INTRINSIC SCHOOLS

Tier 1 Proposal
Intrinsic Schools 3

Submitted 04/07/15

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Domain 1: Parent and Community Engagement and Support

Please note that we are not submitting any information on Domain 1 in our Tier 1 proposal. We will respond to all questions and provide the associated appendices with our Tier 2 submission.

Domain 2: Academic Capacity

Section 2.1.a.   Overview of the Educational Model

2.1.a.1: Mission and Vision
Q. *State the mission and vision of the proposed school. The mission and vision statements should provide the foundation for the entire proposal and be reflected throughout all sections.*

Mission

The mission of Intrinsic Schools is to prepare all students for 21st century post-secondary success and to cultivate independent, intellectually curious learners. To achieve this, we will create a new model that leverages technology to personalize learning and is informed by the experience of great teachers.

A critical element of our mission is to create a sustainable and replicable model. We will combine proven instructional practices led by teachers and technologies that we believe will make both the learning experience better for students and the model more efficient. We believe we need to establish multiple proof points to validate that the Intrinsic model can be replicated. A third Intrinsic charter school in Chicago will allow us to further develop our model, while demonstrating that Intrinsic's successes can be achieved across multiple school environments.

Vision

To achieve our mission, we will provide a rich learning environment to all students regardless of socio-economic status, parental education level, English proficiency, and prior learning difficulties. We will serve all students, regardless of circumstance. We aspire to be a model for how to serve the diverse needs of Chicago's middle and high school students. We will utilize what we have learned over the course of the last two years at the first Intrinsic charter school, and from national best practices, to inform and guide the development of the proposed school. In addition, our design team and proposed school leader will build upon their decades of educational leadership experience both at the district and school levels to create an exceptional teaching and learning environment which prepares students for rigorous four-year colleges. Before graduating from Intrinsic, our students will be:

> *Autonomous & Persevering*
> Independence and self-advocacy are skills that are critical for the 21st century and must be explicitly taught, modeled and measured. Intrinsic students will become increasingly responsible for their own learning as they demonstrate independence.

> *Effective Communicators & Influencers*
> Written and oral communication skills will be emphasized across all content areas. Students will be expected to continuously think about how to solve existing problems, improve upon their ideas and apply their knowledge to new situations. Students will be expected to create evidence-based arguments, and will be assessed by common rubrics.

> *Critical Thinkers & Problem Solvers*
> Students will be led to explore issues and academic questions in deeply rigorous ways that promote higher cognitive demand and cause them to ask further questions in which they are analyzing, evaluating, and creating new knowledge.

Collaborative Learners
Because learning is social, student experiences will be designed for peer-to-peer interaction in both face-to-face and online settings.

Both our academic and non-academic goals for students are established to ensure they are prepared for post-secondary success. To achieve this, students will make the academic growth necessary to score a 21 or higher on the ACT. Further, they will develop the autonomy and perseverance needed for success in college, career and in life, as measured by the NGLC Student Survey and the Hope Survey. It is also our goal, as a school and network, to meet the criteria to score a 1+ on the CPS SQRP. Finally, it is our intention to work with CPS and individual schools to support them in implementing a successful blended learning model.

2.1.a.2: Educational Philosophy
Q. *Briefly describe the educational philosophy of the proposed school. Identify the design team's core beliefs and values about education and explain how these priorities inform the school's key program and design components. Provide a clear rationale for using these strategies, citing research and evidence of success with similar student populations.*

*If proposing a **Next Generation** blended learning model:*
- *Define blended learning in the proposed school's context, including:*
  - *Whether it is integral or auxiliary to the core curriculum*
  - *The proposed scope of blended learning in the school (by cohort, classroom, subject, grade-level, etc.)*
  - *What needs of the proposed student population your design team determined could not be met through traditional teaching and learning*
  - *What blended learning model the school will employ and why (e.g. rotation, flex, etc.)*

Educational Philosophy
As discussed above, Intrinsic Schools is developing a model that propels all students toward 21st century post-secondary success. We anticipate wide academic and socio-economic diversity among our students and have developed our educational philosophy to promote student growth and attainment for each and every student regardless of his or her background.

Our educational philosophy is driven by five main beliefs about how students learn:

1. Education is a continuous process that addresses and meets students' intellectual, emotional, physical, and social needs.
2. Learning is a social process where students benefit from a mix of instruction where some is tailored to a student's instructional level, and some is learned collaboratively with peers at a common, rigorous level.
3. Learning Experiences at school should be framed around larger essential questions that are relevant to students' lives and interests.
4. If students are taught to set and monitor goals, they will gain awareness and control over their own learning and become more motivated to achieve.
5. Technology can improve the educational experience for students if paired with great teaching.

The work of Tony Wagner has influenced much of the Intrinsic design. In his book, *Creating Innovators*, Wagner presents a framework for learning: Play, Passion, and Purpose. When students have the freedom to "explore, experiment, and discover," they develop an intrinsic curiosity about what they are studying and are compelled to learn more about it. Wagner argues that through play, students develop passion, which further builds perseverance and work ethic. According to Wagner, this depth of study leads to autonomy, mastery, and purpose—attributes critical for the 21st century.[1] As students progress through Intrinsic, they receive additional opportunity to explore through projects, clubs and outside exploration.

