

# Application: 0000000014

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Illinois Impact Initiative INCS CSP Grant

## Summary

ID: 0000000014

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## Short Answer Form

Completed - Mar 22 2024

The rubric has criteria that will be used by reviewers to evaluate the application as a whole for a total of 115 points. Competitive Preference Priority points will be applied for applicants demonstrating they meet the criteria for each. In order for the application to be recommended for funding, applicants must score at least 92 points out of the possible 115 points and all required parts must be addressed.

If more schools meet the criteria to be funded than there are funds available, applications will be ranked to make final decisions about which schools are funded.

Please respond to each applicable question. Some questions ask for a required attachment, which is submitted in a separate file.

## Short Answer Form

### Section 1: Executive Summary

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**Please include an executive summary narrative:**

Identify 3-5 grant project goals and justify each goal in terms of its value in supporting the planning and implementation of your proposed school or expansion. Be sure to align your budget to your project and ensure that all planned grant spending, including future revisions to your budget, fit clearly within one of your stated project goals. Please include performance measures, and rationale and approach to meeting those goals with CSP funding.

- The Executive Summary must outline how the CSP subgrant goals are aligned to INCS' CSP grant goals. These goals are:
- Increase the number of high-quality charter schools in Illinois educating traditionally underserved students; and,
- Improve the overall quality of Illinois' charter sector

Intrinsic is a network of public charter schools located in the city of Chicago that combines technology with great teaching to provide every student a personalized path to college and career. Intrinsic has been in operation since 2013 and currently serves about 950 students in grades 7 to 12 at its flagship Belmont Campus. A majority of Intrinsic's students live within the Belmont Cragin, Portage Park, and Hermosa neighborhoods. However, with an open citywide enrollment, students from all over Chicago attend Intrinsic. In Fall 2019, Intrinsic opened its second school, the Downtown Campus, in Chicago's Loop. This campus also serves a citywide student population which mirrors the diversity of Chicago Public Schools. The Downtown Campus currently serves 700 students (at scale, about 1000), representing almost every one of the 77 Chicago neighborhoods. Our student body is 49% Black or African American, 34% Hispanic, 5% white, 4% Asian and 8% other. 24% of students have IEPs or 504s and 15% are English Language Learners. Both campuses collaborate regularly to share best practices on how to effectively meet individual student needs and accelerate their growth.

The mission of Intrinsic Schools is two-fold:

- Prepare all students for postsecondary success and world-changing endeavors;
- Provide the education community with a roadmap to sustainable implementation.

To achieve our mission we combine proven instructional practices, next-generation technologies and a unique classroom design with team teaching to create optimal learning experiences for all students regardless of circumstance, parental education level, English proficiency, and prior learning difficulties. We do this by investing deeply in three big areas: 1) Strong Instruction, 2) Exposure and Opportunities and 3) Connection to School. We are also committed to collaborating with others - we share with and learn from our colleagues locally and nationally, working together to improve outcomes for our students.

The location of our Downtown Campus makes it accessible to students from every neighborhood in Chicago,

creating an unusually diverse school for the City of Chicago. The location is ideal for business and career exposure as well connections to the cultural institutions and a vast array of field trips within walking distance.

Key differentiators at Intrinsic include:

PODs: We personalize instruction and encourage independence using “PODs.” PODs are our classrooms, but they are flexible and look different: Each POD has three team teachers and upwards of 60 students, who rotate between teacher-led instruction, independent and small-group work, and project-based learning – all based on the individual needs of each student. We have and continue to share this model with other schools.

Choice Day (C Day): To practice self-direction and ownership of their own learning, students follow schedules that they design around their own interests, goals and academic needs, C Day happens every Thursday.

\$1.5 Million/Year in Postsecondary Scholarships: We launched a big, new initiative starting with our Class of 2023: Intrinsic has started to award \$1.5 million per year in scholarships to students who need help closing the financial gap to make their postsecondary dreams come true. Scholarships cover 80% of unmet needs for students, up to \$7,000 per year, for up to four years. We expect this will make it possible for our graduates to choose their best fit college at a more affordable cost. During the 2022-23 school year, we awarded scholarships to more than 100 Intrinsic students. Funding for this multi-year scholarship comes from a private donor. We are currently sharing our processes and outcomes from this scholarship with numerous other organizations.

Commitment to Early College Access/Coursework: Providing our students ways to explore options and ‘practice’ college while still in high school has been important to Intrinsic for several years. We expose students to college starting in Grade 9 through various dual enrollment options, and offer opportunities for all Downtown Campus students to earn early college credit.

Career Exposure and Mentoring: Being downtown allows us to integrate career exposure more tightly into our program. Students are able to attend career visits, work as interns, and meet with business professionals for mentoring during the day.

An enriching high school experience: Through C Day, extracurricular activities and athletics, every student should be able to find programs meeting their interests. We have over 40 clubs, a thriving drama department, an upcoming Jazz band program and 21 athletic teams. In addition to the traditional sports, we have added many new athletic options for our students, including eSports, Wrestling (Boys and Girls), Bowling (Boys), Volleyball (Boys), Softball, and 7-on-7 Football.

Our downtown campus has experienced unique challenges having grown during the pandemic. In the 19-20

school year, we had 90 students on campus before going remote due to the pandemic. Upon our return in the 21-22, we had roughly 600 students and 30 new staff members. The 21-22 school year was particularly challenging as we underestimated the scale of students' needs post-pandemic. However, our school climate and culture has dramatically improved. Most issues we had with student culture and safety – similar to what was happening at many high schools the year after returning from the pandemic – have entirely gone away.

The 22-23 school year was our first full school with a new leadership team in place. Barry Rodgers, joined us with prior experience as principal of Northside College Prep, principal of Lake Forest High Schools and Director of Innovation at Winnetka Public Schools. The new team implemented more routines, systems and predictability for the Downtown Campus. His entire leadership team returned for the 23-24 school year.

While our academic program compares well to our matched schools, we continue to work to improve it. We are offering 9 AP classes this year including the new AP Pre-Calculus and AP African American Studies courses. We are implementing a digital interim assessment that closely mirrors the new Digital P/SAT for our students and provide item level analysis for our teachers and instructional coaches to track our progress on standards. We are also rolling out a new Instructional Improvement Support System aligned to the Danielson Framework to support teacher growth and development.

We are in a strong place for both student and staff recruitment - we enrolled 240 9th-grade students this fall and began the school year fully staffed. Our governance structure is extremely stable. The cross-campus leadership team (CEO, COO, Chief Learning Officer) have been in place since the founding of our first campus. Our work is governed by a very experienced board, almost all of whom serve on multiple civic boards in Chicago. The majority of our board members have been in place since the founding of our organization, choosing to repeatedly renew their two-year terms. In terms of financial health the Downtown Campus is on solid footing, evidenced by positive cash flow, having requisite days cash on hand, and growing enrollment numbers.

Our instructional approach is rooted in our pedagogical beliefs that students learn best when they are collaborating, feel a deep sense of belonging, & set & monitor individualized goals. In our model, teachers spend more time directly supporting students through complex content, & serve as mentors who support students to meet their goals. In order to prepare students from high-need communities for postsecondary success & guide them toward the passions that intrinsically motivate them to positively impact the world, challenge traditional notions of high school education. Our vision is to continue to build an exceptional teaching and learning environment that prepares students for rigorous postsecondary options. Since our inception, we have developed an innovative, personalized learning model that is yielding strong student outcomes. With our first graduating classes (Belmont in 2017 and Downtown in 2023), we have seen promising initial results in terms of postsecondary preparation &

readiness. We aspire to be a model for how to serve the diverse needs of Chicago's high school students.

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	Goal:	Performance Measures:	Rationale:
Goal 1	<p>Outperform the district (and specifically our assigned schools as defined by ISBE) on key student outcomes: rigorous coursework, SAT growth and proficiency, GPA, attendance, and 4 year graduation rates every school year</p>	<p>80%+ of students take 4 years of core content classes</p> <p>School Proficiency SAT composite rate exceeds the Assigned School Composite by 10 or more percentage points.</p> <p>Average school GPA is 3.0 or higher</p> <p>ADA is 90% or higher</p> <p>4 year graduation rate is 90% or higher</p>	<p>We have delivered on the promise of our mission to our students and families if every student graduates Intrinsic with a strong postsecondary plan for which they are prepared; they attend the most selective postsecondary institutions for which they qualify with high graduation rates (especially for low-income students and/or students of color); and they graduate with no/low debt. Students with strong high school outcomes are much more likely to qualify and attend selective institutions or programs. In turn, Intrinsic alumni enter the workforce as competitive and highly skilled employees.</p> <p>As stated in our executive summary, we hope to serve as a model for other schools who serve similar populations to improve both the overall quality of the Illinois Charter Sector and high schools throughout the state and beyond.</p>
Goal 2	<p>Attract and retain a diverse 270 incoming freshmen class every school year</p>	<p>Current 238 Freshmen. Increase to 270 in SY 24-25 and to 270 Freshmen in 25-26 SY</p> <p>70% or higher attend our Freshman Connection</p>	<p>Our goal is to increase options for high quality seats for all high school students in the city given that approximately 75% of students do not attend their zoned school</p>

		<p>Program</p> <p>95% of Freshman are on track with credits post summer school</p>	<p>Because we are accessible to all families in Chicago, we are creating opportunities for students who might not otherwise be able to attend a high performing school.</p>
Goal 3	<p>Create and implement a new/novice teacher professional development pathway focused on building strong classroom culture, engaging academics, and checks for understanding that supports these teachers in meeting the diverse needs of Intrinsic's student body (a majority of whom come from traditionally underserved communities) beginning in the 24-25 SY</p>	<p>Novice Teacher Workshop Survey Data: 90%+ Participants agree/strongly agree that each of the workshops has deepened their knowledge and skills</p> <p>85% annual staff retention rate (and less than 20% who leave Intrinsic are not leaving for similar positions within the city tracked via HR Exit Interviews)</p>	<p>We are actively and intentionally recruiting and hiring the most talented teachers who both are mission-driven and have the content knowledge to provide Intrinsic students with a rigorous high school experience. Similar to other schools across the country, we are experiencing the same post-pandemic realities related to a limited candidate pool as well as greater student needs with respect to engagement and readiness. Teacher training programs do not always address how to effectively meet these new and intense student needs. We have seen a greater focus on supporting our novice teachers differently with more fine-tuned training on culturally responsive classroom management and sound pedagogical practices. We believe and are committed to a holistic approach to teacher retention which includes wellness activities, leadership opportunities,</p>

			<p>personalized coaching, team teaching and other team structures (grade level, advisory, dept), increasing teacher voice, job-embedded professional learning, and effective professional development. Teachers get better and make each other better as they hone their craft year after year and students succeed when they have great teachers.</p>
<p>Goal 4</p>	<p>Leverage the Downtown Location to provide students with avast array of early college, career, and cultural opportunities that they wouldn't be able to access otherwise</p>	<p>90% of Intrinsic students visit at least 6 colleges or career preparation programs prior to senior year with visits being increasingly tailored to their academic profile and interests over their time at Intrinsic.</p> <p>90% of students enrolled in Dual Enrollment Courses earn an early college credential (earn a C or higher in those courses)</p> <p>Maintain/Increase C Day club offerings each semester (currently 40+ clubs)</p> <p>Maintain/Increase number of internship, job shadowing, and field trip opportunities based on interests and career aspirations</p>	<p>In our experience and view, one of the most critical barriers to access is the opportunity gap for students from traditionally, underserved communities. That is why we have explicitly named exposure and opportunities as a pillar in our strategic plan. Our goal is for Intrinsic students to have unparalleled exposure and opportunities designed to help them explore their identity, their interests and develop an informed and rigorous postsecondary plan aligned to their life goals.</p>



Goal 5			
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## **Section 2: Educational Philosophy, Key Design Elements, and School Culture**

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**Fully describe and justify the design of the academic program in terms of the educational philosophy, key elements of the program, and how school culture is developed. Be sure to include key design elements, and rationale for why this education model was chosen and how it will produce strong outcomes for the unique community and student population the school will be located within. Describe how the applicant will use the autonomy and flexibility granted to it, and how that is consistent with the definition of a charter school in ESEA § 4310 (2).**

**(This value must be between 1 and 1500 words)**

We are deeply committed to preparing students for what the future will demand. Therefore, we take a holistic approach to assessing students' achievement in terms of academic outcomes and agency outcomes (empathy-perseverance-identity-curiosity). Students work on content and skills that are relevant to their identity & community and rooted in real-world applications. As a result, students are more collaborative, independent, and resourceful; build stronger relationships with teachers and each other; and make faster progress toward our graduate outcomes. We believe this approach empowers our students to be successful in college, career, and life.

