1. **Please provide updates to any of the following sections of the Tier 1 RFP, if your Design Team’s plans have evolved in the timespan between Tier 1 submission on September 30th and Tier 2 submission.**

**The following is intended to supplement (not replace) the original response:**

**1.1. Parent and Community Engagement/Need in Targeted Community**

**a. Parent and Community Engagement (Preparation of Proposal):**

(i) Describe and provide evidence of how your Design Team notified community stakeholders and parents/guardians of the development of the proposal to open a new school. List the types, dates, locations, and number of outreach activities in the proposal narrative or in a Parent and Community Engagement and Support attachment. (Please see pp. 1-2 of the Answer Manual for examples of possible forms of evidence of notification).

Since the submission of our proposal on September 30th, Intrinsic Schools has actively pursued a robust community engagement strategy. Through these activities, we have received significant interest in and support for both the existing and the proposed Intrinsic Schools[[1]](#footnote-1). We have engaged in the following:

|  |  |
| --- | --- |
| **Date** | **Activity** |
| 10/1/13 | Attended Jamieson Elementary school fair. |
| 10/3/13 | Attended LaSalle Language Academy school fair. |
| 10/8/13 | Attended Newberry Academy school fair. |
| 10/8/13 | Attended Reinberg Elementary school fair. |
| 10/9/13 | Attended Palmer/Volta school fair. |
| 10/9/13 | Attended Scammon Elementary school fair. |
| 10/9/13 | Attended Skinner West school fair. |
| 10/10/13 | Attended Prieto school fair. |
| 10/10/13 | Attended Holder & Armour school fair. |
| 10/12/13 | Attended Wicker Park-Bucktown school fair |
| 10/16/13 | Attended Moos/Chase Elementary school fair. |
| 10/16/13 | Attended Darwin/Goethe school fair. |
| 10/16/13 | Attended Erie Elementary Charter school fair. |
| 10/16/13 | Attended Mary Gage Peterson Elementary school fair. |
| 10/18/13 | Attended O.A. Thorp Scholastic Academy school fair. |
| 10/19/13 | Held Open House at current school, from 10 a.m. to 12 p.m., providing tours and information to more than 100 interested families. |
| 10/22/13 | Participated in a parent information session hosted by Hidden Gems at Lake Shore Fitness |
| 10/23/13 | Attended Stone Elementary school fair. |
| 10/24/13 | Attended Bell Elementary school fair. |
| 10/25/13 | Attended Budlong Elementary school fair. |
| 10/28/13 | Visited Polaris Charter Academy and provided information to prospective students. |
| 11/5/13 | Held Open House at current school, from 6 p.m. to 8 p.m., providing tours and information to more than 50 interested families. |
| 11/13/13 | Hosted Kyle Cole and Matt Niksch from the Noble Network for a tour of the current Intrinsic Schools campus. We discussed our model, progress and goals, and received feedback toward the existing school and the proposed second school. |
| 11/15/13 | Hosted Micki O’Neil and Emily Quiroz from Foundations College Prep for a tour of the current campus and an extensive discussion on the model and start-up process for the new school. |
| 11/15/13 | Met with Reid Mackin, executive director of the Belmont-Central Chamber of Commerce who suggested a potential location for the proposed school. |
| 11/15/13 | Met with George Borovik, executive director of the Portage Park Chamber of Commerce. Mr. Borovik expressed support for the proposed school and suggested other community-based organizations for us to connect with. |
| 11/18/13 | Held a student-led tour and discussion with six members of the Neighborhood Advisory Council. |
| 11/25/13 | Met with Julie Thompson, park supervisor for Kilbourn Park. Ms. Thompson agreed that there is a substantial need for more school options in the community. She recommended other community-based organizations for us to connect with specifically related to after-school activities and sports. |
| 11/25/13 | Held focus group for existing Intrinsic Schools’ parents regarding the proposed second campus. Seven parents were in attendance and offered substantive feedback regarding the existing school and proposed second school. Please see response to 1.1.a.(ii) below for additional details. |
| 11/25/13 | Held focus group for potential Intrinsic parents regarding the proposed school, their goals and ideas around their children’s education and, the community needs. Eight parents were in attendance and provided several key insights that have informed our plan moving forward. Please see response to 1.1.a.(ii) below for additional details. |
| 12/2/13 | Met with Carlos Hernandez, executive director of the Puerto Rican Arts Alliance to learn more about the community and explore partnerships for arts programs at the school, including their Latino Music Project. |
| 12/2/13 | Spoke with Neighborhood Advisory Council member Catherine Marchese, who attended our NAC tour/meeting on 11/18, about opportunities with internationally-focused groups with whom we could partner to offer extracurricular opportunities to our students – meetings to be scheduled over the following week. |
| 12/3/13 | Met with Dave Domovic, board president of the Villa Improvement League, interim principal of Ogden International School and former principal of Alcott College Prep. Mr. Domovic expressed great interest in and support for Intrinsic Schools both as an educator and a member of the community. He offered to host Intrinsic at the Villa Improvement League meeting in February and connect Intrinsic with other community groups such as the Avondale Neighborhood Association and the Old Irving Park Neighborhood Association. He will also support the proposed school in its recruitment efforts. |

