

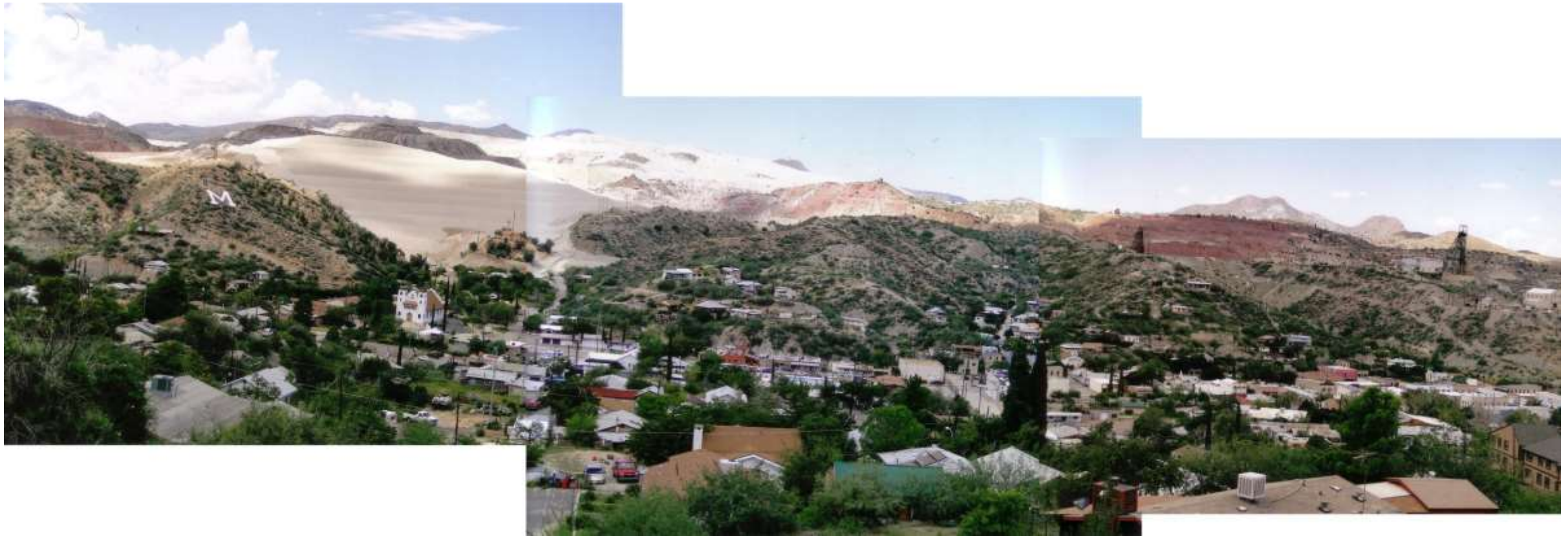


MIAMI JUNIOR-SENIOR HIGH SCHOOL

ARIZONA PARENTS COMMISSION ON DRUG EDUCATION & PREVENTION, 19 JANUARY 2022



COPPER CORRIDOR



MIAMI HIGH SCHOOL



- Established 1916
- Current building 1967
- 500 students in grades 6-12
- High School Health & Wellness Grant: *There Is No D In Miami*
- Parent Commission Grant: *I've Got Something Better to Do*

SELF-DIRECTED IMPROVEMENT PROJECT

- Facilities
- 100% Highly Qualified Teachers with a Strengthened Curriculum
- 7 Career & Technical Programs & a Graduation Requirement
- 64 hours of Dual Enrollment College Credit within the Building
- Disciplinary referrals reduced by 80%
- Sharply reduced self-reported student use of drugs & alcohol, if not marijuana
- Implemented parent communication & collaboration efforts