We developed the approach to support our educational philosophy based on extensive research into and multiple visits with other highly successful schools including, but not limited to:

- North Star Academies in Newark, New Jersey (part of Uncommon Schools)
- Team Schools in Newark, New Jersey (KIPP)
- Brooke Charter Schools in Boston, Massachusetts
- Summit Public Schools – multiple locations in the San Francisco Bay area
- Noble Network of Charter Schools – multiple locations in Chicago
- Uncommon Schools – multiple locations on East Coast

Our research confirmed that many of the processes and instructional systems that form the foundation for strong traditional schools are relevant and required for a successful next generation school.

Our team was most influenced by the structures and systems developed by Uncommon Schools, a network of public charter schools across Massachusetts, New York, and New Jersey, which has achieved exceptional results. Uncommon Schools operates in underserved urban settings with student populations similar to our anticipated student body. Uncommon closes the achievement gap in math in every one of its regions. Students who remain with Uncommon through high school dramatically outperform the averages on their state assessments as well as close the achievement gap on the SATs. Uncommon Schools was awarded the 2013 Broad Prize for Public Charter Schools, naming it the strongest charter school network in the country. The organization has expanded its impact via bestselling books, its *Teach Like a Champion* professional development series, and by creating the Relay Graduate School of Education. Our team has visited these schools, has attended multiple professional development sessions, and is in the process of completing the year-long National Principal Academy Fellowship through Relay. We also take advantage of their ample and easily accessible library of online materials and videos, and base many of our efforts toward sharing the Intrinsic model on their approach.

We use Ucommon's Seven Levers for Building Exceptional Schools, as identified by Managing Director Paul Bambrick-Santoyo in *Leverage Leadership,* as the fundamental building blocks of our school upon which we layer our Blended-Personalized Learning model.

The levers are evident throughout our proposal as follows:

Lever	Intrinsic Implementation	Further detail
Data Driven Instruction	• Common interim assessments • Data meetings with teachers • Implementation of the DDI Rubric	Section 2.3.a.3

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[1] Wagner, Tony, and Robert A. Compton. *Creating Innovators: The Making of Young People Who Will Change the World.* New York: Scribner, 2012. Print.

Observation and Feedback	• Bi-weekly observations of each teacher • Observation tracking tools • Implementation of the Six Steps for Effective Feedback	Section 2.4.b.3
Planning	• Implementation of departmental lesson-planning templates	Section 2.4.b
Professional Development	• Implementation of the Living the Learning Framework • Use Practice in Professional Development	Section 2.4.b.2
Student Culture	• Creation of minute-by-minute routines • Warm, strict environment • Clearly defined merit/demerit system	Section 2.1.b.1
Staff Culture	• Staff culture surveys • Implementation of staff culture tracker	Section 2.4.a.4
Managing and Developing a Leadership Team	• Department teams • Grade-level teams	Section 2.2.b.1

In addition to using the above levers as the basis for our school implementation, we also use many tools provided to us by Uncommon and Relay. The Six Steps for Effective Feedback, a framework for holding debrief sessions which parlays observations into actionable next steps for teachers. *Living the Learning*, a planning framework for all professional development activities, incorporates clear professional development objectives, activities and practice. Minute-by-minute routines are templates for documenting both school-wide and classroom procedures to a level of minutia that ensures clear expectations for both students and adults.

The Intrinsic Blended-Personalized Learning Model
The Intrinsic Blended-Personalized Learning Model will ensure 21st century post-secondary success for all our students. We believe solid instructional practices can be both enabled and enhanced with technology. We built our model by starting with the student characteristics we believe are critical for success, and then by layering in technology to enhance the student experience needed to develop these characteristics.

We believe in two main tenets for the use of technology:

1. Technology for Differentiation:
After years of work to get better data in the hands of teachers, we learned that providing teachers with specific data on the learning profile of each student is only the first step toward differentiation. In most cases, the data reveals that a class of 30 students requires at least ten or more different plans in order to match student readiness for concepts being taught. While it's impossible for a teacher to create ten different lesson plans, technology can adapt for all 30 students so that at any given time each student can be working around a similar concept but on different activities based on individual learning needs.

2. Technology to Achieve Small Group Instruction:
Personalization can be best achieved in small groups where teachers provide targeted instruction to meet each student's needs. Our large pod spaces are typically staffed with three teachers serving 60-65 students. Math and English students typically spend 50% of their time working on independent activities overseen by one teacher. Activities could include: writing or revising a paper, practicing problems, watching a video and taking guided notes, or reading independently. While half the class works independently, the other half is split into two groups of fifteen students or fewer to receive direct instruction from the other two teachers. These small groups allow teachers to spend more time with each student and hold students more accountable for participation in group discussion and activities.

Technology is integrated into all learning at Intrinsic Schools. Each student is given a Chromebook that is his/her device to use during the day and take home at night so that learning can be enriched by technology both during and outside of school.

Within the tenets of differentiation and small group instruction, teacher co-teaching teams are empowered to define the model for their individual classes. Teams own the design of their courses and are responsible for determining the appropriate mix of online and offline instruction. This mix could include: purchased or free online instructional tools, technology-enabled, teacher-created resources; or offline tools such as teacher created "packets," physical manipulatives and paperback novels. This integrated approach is reflected in a lesson plan that describes both the online and offline activities.