We approach community engagement as an ongoing activity and will continue to reach out to community leaders and residents over the next eighteen months as we prepare to open our proposed school. In addition to the meetings and activities listed above, we have scheduled and/or are in the process of reaching out to schedule meetings with the following organizations for December and January:

* Avondale Neighborhood Association
* Iglesia Evangelica Food Pantry
* Northwest Side Housing Center
* Pastor John Zamora, Grace & Peace
* R.A.W. Youth Ministry
* Kalapriya Center for Indian Performing Arts
* Kilbourn Park Little League
* Pastor Daniel Cruz, Faithworld International
* Our Lady of Grace school and parish
* Wifredo de Jesus, New Life Ministries
* Patrick Reardon, All Saints Orthodox Church
* Puerto Rican Cultural Center
* Logan Square Chamber of Commerce
* North West Chamber of Commerce
* Fullerton Avenue Chamber of Commerce
* Pulaski-Elston Business Association
* Neighborhood CAPS members

(ii) Explain the role of parents/guardians and community members in providing input into the proposed school, the form and nature of the feedback, and the process for incorporating the feedback into the proposal. In the proposal narrative or in a Parent and Community Engagement and Support attachment, list the specific suggestions or input received, and explain whether or not the feedback was incorporated into the design of the proposal. If incorporated, please cite how.

We continue to solicit feedback from all stakeholders through meetings, school tours, emails, student recruitment activities, focus groups, and our website. To date, the feedback that we have received has been extremely positive and supportive of our plan to open a second school. In order to obtain more targeted feedback to inform our proposal, we held two focus groups in November, one for existing Intrinsic Schools’ parents and one for parents interested in sending their children to Intrinsic. Through these varied feedback mechanisms, parents have provided us with the following key insights:

* Parents stressed the importance of having new, high-quality school options for their children.
* Parents agreed that one of the key benefits of Intrinsic Schools is that it is designed to allow students to improve at their own pace.
* Parents expressed a strong desire that the school be easily accessible to public transportation.
* Parents requested that Intrinsic assist students in developing personal financial literacy especially around areas related to credit, loans, compounding interest, budgeting, and saving.
* Parents suggested that Intrinsic Schools should develop a course for parents regarding college applications, financial aid, scholarships and the admissions process as a whole.
* Parents suggested that Intrinsic hold a series of classes for parents regarding technology and the use of Chromebooks.
* Parents requested a wide range of sports and other extracurricular opportunities for their children.

Please see the response to Tier 2 Question 2 for a description of how we have incorporated this feedback into our proposal.

**1.1.b. Description of Need in Targeted Community:** Describe the community (e.g. demographics,

assets, challenges, relevant history, etc.) and the specific population of students that your proposed

school intends to serve. Explain and cite evidence of the unique educational needs of the community,

parents, and specific population of students (please see p. 2 of the Answer Manual for examples of

possible forms of evidence). How does the proposed school align with community needs and

expectations, including those voiced by parents and stakeholders during the community engagement

process?

We do not have any updates to this section.

**1.2. Evidence of Parent and Community Support in Targeted Community**

**a. Evidence of Parent Support in Targeted Community(ies):** In the proposal narrative or in the Parent and Community Engagement and Support attachment, provide evidence of support for the proposed school among prospective parents with school-aged children in the proposed community(ies) (please see pp. 2-3 of Answer Manual for a list of recommended types of evidence to gauge parent support).

• In a Parent and Community Engagement and Support attachment, include evidence of support for

the proposed school among prospective parents.

