

# CORNERSTONE CHARTER SCHOOLS

## CORNERSTONE HEALTH + TECHNOLOGY HIGH SCHOOL

PROVIDING REAL-WORLD HEALTH EXPERIENCE IN A FLEXIBLE, STUDENT-CENTERED MODEL

“Our goal is to provide a bridge to the real-world with relevant experiences. We want every student to take ownership over their learning by helping them understand why they are spending so much time in school when the realities of their lives outside of school are so challenging.”

TOM WILLIS, CORNERSTONE CHARTER SCHOOLS

### KEY FEATURES:

- ✓ New School
- ✓ Flex Blended Model
- ✓ Competency-Based Learning
- ✓ Project-Based and Experiential Learning
- ✓ Career Readiness

### AT A GLANCE:

**Start Date:** Fall 2012

**Grades Served:** 9-12

**Location:** Detroit, MI

**Operator:** Cornerstone Charter Schools

**Operator Type:** Charter

**Setting:** Urban

**Students at Start:** 75

**Students at Capacity:** 600

### MODEL TOOLBOX:

**Learning Management System:** Schoology

**Student Information System & Gradebook:** PowerSchool

**Assessment Tools and Approaches:** Mastery Connect, MAP

**Implementation Partner:** Ed Elements

**Digital Content Providers:** Apex Learning

**Hardware:** Dell E5420 (240), Dell 9010 Laptops (68)

Health care has replaced the auto industry as Michigan's job leader and nationwide, health care jobs are booming. With the opening of Cornerstone Health + Technology High School, Cornerstone Charter Schools hopes to respond to that need while creating a unique high school experience that helps students understand how their studies will translate into real-world occupations.

Their goal is to graduate accomplished and proficient students who continue to college or choose to pursue health related positions immediately after high school. To do so, they aren't just rethinking the traditional school schedule.

They're getting rid of it.

Gone are individual classrooms and instructors for core content areas. Instead, "pods" of 120 students work in a large open space in individual cubicles where they access personalized online content. Glass breakout rooms surround each pod where students receive face to face instruction that provide supplementation, remediation or extension of learning opportunities.

Gone are distinctions for "freshmen" or "sophomores." Instead, student pods are grouped along a continuum from beginner to profes-

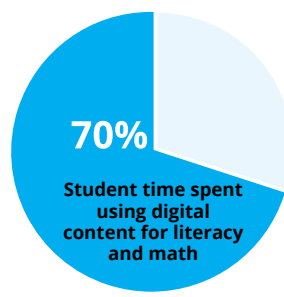
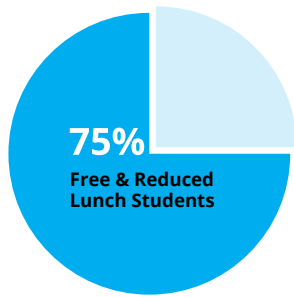
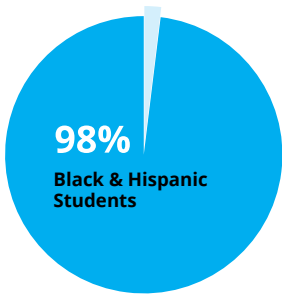
sional. To advance, students must be able to show mastery through standard assessments – like standardized tests or data harvested from online activities – or through real-world challenges and self-assessments. Virtual data dashboards provide anytime, anywhere access to student progress. Those dashboards are reviewed weekly with advisors (called "relationship managers") to help students reflect on their work.

Some students might move quickly to professional level and begin taking college coursework before graduation. Others might need more time as "intermediates" as they work to meet key competencies.

Gone, too, are the standard schedules across grade levels. As students advance through key competencies, they begin to acquire new privileges that reflect their ability to take control of their own learning. A beginner, for example, may be assigned specific times to work on specific content in their cubicles or with peers in 90-minute blocks.

As a student shows greater capacity for managing their own time and working through content, they are allowed to choose what subjects to study and when and where. An advanced student might work at

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**BLENDED SUBJECTS:**  
Math, Literacy

## BY THE NUMBERS:

**Year 1 public revenue per pupil:**  
\$12,660

**Year 1 expenses per pupil:**  
\$15,355

**Year 4 revenue per pupil:**  
\$8,241

**Year 4 expenses per pupil:**  
\$7,737

**Years to sustainability: 3**

home, in lounge areas at school, or at an internship outside the boundaries of the campus.

One thing that's not missing is a comprehensive student support model that uses certified teachers and content experts to provide ongoing support and guidance.

*Relationship Managers* ensure students set and meet their daily, monthly, and yearly goals. Similar to a traditional guidance counselor, relationship managers follow a student from enrollment to graduation, helping students craft their individual learning plans and use student data and feedback to ensure students stay on track toward their goals. Relationship managers are the primary contact for parents and guardians.

*Relevance Managers* provide direct instruction and support students in the design and evaluation of real world projects and internships.

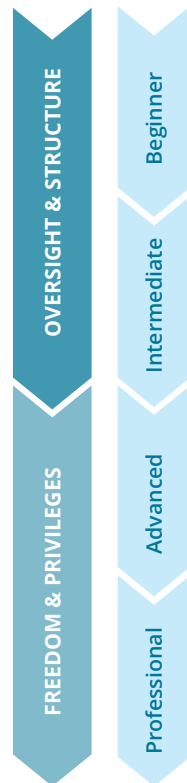
*Rigor Managers* oversee online coursework, providing support and setting standards for mastery.

*Success Coaches* work to help students make the transition to college and career, providing practical advice as students consider life after graduation.

One of the most unique things about the school is its close partnership with the Detroit Medical Center (DMC), Beaumont Hospitals, and others. Throughout their academic experience, students are encouraged to explore health-related careers and competencies through projects, coursework, internships, and other real-world learning experiences.

## STUDENT TRANSITION

As students transition from Beginner and Intermediate levels to Advanced and Professional, they will increasingly be responsible for self-management, and can take control of their own learning and progress.



**Beginner Students** are those new to the high school or not yet able to self-manage their time. Their individual learning plans will meet them exactly where they are. These students may need more social maturity to move to intermediate status. The beginner status will change based on performance, not based merely on the amount of time in the school.

An **Intermediate Student** is familiar with school protocol and has shown basic levels of self management. This student is more socially mature than a beginner but still needs some oversight and structure over their learning environment, schedule, and interactions.

An **Advanced Student** will be very familiar with school culture and has proven to be an excellent self-manager and role model. The advanced student will be given significant control over their learning locations and interaction processes. This student may not yet be prepared to go independently into external clinical and learning experiences, but will have maximum freedom within the school and will participate in group experiences in external settings.

A **Professional Student** has gained significant self-management skills and social maturity. This student will have earned the privilege to attend courses on college campuses, in clinical settings, and in self-directed project teams. This student will be a role model/mentor for other students and will be turned to by faculty for advice on improving school operations. Paid internships, college-level courses, and transition experiences in college, careers, and community service will be typical for this student.

### FOR MORE INFORMATION:

School URL: <http://www.cornerstonecharters.org/health-technology-high-school/>

Operator URL: <http://www.cornerstonecharters.org/> | Contact: Tom Willis, [tom.willis@cornerstonecharters.org](mailto:tom.willis@cornerstonecharters.org)