The mix of approaches is critical to ensuring that students have experienced a wide variety of instructional strategies to prepare them for post-secondary success. For example: while online math programs can provide excellent sources of high quality, Common Core aligned problems and both video and remote tutoring support, we find that students should complete the problems on paper to show their work and then input the answers online. When teachers collect the "scratch" work, students typically perform better and the teachers have formative data ("the work") to assess misconceptions. The same is true for paper novels; we have found that while some online tools allow for annotation, students are more likely to annotate texts when they can write in a physical book.

Based on the Innosight Institute's classifications of blended learning models, Intrinsic most closely resembles the "rotational model." However, our use of technology throughout is more integrated than what is required for a basic rotational model where technology could be used as one "rotation" in the student experience. Finally, we feel it is important to reiterate that teachers drive the instructional experience of students in the Intrinsic Blended-Personalized Learning model. Technology is used to reinforce learning objectives designed by the teacher rather than teachers merely supporting an online curriculum.

Section 2.1.b. Students' Opportunities to Learn and Learning Supports

2.1.b.1 Description of Culture
Q. Describe the culture of the proposed school. What are the systems and traditions that the school will implement to help the school achieve this culture? Who is responsible for overseeing the implementation of these systems and traditions?

At the foundation of every great school is a strong, coherent culture. At Intrinsic we envision a culture that inspires all students to strive for high levels of academic success and to pursue their interests in depth. We believe a balanced focus on achievement and the pursuit of passions will promote a positive academic environment. Our highly structured culture will give our students the foundation they need achieve 21st century post-secondary success and become independent, intellectually curious learners. In order to achieve this mission, we have adopted eight mindsets that greatly influence the decisions toward establishing our culture:

1. We put students first.
2. We are warm and strict.
3. We use data to inform decisions.
4. We differentiate.
5. We teach until students learn.
6. We partner with families.
7. We collaborate and ask for help.
8. We are systems thinkers committed to excellence and large-scale change.

Core Values. Our core values were constructed with students at our first campus and will remain consistent across all schools. Students at Intrinsic Schools are guided by the desire to be EPIC, an acronym for **E**mpathy, **P**erseverance, **I**ndependence and **C**uriosity.

CORE VALUES
Empathy — For many students, school is the only place where they engage with a diverse set of people. We strongly believe in creating a school environment where students support one another, respect differences and are compassionate.
Perseverance — According to Carol Dweck, a prominent researcher on human motivation, challenge-seeking and resilience are key factors to success. She notes that people with a growth mindset (one that views intelligence as something that can be attained rather than something that is genetic) "see a challenge as something that helps you learn and a setback as something that ultimately helps develop your ability. For this reason, people with a growth mindset often accomplish more in the long term."[2]
Independence — To be successful in four-year universities, students need to manage their time, set goals and objectives, and advocate for themselves. Thus, Intrinsic will thoughtfully and gradually help students become autonomous learners.
Curiosity — We believe that college persistence is linked to whether or not students view college as a path to a specific goal. For this reason, we want to encourage students to pursue their passions. Intellectual curiosity is the source of such passion.

These core values are interwoven into all aspects of the school including systems, traditions and policies.

SYSTEMS
Advisory: Students meet with their advisory both in the morning and in the afternoon for a total of 30 minutes. One teacher will facilitate a group of roughly 20 students for their entire time at Intrinsic – either four or six years, depending on the grade level at which a student entered. The morning session of advisory is structured as a time for a check-in with students and a review of school announcements. It allows students to start their day on a positive note. The afternoon portion of advisory is a structured period for students to review their academic and behavioral progress, set goals, conference with their

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[2] "Carol Dweck on Success." http://thebrowser.com/interviews/carol-dweck-on-success

advisor, and build soft skills. Roughly once per week, the advisor will lead a lesson based on the needs of specific students; this time is intended for community building and to address social emotional needs of students. EPIC point certificates are also celebrated weekly in advisory.

7th and 9th Grade Welcome Week: Each year, both the 7th grade and 9th grade classes start one week prior to the rest of the student body to establish school culture and expectations. This additional week allows for teachers and advisors to explain our rules and practice our systems.

Merits & Demerits: The student code of conduct utilizes EPIC points, demerits, and detentions that are logged into our online system Kickboard and accessible via a student and parent portal. Students earn EPIC points for demonstrating our core values and other exemplary behavior. Students receive demerits for activity that disrupts the learning environment. Cascading consequences are clearly outlined to set common expectations. EPIC points are calculated over the school year, and reinforced by incentives that further reflect our culture.

Student-led conferences: Twice each year, students lead conferences with their parents and teachers. This is designed to give students ownership over their academic performance and to align students, parents and teachers on each student's goals.

Report Card Pick Up: Twice each year, students and parents meet with the advisor to discuss academic performance as well as behavior.

Partnership with Facing History and Ourselves (FHAO): FHAO is a teacher training organization renowned for its curricula and teacher resources. All teachers are trained by Facing History toward incorporating empathy into the curriculum.

