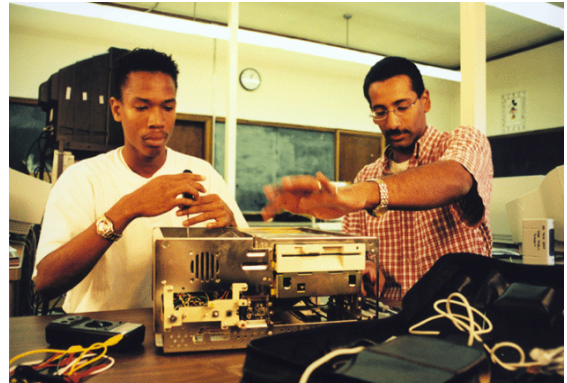


Take It To The Max!



Designing the
Next Generation
Max Hayes High
School for **This**
Generation of
Cleveland's Youth

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PICTURE
LEARNING

Take It To The Max!

Designing the **Next** Generation Max Hayes School for
This Generation of Cleveland's Youth

August 2010



EXECUTIVE SUMMARY

The Cleveland Metropolitan School District (CMSD) has embarked on a major transformation of its high schools. The proposed revitalization of the Max Hayes School is part of that transformation. CMSD has designated Max Hayes as a “refocus” school and requires that it develop a framework for school partnership development and prepare school, program, and curriculum design frameworks to guide the facilities design and frame the development work leading to full-scale implementation of “the new Max Hayes.”

WIRE-Net assembled and organized a Technical Team to provide direction to the design process and to contribute to the development of the design specifications themselves. The Technical Team consisted of representatives from the industry, postsecondary, and community sectors along with CMSD and Max Hayes leaders and Max Hayes students.

The Technical Team met monthly from November 2009 through June 2010 to discuss school, program, and curriculum design topics. WIRE-Net conducted two major forums to share preliminary design work. Over a hundred industry, postsecondary, and community representatives provided their vision for the new Max Hayes and provided feedback on the proposed preliminary design features and components. WIRE-Net leaders, Technical Team members, and the C/BPL team also met with parents and teachers several times to gather data, describe preliminary design features and components, and receive feedback.

Design Requirements

As an outcome of their deliberations, the Technical Team concluded that a next generation Max Hayes School should:

- Address career, postsecondary, work, and job readiness coherently and holistically.
- Provide sufficient time for students to achieve competence with respect to the increasing academic requirements for a high school diploma. Even with careful integration of academic, technical, and work readiness skills, there is likely to be less time in the traditional school day for attention to technical skill development.
- Assign high priority to student proficiency with respect to general work readiness skills, including creativity and innovation.
- Focus on applied learning in real-world contexts and settings in order to motivate students to remain in school and persist in their learning.
- Provide a personalized learning program focused on each student's career interests.
- Provide opportunities for each student to engage with adults working in the student's career interest.
- Provide opportunities for students to obtain, in addition to a high school diploma, multiple forms of certifications and credentials in their career interests through industry-certified training, where available.
- Provide students with a pathway to technical certificates that may require postsecondary learning, particularly an Associate or technical school degree or certificate.
- Encourage and support all graduates in pursuing some form of postsecondary learning upon graduation as well as work that is aligned with that learning.

- Teach academic skills and knowledge within the projects the students work on in their customized programs of study.
- Assess student performance using multiple measures, stressing exhibitions, simulations, and other performances that demonstrate skill and understanding.
- Ensure that each student's personalized learning program is focused on his/her holistic development as a learner, worker, and citizen.
- Provide the faculty with state-of-the-art professional development and time for developing curriculum modules and planning instruction, including organizing external resources.
- Provide substantial autonomy to the school and its leadership and faculty. The school in turn provides substantial autonomy to each career area.
- Ensure that industry and postsecondary sector leaders are involved in all aspects of the career areas and programs of study, advising on the appropriateness of student learning outcomes, learning opportunities, and assessments of skill and understanding.
- Infuse design and the arts into all aspects of the curriculum as a means of nurturing creativity and innovation and creating competent problem-solvers.
- Provide opportunities for out-of-school and disconnected youth to restart and renew their learning, working closely with other organizations and agencies that serve these young people.
- Employ a post-graduation follow-up program to ensure student success at work and in postsecondary learning.
- Develop valid and reliable information regarding the career pathways of all graduates.

The New Max Hayes

Mission

The Max Hayes School prepares young men and women for success in life-long learning and work by providing them with customized learning programs in selected career pathways based on their interests.