**b. Evidence of Community Stakeholder Support in Targeted Community(ies):** Identify community- and faith-based organizations, leaders, cultural institutions, and/or businesses with which the Design Team has corresponded and/or that have pledged support for the school. Provide evidence of support from community organizations and stakeholders (please see page 3 of the Answer Manual for examples of appropriate forms of evidence).

In addition to the letters of support and petitions that were submitted in Tier 1, we have held and participated in several student recruitment and informational events as detailed in the Tier 2 1.1.a. response above. We have received completed interest forms from 448 students including 78 current 7th graders who would be eligible for admission as 9th grade students when the proposed school opens in fall 2015.

Please see Appendix A for a list of students who have submitted interest forms.

**1.3. Future Plans for Parent and Community Engagement and Partnerships (Once in Operation)**

**a. Key Community Partnerships:** Describe the role of community partnerships that will provide key academic or non-academic services, supports, or opportunities for students throughout the first five years of the school. Explain: (i) the nature, terms, and scope of service of any partnerships (please see page 3 of the Answer Manual for specific information that should be included about each partnership), ii) how such partnerships will further the mission and vision of the school, and iii) who will be responsible for managing and cultivating these partnerships.

In addition to the partnerships that were included in the Tier 1 proposal, we have been actively pursuing community partnerships. Over the course of the last two months, we have met with several organizations to discuss partnerships, these include:

* Kilbourn Park
* Puerto Rican Arts Alliance
* Belmont-Central Chamber
* Portage Park Chamber of Commerce
* Villa Improvement League
* Moneythink
* Teach for America

**1.3.b. School Involvement in Community:** Describe your Design Team’s vision for establishing the school as a pillar in the community once in operation and explain how the school leadership team will execute this vision. Specifically: (i) Describe any services, resources, programs, or volunteers that the school will provide for parents/guardians community members once in operation. (iii) If applicable, the parent and community plan should clearly address any community tension that exists surrounding the opening of a new school.

We do not have any updates to this section.

**2.2 Design Team Experience and Demonstrated Track Record in Driving Academic Success**

**a. Roles and Demonstrated Experience:**

We do not have any updates to this section.

**2.2c. School Leadership:**

We do not have any updates to this section.

**3.2.c. Board Experience:**

We do not have any updates to this section.

**4.1.c. Development Plan**

We do not have any updates to this section.

**4.3. Facilities**

**a. Facility Plan:** Describe the plan to secure an appropriate facility for the school.

**b. Space Requirements:** Provide an overview of the space requirements needed to successfully implement the proposed school, including a description of how the proposed site will need to evolve to support the school as it grows.

**c. School Site:** Provide an overview of each proposed site and include the following supporting

materials:

i. The address and a general description of the property, including its current owner and previous use.

ii. An Inspecting Architect’s Report completed by a CPS-approved architect.

iii. An ADA Compliance Report completed by a CPS-approved architect.

iv. If the property is not currently ADA compliant, a plan for bringing the building into compliance.

v. Evidence that the site is or will be secured (Letter of Intent or Memorandum of Understanding) and a description of your team’s plan to meet lease or purchase requirements.

vi. A plan detailing how rehabilitation work will address issues raised by the architect, meet applicable building codes, and support the proposed school’s educational program, including:

a. The scope of work to be completed;

b. A description of persons/managing parties responsible for project management and related qualifications;

c. A project timeline for any necessary renovations; and

d. A completed Sources and Uses of Funds Report for Facility Development and the planned funding mechanism to cover projected costs.

vii. The address and a general description of a secondary or back-up facility, including its current owner and previous use.

We have engaged ProTen Realty Group to assist us in identifying potential sites for the proposed school. They have begun initial site surveys and we plan to visit facilities in mid-January. Our timeline for identifying, securing, and renovating the facility has not changed since we submitted our Tier 1 proposal.

We do not have any updates to the space requirements or school site portions of this question.

**2. Please provide updates to any section of the RFP that directly tie to parent or community feedback.**

**The following is intended to supplement (not replace) the original response:**

As discussed above, in response to Tier 2 Question 1, parents have provided feedback in the following areas:

Parents expressed a strong desire that the school be easily accessible to public transportation.

As stated in the Tier 1 application response to question 3.1.d., Intrinsic Schools will select a facility that is easily accessed by public transportation.

Parents requested that Intrinsic assist students in developing personal financial literacy especially around areas related to credit, loans, compounding interest, budgeting, and saving.