Interest Inventories: Students are surveyed on their career and non-academic interests to encourage intellectual curiosity. Interests will be tracked over time in a tool such as Salesforce.com. The purpose of tracking is to help students identify career interests, align goals to those interests and make students aware of outside programs and opportunities to pursue them.

Minute-by-Minute Routines: We will work with our teachers during summer professional development to create minute-by-minute routines for all procedures within the pods. Because our classroom space is unique these plans will allow for teachers to maximize their instructional time.

TRADITIONS
Student Leadership Group (SLG): At the end of freshman year, a group of students are selected to represent the student body. Students complete an application with a letter of recommendation. These students will attend a summer leadership conference to build necessary leadership skills for the upcoming year, and beyond. Members of the SLG meet bi-weekly with the principal to serve as liaisons and discuss student concerns and develop events to build community.

Community Meetings: Community meetings will be held once every month for each grade level to reinforce our core values, celebrate student successes and acknowledge EPIC points. The Dean of Culture and a lead, grade-level teacher will organize community meetings.

Intrinsic Academic Celebrations: At the end of each semester, a celebration will be hosted for students and families to honor students. Students will receive certificates and pins for honor roll, perfect

attendance, highest EPAS/NWEA growth, and Student of the Semester, for each course. This celebration will allow for the entire community to recognize hard work. Students can wear the pins on their Intrinsic polo as a way for all members of the community to recognize their achievement.

Honor Roll Wall: In addition to the celebration for making honor roll, the names of students that achieved the honor roll each semester will be posted throughout the school. These will be updated each semester to recognize student achievement.

Diversity Celebrations: Each month, Intrinsic hosts a celebration to honor diversity within the school, community, and world. These celebrations, planned by the Culture Team and the Fine Arts department, will feature both student speakers and performances, such as music and poetry.

College/Career Trips: Each year, starting in 7th grade, students visit a college campus to discover more about the college process and participate in a field trip to learn more about various careers. College/career trips are organized by a lead teacher and the college counselor. These trips will allow for students to identify various interests and passions that will lead them to post-secondary success.

Additional traditions will continue to be developed by the school community. These will align to EPIC and be used to celebrate our students and their success

Policies

At Intrinsic we believe that a warm and strict culture allows students to learn and teachers to teach. Accordingly, we view it as our responsibility to implement a culture of discipline, respect, and hard work every minute of every day, to ensure student safety and maximize time on task. Intrinsic has clear, high expectations for student conduct and a strict discipline policy, however our staff will always explain "the why" when responding to a student's behavior. By "giving the why," students gain a greater understanding of their behaviors, and the reasons for positive or negative consequences. Through clear rules and consistency, all students will learn to take responsibility for themselves, their school, and their community.

Student Code of Conduct. At Intrinsic, all teachers and staff are required to consistency implement the Student Code of Conduct (SCC). The SCC applies to actions of students during school hours, before and after school, while on school property, while traveling on school vehicles funded by Intrinsic Schools, while participating on any team or group representing the school or attending such an activity, at all school sponsored events, and while using the school network or any computer or IT Devices. This code also applies to actions of students before or after school hours and off school property if those actions pose a substantial likelihood of disruption to the learning environment in the school.

Parents and students are provided with a copy of the Intrinsic SCC at summer orientation, which provides clear guidelines for student behavior, listing all infractions, consequences, and positive behaviors. During the orientation, students and parents/guardians will be asked to read and sign the SCC Acknowledgement form. This form will be kept in the student's permanent record. By signing this form, each student and parent/guardian indicates that each has read, understood, and agreed to abide by it. The Student Code of Conduct will also be posted on the school's website as well as the Student site for parent and student access.

Dress Code

In addition to enforcing a Student Code of Conduct to support the culture we desire, Intrinsic will enforce a dress code policy. The purpose of the dress code is to create a professional, safe, and respectful community in which students can place their focus on learning. The dress code will be in effect from the beginning of the school day until the end of the school day. Students will be required to wear the uniform Monday through Friday, unless otherwise noted. The uniform includes:

- Khaki pants and a brown or black leather or canvas belt
- Intrinsic Polo: Green (9th grade) or Blue (7th grade). The polo must be tucked in at all times while on campus.
- Intrinsic Sweatshirt: The gray Intrinsic Sweatshirt is an optional piece of the uniform.

Responsibility for Culture: Every person at Intrinsic has a role in establishing and maintaining our culture. In our hiring process we clearly describe the culture we expect, and will only hire candidates who are fully committed to our mission and vision as determined during interviews. During the three weeks of summer professional development and collaborative planning, all staff will work together to ensure that they have consistent responses to common school situations through role-play exercises. All staff members will align their expectations for student behavior and learning during these sessions, which are led by the Dean of Culture. In addition, we will spend time at summer professional development creating and practicing minute-by-minute routines for the pod and classroom space. These routines will include entry and exit from the pod, rotation within the pod, lunch entry and exit, and school entry and exit. Ensuring alignment among the staff to the mission and desired culture will be fundamental to the successful creation of our culture. As the school year progresses, we will revisit culture during various professional development offerings to ensure that all staff members continue to promote the culture we desire at Intrinsic.