2021, THE YEAR OF EXODUS



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AND THEN THE TELEGRAPH FIRE

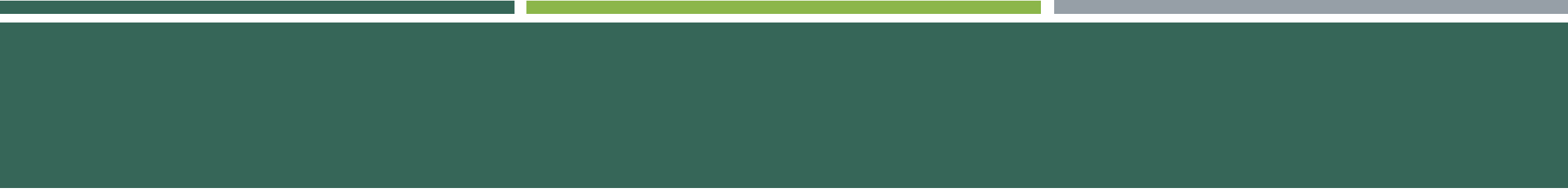


KIDDING ASIDE, OUR COMMUNITY IS IN A DIFFICULT PLACE

- There are few jobs and fewer prospects
- No real economic developments are on the horizon
- Drug use is rampant, and the attendant crime overwhelming
- The Internet inhibits communal activity and social interaction
- Only 25% of our students live in a home with both parents present
- Most of the other social agencies – sports leagues, community service groups, youth pastors, summer programs, public pools, summer job programs, Scouts – have declined or disappeared
- The students during Miami's decline 1990-2010 have little experience of continuous employment, little sense of community cohesion, and are now our students' parents
- Our families are shattered – divorce, drugs, incarceration, shift work
- We have come to feel like Don Quixote, tilting alone against the giants

ALL OF THIS THROUGH THE NEW LENS OF COVID

- Significant instructional & learning losses
- 26 parents, guardians & custodial grandparents
- Variant waves
- Student ennui
- Time to treat the virus like the weather and move on



**But while true,
none of this is helpful,
so we decided to do some
independent rethinking**



**Are specific challenges rural problems
or Miami problems, and which can we
reasonably attack?**



**How best can we deploy limited
resources and build on past successes
to meet our students' needs?**

ARE CHALLENGES GENERALLY RURAL OR SPECIFICALLY MIAMI?

- Lack of Economic Development
- Teacher & Counselor Shortage
- Access to Educational Resources
- Equitable Internet Access
- Loss of Community
- Student Opportunities At & Outside School
- Building Choices Into Students' Futures

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Employment-intensive mining is unlikely to resume

Mining & related skill sets require intensive training & extensive experience

Students often face a choice between pursuing education and training OR remaining in the community

This false dichotomy can be undermined with diligence

A nationwide problem with specific local characteristics that we can effectively attack

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Approaching retirement bulge plus dropping enrollments in teacher preparation programs

Limited ability to compete with larger urban & suburban districts

Five years into a grow-your-own project

Collaborating in the Arizona Student Opportunity Collaborative

A growing nationwide problem but a chance to affect on the margins

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In-person access limited by distance & cost of transportation

Traditional curriculum increasingly expensive with decreasing shelf life

Constant mandates from state & federal government

Lack of early childhood resources

Absence of healthy activities & alternatives outside school

Solutions must be creative & piecemeal

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Need equitable & affordable access for education, healthcare, job training, employment & full participation in the Republic

Requires massive infrastructure investment

One-to-one access for students

Final Mile Project

Solutions must piecemeal & timed to exploit infrastructure & technology developments

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Society-wide loss of connection

Urban–Suburban–Rural Divide

Urbanormativity

Separating student career opportunities from geography

Opportunities to redefine perceptions, opportunities & limits

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CTE, Extracurriculars & Athletics

Work-based learning opportunities limited by MSHA, geography & safety concerns

Creating internal program relationships

No real opportunities for church & community activities

Significant opportunities to improve opportunities

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- **Building Choices Into Students' Futures**

Accepting that change is just a factor of life

Creating a picture of a successful life – education, career, family, personal

Learning to plan, implement & adapt

Transitioning *I've Got Something Better to Do* into *I've Got Someone Better to Be*

Significant opportunities to improve opportunities



IF WE STOP LETTING THE CHALLENGES CIRCUMSCRIBE
OPPORTUNITY, THERE ARE WAYS TO MOVE FORWARD

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We can effectively attack specific local characteristics

Affect a nationwide problem on the margins

Solutions must be creative & piecemeal

Exploit infrastructure & technology developments

Redefine perceptions, opportunities & limits

We have opportunities to improve opportunities

Significant opportunities to improve opportunities

WITH THAT CHANGE IN ATTITUDE, HERE'S OUR PLAN

- Explicitly teach change & flexibility
- Continue all of our important programming on drugs, alcohol, relationships, safety, & personal development
- Move forward with *I've Got Something Better to Do* and Miami Orchard & Farm
- Implement the *I've Got Someone Better to Be* – interests, education, career, personal
- Flip the programming to reach families through students