As stated in the Tier 1 application response to question 2.1.d, Intrinsic Schools will incorporate financial literacy into our college readiness curriculum. This will be delivered through the University of Chicago Urban Education Institute 6to16 curriculum that we intend to implement.

In addition, we have developed a partnership with Moneythink, a non-profit organization that provides financial education and peer-mentorship to urban students. Moneythink has agreed to provide Intrinsic with three to four mentors who will work with a small group of students throughout the school year.

Parents suggested that Intrinsic Schools should develop a course for parents regarding college applications, financial aid, scholarships and the admissions process as a whole.

In response to this feedback, we have added the following:

2.1.g. Parent Involvement:

* **Parent College Workshops** – Intrinsic Schools recently engaged Lisa Souter, Chairman of the Chicago Chapter of Minds Matter[[2]](#footnote-2) to assist us in developing the strategy for our college related programming for parents. Our college counselor will lead a series of parent workshops related to all aspects of the college application and admissions process.

2.1.d. College Readiness:

Intrinsic Schools will invite parents to participate in specific 6to16 workshops related to the college application and admission processes.

Parents suggested that Intrinsic hold a series of classes for parents regarding technology and the use of Chromebooks.

In response to this feedback, we have added the following:

2.1.g. Parent Involvement:

* **Parent Technology Workshops** – Intrinsic Schools will hold quarterly technology training workshops for parents to ensure that they have the skills necessary to support their children’s education. Technology training will focus on introductory computer skills and utilizing Chromebooks. The training will be developed by the CMO Director of Technology.

Parents requested a wide range of sports and other extracurricular opportunities for their children.

In response to this feedback, we have added the following:

2.4.d. School Calendar/Schedule

Intrinsic Schools will offer a wide range of afterschool activities including both athletic and non-athletic programs from 4:15 – 5:45 Monday through Thursday and some weekends.

2.5.a. Recruitment and Staffing:

The physical education teacher will also serve as the athletic director and will be responsible for overseeing all Intrinsic Schools’ athletic programming. In addition, Intrinsic will offer a stipend to a staff member to coordinate extra-curricular activities. This will come from the Extracurricular Expenses line of the budget.

1. **Please respond to the following three additional questions as a supplement to your original response in Section 2.4.c. Specialized Instruction:**

* **Please describe how the school will provide a continuum of services for students with disabilities.**

Intrinsic is committed to providing the full continuum of services to students with disabilities. We believe that the master schedule is key to being able to provide this continuum. Because it often drives the use of staff and resources, we will build our master schedule around students with disabilities and schedule them first. We will assure that a member of the special education department is involved in all steps of creating the master schedule. He will create a spreadsheet indicating our students’ IEP requirements that is used to assign students to classes and staff. We will be strategic about how courses are scheduled during the day to allow for a mix of separate class and co-taught minutes in each subject area. We will also be careful to ensure that no general education classroom ever has more than 30% students with disabilities. Finally, we will provide collaborative planning time between general and special education staff to assure that students with disabilities have access to the general education curriculum.

* **How will you ensure that students are properly placed in the appropriate least restrictive environment (LRE)?**

Intrinsic Schools understands that the LRE is different for every child, and a continuum of services exists to support this. The IEP team will review the progress of any student being considered for special education by examining multiple data sources including curricular assessment data, standardized test scores, and teacher observations. For students who receive special education services, we will review the student’s progress in current and past LRE settings. At every IEP meeting, the team will consider placement in the general education classroom with services and/or supports as a first option. If the general education setting is not appropriate for the student, the team will discuss options along the continuum until the setting that best meets the current needs of the student is determined.

* **What strategies will you use and what actions will you take prior to changing a student’s LRE?**

Intrinsic Schools will review student data such as standards based performance assessments and content assessments on a biweekly basis for students with disabilities. On a quarterly basis, we will review student progress towards meeting IEP goals and benchmarks. We will then develop specific intervention strategies for students who are not on target to successfully meet goals and curricular standards. We will collect data and document the effectiveness of these interventions as an ongoing process. Some of the interventions that we will been use include:

* Re-teaching of skills
* Strategic grouping of students
* Extended day support
* Opportunity to retake assessments or to complete assignments
* Additional accommodations

If a student continues to struggle and is not making sufficient progress toward meeting goals and benchmarks with additional interventions, an IEP meeting may be held to determine whether the student would benefit from a change in supports, an increase in minutes, and/or a more restrictive setting.