Guiding Principles

To accomplish this mission, the Max Hayes school design will be based on these guiding principles:

- Max Hayes will develop the whole young person, not just a competent worker, but also a lifelong learner and engaged citizen, healthy in mind and body.
- Max Hayes will accommodate students of all abilities.
- Max Hayes students will have a voice and a choice regarding their education.
- Max Hayes graduates will be prepared for success in the workplace and in postsecondary learning.
- Max Hayes students will learn through a curriculum that is focused on their career interests.
- Max Hayes students will have multiple opportunities and ways to show what they know and what they can do.
- Max Hayes will engage parents and families in their children's education and in the school community.

- Max Hayes will be open to the community it serves, aggressively seeking opportunities for service and establishing relationships for advancing student learning and development.
- Max Hayes will form strong and lasting partnerships with the industry and postsecondary sectors.
- Max Hayes will be dynamic and open to ongoing change, nimble and quick in responding to what is happening in the workplace and in society, and particularly in the lives of its students.

Vision

The Technical Team identified several “images of the future” that constitute a vision for how Max Hayes will achieve its mission in accordance with the guiding principles.

- Students are working with faculty-led teams that include industry experts, expert practitioners, and other knowledgeable adults from industry, the community colleges, and the community.
- Faculty members know their students well and care about their development as learners and citizens in the school community.
- Students are learning and working in industry and community settings as well as in the school. Student projects often address community needs and challenges.
- The school facility is open to the community.
- Students are customizing their learning plans to include focused attention on technical certificate requirements.
- While in high school, students are enrolled in postsecondary learning opportunities that are consistent with their learning plans.
- Faculty teams are providing integrated learning modules that address academic, technical, and work readiness skills through highly engaging, real-world projects.
- Students are using a wide variety of general and specialized technology tools to support their learning and work.
- Students and adults learning together, where appropriate.
- Max Hayes operates as a professional organization and culture. It is a bustling place, full of purposeful activity, with many groups of students and faculty members working on different projects and tasks.
- Max Hayes is “open for business” beyond the traditional school day, week, and year.
- Professionals from industry and postsecondary institutions are members of teams evaluating students’ work.
- Students address academic skills and knowledge within their career pathways.
- Female students are participating in all Max Hayes career areas and pathways.
- Students use their learning plans and portfolios during job interviews.
- Max Hayes students schedule fitness and nutrition sessions into their busy schedules.
- Students use performance tests to demonstrate competency based on learning that they did online or out of school.
- A few businesses have “set up shop” at Max Hayes to operate training centers for their employees and for selected Max Hayes students.
- Specialists from local businesses are interacting with students and “scouting” talent.

Max Hayes graduates will have a sound academic foundation—proficient in reading, communications, mathematics, and quantitative and empirical reasoning—and will be skilled in using the arts and design in their career areas. They will be fit, eat smart, and pursue healthy lifestyles. All graduates will be ready for success in postsecondary learning—without remediation—and in the workplace.

Goals

The Max Hayes School will accomplish these goals:

- Every Max Hayes student will graduate with a diploma that indicates that he or she is ready for success in postsecondary learning and work.
- Every Max Hayes student will have an opportunity to graduate with a recognized certificate or some form of endorsement that verifies that the he or she is ready for work in a career area or pathway.
- Every Max Hayes student will graduate with a plan for postsecondary learning and a career.

School-Wide Features and Components

The Max Hayes School will provide a four-year program with a non-traditional ninth-grade “transition” program and a three-year grade 10-12 continuum that stretches into a postsecondary learning program and incorporates (through, for example, dual enrollment, Tech Prep, and articulation agreements) selected postsecondary learning opportunities for selected students.

Max Hayes will employ an open enrollment policy with selection by lottery, taking into account subpopulations such as young women and special needs students. Further, Max Hayes will aggressively market its special ninth grade experience and its career areas and pathways to young women as well as young men.

Max Hayes will establish organizational structures and processes for ensuring that students have a voice in their own education and in the life of the school. The Max Hayes Administrative Team will form partnerships with parents and families through programs and activities that engage them while their children are still in the middle grades and work collaboratively with them through to graduation and into postsecondary learning and work.

The Max Hayes Administrative Team and the faculty will give particular attention to establishing the norms and expectations of the school culture and providing a climate in which those norms can be realized. Each of the career areas will establish specific norms regarding work readiness skills, professional dress and demeanor, and schedules. Each of the four industries will adopt the respective career area and help it establish a professional culture and structure that mirrors the finest practices in the industry. The faculty will model these norms in all of their work with students. They will establish a climate of high expectations and professionalism by inviting adults from the industry, community, and postsecondary sectors to work with the students.