Additionally, Intrinsic will employ a Dean of Culture, beginning in year one, who will be responsible primarily for supporting the principal in creating, implementing, and ensuring the culture is sustained. The Dean of Culture will be a member of the administrative team and will work with the principal to provide professional development to staff in areas such as culture, student discipline and staff expectations. The Dean of Culture will also visit classrooms to observe teachers' implementation of the culture and behavior management system; he or she will provide feedback and coaching to teachers as necessary. The Dean of Culture will also work with students and parents to resolve discipline matters.

2.1.b.2 College Readiness Supports

Q. Describe the specific programs and supports, beyond academic curricula, that the proposed school will provide to expose students to college and ensure that they are successful in college academically and emotionally. If applying to open a high school, describe how the school will help students meet requirements to apply to college, enroll, and persist in college after high school graduation. Who is responsible for overseeing the implementation of college readiness supports? Which staff members will support these efforts?

In the paper, *Redefining No Excuses,* Christopher Elliot asserts that there is a fundamental disconnect between the pedagogical structures of high school and college, and this disconnect contributes to the low college-graduation rates of poor and minority students. Students are "shifted from an environment where they were supported and pushed to success by the adults and teachers" to college where "they are abruptly pulled from those supports and told to be an independent learner and self-sufficient

without ever really practicing those skills."[3] We believe the skills needed to be successful in college are the same skills needed to be successful in careers afterward and that they can be taught to students starting in 7th grade if the learning experiences and culture are carefully designed to create independence.

As we gain access to more post-secondary data, it is clear that social and emotional development is a major component of college persistence. In their book, *Ready, Willing, and Able: A developmental approach to college access and success,* Savitz-Romer and Bouffard emphasize that a student's college-going identity, motivation, and self-regulation are as important to college completion as his/her academic skills, grades, and test scores.[4] YES Prep Public Schools is a charter network serving 8,000 students across 13 campuses in the Houston area. YES has been ranked as the best public school in Houston by Newsweek, U.S. News & World Report and the Houston Chronicle. For 14 consecutive years, 100 percent of YES Prep's graduating seniors have been accepted into four-year colleges, including Harvard, Yale, Columbia, Rice and Stanford.[5] YES Prep draws from the work of Savitz-Romer and Bouffard in designing their college counseling program, which is focused on: identity development, self-concept and aspirations, motivation and goal-setting, self-regulatory skills, and relationship development. The goal of the program is to build upon students' metacognitive skills at every grade level.

YES Prep Public Schools published a paper entitled, *College Initiatives Redefined: A responsive approach to college counseling and alumni support,* in which they discuss the lessons they have learned from their early graduating classes in terms of college persistence[6]: 1) College access does not equate to college success, 2) Non-academic skills were often the determining factor in students' success, 3) Partnerships are key, and 4) College affordability is still pivotal. In 2013, 84% of YES Prep graduates (total of 294) earned a degree or are still persisting in college. Their staff attribute much of this success to their holistic 6th-12th grade model. By having students explore elements of their academic identities, think about their interests and passions, and reflect on the larger impact they can have on their families and communities, YES Prep students envision themselves as students who persist to and through college.

At Intrinsic, we will provide students and their families with information in the following areas as suggested by a paper published by the NewSchools Venture Fund, *Paving the Way for College Success: Strategies for Increasing College Persistence and Graduation Rates,* which highlights charter school best practices in college preparation[7]:

COLLEGE KNOWLEDGE	COLLEGE GUIDANCE	FINANCIAL LITERACY	TRANSITIONAL SERVICES

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[3] Elliot, Christopher M. *Redefining No Excuses, 4.0 Schools*. Consulting Paper. March 10, 2012. Print.
[4] Savitz-Romer, M., & Bouffard, S. M. (2012). *Ready, Willing, and Able: A developmental approach to college access and success.* Cambridge, MA: Harvard Education Press.
[5] http://www.yesprep.org/
[6] http://www.yesprep.org/sites/default/files/media/College%20Initiatives%20Redefined.pdf
[7] http://www.newschools.org/files/college-success-case.pdf

• An understanding of the advantages of college achievement • Exposure to the application process • Connections with Alumni Networks • College and Career Fairs/Days • Family Engagement	• College Visits • Targeted Selection based on student interest and data • Application Support • Portfolio Demonstration • Placement support • Individualized college counseling	• Financial Aid • Scholarships • Work Study • Balancing school and job workload • Family Engagement	• Freshman Study Groups • Locating Campus Support Services • Exit Interviews • Social Readiness • Summer Opportunities • Internships

Intrinsic is committed to building a holistic, comprehensive and coordinated system for college readiness and persistence for our students. In a report published by the Low Income Investment Fund titled "Charting a Path to College and Beyond: How Charter Schools are Increasing College Access and Success Rates for Low-Income Students," the authors shared the emerging best practices from charter schools who are working to improve college access and success for their low-income students:[8]

- Build a college-going culture, beginning in early grades
- Provide a rigorous academic preparation program, with access to engaging, real-world content
- Provide support in navigating the college application, selection and admissions processes
- Build a network for alumni support

For Intrinsic students, the emphasis on college and career readiness will begin in 7th grade. Each student's personalized learning plan (see Section 2.3.a) will track data and guide their progress toward college acceptance and success. As students progress through courses, they will have access to dual-credit programs that allow them to earn college credits while simultaneously earning credits toward their high school diploma. According to the CPS Office of Pathways to College and Careers, research has shown that students who take college courses in high school are more likely to earn a high school diploma, more likely to enroll in college, more likely to persist in college, have a higher college GPA, and complete a four-year degree faster.