Our beliefs on how students learn best are rooted in key drivers of and research on motivation (value, self-efficacy, attribution, and mood); we believe that tending to these drivers will lead to students being more motivated, and in turn, will lead to deeper learning. Our educational philosophy is informed by brain compatible learning principles and driven by five main beliefs about student learning: Students learn best when they feel a sense of belonging: They feel safe, welcomed, and valued by their peers and adults in their community; Students learn best when they set & monitor individualized growth goals and receive consistent & accurate feedback toward those goals; Students learn best when instruction is personalized and rigorous; Students learn best when learning is social and differences are valued; Students learn best when they have a holistic curriculum that includes authentic field experiences, enrichment activities, and relevant course content. Our decades of experience in the field of education and specifically in Chicago Public Schools reinforce our philosophy.

Our instructional design leverages five core learning modes which are combined in unique ratios in pursuit of students' learning goals. 1) 1:1 Mentoring, Conferencing, & Goal-Setting, 2) Self-Directed Learning, 3) Small Group Instruction:, 4) Large Group Experiences:, and 5) Student Production. These learning modes are aligned to our beliefs and research about learning and cognition. We believe that engaging in this variety of learning modes is critical for students to build the academic AND agency habits and skills they need to experience postsecondary success and engage in world-changing endeavors.

Our instructional approach is rooted in our pedagogical beliefs that students learn best when they are collaborating, feel a deep sense of belonging, & set & monitor individualized goals. In our model, teachers spend more time directly supporting students through complex content, & serve as mentors who support students to meet

their goals. In order to prepare students from high-need communities for postsecondary success & guide them toward the passions that intrinsically motivate them to positively impact the world, we will challenge traditional notions of high school education. We serve a population of students who span wide ranges: in readiness, levels of background knowledge, & personal experience, & this is where today's factory-model education system breaks down. Just because two children are the same age does not mean they learn at the same pace, have the same learning needs, or should follow the same pathway. Our team-taught, pod model allows for students to receive instruction they need and are not systematically tracked throughout their high school career.

We designed our educational model with students at the center. Our calendar allows for 2-3 weeks of additional summer professional development to ensure our staff is aligned and ready for day 1 with students. Our weekly schedule is designed to be adaptable based on real-time data to provide timely interventions based on and student needs. We flex staffing ratios such that in our English/Humanities and Math pods have a 20:1 or lower student:staff ratio in service of building strong literacy and numeracy skills. We staff every pod with a special education teacher to ensure all students grow and are progress monitored; not merely for compliance. We follow a block schedule 4 days a week and go slightly longer these days to release early 1 day a week for staff professional development and team meetings (grade level, advisory, MTSS, etc). We allocate funds to directly support student enrichment programming for the entire student body. We have 4 postsecondary counselors at each campus so caseloads are 30-40 students to 1 counselor; typically 200+ to 1 in Chicago Public Schools. We also hire highly skilled professionals as teachers with deep content knowledge, familiarity with technology and a broader set of experiences especially in higher-level mathematics and science courses. We work directly with vendors for software and hardware programs and negotiate contracts resulting in efficient use of funds that support teaching and learning. Even with increased flexibilities and autonomies, we still hold ourselves accountable to rigorous academic, operational, and financial outcomes.

At the foundation of every great school is a strong, coherent culture based on mutual respect, a palpable joy felt in the school building, and expressions of pride throughout classrooms and hallways. At Intrinsic, we envision a culture that inspires all students to strive for high levels of academic success, to pursue their interests in-depth, and to connect with their school community. We believe that a balanced focus on growth & achievement, the pursuit of passions, and identity & community promotes a positive academic environment. Intrinsic's EPIC Model develops the social-emotional skills, mindsets, and habits for our students to be prepared for postsecondary success and to be intrinsically motivated to be change agents. Through various support structures and experiences, we empower students to develop EPIC habits, belong to and help to cultivate an EPIC community, and develop and pursue a plan for an EPIC future. Together, our EPIC model supports students to cultivate their passions, strengths, and interests, and to develop the relevant knowledge and skills needed to develop, evolve, and pursue their purpose. Students are recognized for displaying the core values of Empathy, Perseverance, Identity, and Curiosity and

receive EPIC points. Students are honored at community meetings, grade-level celebrations, regular raffles, and access to Intrinsic's EPIC Store (to redeem their points for various prizes).

We embrace a warm and demanding culture that allows students to learn and teachers to teach. Accordingly, we view it as our responsibility to implement a culture of discipline, respect, restorative practices, and hard work every minute of every day, to ensure student safety and maximize time on task. Relationships between students and adults and between students are critical to the success of our model. Our culture is core to our school. This culture must be one of mutual respect between students and staff, staff and families, and students and students. Thus, the lens of DEI is critical for all policies and procedures related to student culture. We have clear rules and consequences that result in a safe environment that is highly valued by our students, families and staff. We have gathered student feedback and received very positive feedback. As expected, students had minor requests for changes to the rules but were overwhelmingly very supportive of our systems. Even with this strong support, we believe that it is important to monitor cultural competency, power dynamics, restorative practices, and the connection between consequences and student learning. For these reasons, we are focusing on peer-to-peer mentoring, restructuring detention, and incorporating restorative meetings between students and teachers. Infractions are the primary method to apply responsive discipline and reinforce clearly stated expectations. More serious infractions may earn more severe consequences as outlined in the Student Code of Conduct. Infractions are weighted based on a tiered system with 3 infraction points in a week leading to a detention. Detentions are calculated on a weekly cycle. During our student feedback sessions, they requested that we increase vehicles for reflection within detention. Thus, we created a working group of students, parents and teachers to redesign detention. They came up with a pilot plan that includes community service, mindfulness training and circles. This pilot has been very successful as students have reported that detention is helping them. The new structure requires more staff and we are currently developing the plan for increased teacher participation next year. This redesigned detention system is in place at the Downtown Campus and also works directly with students on how to decrease the number of students earning detentions.

The following interventions are used with students to ensure success:

Daily Advisor Check-Ins, Classroom Removal Reflection, Classroom Removal Mediation, Culture Team Check-Ins, Parent Conference, Parent/Guardian and Student Re-Entry Meetings, Social Worker Meetings, Social Work Groups, Culture or Social Worker Group Meditation Sessions, Clean Week Program, Social Media Awareness Course, and Bullying Prevention Course.

Students are expected to demonstrate Intrinsic's EPIC values both offline and online. Expectations include

showing empathy in all offline and online spaces. As needed, parents and guardians can be provided with community resources, including individual and family counseling and rehabilitation services. Our administration monitors culture data on a bi-weekly basis. We monitor any "hotspots" and intervene proactively. We coach individual teachers on class management and student engagement. The goal is to maximize students' time in class and promote a positive school culture. We also provide monthly professional development on culturally responsive pedagogy to ensure we are providing a safe and healthy environment for all students.

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## **Section 3: Curriculum, Instructional Strategies, and Technology**

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**Fully describe and justify the instructional practices and curriculum that will be utilized to meet the school's performance objectives, while also demonstrating alignment to state and Federal requirements. Be sure to include the use of technology and how it will assist with producing strong outcomes for the unique community and student population the school will be located within.**

**(This value must be between 1 and 750 words)**

Intrinsic's Academic Model integrates technology for differentiation, small-group instruction, and student choice. We believe the strategic use of technology ensures student mastery of rigorous standards for 21st-century postsecondary success. With these guidelines, teaching teams are empowered by grade-level appropriate curricula & instructional coaching to ensure students are experiencing intentionally designed activities, with an appropriate mix of online and offline instruction. With our one-to-one Chromebooks, our students have access to high-quality technologies anytime and anywhere.

We are guided by a core tenet that all students deserve the opportunity to reach their unlimited potential. Therefore, we must equip every student w/both the academic & social emotional skills to persist in & prepare for the life they hope to achieve. Intrinsic's curriculum & assessments are aligned to the Illinois Learning Standards (ILS), the NGSS, the SAT Standards, the Illinois PACE Framework, & other National & State Learning Standards (e.g. Music, World Language, IL SEL). AP & other college-level courses follow their respective course syllabi, in which students receive college credit upon successful completion.. (Honors classes are also offered at every grade level.)

The ILS align with our pedagogical practices of emphasizing mastery and depth over completion and breadth. Our staff has proven its ability to innovate public education, and our students are outperforming their peers at neighboring schools. But to truly advance equity through education, our students need access to a holistic curriculum that includes authentic field experiences, enrichment activities, and relevant and rigorous course content. They need many more opportunities to build the habits, skills, and mindsets critical to post-secondary success and our instruction must encourage rigor, student ownership, and application of learning.

For college and career readiness, students need access to high-quality, grade-appropriate curriculum materials and resources. Intrinsic Schools offers a course scope & sequence to ensure all seniors graduate with 28+ high school credits. "Off the shelf" curricula rarely align to our innovative pod structure. We have engaged national curriculum design and content experts to provide training for our staff and provide base materials that are backmapped from the Illinois Learning standards, increase access for our students, and provide multimodal learning experiences. We believe our teachers' time is best spent responding to student needs rather than spending time creating/finding materials. However, we are investing in building internal capacity and rely less on outside expertise. The marketplace is constantly changing; thus, we explore best-in-class curricula annually to ensure our students have

access to rigorous content embedded in strong pedagogy. We developed our curriculum by integrating materials that are already aligned, building assessments from item banks aligned to Illinois Learning Standards & performance tasks from vetted curriculum providers, & designing instructional activities through multiple modalities. Our core curriculum integrates & reinforces concepts & skills across disciplines & grade levels in a hybrid of paper-based & technology-based formats. Content used for our blended learning component comes from a mix of commercial vendors, open sources, & in-house development. Our team has utilized various research-based curricular materials & technologies that, when implemented w/fidelity, yield positive outcomes for students of diverse backgrounds. Intrinsic teachers also curate instructional materials through free & paid sources & also create what cannot be found in the marketplace. All teacher-created materials are vetted for quality & alignment.