IT IS NOT NECESSARY TO CHANGE; SURVIVAL IS NOT MANDATORY

- W. EDWARDS DEMING

- Explicitly teach change & flexibility



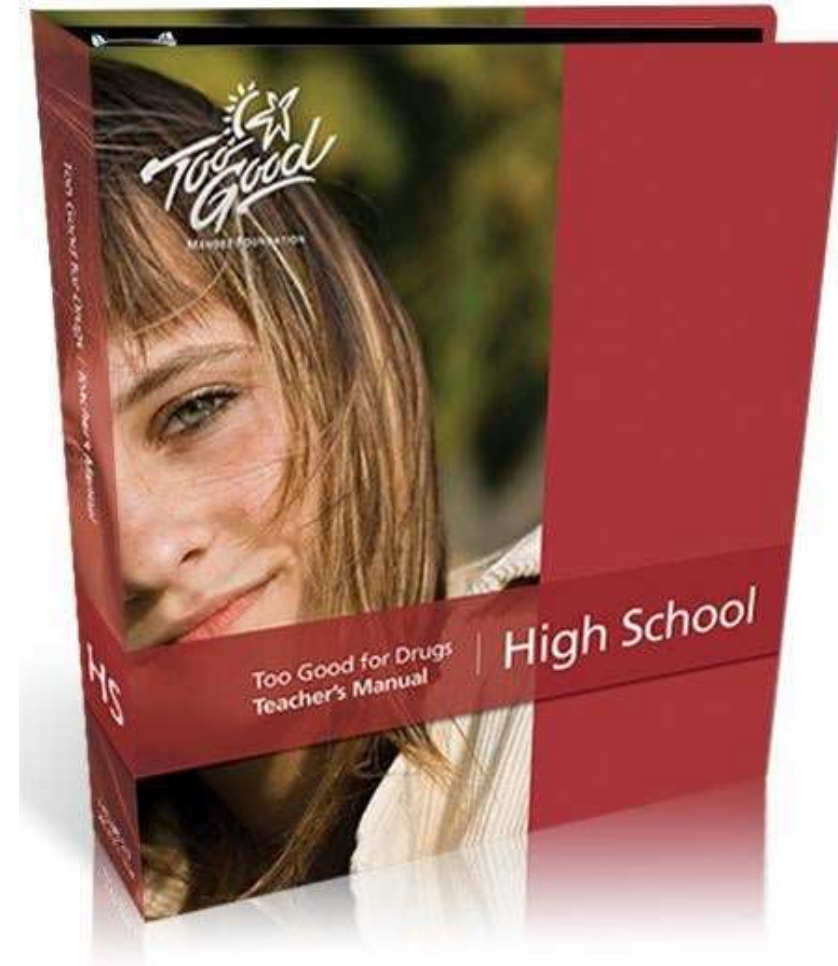
IT IS OUR CHOICES, HARRY, THAT SHOW WHO WE ARE, FAR MORE THAN OUR ABILITIES.

- ALBUS DUMBLEDORE

- Continue all of our important programming on drugs, alcohol, relationships, safety, & personal development



Everybody Matters



THE WORLD BELONGS TO THE FEW PEOPLE WHO ARE NOT AFRAID
TO GET THEIR HANDS DIRTY.

- HOWARD SCHULTZ

- Move forward with *I've Got Something Better to Do* and Miami Orchard & Farm



IF YOU CAN DREAM IT, YOU CAN DO IT.

- WALT DISNEY

- Implement the *I've Got Someone Better to Be* – interests, education, career, personal



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THE MOVEMENT FOR WORLD-CLASS EDUCATION



COLLEGE
KNOWING & GOING

Heli@s[®]
Education Foundation

SO WHERE DOES THIS LEAVE US?

- The challenges facing rural communities are profound, complicated & longstanding.
- There are no easy answers and no one is riding to our rescue.
- We must find our own way and solve our problems.
- But that's what rural communities have always done and when we buckle down, we're good at it.

WHERE DOES IT LEAVE US AT MIAMI HIGH SCHOOL?

- We've decided to count our blessings and get to work.
- We have good kids, an extraordinary staff and a supportive governing board.
- We have been lucky to receive support from GOYFF, Helios & others, and will continue to solicit that help.
- We have begun solid programs that show both early results and great promise.
- Now we continue with the hard work.

MIAMI HIGH SCHOOL



Questions

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