During their junior and senior years, Intrinsic students will be enrolled in a year-long writing seminar, with Semester Two of junior year and Semester One of senior year focused on the college process. Communicating through writing is an essential part of a student's college readiness. The college writing course taken by juniors and taught by the college counselor will take students through the writing process and expose them to a variety of writing tasks. In addition, the college writing course will take a cross-curricular approach to research and the development of original ideas. This course will reinforce all English College Readiness and Common Core Writing Standards.

Students will learn to present themselves on paper as articulate, professional, and organized. The first semester will focus primarily on research and expository writing to develop students' organization and originality of thought. The second semester will focus on students' development of their personal statements for college applications. They will learn to craft a narrative that captures their stories and showcases their potential.

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[8] http://www.liifund.org/wp-content/uploads/2011/03/LIIF-College-Access-Programs-RTC-2009.pdf

As stated in YES Prep Public Schools' paper above, non-academic challenges are directly tied to college persistence. During Intrinsic students' senior year, the college seminar course will walk them through the inevitable challenges they will face after graduation: inequality, racial tensions, financial distress, academic hardships, transportation, etc. Students will role-play scenarios and have opportunities to speak with college students from similar backgrounds. During college visits, students will visit academic support centers (counselors, writing centers, etc.) to build confidence to access these resources.

We also believe effective family engagement early in the college preparation process will contribute to higher rates of appropriate college matches and success. Savitz-Romer and Bouffard also outline the following five strategies to assure student and family college readiness (especially for families of first-generation college-bound students)[9]:

- Communicate with families frequently about the academic, social, and emotional skills needed for college in a comfortable, accessible way
- Invite families to college exploration activities, such as campus visits and college nights
- Create opportunities for families to connect and build networks
- Facilitate family-youth discussions about college, especially intrinsic reasons to pursue higher education to help students
- Organize student-led conferences for cooperative planning

Intrinsic will host a series of family events to help students and parents navigate the college process. Some examples of family workshops include, but are not limited to the following:

- Town hall meetings to give parents an opportunity to ask questions and raise concerns regarding their child's decision to leave home for college
- Health care and campus safety informational sessions to ease parents' concerns and ensure they know their child is taken care of when they're away from home
- Financial planning workshops, which will begin before students' senior year so families can maximize the amount of time they have to save and plan for college

Financial literacy has become an important aspect of college readiness – especially for low-income students who have access to a wide variety of student loans, grants and scholarships. Currently, too many students drop out of college due to financial reasons that could be avoided. According to Sallie Mae's 2012 *How America Pays for College* "financial planning for the payment of college expenses remains low – just 39 percent of families had a plan for paying for college before enrollment."[10]

Intrinsic's multiple campuses will provide students with an expansive network of alumni. Our college counseling departments will work in tandem to connect current Intrinsic students to alumni on college campus(es) of their choice. We will also invite alumni to share their experiences and lessons learned with current Intrinsic students. We think the time after high school graduation and before enrollment will be critical for many of our students. Big Pictures Schools, a network of schools across the U.S., serving populations of students who predominantly come from low-income, urban, and minority backgrounds, found that during the summer after graduation, at least one in five of their students who had

[9] http://www.hfrp.org/publications-resources/browse-our-publications/helping-families-pave-the-path-to-college-supporting-the-developmental-processes-that-facilitate-college-readiness
[10] "How American Pays for College 2012." https://www1.salliemae.com/NR/rdonlyres/75C6F178-9B25-48F5-8982-41F9B3F35BF6/0/HowAmericaPays2012.pdf

been accepted to college decide not to begin college at all.[11] We will hold summer events to check in with our graduates, answer questions about on-campus supports, and quell any concerns they may have about attending college in the fall.

2.1.b.3 *Post-Secondary Tracking (if proposing a high school)*
Q. If proposing a high school, specify the methods that the school will employ to track student/alumni college acceptance and persistence rates. Identify who is responsible for monitoring and overseeing tracking efforts.

Our College Counselors and Senior Advisors will support students and parents through the college application, acceptance and enrollment process to ensure that they have the tools, information and supports that they need to be successful. We will use Naviance to track college applications and National Clearing House data to track persistence. In addition, the College Counselor will maintain a connection with alumni via email, through Facebook and other social media tools. The college counseling department will monitor and oversee tracking of Intrinsic alumni data which will be housed in our student information system, Illuminate. This information will become part of our data dashboard and will keep all Intrinsic staff focused on post-secondary outcomes and successes.

In an effort to maintain meaningful relationships with our graduates, we will host organized alumni events throughout the year. We will maintain contact with alumni through social networking sites, email, phone calls, site visits, and periodic mailings. We will also ask our alumni to speak to our current students about their experiences. By establishing a formalized and comprehensive network, alumni are able to maintain direct contact with one another while serving as role models for future Intrinsic collegians. The primary strength of the alumni support program will be its ability to foster and facilitate personal relationships. The availability of this network and the accompanying emotional support will be instrumental in helping to ensure success for our alumni.