At Intrinsic, we achieve personalization & independence via a holistic, one-to-one application of technology to empower team teaching in flexible, data-driven classrooms, called "pods." Within the pod, students may be moving from independent work, to teacher-led, scaffolded instruction, to collaboration & project-based learning based on individual learning needs & goals. Students use their Chromebooks to navigate a mix of teacher-created assignments, online programs & applications in integrated learning experiences that closely mirror postsecondary expectations.

We use technology and online programs to provide some accommodations, modifications, and differentiation as a regular part of the learning experience. The strategic use of technology supports our ability to implement universal tier 1 supports by offering multimodal learning opportunities as well as the ability to create a variety of student-to-student and student-to-teacher configurations.

Our combined focus on strong academics & our unique EPIC social & emotional framework ensure our students embody the adaptive & transferable skills that, we believe, their future will require of them. Through our work in Chicago Public Schools & at Intrinsic, we have demonstrated our leadership in education equity in Chicago & nationally. Our campuses earn commendable state ratings every year data has been available. Based on our key academic & postsecondary achievement measures, we are proving that Intrinsic's academic model works.

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## **Section 4: Assessment and Data**

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**Fully describe and justify how your school will have rigorous goals and adequate performance management to ensure students' academic success. Describe your assessment choices, data collection and analysis, and use of data to inform instruction, differentiate and evaluate the school as a whole.**

**(This value must be between 1 and 750 words)**

We understand & believe deeply in the need to measure all we do. We developed rigorous accountability systems at every level of our organization to ensure we are consistently & regularly tracking our progress toward our ambitious goals. Our academic goals and metrics are reported using a balanced scorecard to provide a diverse perspective on student achievement. When developing our goals and metrics, we reviewed data from CPS and similar non-selective schools within CPS that serve a high-needs population because these students closely mirror the diversity of our student population. Our goals are as follows: 90% ADA, 99% Graduation Rate (for seniors who started the school year at Intrinsic), 90% Freshman on Track, 90% Sophomore on Track, 3.0 GPA, 45%+ meet/exceeds EBRW and 25%+ meets/exceeds Math benchmarks on the SAT, Well Organized on 5Essentials, and 95% Family Participation at Student-Led Conferences, with 100% of students leading 3 conferences a year with their advisor and a trusted adult). We are also tracking timeliness related to compliance and our staff/student retention rates.

Individual student growth is the focus of our educational goals and metrics. Students reflect on their growth and set goals with their advisor once every 2-3 weeks. We also administer BOY and MOY Interims. These interims mimic the testing experience and format of the new Digital P/SAT Suite. After the BOY, instructional teams conduct item analysis, analyze trends among students with IEPs, English Language Learner, and their non-EL or non-DL peers, and re-review the course scope & sequence in relation to standards mastered and standards where more than 50% of students answered incorrectly. Teachers collaboratively complete a BOY Deep Dive Reflection. After the MOY, teachers conference with students to set EOY growth goals. Engaging students in their data is a hallmark at Intrinsic and we believe empowers students to take ownership of their own learning and progress. Teachers again complete a reflection and create a response to data plans after analyzing the data. Our internal analysis of the data demonstrates that most Intrinsic students grew in the 22-23 SY from their BOY test to EOY test. Specifically, 9th grade students grew a total of 106 points with 19% more students meeting both benchmarks; 20% more students meeting EBRW and 27% more students meeting math benchmarks by the spring test official administration. Across grade 9-11, higher percent of students met College Board Benchmarks from BOY to EOY. Our data demonstrates we are making great strides with students' academic progress and are optimistic that our academic systems implemented with fidelity will bring more of our students to grade level benchmarks and postsecondary readiness.

In addition to interims, teachers & their coaches review skill- and content-embedded formative and unit summative assessments to gauge mastery, survey data, online program data for skills tracking as well as analyze student work



via common rubrics. Online data systems allow for students, families, and teachers to track real-time performance. Teacher-created assessments include online polls, entrance or exit slips, and writing prompts. Because our students have one-to-one technology devices, teachers collect data on a daily basis in many elegant ways, such as Google forms, embedded comprehension questions within online readings, and student-created videos that explain their thinking. Content-area teachers also collaboratively write end-of-course exams to ensure vertical articulation for college and career readiness. By triangulating multiple data points, teachers and coaches routinely assess the effectiveness of the curricula, inform instructional decision making, and make refinements as necessary.

Intrinsic's educational program was designed with MTSS for all learners. Our unique and highly successful pod design (in our Humanities/English and Mathematics courses) enables teachers to provide the most targeted interventions at least weekly. We prioritize daily common planning for team teachers for continuous collaboration, frequent analysis of data, and flexible grouping based on student need and/or instructional tasks. We utilize technology to facilitate student learning, collect data, deliver "just-in-time" instruction, track growth toward rigorous grade-level state standards, and continue to narrow any learning gaps.

Diagnostics determine why students are at risk. Universal screeners determine the percentage of students currently proficient overall and within each sub-group to complete a gap analysis. The MTSS team uses progress monitoring data to determine movement among tiers as needed. Comparative analysis between a particular student's trend line (actual performance) versus the aim line (expected growth) is reviewed. The intent is to always narrow the gap between these two lines. All in all, data is used consistently to gauge the efficacy of instruction and to make decisions about individual students.

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## **Section 5: Effectively Serving All Students**

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**Charter schools are obligated to take specific actions to ensure an open, fair, non-selective method of attracting and enrolling students, and all charter schools need to be ready to serve the group of students that choose to attend. Fully describe and justify your plan to offer a continuum of services for all types of students, including those that are educationally disadvantaged (such as low-income, special education, English learners, homeless, migrant and other at-risk students) and gifted and talented.**

**(This value must be between 1 and 1500 words)**

We serve a highly diverse population who need a continuum of services. Effectively meeting the needs of our students requires both academic and social structures for all students and also subgroup specific strategies. As discussed throughout our proposal, our innovative model proactively addresses the needs of students who historically did not succeed in traditional, one size fits all classrooms. We also provide social structures to all students including advisory, seminar classes, choice-days, teacher office hours and summer interventions. Advisory meets daily with the intent that every student has an advocate on staff, who serves as a firstline point of contact for families. Students often cite advisory as their favorite part of Intrinsic and the structure that best supported their academic and social success. Seminar classes are provided to all students in grades 9, 11, 12 with the purpose of teaching explicit lessons on social emotional strategies and college and career planning. All teachers host at least two weekly office hour sessions. Students attend for personalized support/feedback, to complete makeup work or to redo assignments or retake assessments. One day a week, every student selects his/her own schedule via our choice day. Students select from a menu of academic interventions and extensions and also choose two extracurricular activities. Choice Day enables students to make choices aligned to their goals. In order to promote/graduate, students must meet academic requirements. We have various grade level and school-wide systems to identify and monitor student progress.

Upon enrollment, families complete necessary paperwork so we can proactively respond to our students' needs.

We have created the following criteria to identify students who may be at risk.

1) Low Income: Each family is asked to complete a lunch form to determine their free or reduced status. We gather this data to identify students who may be low income.

2) English Language Learner: Each family completes a Home Language Survey (HLS) for any students not coming from an Illinois Public School. For any student whose HLS indicates they come from a non-English background, the WAPT Screener will be administered. The WAPT certified teacher administers the screener to determine scheduling requirements. If the student qualifies for any ESL program, the ESL Coordinator sends home a notification letter to the family and reaches out by phone to explain the program and supports the student will be receiving. Enrollment coordinator requests all files, including any ELL paperwork, from the previous school for all students who are coming from an Illinois Public School. Our teachers employ research-based & proven strategies as defined by Quality Teaching for English Learners to improve 21st century literacy skills for all students. Weekly goal setting

helps teachers & students track academic progress in all content areas, but a special emphasis is placed on effectively moving ELL students to fluent English proficient status. Intrinsic students use technology to enhance their reading, speaking, listening, writing, & presenting skills and increase their language fluency, comprehension, & content knowledge.

3) Special Education: We serve a student population that reflects the average of 20% students with disabilities from year to year. We work closely with our families and feeder schools to review the details of IEPs for incoming students and allocate appropriate resources to meet their individual needs. We receive IEPs that indicate a variety of educational settings (e.g., separate class, co-taught setting, general education setting with supports). Edtech programs provide some of the accommodations, modifications, and differentiation as indicated in students' IEPs and in general for all students. As we review incoming IEPs, we schedule students in accordance to the settings and minutes as indicated. Strategic scheduling of students with disabilities and effective use of special education staff are key to fulfilling students' IEPs. Since IEPs are fluid, special education teacher schedules are flexible to best meet the needs of our students. Through analysis of progress monitoring and observational data, we systematically assess the least restrictive environment (LRE) as outlined in each IEP. Our pods allow for continuous and seamless collaboration between general education and special education teachers which, in turn, enables us to provide the most targeted support to optimally meet individual student needs. Our staff, including the case manager, special education teachers, content-specific teachers, instructors, assistant teachers, assistant principal, and principal, meet weekly to analyze general data trends, share best practices, and devise plans to address the needs of individual students. This enables students with disabilities to meet and exceed rigorous state and national grade-level standards.

4) Neglected: Our administration in partnership with our social work team trains all staff on their role as a mandated reporter during summer professional development (in August before the start of school). All of our training materials are sourced from the Illinois DCFS. Staff are trained on the signs of abuse and neglect as well as on how to appropriately respond to these signs in the moment and the process of communicating concerns to our social work team. Responses are also categorized into immediate notifications vs notifications before the end of the day. When notified, our social team follows up as necessary with IL DCFS to investigate the report to determine whether the child has been abused or neglected and, if so, how to ensure that the child is protected.

We have preventative measures to ensure we are intervening when we see negative attendance trends with our students including calls homes, attendance support plans, and home visits.

Our social work team provides extensive support for our students in temporary living situations or are homeless.

Specifically, we use Title I Funds to provide all homeless students with at least two sets of uniforms and basic school supplies (i.e., pencils, notebooks), transportation to eligible students attending school of origin, immediate enrollment and participation without regard to documentation, the right to maintain enrollment in school of origin upon becoming homeless, until end of school year during which student becomes permanently housed, and automatic waiver of school-related fees (uniforms, gym uniforms, lab equipment, graduation fees, customary field trips, etc.)

If a child is placed into foster care or changes residence while in foster care, we will provide necessary support, including CTA passes, school uniforms, and school supplies. The school social worker is the main point of contact and work with the foster care families. Input from the foster family and the child will be evaluated and considered. If the student has an IEP that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE). To develop Transportation Procedures for a foster care student, the appropriate stakeholders will be involved through the process which include social workers, principals, case managers, and directors of special education. Some of these positions also serve as the foster care and transportation point of contacts and liaisons.

