electives and co-curricular activities and other opportunities of the comprehensive high schools.
2. Need transportation to Tiger and to programs elsewhere in the district and community; better transportation could improve access to electives.
3. Online access for parents is helpful.
4. The students who attend TMCHS need a different approach to education and they get it here; TMCHS meets a need in the ISD community.

Connectivity

1. Students at Tiger enjoy a strong connection with one another and the staff: “Like a family.”
2. Students and staff at Tiger are non-judgmental of students; students are known by the adults.
3. Small class size facilitates connections among students and staff.
4. There is a lack of connection between school and “real life.”

Citizenship

1. Students at Tiger understand what it is like to serve and be part of a community; a sense of community teaches citizenship.
2. Students didn’t feel part of the community at other schools.
3. Mock Trial is one way Tiger students learn about citizenship.

Resiliency

5. Small environment has built-in safe risk-taking; coming to Tiger is evidence of resiliency.
6. For some students, the transition from PCFC was difficult; Tiger a better fit for some.
7. Small classes provide extra help.

Expression

1. Student expression is valued and encouraged.
2. Classes, such as leadership, foster expression.
3. Small size and accepting atmosphere help students “come out of their shells” and express themselves.

Tiger Mt. Staff Focus Group Feedback

Access

8. Small size supports access to staff but limits access to electives and co-curricular activities. Lack of funding prevents any expansion.
9. Lack of bussing for Tiger students limits students' access to everything, including getting to school, attending off-campus voc-tech programs, and using resources at the other high schools.
10. Students' drug and alcohol problems limit access to learning.
11. Flexibility at Tiger supports students' access to school, but rigid attendance requirements limit other students' access.
12. Staff is concerned that the district may require that they teach the same as all other district high schools; students need individualized instruction at Tiger.

Connectivity

1. There is a "family feeling" at Tiger; connection is reflected in the Thanksgiving Dinner shared by the Tiger staff and students and the graduation ceremony.
2. The small size of Tiger facilitates connections among staff and students; students feel safe to connect.
3. Tiger course codes are different from the rest of the district, suggesting a break in connection.
4. Staff would like more training in working with alternative students, particularly the challenges of drug and alcohol impacted students.

Citizenship

1. Students at Tiger lack citizenship skills.
2. Challenges such as drug and alcohol abuse hamper good citizenship.
3. Citizenship is part of Tiger's mission.
4. Students benefit from consistent role models for citizenship.

5. Mock trial and other activities connect to citizenship; helpful to students if the citizenship element is part of a class.

Resiliency

1. For Tiger students, resiliency means coping with life's hardships, not only academic failure.
2. Many students have mental health needs.
3. The staff needs the flexibility to meet students' varied needs, as well as help doing so.

Expression

1. Students at Tiger are artistic.
2. Students at Tiger don't always know what are appropriate forms of expression.
3. The staff believes they have the freedom to meet the needs of Tiger students.