2.1.b.4 *Student Profile*
Q. Describe the anticipated social, emotional, and physical health needs of the targeted student population.

We anticipate serving a diverse, primarily low-income student population with broad social, emotional and physical health needs. Adolescents have unique needs during their development.
In addition to typical adolescent issues, we expect many of our students to have needs related to poverty. Some will lack basic human needs such as food and clothing. Many will be dealing with violence and drug use in their community and some students may have issues with substance abuse or pregnancy. For students to focus on learning, these needs must be addressed.

2.1.b.5 *Monitoring Non-Academic Needs and Growth*
Q. Explain how the school will identify and monitor individual students' social, emotional and physical health needs on an ongoing basis at the school. Please describe any non-academic goals that the school may set for students, how they will be measured and by whom. Who will be responsible for overseeing the implementation of these efforts?

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[11] http://www.bigpicture.org/2008/12/data-now-what-data-beyond-high-school/

We will monitor students' social, emotional and physical health means via our advisory system, weekly grade level meetings and weekly administrative team meetings. Students at Intrinsic are assigned an advisory upon entry, whether it be as a 7th or 9th grade student. The advisory structure of one advisor to roughly 20 same sex students remains intact throughout the student's tenure at Intrinsic. Advisors thus get to know their students, their families and their non-academic needs in depth. Advisors conference with students weekly about academic progress but also monitor and address any social emotional developments or concerns. Advisors address minor issues themselves but bring any larger concerns directly to the social worker or principal. Referrals for social work support are logged into our student information system and handled by the school social worker (an additional resource to the social worker provided by CPS to manage IEP social work minutes.)

Intrinsic employs a full-time social worker to support the needs of all students outside of mandated social work minutes provided through special education. The social worker is accessible to all students via an office in the central hub. His schedule includes multiple hours daily dedicated to drop-in availability. He provides the initial assessment of immediate student and family issues and is the school's primary conduit to external resources. He connects students and families to services based on need.

As stated in Section 2.4.b.2, we use weekly early release days for staff collaboration and professional development. Grade level teams meet for an hour per week to discuss a combination of individual student issues and grade level projects and policies. Students are added to the list for discussion by any grade level content teacher or by the advisor. All next steps are logged into Illuminate/Kickboard and are tracked on a continuous basis.

Finally, the administrative team meets weekly. A standing agenda item is to look at student data. This includes looking at academic, attendance and behavior data (i.e., merits and demerits). We find that this combination of data often reveals non-academic issues. For example, we are concerned about students with very high attendance and low grades, students who experience a decline in either grades or attendance or students who exhibit changing behavioral patterns. Students of concern and associated next steps are logged into Illuminate. Next steps are monitored. If concern is not alleviated, our social worker and assistant principal will make a home visit. In addition to these core strategies, we partner with local health service providers to offer vision and hearing screening, sex education and other basic services related to physical well-being.

Non-academic goals for students include community service hours and summer program participation. Both are tracked in our student information system, Illuminate. Community service hours are a graduation requirement. Summer program participation is tracked by advisor and is part of the student-led conference template.

The principal is ultimately responsible for the overall health of students and monitors that advisors, grade level teams and the social worker follow-up on next steps for all students.

2.1.b.6 Social, Emotional, and Physical Health Supports
Q. Describe the programs, resources, and services (both internal and external) that the proposed school will provide in order to promote students' social, emotional, and physical health. Explain how the proposed school will meet the needs of students in at-risk situations, including but not limited to homelessness, poverty, behavioral issues, truancy, drugs, pregnancy, and mental health and emotional issues.

Intrinsic schools will support students' social, emotional and physical health both internally and externally. As stated in section 2.1.b.5, our advisory structure is designed to be the first level of support for all student's social and emotional health. The next level of support for social and emotional health is our full-time social worker. Our assistant principal and social worker conduct home visits to partner with families to solve truancy issues and other at-risk behaviors. We partner with outside organizations to provide support for students requiring resources not available at school. These partnerships include:

Mental Health & Emotional Issues	• Community Counseling Centers of Chicago • Alexian Brothers • Lurie Children's Hospital • Advocate Illinois Masonic Behavioral Health Services • Catholic Charities
Teen Pregnancy	• Infant Welfare Society of Illinois • Lutheran Social Services of Illinois
Drug prevention and intervention	• Chicago Lakeshore Hospital • AA/NA
Financial Responsibility	• Moneythink – University of Chicago

We support student health on-campus via a comprehensive physical education and health program centered on individual fitness goals. We offer a range of competitive and club sports that provide additional opportunities for physical and mental health. All students have access to vision, hearing and dental services through outside partners that service students while at school.

For students in temporary living situations, Intrinsic will comply fully with the federal McKinney-Vento Homeless Assistance Act, 42 USC 11431 et seq., the Illinois Education for Homeless Children Act 105 ILCS 45/1-5 et seq. and all other laws that protect the rights of homeless children. Specifically, Intrinsic will take the following actions:
- Provide homeless students with CTA cards to assist in transportation needs
- Waive all student fees for homeless students
- Recruit homeless students at shelters and agencies
- Immediately enroll a homeless student even when school/medical records cannot be produced
- Provide training to staff regarding state and federal laws pertaining to homeless students
- Provide training to staff regarding the needs and rights of homeless students
- Ensure that homeless students have equal access to all parts of the education program including but not limited to enrichment classes, tutoring, field trips, and special programs
- Coordinate with external social service agencies to serve the needs of students without housing.