We identify our top 5% of students at every grade level based on their GPA and internal P/SAT scores. Our Postsecondary Team meets with these students quarterly. They provide students with information on special opportunities (in school as well as summer programs, internships) and scholarships they may be eligible for as well as guidance for increasing their competitiveness for rigorous programs. We also partner with colleges and universities to offer accelerated students opportunities to continue their learning online and/or dual enrollment courses. We train advisors to facilitate conversations during student-led conferences to ensure parents are also informed and are included in the planning and decision-making process.

Throughout the school year, we aggressively monitor course failures and GPA on a bi-weekly basis. Both the grade level team and school leadership team meet on a bi-weekly basis to review data and determine interventions. We believe in measuring everything we do to ensure we are providing the best learning experience for each and every student. We also host summer programming for credit recovery, struggling readers and students who need additional social emotional support. Our culture team runs success classes that help students address social emotional needs. We serve all students regardless of their circumstance. As mentioned in the school culture section, we believe a strong culture is based on restorative practices and harm reduction. As issues arise, our approach is to ultimately repair relationships such that all learning environments are inclusive and productive for all students to learn and grow.

In terms of meal prep and service, we consult with The School Food and Wellness Group to make sure we are meeting all the federal, state, and local food guidelines. We currently serve breakfast and lunch on-site and use Gourmet Gorilla as our contracted vendor.

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## **Section 6: Staffing and Professional Development Plan**

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**Fully describe and justify your approach to staffing, inclusive of ratios, positions, etc. required for effective implementation of the chosen education model. Further, describe the process in which all staff will be supported in their ongoing professional development.**

**(This value must be between 1 and 800 words)**

The Intrinsic model is built upon both the hiring and development of great teachers. We prioritize recruiting and retaining high quality diverse talent. We hire a mix of new and experienced teachers. Intrinsic relies on its deep relationships with prestigious, reputable organizations as partners such as Golden Apple Foundation in sourcing high quality teachers. Additionally, Intrinsic utilizes referrals from current staff, colleagues, traditional job fairs, and relationships with targeted universities. We also build relationships with Chicago's alternative certification programs, such as Teach for America. For subjects such as Chemistry, Physics and Calculus, we also seek practicing seasoned professionals in the field either to be teachers on a part-time basis, similar to adjunct professors at universities, or to switch careers and become full-time teachers. Our hiring season begins in December with the following process and requirements: resume which for experienced teachers include demonstration of track record, a data-informed approach; for all candidates, a list of references. In a given year, about 5 to 10% of our staff will be teachers new to the field (post pandemic, our percentages have increased slightly). Our hiring process includes a phone screen interview to gather more insight into the candidate's skills and experiences, learn why they are interested in working at Intrinsic in particular, and test for a culture fit in our collaborative, innovative teaching model. Additionally, we ask questions related to their belief in how students learn best, their commitment to DEI, how they would support struggling students, and their engagement with families/community. Our HR Director manages all of the hiring processes at both campuses. We have set up an organization system to provide equity across schools when filling positions. The intention is to create a team of great teachers that work together across schools.

Instructional staffing is based on students' needs (ELL, IEP, 504) and course requests (e.g. AP Calculus, AP PreCalculus), and ensuring all students meet our rigorous graduation requirements. For our Humanities/ELA and math pods are staffed by 2 GenEd teachers and 1 Special Education teacher. IEPs determine both paraprofessional positions as well as co-teaching positions in our social science and science sections. We use a team-taught ESL class and push-in, personalized approach to support English Language Learners; currently 4 staff members to support 15% ELL population. For our separate class Humanities/ELA and math courses, we follow the legal guidelines of 1 special education for at the most 12 students. For almost all the rest of our non-pod courses, our ratios are on average 25 students per 1 teacher (co-teachers are present designated SS & Science sections). Non-instructional positions are determined by the needs of the school (culture team, substitute teachers, etc).

Annually, we create a comprehensive professional learning plan based on our strategic plan, annual priorities, and

profile of our staff.

Summer PD is critical to building our staff culture and preparing the team for a successful school year. New to Intrinsic staff attend for three weeks (two weeks for returning staff). PD is directed by the school leadership team. A select group of returning teachers participate during the first week to both model how we practice and share instructional strategies with new teachers. New for the 24-25 school year is our partnership with Teach Like a Champion to provide 6 days New Teacher PD aligned to our strategic plan and instructional priorities. Summer PD is focused on: a strong student culture, implementing strong school-wide routines, minute-by-minute plans, and practicing how to enforce the SCC with a warm and consistent tone. Weekly PD is focused on student engagement, lesson design, technology tools and integrating technology into instruction, data analysis & data-driven instruction, rigor, personalization, assessment, DEI, staff culture, team meetings in service of school-wide MTSS. We introduce data driven instruction and begin a multi-tiered system of support from the onset. Additionally, data driven instruction occurs year round, which is aligned to our interim assessments. Teachers have common planning time with their team and/or coach 4 days a week. They engage in observation feedback cycles based on the Danielson Framework with their coach, with each teacher observed informally at least 2 times by their coach and formally once a year with the coach and principal. Teachers also participate in regular course team meetings to monitor student progress and develop action plans in response to this data. In data meetings and data dives (conducted three times a year), we analyze and disaggregate data by cohorts and special populations. We host 4 teachers' institute days, with one of those days specifically designed for teachers and other staff members to work together across campuses and share best practices. We have modeled our comprehensive approach based on our experience at Chicago Public Schools and from high-performing charter schools across the country.

## **Section 7: Financial Management and Monitoring Plan**

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**As independently governed public schools, charters are fully responsible for ensuring quality financial management practices and ongoing financial stability. Fully describe your school's plan to be compliant, strategic, and responsible with finances and business services.**

**(This value must be between 1 and 1000 words)**

We host monthly finance committee meetings with our Board Chair, Board Treasurer, CEO, COO, and Director of Finance. Internally, management also reviews monthly budget to actual reports, and quarterly monitors financial metrics and ratios that align to ISBE's annual financial scorecard.

The annual operating budget is approved by the Board each school year. We also complete a 5-year budget model and financial projections which is updated at least annually, or when significant strategic decisions are made. Concurrently, we work with a financial consulting firm, Afton, that specializes in the K-12 education space to ensure that we are compliant, strategic, and accurate with our multi-year projections.

ORBA completes our annual financial and compliance audit, which is reviewed with the Board. A Single Audit is performed by ORBA, which also reviews and tests our processes surrounding federal grants and grant management.

In addition we have worked with a few outside funders to secure funding for some of our post-secondary goals, mainly securing funds to ensure all students are able to visit a college at least 1 time per year while at Intrinsic, and financially assist with off-campus Summer programs, in addition to our college scholarship program which is sponsored by a private donor.

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## **Section 8: Board Capacity and Governance Structure**

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**A competent, trained governing board is essential to the success of a public charter school. Fully describe how your school has developed a strong governing board with a diverse set of skills. Be sure to include how board members understand their roles and responsibilities and have developed a transition plan and ongoing professional development to maintain board strength going forward.**

**(This value must be between 1 and 750 words)**

Our work is governed by a very experienced board, almost all of whom serve on multiple civic boards in Chicago. The majority of our board members have been in place since the founding of our organization, choosing to repeatedly renew their two-year terms. We currently have 8 board members who have expertise and currently or have worked in Finance, K-12 Education, Higher Ed, Strategy and Management Consultant, and Not for Profit, in addition we are proud to have a parent board member for the last 3 years as well.

Our Board works to ensure any identifiable knowledge gaps are covered via training and/or bringing in outside consultants or experts, one example would be real estate. Our board members complete annual OMA training and have a dedicated note-taker to ensure board minutes are accurate and posted in a transparent and timely fashion. Board members also fill out annual Conflict of Interest forms and submit certificates to provide documentation of required annual training.

In addition, our Board reviews our academic, operational, and financial scorecards to ensure we are achieving our goals or have identified a plan for achieving goals in the areas we did not meet. Finally, the board does complete an annual review for the CEO, which includes reviewing all the operational, financial, and academic data.

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## **Section 9: School Leadership and Management**

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**Fully describe and justify the intended leadership structure of your school. Share a strong leadership and staffing plan that ensures high-quality implementation and sustainability of the school.**

**(This value must be between 1 and 750 words)**

The 22-23 school year was our first full school with a new leadership team in place. Barry Rodgers, joined us with prior experience as principal of Northside College Prep, principal of Lake Forest High Schools and Director of Innovation at Winnetka Public Schools. The new team implemented more routines, systems and predictability for the Downtown Campus. His entire leadership team returned for the 23-24 school year.

At the school level in addition to an experienced principal, we have three Assistant Principal positions, two splitting the instructional lift (Hum/Stem) and the third focusing on students and operations. Working with the APs are our three Deans of Students monitoring day-to-day student activities and one Dean of Instruction, coaching teachers and focusing on curriculum needs.

All school leaders attend weekly team meetings to ensure goals and targets are being met or to develop a plan to meet off-track targets. In addition, all school leaders have Middle of Year and End of Year meetings to review performance, identify growth areas, and discuss future plans.

As shown in the Roles and Responsibilities document we have an experienced Central Office team that continuously monitors and supports the school leadership team. The CEO, Chief of Schools, Chief of Learning, and COO hold regularly scheduled check-ins with the school leadership team to monitor goals and address issues or challenges as they arise.

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## **Section 10: Needs Analysis**

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Required Attachment: Needs Analysis & any additional supporting documents for the Needs Analysis

*As part of the subgrant application, eligible applicants must complete a comprehensive needs analysis that will explain in detail their family and community engagement plan, how they have garnered local community support, determined potential enrollment and student demographics, and how charter school operations will reflect the needs of the community (Application Requirement (a)(3)(ii)(G)). Provide a needs analysis and description of the need for the new school, replication, or expansion; including how the proposed project would serve the interests and meet the needs of students and families in the communities the charter school intends to serve. Applicants may submit information and documents previously submitted to an authorized public chartering agency to address needs as an attachment.*

[Intrinsic Tier II Response Narrative.pdf](#)

**Filename:** Intrinsic Tier II Response Narrative.pdf **Size:** 348.4 kB

[Intrinsic Tier III Narrative Final.pdf](#)

**Filename:** Intrinsic Tier III Narrative Final.pdf **Size:** 242.5 kB

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## **Section 11: Growth Plan**

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**Describe how the charter school will grow its enrollment and how it intends to implement its growth plan. The applicant will include current recruitment and enrollment practices.**

**(This value must be between 1 and 800 words)**

### Student Recruitment and Enrollment: Downtown Campus Strategy and Support at a Glance

Without students in seats, we cannot fulfill our mission of providing every student with what they need to achieve their post-graduation plan. Through our student recruitment and enrollment efforts, we can broaden the awareness of the opportunity that exists for families to attend Intrinsic Schools | Downtown Campus.