On the other hand, if the student is consistently meeting curricular standards, IEP goals and benchmarks, and does not require additional interventions, we may consider a change in supports, a reduction in minutes, and/or a less restrictive setting.

**Tier 2 Applicant Specific Questions:**

1. Section 2.3. Educational Goals and Assessment Plan

* Please expand on the data collection and analysis that school leaders and teachers currently use at the existing school and explain how those practices would be used at the proposed school. The proposal contains a chart that broadly outlines the structures, frequency and purpose to "review results and make adjustments." Please describe how instructional leaders and teachers will collect and analyze results to inform programmatic and instructional planning decisions and make adjustments to curricula, professional development and other school components.  *Please provide sample analysis/reports if available*.

School leaders and teachers currently utilize a myriad of tools to collect data regarding student achievement, progress, mastery and skills. Teachers and school leaders utilize this data to:

* Craft personalized learning plans and specific goals for each student
* Monitor progress toward goals on an ongoing basis
* Develop, implement and modify interventions for students
* Adapt curricula
* Identify the need for additional instructional resources
* Plan for professional development
* Adjust schedules and student groupings

For example, the sample academic profile (Appendix B) provides an integrated snapshot of student diagnostic tests to inform creation of the individualized learning plans and establish goals for each student. Teachers utilized this data to adapt their curricula and pacing plans at the beginning of the year and will continue to use it as a benchmark for student growth over the course of the school year.

The attached reports from IXL and Reading Plus (Appendix C)provide examples of the data that we collect on an ongoing basis through the online learning content providers. This data provides teachers and school leaders with real-time information regarding student progress, skill level and mastery. Teachers couple this data with the content assessment and standards based performance tasks that they have developed (please see attached performance task template in Appendix D). Teachers have set benchmarks that indicate student progress toward meeting the standards and closely monitor student progress towards mastery. Teachers utilize these multiple data sources to adapt their lesson plans, modify pacing, identify students requiring interventions, and differentiate instruction.

Students actively participate in setting goals and monitoring progress towards their goals. This takes place during a weekly session with the student’s advisory teacher which is informed by data from the student’s subject matter teachers and culminates with a quarterly student-led parent/teacher conferences. During the conferences, students report on their progress and growth to date and establish goals for the upcoming quarter. Please see Appendix E for the student-led conference template.

School leaders utilize multiple sources of data inform programmatic and instructional planning decisions and make adjustments to curricula, professional development and other school components. For example, school leaders utilize classroom observations, a review teacher lesson plans, an analysis of the rubrics used to assess performance, and the review sampling of student work to inform Intrinsic’s quarterly teaching and curriculum review. Please see Appendix F for a sample of this review template. The quarter end reviews are shaping our ongoing curriculum development and the CMO has recently secured a CSP grant to fund hiring external curriculum writers to support teachers and school leaders in this process. In addition, the school leader meets with each teacher to discuss the quarter end reviews and establish goals for the upcoming quarter. Professional development plans are adjusted accordingly.

These tools and practices will be implemented with fidelity in the new school.

1. Section 4.2.a. Financial Monitoring

* Please submit the financial policies and procedures for the proposed school and a description of how the school will remain in compliance with applicable laws, rules and regulations.

Intrinsic Schools has taken several steps in order to remain in compliance with applicable laws, rules, and regulations. In June 2013, Intrinsic engaged an accounting services firm that specifically provides accounting and other back office support to charters schools, Charter School Management Corporation (CSMC). The organization is intimately familiar with GAAP, FASB, and K-12 funding rules and regulations. In addition, Intrinsic engaged ORBA to provide independent audits on both accounting and compliance related activities. ORBA is a Chicago-based accounting firm with significant experience working with Chicago’s charter schools. From the beginning, CSMC worked with ORBA to develop a Chart of Accounts and to ensure that accounting practices matched Chicago and Illinois rules and regulations. Intrinsic also worked with CSMC to develop a compliance calendar to ensure financial reporting is completed accurately and on time.

Please see Appendix G for the draft Intrinsic Schools Financial Policies and Procedures Manual.

1. Please note that we promoted both the existing and proposed school at all recruitment events and school fairs. [↑](#footnote-ref-1)
2. Minds Matter is a not-for-profit organization whose mission is to transform the lives of accomplished high school students from low-income families by broadening their dreams and preparing them for college success. [↑](#footnote-ref-2)