CMUSD will create a Max Hayes School Advisory Board to provide specific school-level guidance to the district and to the Max Hayes Administrative Team. The Board will be deeply engaged in all facets of the school's program and curriculum. It will be organized and operate similarly to boards established in other of CMUSD schools. The Board will include representatives from the industry, postsecondary, and community sectors. The Max Hayes principal will attend all meetings of the Board and serve as an *ex officio* member. The Advisory Board will establish a nonprofit foundation to assist the school in procuring resources and otherwise advancing its mission. The industry, postsecondary, and community partners will operate as "co-owners" of Max Hayes.

The principal will lead Max Hayes, with support and assistance from the Administrative Team and the faculty. The Ninth Grade Coordinator and the Career Area Coordinators (CAC) will serve with the principal as members of the Administrative Team.

Program Features and Components

All Max Hayes programs will have these features:

- Assist each student in developing a program of study that becomes increasingly focused during the progression through grades 10-12.
- Include in each student's learning plan and program of study a pathway to postsecondary learning, particularly to community colleges and technical schools.
- Employ the learning plan and the program of study as the central reference for all student learning and focus the faculty and other "adjuncts" on the required competencies and expected performances delineated in the plan.
- Provide choices in career areas and pathways for each learner and opportunities for customization within pathways based on his or her interests.
- Provide pathways to established certificates and endorsements, and create customized certificates and endorsements where appropriate.
- Establish organizational structures to provide the flexible schedules and time necessary to support individual and small group learning in a variety of in-school and out-of-school settings.
- Bring many adults—experts and expert practitioners—into each career area to serve as models, mentors, coaches, and assessors.
- Provide multiple opportunities for students to get out of school into industry and postsecondary settings and contexts in order to work with adults doing work the students wish to do.
- Develop industry, postsecondary, and community partnerships that support each career area and pathway.
- Provide ready access to the support services essential for keeping students focused on productive learning and work and to help faculty respond successfully to students' needs and circumstances.
- Provide customized, just in time tutoring through a variety of in school, out-of-school, and digital learning resources.
- Max Hayes School will address four career areas: 1) Building and Construction, 2) Information Technologies, 3) Manufacturing, and 4) Transportation/Automotive. Additionally, Max Hayes will offer a fifth "Opened Pathways" career area in which students

can design a customized grade 10-14 program of study that spans two or more career areas or pathways within those areas.

Ninth-Grade Program

Learning the Max Hayes way will require that many entering ninth grade students unlearn old ways of learning and working. The ninth grade will provide a significant and substantial transition, helping students to reassess and recommit to a new kind of learning. The faculty will design a totally new experience and help all students to be successful in that new environment.

The goals of the ninth grade program are to help all students:

- Build a profile of themselves as learners and discover and investigate their career interests.
- Develop a learning plan with their parents and their Max Hayes workgroup leader/faculty member.
- Understand and contribute to the Max Hayes School culture.
- Unlearn unproductive behaviors and dispositions and form productive ones.
- Take increased responsibility for their learning and personal development.
- Build a foundation of essential skills, particularly in literacy, quantitative and empirical reasoning, and work readiness skills.
- Develop a preliminary program of study for refinement in the 10th grade.

Career Areas and Pathways

In grades 10-12 Max Hayes will provide students with four career areas in which to do their learning and work. Each of these career areas will provide at least three designated pathways identified by the Technical Team. The designated pathways typically will lead to some form of certificate or endorsement either at graduation or at the postsecondary level.

Open Pathways

Some Max Hayes students will have difficulty in selecting a career area or career pathway by grade 10 or 11. Therefore, consideration will be given to creating a fifth career area which is open to students who wish to custom design their own learning program and portfolio by working across two or more of the existing career areas offered at Max Hayes. In this way, a student who is interested in a particular pathway or skill set within a pathway, can create a customized program of study that assembles in a coherent fashion a scope and sequence of modules that address academic, technical, and work readiness skills.

Cross-Career Area Drivers

Each of the career areas will be significantly impacted by what might be called key cross-area drivers or forces at work, each of such significance that they might constitute a career area or pathway but selected because they are central to the way in which each of the four career areas and selected pathways will develop in the future. These drivers are: 1) new and emerging technologies, 2) sustainability, 3) design and the arts, and 4) entrepreneurial ventures

Career Areas and Pathways

Career Areas and Pathways				
Building, and Construction	Information Technology	Manufacturing	Transportation / Automotive	Open Pathways
Construction Management	Networks	Metalworking / Machining	Automobile Repair / Electronics	Customized
Woodworking	Technical Support	Welding / Fabrication	Transportation Systems	
Building Trades	Media / Gaming / Social Networking	Robotics / Electronics	Automobile Design	
Customized	Customized	Customized	Customized	

Curriculum Features

These curriculum design features respond to the school design requirements:

- Employ a modular curriculum that integrates attention to academic, technical, and work readiness skills within projects related to specific career pathways.
- Use project-based learning as a core curriculum and instructional strategy in all modules, projects, and workshops, as appropriate.
- Assist students in customizing programs of study.
- Provide flexible time structures and allocations so that students have sufficient time for deep practice that enables proficiency on essential learning standards.
- Employ a performance-based assessment system.
- Address the four cross-career drivers in all career areas and pathways, as appropriate.
- Provide students with in-school and at-home access to an array of online learning resources and instructional programs and materials that are embedded and integrated with the specific pathway focus of modules and projects.
- Provide students with choice and flexibility in selecting learning modules and projects within modules.
- Provide focused skills development to individual students that is connected to their pathways work.
- Provide multiple ways for students to demonstrate competence, including particularly performances that demonstrate both skill and understanding.
- Employ the Ohio Competency Assessment System as a means of helping students demonstrate proficiency on important learning standards based on learning and work accomplished both in school and in out-of-school settings.

Staging the Development Work

Although the new Max Hayes facility will not be ready until fall 2013, the Administrative Team can begin, in the fall 2010, a staged implementation of selected features and components of the

proposed school, program and curriculum designs. This next phase of the work includes five stages: develop, prototype, revise, scale, and maintain (including ongoing improvement).

To begin the development phase, several tasks and activities will be completed in 2010-11.

1. Recruit and select a principal.
2. Recruit and select career area leaders and establish the school administrative team.
3. Develop a faculty “recruitment” process.
4. Develop a memorandum of understanding with the faculty union.
5. Develop faculty program and curriculum development teams.
6. Develop and implement a comprehensive education, training, and support system for faculty.
7. Develop a marketing program for middle grades faculty, students, and families.
8. Establish the Max Hayes School Advisory Board
9. Design and organize the industry, community and postsecondary partnerships.
10. Develop a student orientation program for incoming 9th graders (summer program).
11. Establish a program implementation monitoring system.

Most assuredly, there will be an opportunity to create a new state-of-the-art facility that serves students and the community and engages industry, postsecondary, and community partners. A new facility, however necessary, is not sufficient. CMSD needs as well to create an integrated school, program, and curriculum design that is itself state-of-the-art. Doing so will **“Take it to the Max”** and create a truly next generation design for the Max Hayes School to serve this generation of Cleveland’s youth.

ACKNOWLEDGEMENTS

School design is a messy process, one part predictable, two parts unpredictable, and a good measure of promise and promises; simultaneously too many and not enough cooks, consequently always challenging, and often surprisingly rewarding. Designing the new Max Hayes School followed that recipe faithfully and, hopefully, with the promised rewards.

We extend special thanks to the Technical Team that WIRE-Net assembled for this project. The Team gave and then gave some more of their time and their energy, not just for the monthly design sessions but also for site visits and numerous *ad hoc* meetings along the way. Singling out individual Team members would result in too long a list for this space, but four Max Hayes students—Destiny Jones, Kern Peale, Brittany Roldan, and Kenneth Thomas—attended nearly every Team meeting and grounded many of our design discussions with their perspectives. We extend our gratitude to them. Hopefully, they and all members of the Technical Team will see in this report a reflection of their many insights and suggestions.

We are especially appreciative for the guidance provided by WIRE-Net's Director John Colm and WIRE-Net consultant Leslie Yerkes, who were ably supported by Anne Schaum. They provided good advice, made us welcome, and facilitated our meetings, gently but firmly pressing the Technical Team for yet another meeting, yet another document to review, and yet another site to visit.

Eric Gordon, Chief Academic Officer for the Cleveland Metropolitan School District, communicated the district's vision effectively and pressed the Technical Team and us to challenge the district to create a school that would serve students well. Eric's leadership team—Karen Thompson, Annette Darby, and Ahmed Abonamah—was most helpful, always available, generous with their time and insights, forthright in their assessments of current practice, and ever open to our suggestions for improvement and redesign. Christine Fowler-Mack, formerly Director of the Office of Innovative Schools and currently the District's Chief of Staff, provided guidance early in the design process and encouraged boldness in our proposed design.

Our colleague, Bobbie Hill of Concordia, LLC, helped us understand and frame the several partnership components of the proposed school design. We used the Concordia partnership framework as a guide for several of our design recommendations.

Finally, we would be remiss if we did not extend our gratitude to Ellen Tetreault for her just-in-time research support and to Corinne Mojkowski for her editorial support. No report is ever complete in our eyes until it survives the research, rigor, and readability gauntlet they employ. Our acknowledgement of these many contributors and contributions in no way diminishes our responsibility for all aspects of this report. We are happy for the opportunity to stretch and apply our "big picture" thinking to so important an undertaking. We hope our contributions spark a truly different and better Max Hayes.