Goals for 2023-24:

Total Open Seats:

New Seats: 270

Backfill Seats: 20 seats across grade levels

Total Applicant Goal: 1300

Total Registration Goal: 300

BOY Target for August/September of 2024: 300

Strategy at a Glance:

Intrinsic Schools | Downtown Campus Student Recruitment and Enrollment Strategy aims to move prospective families through the following funnel:

This is accomplished using an eight-piece puzzle:

Marketing (Build Brand Awareness): Designed and executed awareness marketing strategies support the enrollment season by building Intrinsic Schools' brand, educating prospective families about who Intrinsic Schools is and what our schools can offer their children. This fills the "top of the funnel" by creating a layer of awareness to create as many leads as possible (e.g. People say yes when you ask them, "Have you heard of Intrinsic Schools | Downtown Campus") Approach includes: streamlined materials development, digital advertising and paid social media ads (FB, IG, and Google Ads), banner outside Belmont Campus

\$500 per FB and IG Ad (2 per month x 7 months)

\$3000 Google Ads (running from October through April)

Pending marketing with Niche (\$10K-\$12K)

Total Estimated Budget = \$20K-\$22K

Marketing (Direct Response): Designed and executed direct response marketing strategies support the enrollment season by taking that awareness to the next level by seeking conversion of interested parties. This moves a prospect down the funnel from someone aware and interested to someone who has become a lead or an applicant. Approach includes: streamlined materials development (C Day, PS Strategies, Downtown Highlights), increase digital and targeted advertising (paid social media, Google Ads), and e-marketing, monthly communication to applicants to create engagement

\$750 per FB and IG Ad (included above)

Boots on the Ground: —enrollment is supported by traditional boots-on-the-ground activities such as community event tabling, event sponsorship tabling, and more.

Pens, Bags, Copies - \$12,000

High School Fairs and Presentations: We have attended a combination of 50 fairs and presentations with a goal of 90 this recruitment season.

Stipends for attendees and travel/ubers - \$7,000

FTE needed

Counselor's Breakfast: We host existing and prospective elementary school counselors and leaders to tour the campus, meet leadership, and listen to a student panel in hopes to build relationships.

This year we are hosting 10 new school counselors.

Cost includes: Intrinsic swag and food - \$1000

Open Houses and Building Tours: We offer a variety of in-person and virtual open houses for prospective families to hear from different team members, including students. They also have an opportunity to tour the unique space.

Shadow Days: We offer applicants to spend half the day on campus and understand and experience what it is to be an Intrinsic student by hearing from a leadership and student panel. We also allow students to have a POD experience.

Intrinsic swag and lunch - \$2500

Family and Friends: Our existing school community contributes to our enrollment efforts by referring their siblings and friends to join. Through a series of campus-led efforts, we engage our family and friends and hope they'll join us next year.



**Tier II Proposal  
Intrinsic Schools 2**

**Submitted 08/01/2018**

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## **Domain 1: Community Engagement and Support**

*Domain 1: Community Engagement and Support assesses whether the applicant garnered authentic parent and community support and demonstrated true demand for the proposed school.*

### **Section 1.2: Facilities**

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#### **1.2.2: Overview of Proposed Site**

*Provide an overview of each proposed site, including a general description of the property, the property's address, current owner, and previous use.*

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Intrinsic has identified two potential sites for the proposed school. We are currently in lease negotiations for both sites and have engaged our architect, Wheeler Kearns, to create a space utilization plan for each site and to ensure that both sites would accommodate our unique school model.

#### **79 W. Monroe**

79 W. Monroe is located at the intersection of Monroe and Clark in Downtown Chicago. The building dates back to 1903 as the Bell Federal Savings and Loan headquarters. The Bell savings building is one of the more historic sites in Chicago. The building is a 15 story vintage office building. Intrinsic would occupy Floors 2-5, with 2 dedicated elevators and 1 private and 2 shared stairs, as well as a separate entryway. The façade is composed of a stone ribbon on the second floor, which has higher ceilings, with brick above. The building fronts on the Chase Bank Building Plaza, which provides extra light and vegetation not typically visible downtown. The site is connected to all major train lines and is three blocks from Millennium Park.

Preliminary space planning has the larger multipurpose space on the second floor, with administration, locker rooms, and fitness on the third floor. The pod classrooms and seminar rooms are distributed throughout.

#### **1357 N. Elston**

The iconic Morton Salt Shed has been a landmark from major interstate and commuter rail lines for the better part of a century. The salt shed dates back to 1920 and at one time processed 150,000 tons of salt each year. The site is composed of 2 large sheds, that stand almost 70 feet tall, with a warehouse and 2 story area to the north. The north building is an aggregation of several buildings which provide a unique industrial character to the space. The landlord intends to improve the property, adding necessary accessibility and building infrastructure to these spaces. The site is located on the North Branch of the Chicago River. Well located to major thoroughfares including Elston, Division, North Avenue, and I-90. In addition, it is in walking distance to the Division Blue Line and numerous other transit connections. The site is located within the North Branch Industrial Corridor, which is set to see a radical transformation over the next 10 years as this former manufacturing district is developed with mixed uses and densities, providing new housing and unique amenities to the north side of the city.

Preliminary space planning locates a full size basketball court within the salt shed, along with eight pod classrooms, four of which will be located on a mezzanine which takes full advantage of the great volume of the space. The balance of the pods classrooms along with administration, special education space, a multipurpose room, and huddle rooms will be located within the one and two story warehouse building. Finally, the site allows for a turf field overlooking the Chicago river in the shadow of the former salt conveyer. A nature classroom would supplement this space. The iconic Morton Salt sign would remain intact while Intrinsic will adaptively reuse the space, showcasing Chicago's industrial roots while educating their next group of leaders.





Please note that we have not included a Letter of Intent or Memorandum of Understanding for either site as we are still negotiating with the building ownership.

Additionally, please note that the attachments titled “Schedule” are intended to meet the requirements for two appendices:

- Rehabilitation/Construction Plan
- A proposed timeline for securing a viable facility and completing necessary renovations to make the facility suitable for school by the proposed opening date

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### **1.2.3: Management of Proposed Site**

*Describe the plan to secure and renovate an appropriate facility in time for school opening. Describe the design team’s capacity for and experience with facilities acquisition and management, including managing build-outs and/or renovations.*

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As explained above, we are currently negotiating leases for two facilities. We anticipate finalizing negotiations over the next month and signing a lease in October. We are working with a highly experienced and respected real estate broker, Renee Betzelos of ProTen Realty Group. Renee assisted us in obtaining our current school building and has been instrumental in our search for the proposed school facility. We have also retained Ted Novak with DLA Piper to serve as our real estate and zoning lawyer to facilitate the finalization of the lease. We have hired Wheeler Kearns Architects to design the facility and prepare all permitting and construction plans. We will competitively bid the construction work and anticipate working with a well respected general contractor who has extensive school experience. The attached schedules detail the timeline for renovating the facility in time for school opening.

In addition to the experts listed above, we will hire a seasoned project manager to coordinate and monitor all construction related activity and accounting. Furthermore, Intrinsic leadership has experience in facility acquisition and management with the existing school building as well as others. In addition, board members have experience in this area through their professional and volunteer activities.

### **Section 1.3: Community Outreach**

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#### **1.3.1: Learning About the Community**

*Describe how the design team learned about the community and sought to build partnerships and relationships. Describe the design team’s or proposed board members’ ties to the targeted community(ies).*

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As described in the Tier I application, Intrinsic 2 will serve a city-wide population. Our goal is to create a school in a central location that can support the CPS Portfolio Strategy which will be announced shortly. We believe that our past results, brand, and the demand for our Belmont campus will allow us to successfully recruit students from any neighborhood that CPS identifies as high need (based on both quality of available high school seats and overall unmet need). While waiting for the release of specifics of the new CPS portfolio strategy, we began our recruitment efforts and targeted community engagement in five neighborhoods. These particular neighborhoods have served as test for our hypothesis on demand for high quality high schools. We chose these communities for the reasons listed below:



Noble Square/Near North	Requested by Ald. Burnett
New City	Requested by Ald. Burnett
Humboldt Park	Proximity to proposed Elston location and similar demographic to our current Belmont campus
Hermosa	Location of existing schools with excess demand and chosen to confirm that this community would follow us to a downtown or near north school facility.
Back of the Yards	Melissa Zaikos (CEO) was formerly the CPS Network Chief for the Pershing Network that includes Back of the Yards. Based on past knowledge and continued relationships with CPS elementary principals in the area, she knows that there are strong elementary schools in the area but insufficient non-selective HS seats.

Several members of Intrinsic’s leadership team, staff and board have strong ties to these communities:

**Melissa Zaikos, CEO:** Melissa has worked with school communities in Chicago for the past 15 years. In her role at CPS as the director the Autonomous Management and Performance Schools, Melissa oversaw schools in each of the above neighborhoods. She worked directly with principals to support school strategies and engaged closely with Local School Councils at various schools. She directly oversaw all the elementary schools in Back of the Yards when she served as the Network Chief for the Pershing Network. As principal of the Intrinsic Schools existing Belmont Campus from 2014-2018, Melissa also worked closely with the Hermosa and Belmont Cragin communities - developing partnerships for college and career exploration, afterschool programs and volunteer opportunities for students. She opened the Belmont campus to the community for free ESL classes, weekly fitness classes and parenting workshops. Melissa maintains close ties with local neighbors and businesses to ensure that Intrinsic students are safe and involved in the community.

**Jim Palos, Board Member:** Jim grew up in Humboldt Park and has been an advocate for education and for Latinos for almost 30 years. Jim served as a member of the Illinois State Board of Education for six years. He founded the Latino Education Alliance, an initiative to improve educational opportunities and outcomes for Latino students in Illinois. He previously attended, later led and remains on the Board of Directors of the MidTown Education Foundation that has serves nearly 22,000 Chicago students and has provided more than 14.5 million hours of academic tutoring and virtue development. He also served as the President of Wright College, the largest of the City Colleges of Chicago, which serves students from Hermosa and Belmont Cragin. Jim is currently the executive director of the Hyde Park Institute, a non-profit that serves as a resource for University of Chicago faculty, students, staff, and alumni by sponsoring curricular initiatives, educational programming, and academic research.

**Jim Frank, Chairman of the Board:** Jim has been a leader in public education in Chicago for over 20 years. He sits on the boards of the Chicago Public Education Fund, Teach for America and the Illinois Network for Charter Schools as well many civic boards. As a strong advocate for public education, Jim enlists fellow business leaders to give both time and resources to CPS students. He also engages directly with public officials in support of education. He has developed personal relationships with each alderman noted in this application. Additionally,



Jim has become particularly close with the Hermosa and Belmont Cragin neighborhoods through his active engagement in the Intrinsic Belmont campus. He attends school events and meets directly with students and families to understand how Intrinsic can continue to best serve the community.

**Lucy Weatherly:** Lucy lived in the Hermosa/Belmont Cragin area for 21 years where she remains actively involved. Lucy has been very active at Grace and Peace Church in Hermosa for the past 10 years. Through her leadership positions, Lucy has spearheaded the community Christmas store where over 700 toys have been donated to over 100 local residents as well as the annual Thanksgiving Turkey distribution. She also leads weekly bible study via the women’s ministry.

Lucy also has a long history of connecting schools and communities. She was actively involved at Falconner and Thorpe Elementary schools where her son attended. Her son went on to attend and graduate from the Intrinsic Belmont Campus. While a parent at Intrinsic, Lucy led the Parent Advisory Council and worked closely with neighborhood businesses to support school fundraisers. She recruited local residents and business leaders to meet with Intrinsic students and hosted them for job-shadowing opportunities in the community. Last year, she organized city-wide relief efforts that filled multiple cargo planes with food and relief supplies for both Houston and Puerto Rico. She coordinated with Intrinsic community service coordinator, Tanya Ridgeway, to allow Intrinsic students to earn service hours for helping to support the effort alongside neighborhood residents.

**Tim Ligue** - Tim grew up in the Canaryville neighborhood near Back of the Yards. He was a first generation college student who was recruited to play football at Princeton. He returned to Chicago in 2004 and joined CPS in 2010. He worked with Melissa at the Pershing Network serving the Back of the Yards and is currently Co-Principal of Intrinsic’s Belmont campus. He is very active in his community. He leads the Canaryville Improvement Association and coaches baseball at Canaryville Little League.

These relationships provided us with a strong foundation from which to engage in our community engagement efforts as described below.

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*What community meetings, events, or volunteer opportunities have members of the design team attended to make additional connections and enhance members’ understanding of the targeted communit(ies)?*

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During our community outreach activities, we engaged a broad range of non-profit organizations, associations, faith-based organizations, businesses, and community leaders. Individually and collectively they provided us with a deeper understanding of the targeted communities and insight into the actions we could take to best serve them. The table below details these meetings and interactions.

Date	Organization/Event	Attendees	Topics Discussed
Feb. 2, 2018	City College of Chicago	President Walter Massey Harriet Meyer, Board Member Jim Frank, Board Member Melissa Zaikos	Partnership with the City Colleges  Intrinsic School 2
March 8, 2018	City College of Chicago	Jeffrey Donoghue, Chief of Staff	Partnership with the City Colleges
May 14, 2018	Harold Washington Meeting	President Ignacio Lopez Melissa Zaikos Ami Gandhi	Future partnerships and data sharing

May 31, 2018	Portage Park Chamber of Commerce Meeting	Eddie Johnson Chamber members	Program offerings for Portage Park community
June 7, 2018	Illinois Restaurant Association	Sam Toia, President Melissa Zaikos, CEO Michael Ruemmler, Consultant	Opportunities for students
June 12, 2018	Intrinsic PAC meeting	Tim Ligue Intrinsic parents	Plans for school 2
June 24, 2018	Illinois Restaurant Association	Melissa Zaikos	Scholarship Awards Luncheon
June 25, 2018	State Farm (Six Corners)	Lucy Weatherly Owner Sandra Maldonado	Plans for School 2, community outreach, and internship opportunities
June 26, 2018	Chicago Tabernacle	Lucy Weatherly Community Pastor Jose Figueroa	Plans for School 2 and community outreach
June 27, 2018	June CPS Board Meeting	Intrinsic alums	Learn about CPS goals and initiatives
July 3, 2018	McGrath Acura/Lexus	Noble Jones, GM Adrian Segura Edwindra Johnson	Plans for School 2 and internship opportunities
July 3, 2018	Comcast	Tiffany Daniels, Store manager Edwindra Johnson Adrian Segura	Plans for School 2 and community programs
July 3, 2018	Kayak Chicago	Holly Edwindra Johnson Adrian Segura	Plans for School 2 and feedback requested
July 6, 2018	Advanced Spinal Clinic	Lucy Weatherly Owner Dr. Patricia Wasco	Plans for School 2 and community outreach
July 8, 2018	Nick's Restaurant	Lucy Weatherly Owner Nick Kolobos	Discussed continued support for Intrinsic
July 14, 2018	Reboyras Event	Intrinsic leadership team	Community needs
July 20, 2018	Skills for Chicagoland's Future	Cherita Ellins,EVP Operations and Communications, Skills for Chicagoland's Future Melissa Zaikos, CEO Erin Teater, Director of PS	Intrinsic partnership and school 2
July 25, 2018	July CPS Board Meeting	Intrinsic alums	Learn about CPS goals and initiatives
July 27, 2018	Facing History and Ourselves	Melissa Zaikos, CEO Wayde Grimstead, Facing History Program Associate	Intrinsic partnership and school 2

July 27, 2018	Summer Teen Cuisine - After School Matters	Melissa Zaikos Katie Jacobs Dr. David Moss	Observe culinary program
August 2, 2018	Wright Community Event	Ami Gandhi Lucy Weatherly	Table at the event to create awareness about Intrinsic
Scheduled for August 6, 2018	Chicagoland Chamber of Commerce	Jack Lavin, President and Chief Executive Officer Melissa Zaikos, CEO Jim Frank, Board Chair Becky Carroll, Consultant	Potential for partnership between Chamber members and Intrinsic
Scheduled for August 6, 2018	Comcast	Gwendolyn McNutt, Greater Chicago Region Melissa Zaikos Edwindra Johnson Adrian Segura	Overview of both organizations and potential future partnerships

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*Describe how the design team sought input on the school model from existing institutions, key community leaders or advisors, businesses, parents, and residents. List all meetings held. Indicate whether the design team incorporated any community input into the school model. Why or why not?*

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Throughout the course of our extensive canvassing efforts, we spoke to several thousand community members about the proposed school to gain better insight into their priorities, needs and concerns. Three themes emerged:

- Parents and potential students consistently articulated the tremendous importance of safety. To this end, we are taking the following actions:
  - We are working with our architects to design a facility that provides parents and students with the physical safety that they are seeking.
  - We are re-examining our staffing plan as it relates to our culture team to ensure that there are sufficient team members to create a supportive and safe environment.
  - We are ensuring that the proposed Student Code of Conduct which is taken from our Belmont campus provides the same level of safety to students in the new facility based on the building and location. Where appropriate, we are making any required updates. We currently utilize restorative justice practices, student circles and other student-centered programming. We will bring these practices to the new school.
  - We are committed to aligning to the CPS Three-Year Vision for safe and supportive schools. We embrace the CPS strategies of establishing a leadership team dedicated to improving school climate, integrating teaching of social-emotional skills in all subject areas, and adopting restorative practices to improve student discipline. We are currently employing many of these strategies at our existing campus and intend to implement these practices at the proposed school.
  
- Parents and potential students consistently articulated the desire for career exposure and preparation for a post-high school plan. To this end, we are taking the following actions:
  - We are continuing to reach out to a wide array of partners for job-shadowing and mentorship partnerships, taking advantage of the downtown or near north proximity to business professionals. For example, we are meeting with the Chicagoland Chamber of Commerce to discuss partnership between Chamber members and Intrinsic students.



- We will expand our current partnership with Skills for Chicagoland’s Future and extend it to our second campus. Our goal is for 100% of students to receive personalized resume support and interview preparation.
- We are presenting a proposal to Harold Washington College to consider potential partnerships and data sharing. Harold Washington will be the closest City College of Chicago to the proposed sites.
- Parents and potential students consistently articulated the desire for an array of extra-curricular options and sports. To this end, we are taking the following actions:
  - We are exploring off-site locations to host sporting events in the event that our downtown location does not have a competition-approved gymnasium.
  - We are seeking arts partnerships for extra-curricular programming.
  - We are developing plans to access the arts and cultural assets located close to the proposed site including museums, theaters and other cultural institutions for additional field trips, artist mentoring and job shadowing.

The meetings listed above also provided us with valuable insight into working with the targeted communities. We were especially impressed by the support of the business community and their commitment to working with Intrinsic students. Businesses expressed desire to mentor and hire our students as they have significant employment gaps in today’s market. We also heard significant enthusiasm for our broad definition of postsecondary success. Our existing school has already incorporated many of these ideas and we are using these findings to inform our plans for the upcoming school year at the existing Intrinsic campus. This will provide us with a year to test new ideas and approaches before implementing them at the newly launched campus.

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*Describe the existing assets in the communit(ies) (e.g., individuals, associations, organizations, institutions, physical assets) that may support students, families, and the school if approved to open.*

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The design team mapped community assets that can provide support to students and families in the areas we intend to serve with a second campus. These assets are listed in the table below:

<b>ORGANIZATION</b>	<b>COMMUNITY</b>	<b>ADDRESS</b>	<b>WAYS TO PARTNER</b>
AFTER SCHOOL MATTERS	LOOP	66 E. RANDOLPH	CAN SUPPORT BY FURTHER ENHANCING PROGRAMS FOR STUDENTS AFTER SCHOOL AND STUDENT EMPLOYMENT IN SUMMER
ART INSTITUTE OF CHICAGO	LOOP	125 E. MONROE DRIVE, CHICAGO	CAN SUPPORT THROUGH PROGRAMS, AFTER SCHOOL, AND CULTURAL IMMERSION
BIG BROTHERS BIG SISTERS OF METROPOLITAN CHICAGO	WEST LOOP	560 W. LAKE	CAN SUPPORT HIGH-NEED STUDENTS WITH MENTORSHIP
LISC CHICAGO	NEAR NORTH	1 S. LASALLE	CAN SUPPORT INTRINSIC FAMILIES THROUGH THEIR PLANNING PROCESS

		CHICAGO, IL 60603	
PARK COMMUNITY CHURCH	CABRINI GREEN	1001 N. CROSBY CHICAGO, IL 60610	CAN HELP AT-RISK STUDENTS WITH THEIR ANNUAL COAT DRIVE AND FOOD PANTRY
SAINT JOHN CANTIUS CHURCH	NEAR NORTH	825 N. CARPENTER CHICAGO, IL 60610	CAN OFFER A DIVERSE SET OF CLASSES TO THE COMMUNITY
CITY CHURCH OF CHICAGO	NEAR NORTH	777 N. GREEN CHICAGO, IL 60642	CAN SUPPORT STUDENTS BY ENGAGING IN PROGRAMS
URBAN VILLAGE CHURCH	NEAR NORTH	1000 N. ORLEANS CHICAGO, IL 60610	CAN SUPPORT STUDENTS BY ENGAGING IN PROGRAMS
ST. JOSEPH'S CHURCH	NEAR NORTH	1107 N. ORLEANS CHICAGO, IL 60610	CAN SUPPORT STUDENTS BY ENGAGING IN PROGRAMS SUCH AS A FOOD PANTRY AND OTHER SOCIAL SERVICES
NEAR NORTH UNITY PROGRAM (NNUP)	NEAR NORTH	1111 N. Wells Street, Suite 301 Chicago, IL 60610	SEEKS TO CONNECT RESIDENTS AND STAKEHOLDERS IN OUR DIVERSE COMMUNITY, ENHANCE ITS GROWTH, AND IMPROVE THE QUALITY OF LIFE. STUDENTS CAN VOLUNTEER
LIGHTHOUSE CHURCH OF CHICAGO	SOUTH LOOP	1800 S. PRAIRIE AVE, CHICAGO, IL 60616	SUPPORTS INCLUSIVENESS THAT ALIGNS WITH STUDENT VALUES AND CONCERNS
URBAN VILLAGE CHURCH	LOOP	610 S. MICHIGAN, CHICAGO, IL	CAN SUPPORT STUDENTS BY ENGAGING IN PROGRAMS
RAINBOW SASH: CATHOLIC FREEDOM TO MARRY ADVOCACY GROUP	MAGNIFICENT MILE	730 N. STATE ST., CHICAGO, IL 60611	SUPPORTS INCLUSIVENESS THAT ALIGNS WITH STUDENT VALUES AND CONCERNS
FIRST UNITED METHODIST	LOOP	77 W. WASHINGTON	CAN SUPPORT STUDENTS BY ENGAGING IN PROGRAMS SUCH AS COUNSELING AND OTHER SOCIAL SERVICES

CHURCH - CHICAGO TEMPLE		ST, CHICAGO, IL 60602	
BY THE HAND	CABRINI - GREEN	1000 N SEDGWICK ST, CHICAGO, IL 60610	SUPPORTIVE-GREAT PARTNER FOR AFTER SCHOOL PROGRAMMING AND VOLUNTEERISM
THE FAMILY INSTITUTE	LOOP	8 S. MICHIGAN AVE., STE. 500, CHICAGO, IL 60603	CAN OFFER FAMILIES LOW-TO-NO-COST THERAPY
METROPOLITAN FAMILY SERVICES - ADMIN HQ	LOOP	1 N. DEARBORN ST., SUITE 1000, CHICAGO, IL 60602	SUPPORTIVE AND CAN OFFER FAMILIES AN ARRAY OF SERVICES FROM MENTAL HEALTH TO PHYSICAL AND EMOTIONAL HEALTH
COUNSELLING CENTER OF ILLINOIS	LOOP	17 N. STATE ST. #1722, CHICAGO, IL 60602	CAN OFFER STUDENTS AN ARRAY OF SERVICES
COMMUNITY HEALTH - PARTNERSHIP OF ILLINOIS	LOOP	205 W. RANDOLPH ST STE 2222, CHICAGO, IL 60606	CAN SUPPORT FAMILIES IN FINDING QUALITY HEALTH CARE
THE LOOP ALLIANCE	LOOP	27 EAST MONROE, SUITE 900A	CAN BE SUPPORTIVE IN ENSURING STUDENT SAFETY AND REPORTING STUDENT CONCERNS
ILLINOIS HOTEL AND LODGING ASSOCIATION	LOOP	27 E MONROE, SUITE 1200	SUPPORTIVE-CAN OFFER STUDENTS INTERNSHIPS AND PARTNERSHIPS
ILLINOIS RESTAURANT ASSOCIATION	LOOP	33 E MONROE SUITE 250	SUPPORTIVE AND WILLING TO PARTNER CAN OFFER AFTER SCHOOL PROGRAMS AND INTERNSHIPS
CHICAGOLAND CHAMBER OF COMMERCE	LOOP	410 NORTH MICHIGAN AVENUE, SUITE 900	SUPPORTIVE AND WILLING TO PARTNER WITH US



REALTORS ASSOCIATION	LOOP	430 N MICHIGAN	CAN BE A GOOD PARTNER FOR ENTREPRENEURIAL STUDENTS -THEY HAVE BEEN SUPPORTIVE OF CHARTERS IN YEARS PAST
1871	MERCH MART	222 W. Merchandise Mart	CAN OFFER STUDENTS ACCESS TO AFTER SCHOOL HUBS AND TECHNOLOGY TOURS
AIDS FOUNDATION OF CHICAGO	LOOP	200 W. Jackson Blvd., Ste. 2200	VOLUNTEERISM AND ACTIVISM
Adapt Community Alternatives	LOOP	105 W Madison St,	ADAPT OF ILLINOIS PROVIDES PSYCHOSOCIAL REHABILITATION FOR ADULTS LIVING IN NURSING HOMES OUR STUDENTS CAN VOLUNTEER
SKILLS FOR CHICAGOLAND'S FUTURE	LOOP	191 N Upper Wacker Dr	WROTE A LETTER OF SUPPORT -CAN PROVIDE STUDENTS WITH JOBS AND INTERNSHIPS
NORTHWESTERN SETTLEMENT	NOBLE SQUARE	1012 N. NOBLE	WROTE A LETTER OF SUPPORT -VOLUNTEER AND AFTER SCHOOL PROGRAM OPPORTUNITIES
CHICAGO SCHOLARS	LOOP	247 S State St #700	WROTE A LETTER OF SUPPORT- PARTNERS WITH OUR CURRENT STUDENTS AND WILL CONTINUE TO PARTNER
NATIONAL LOUIS UNIVERSITY	LOOP	122 S Michigan Ave	WROTE A LETTER OF SUPPORT -PARTNERS WITH INTRINSIC IN ITS POST-SECONDARY EFFORTS - EXCITED TO FURTHER PARTNER
GENEYSYS WORKS	LOOP	180 N Wabash Ave Ste. 600	WROTE A LETTER OF SUPPORT CURRENTLY PARTNERS WITH INTRINSIC, EXCITED TO SEE US GROW

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*How does the proposed school address the needs of the communit(ies) and build upon community assets? Why is the proposed school a good fit for the targeted communit(ies)?*

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Our proposed school is designed to serve a city-wide population. The communities that we canvassed provided us with tremendous insight into the needs of students and parents seeking high quality high school options. The community members expressed a need for high schools that engage with the community-at-large, create safe environments for both students and the broader community, and provide strong postsecondary opportunities. We intend to partner with existing community non-profit, business and faith-based organizations to address each of these specific needs from a cooperative standpoint and with a comprehensive approach. We intend to create a school that is both warm and joyful while being orderly and safe. We intend to provide opportunities for students to explore passions that can be nurtured by volunteering in the community, meeting with local mentors and/or working in community businesses.



Intrinsic is a good fit for to serve a city-wide student body because we bring proven results, a strong brand, and a vision that is valued by the community. This has been evidenced by the overwhelming support that we received from community residents, businesses, organizations, and leaders during our community outreach activities.

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### **1.3.2: Informing the Community**

*Describe how the design team informed the community about the proposed school. The response should include concrete evidence of the strategies that the design team used to inform community members of the proposed school(s) (e.g., community meetings, one-on-one meetings, flyers or mailers, on-the-ground outreach, faith-based outreach, presence at community events, and attendance at Aldermanic ward nights).*

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The Intrinsic 2 design team took a multi-faceted approach to informing the community about the proposed school. Activities included door-to-door on-the-ground outreach, two community meetings, engagement of faith-based organizations, meetings with a diverse set of individuals and organizations (as described above), use of social and print media, and work with local elected officials.

Through our efforts, Intrinsic staff, parents and alumni, knocked on over 6,500 doors and collected over 3,500 letters of support from residents of the targeted communities. Additionally, the canvassing team passed out over 500 flyers informing the community about Intrinsic's mission and values, academic success, and vision for the second campus. We received overwhelming support for our proposed school. Furthermore, the team's digital strategy included promoting the upcoming community events on both Twitter and Facebook.

We held two community meetings to announce and describe the proposed school to local residents.

- July 21st - Rauner YMCA, 2700 S. Western Avenue
- July 28th - Intrinsic Belmont campus, 4540 W. Belmont Avenue

In addition, announcements about the proposed second campus were made to the Chicago Tabernacle congregants and community members located at 3231 N. Cicero. The church also posted support for the school on its Facebook page, generating approximately 30 letters of support.

On July 14th, the design team partnered with a community based restaurant, Ponce, to share information about Intrinsic and its proposal to open a new school. Design team members were there for three hours answering questions and distributing flyers for the upcoming community meetings. In addition, the restaurant posted support from the school and pictures from the event on its social media site.

We held one-on-one meetings with Ald. Brendan Reilly, Ald. William Burnett and Ald. Ariel Reyboyras. The focus of these meetings was to provide updates on Intrinsic's current success at the Belmont campus and to seek support for the proposed second campus at a downtown location.

We intend to continue our outreach efforts over the upcoming months and are in the process of scheduling a community event for early September. We will use this event to further inform the community and to obtain additional feedback on the plans for the proposed school. In addition, we will utilize the existing campus's Parent Advisory Council events to engage Intrinsic parents in disseminating information about the proposed school. We also plan to send a notice to all families living within one mile of the school facility once the site has been finalized.

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*Describe the structure of at least one community meeting that the design team hosted.*

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The design team held its first community event on July 21st from 12-2pm at the Rauner YMCA, located at 2700 S. Western Avenue. At this event, the design team informed attendees about Intrinsic’s history, academic success, values, and mission to ensure all students are prepared for postsecondary success. The team also discussed the proposed creation of a second campus. We and sought feedback and responded to questions about the proposal. Strong support from attendees was expressed.

**Section 1.4: Community and Family Support**

*Demonstrate the support and need for the proposed school from the following areas:*

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**1.4.1: Student Demand**

*Provide evidence that a sufficient number of parents/guardians of age-eligible children may send their children to the proposed school. Evidence should support at least half of the enrollment capacity proposed for the school’s opening year. (For example, if an applicant proposes to serve 150 students in year one, that evidence must be submitted to demonstrate that the parents/guardians of 75 age-eligible children would consider sending their student to the school.) Forms of evidence may include:*

- *Letters of intent-to-enroll from parents/guardians of age-eligible students that include:*
    - *Name;*
    - *Address;*
    - *Whether the signatory is a parent/guardian of school-aged child(ren);*
    - *Name(s) of their child(ren); and*
    - *Each child’s current grade level.*
- 

Intrinsic Schools has evidenced that it can generate tremendous demand. After just five years of operations, the existing Intrinsic campus received over 1,500 applications for 65 9<sup>th</sup> grade openings. The overwhelming interest in our existing campus provides us with confidence that we will generate similar demand at our proposed second campus. To this end, we have collected more than 350 letters of intent to enroll which are included in the appendix to this section.

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*Personalized letters of support from parents outlining why they believe the proposed school will be an asset to the community.*

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During our community outreach, we encountered scores of prospective parents who were excited about the prospect of an Intrinsic school in their community. We have attached personalized letters of support from parents who wanted to share specific reasons they are enthusiastic about Intrinsic. These can be found in the appendix to this section.

**1.4.2: Community Support**

*Provide the names of supporters of the proposed school in the targeted communit(ies) and their affiliations.*

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The following table details all organizations who provided a letter of support.

Name	Affiliation
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Dr. Patricia Wasco, President	Advanced Spinal Clinic
Rachael Accavitti, Managing Director of Partnerships	Chicago Scholars
Community Pastor Jose Figueroa	Chicago Tabernacle
Amanda Long, Program Director	Embarc, Inc.
Maureen Loughnane, Executive Director	Facing History and Ourselves
Teresa Arcos, Co-owner and Operator	Galaxy Embroidery
Robert Lloyd, College Success Advisor	Genesys Works
Andrew Broy, President	Illinois Network of Charter Schools
Aarti Dhupelia, VP - Undergraduate Education	National Louis University
Ron Manderschied, President	Northwestern Settlement
Anabel Duarte, Owner	Ponce Restaurant
Cherita Ellens, Executive VP - Business Operations	Skills for Chicagoland's Future

---

*Describe any opposition to the proposed school that the applicant has encountered or foresees.*

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During our community outreach activities we did not receive any direct opposition. However, a few community members expressed concern over charter funding and union related issues. They were concerned about how charter funding impacts traditional CPS schools. Our Community Liaison talked to concerned community members one-on-one to provide them with additional insight into the funding and union related questions.

While we experienced very little opposition during this stage in the process, we anticipate the potential for some to arise as the application receives more public attention. Intrinsic takes a very proactive approach in engaging individuals who have a wide variety of points of view related to charter schools and Intrinsic's expansion. We acknowledge that not everyone may embrace this proposal, but we are committed to engaging them, listening to their concerns and doing all we can to address them.

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*Provide any information, including letters, data, or other evidence, discovered through your community outreach or otherwise, that demonstrates the communit(ies) that you seek to serve are in high need of improving educational outcomes or are experiencing school overcrowding, or both.*

---

As described above, Intrinsic 2 will serve a city-wide population with targeted recruitment in areas CPS identifies as high need (based on both quality of available high school seats and overall unmet need). We are committed to providing a school option that will improve educational outcomes and will work with CPS to gain deeper insight into where there are unmet needs. We understand that CPS has important data that will allow us to collectively refine our future community outreach to best serve Chicago students. We are currently awaiting the release of this data.

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**1.4.3: Elected Officials**

*Provide evidence of outreach to all elected officials, including each alderman, state representative, and state senator within the proposed recruitment area that includes each of the following:*

- *Formal notification of the proposed school by email or letter;*
  - *Requests for a meeting (Note: if meeting(s) have already taken place, please list the dates, times, and individual(s) with whom the design team met); and*
  - *Attendance at ward nights (events often hosted by Aldermen).*
-

We have provided written notification to the following elected officials:

- State Senator Patricia Van Pelt
- State Senator Mattie Hunter
- State Representative Juliana Stratton
- State Representative Melissa Conyears-Ervin
- Alderman Brendan Reilly
- Alderman Walter Burnett

During the course of our community outreach efforts, we met with the following aldermen:

	<i>Date</i>	<i>Attendees</i>
<i>Ald. Brendan Reilly</i>	<i>June 15, 2018</i>  <i>July 26, 2018</i>	<i>Michael Ruemmler, Consultant</i>  <i>James Frank, Board Chair</i> <i>Melissa Zaikos, CEO</i> <i>Ted Novak, Zoning Attorney</i> <i>Michael Ruemmler, Consultant</i> <i>Adrian Segura, Consultant</i>
<i>Ald. Walter Burnett</i>	<i>July 11, 2018</i>	<i>James Frank, Board Chair</i> <i>Melissa Zaikos, CEO</i> <i>Ted Novak, Zoning Attorney</i> <i>Michael Ruemmler, Consultant</i>
<i>Ald. Walter Burnett - Ward Night</i>	<i>June 21, 2018</i>	<i>Adrian Segura, Consultant</i>
<i>Ald. Ariel Reboyras</i>	<i>July 2, 2018</i>	<i>Melissa Zaikos, CEO</i> <i>Michael Ruemmler, Consultant</i> <i>Adrian Segura, Consultant</i>

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*Provide the names of any elected officials who support the proposed school.*

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Ald. Ariel Reboyras provided a letter of support to his peers. In addition, Ald. Burnett was generally supportive however he asked us to keep him informed as the process continues. He also requested that we engage in two specific activities: conduct a traffic plan and canvass specific neighborhoods that give access to children within the 27th ward.

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**1.4.4: Community Contributions and Partnerships**

*Describe how the school would positively contribute to the community if approved to open. Outline any services, resources, or volunteers that the school will offer to families or community members.*

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If approved to open, Intrinsic will provide services, resources and volunteers to the community. We plan to design the facility so that the gymnasium and multi-purpose room can be available for uses by outside partners. Upon opening the new school, we will survey the community to determine needs and create programming aligned with community demand. For example, we provide the community with a variety of opportunities to benefit from use of our Belmont campus these include free Zumba, ESL and parenting classes.

Both our students and staff will volunteer in the community. Students are required to complete 40 hours of community service to graduate from high school. Our Service Learning Coordinator will work with the community to identify needs and connect student volunteers to nearby opportunities. For example, our Belmont campus currently has a partnership with a local elementary school where a group of our high school students tutor their elementary students on a weekly basis after-school. Intrinsic provides a bus and adult staff member to support this activity. We will look to partner with a nearby elementary school for the proposed school to create a similar partnership once our site is finalized. We also have an advisory structure where students and adults often choose to volunteer together in order to strengthen relationships outside of school.

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*Describe any community-based partnerships proposed for the school and any resources that the school will use from citywide organizations. Describe how these collaborations will contribute or give back to the broader community.*

- *List organizations, businesses, or leaders in the targeted communit(ies) that support the proposed school. Applicants may also include citywide organizations, businesses, or leaders that support the proposed school.*
- 

Businesses and organizations discussed above have expressed interest in partnering with us to provide career-exploration and internship opportunities for our students. We are constantly adding to our partnerships at our current campus to ensure that students are prepared for college and postsecondary success. Similarly, we will build and continuously add local and city-wide partnership to benefit our students at Intrinsic 2.

We intend to extend many of our existing partnerships at the Belmont Campus to Intrinsic 2. These include the following:

Facing History & Ourselves	Facing History is a teacher training organization. We are part of their Partner School Network. This partnership provides extensive professional development opportunities for teachers and high quality, culturally relevant curriculum for our students.
Skills for Chicagoland’s Future	Intrinsic and Skills have a deep partnership related to career-readiness and job training. Staff from Skills are on-site 2 days per week to help students with resume building, interview prep and job placement.
Embarc	Embarc provides curriculum and expeditions for a course offered to 30 students at each grade from 10th -12th grade. Embarc trains Intrinsic teachers and coordinates the expeditions and provides on-site coaching.
Golden Apple	We currently have a partnership with Golden Apple to

	recruit and support new teachers. This has become a key pipeline for strong staff.
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We have not yet signed any official agreements for the Intrinsic 2. However, each of the above organizations is aware of our plans for School 2 and has expressed verbal interest in extending our partnerships.

*Note: If an identified partner will play an integral role in implementing the proposed school model (e.g., providing services or support as part of the school day or after-school hours), provide a detailed memorandum of understanding (MOU), letter of intent, or draft contract between the proposed school and the partnering organization.*

Not applicable.



Tier III Proposal  
Intrinsic Schools 2

Submitted 10/01/2018



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**Domain 1: Community Engagement and Support**

*Domain 1: Community Engagement and Support assesses whether the applicant garnered authentic parent and community support and demonstrated true demand for the proposed school.*

**Section 1.5: Updated Community Outreach and Support Materials**

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*Describe any additional community outreach since you submitted your Tier II application. Provide copies of materials related to any community forums held on/after August 1, 2018. Include:*

- *Additional letters of support received;*
  - *Sign-in sheets;*
  - *Presentation materials;*
  - *Agendas;*
  - *Correspondence; and*
  - *Marketing and outreach materials*
- 

The Intrinsic 2 design team continued its community outreach efforts to engage the community about its unique learning model and the proposed school. Outreach activities included door-to-door on-the-ground outreach, attendance at a community engagement event, use of social and print media, engagement with potential partners, and work with local elected officials. The table below details these meetings and interactions.

Date	Organization/Event	Attendees	Topics Discussed
August 2, 2018	Wright College Humboldt Park (WCHP) Community Day	Lucy Weatherly Priscilla Gomez, Intrinsic parent 3 Intrinsic alums WCHP community	WCHP Community Day was an opportunity to create awareness about Intrinsic and identify ways to partner with the WCHP community.
August 3, 2018	Chicagoland Chamber of Commerce	Jack Lavin, President and CEO Joey Mack, VP Programs Melissa Zaikos Jim Frank Becky Carroll, Consultant	Potential for partnership between Chamber members and Intrinsic
Sept 3, 2018	CEO Brief	Email update to community supporters	Update to community supporters on SY18 and Intrinsic’s vision
Sept 17, 2018	Visit & Tour of Intrinsic Schools - Belmont Campus	State Rep Melissa Conyears-Ervin Melissa Zaikos	Representative Conyears-Ervin and her team followed up on a notification to

		Edwindra Johnson Ami Gandhi Debbie Gonzalez, Intrinsic parent 4 Intrinsic students	learn more about Intrinsic and see our model in action.
Sept 20, 2018	Comcast	Gwendolyn McNutt, Greater Chicago Region Melissa Zaikos Edwindra Johnson	Overview of the Comcast charitable support program and Intrinsic and potential future partnerships
Sept 22, 2018	Door-to-door outreach in the Greater Midway community	Intrinsic team	Intrinsic School 2 proposal

Since the Tier II submission, we have obtained:

- 94 additional letters of support from the community
- 19 additional intent to enroll forms
- 10 additional parent letters of support
- 4 additional partner letters of support

We have attached all requested artifacts in the appendices.

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*Describe any additional programmatic considerations that your design team has contemplated or incorporated resulting from input from the community.*

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Throughout the community engagement process, we have consistently engaged the business community to understand how we can partner to best prepare our students for college and career. To this end, many professionals have given us valuable feedback consistent with what parents articulated prior to our Tier II submission. As such, we plan to enhance our career exposure programming in the following ways:

- We will engage partners year round. Professionals expressed interest in speaking to classes, providing ongoing mentorship and additional job shadowing opportunities.
- We will develop direct partnership with the trades. Several people affiliated with the trades attended our networking night on September 27th and suggested that we consider official partnerships with various trade organizations both for our existing and proposed campuses.

In addition, when we met with Representative Conyears-Ervin, she suggested ways to engage African-American students in school leadership. Thus, we intend to add a Black Student Union to the proposed club offerings and will continue to seek out African-American professionals to participate in career and college exposure events.

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*Describe any opposition that your design team has faced as you have more deeply engaged the community.*

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During our ongoing community outreach activities we continued to receive widespread support with minimal, if any direct opposition. As we move forward with our school application and prepare to open the new campus, we anticipate that opposition may arise. In this event, we will work closely with those that express opposition to provide insight into the opportunities that Intrinsic will create while developing greater understanding of their concerns. As we engage in ongoing dialogue with opponents, we hope to build a mutual understanding and acceptance of each other’s point of view in a manner that will be constructive in our relationship with the community at large. Intrinsic will continue to take a very proactive approach in engaging individuals of all points of view across multiple platforms including phone, email, social media, and in person.

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*Provide any updates to the proposed school’s partnerships with other community-based organizations.*

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We intend to extend many of our existing partnerships at the Belmont Campus to Intrinsic 2. The following table details all organizations who provided a letter of support since the Tier II application.

Name and Organization	Organization Description
G. David Moss, Founder and Lead Consultant, MossLight Consulting	MossLight Consulting has partnered with Intrinsic over the past year to focus on developing its DEI strategic plan and metrics.
Paige Ponder, CEO, One Million Degrees	Intrinsic and One Million Degrees have a strong partnership that helps create opportunities for our low-income students to matriculate and successfully graduate from two-year community colleges.
Monica Rosen, CEO, Alma Advisory Group, LLC	Alma Advisory Group is a minority and woman-owned business focused on fostering short and long-term organizational success through the cultivation of people, practice, culture and research. Alma worked with Intrinsic this year to identify gaps in its recruitment and hiring process in order to increase the diversity of its teaching staff.
Aneesh Sohoni, Executive Director, Teach for America Chicago-Northwest Indiana	We have consistently nurtured a strong partnership with Teach for America to recruit and support new teachers. This has become a key pipeline for strong staff.

We have not yet signed any official agreements for School 2. However, each of the above organizations is aware of our plans for School 2 and has expressed verbal interest in extending our partnerships.