2.1.b.7 Approach to Behavior and Safety
Q. What is the proposed school's approach to student discipline and classroom management? Outline the system of incremental consequences for both positive and negative behavior, as well as the school's plan for supporting positive behavior and responding to inappropriate behavior when it occurs.

*If proposing a **Next Generation** blended learning model, include the codes of conduct for online courses and/or the digital components of coursework that take place within and outside the brick-and-mortar building. Explain how these codes of conduct will be enforced.*

We believe in disciplining with dignity, teaching with logic, and developing a school program in which students are intrinsically motivated to behave appropriately and engage in their work. Our warm, strict, and consistent culture will allow for student success. We also believe in implementing a proactive, positive behavioral support system as a preventative measure and to build students' socio-emotional problem-solving skills.

As described in the culture section, 2.1.b.1, Intrinsic believes that a warm, strict, and consistent culture will allow students to learn and teachers to teach. Accordingly, we view it as our responsibility to implement a culture of discipline, respect, and hard work every minute of every day. Intrinsic will have clear, high expectations for student conduct and a strict discipline policy, however our staff will always explain "the why" behind the consequence. Through this explanation, students will gain a greater understanding of their behavior and the reason for the positive or negative consequence. Through clear rules and consistency, all students will learn to take responsibility for themselves, their school, and their community.

Our team has significant experience dealing with student discipline and behavioral issues in schools across Chicago. The Intrinsic Student Code of Conduct will be distributed to all parents upon enrollment and will be used in a consistent and equitable manner. The SCC includes all necessary safeguards to protect the rights of students with disabilities and affords due process for all students.

The Intrinsic Student Code of Conduct applies to actions of students during school hours, before and after school, while on school property, while traveling on school vehicles funded by Intrinsic Schools, while participating on any team or group representing the school or attending such an activity, at all school sponsored events, and while using the school network or any computer or IT Devices. This code also applies to actions of students before or after school hours and off school property if those actions pose a substantial likelihood of disruption to the learning environment in the school.

The following beliefs inform our code of conduct:
- Safety
- Respect
- Sweat the small stuff
- Clear consequences
- Independence

Intrinsic students will be awarded EPIC points, demerits, and detentions based on their adherence to the Student Code of Conduct. Students will receive EPIC points for demonstrating our core values and other exemplary behavior. They will receive demerits for being off task, not following a teacher's directions, disrupting class, disrespect, etc. Four demerits over a two week cycle equal one after school detention. A student can be assigned from 1-4 demerits for rule infractions. Any infraction deserving more than 4 demerits, such as gross disrespect to staff or other students, results in the student being sent to the Dean of Culture. All demerits and EPIC points are logged in our computer system Kickboard and accessible via a student and parent portal.

Anytime a student earns 4 demerits within a two-week period, he/she is issued a three-hour detention. If a student earns a detention, the student will be notified at the beginning of the week in afternoon advisory. The parent/guardian will also be notified via an automatic call sent home.

The Culture team will also meet weekly to review demerit, detention, and EPIC point data based on the teacher logs in Kickboard. By looking at culture data by staff member and infraction/positive behavior, the Culture team will be able to identify trends among different staff members and grade levels. These trends will then be addressed in staff meetings and if necessary, professional development sessions.

A suspension is when a student is removed from school for up to 10 school days due to the serious nature of an inappropriate behavior. Students who have been suspended may not appear on campus nor attend any school functions (before school, after school or evening) while suspended. They may, however, enter the school to take or prepare for state assessments. Suspended students must be assigned homework and given the opportunity to make-up missed assignments, quizzes or tests.

Students with disabilities may be suspended up to 10 school days in one year for violations described herein. Consequences for special education or disabled students will be adjusted, as required by federal and state laws and regulations, and the student's individual education plan (IEP) or accommodation, when necessary.

A campus official, the Dean of Culture (or designee), must fill out an appropriate misconduct report anytime a student is suspended. Students must have due process, which allows them to hear the charges and respond to them. Notes must be taken at the Due Process hearing to ensure that the student's rights were protected. The notes are kept in the student's permanent record. Parents will be notified as soon as possible but no later than 12 hours from the end of the school day after the suspension is administered, through a phone call, a message on an answering machine, letter mailed home or an email. A copy of the notification of the suspension should be sent home with the student as well as sent to the home via US mail.

A parent or student may appeal a suspension by requesting a review in writing to the Intrinsic CEO within two days of the notice of suspension. The CEO will make the final determination of any suspension appeal. An appeal does not halt student's suspension. If the suspension is overturned, the suspension will be removed from the student's record and any remaining days will not have to be served.

We will also work to ensure the safety of our students as they arrive and depart from school. We will develop strong ties in the community that help alert us to any neighborhood issues that might impact our students. We will communicate with neighboring CPS schools and the Office of Safety and Security about emerging safety issues and coordinate to determine the appropriate response to ensure the safety of our students.

Technology Acceptable Use Policy

Intrinsic Schools provides a variety of information and communication technologies to our students and staff. These tools when used properly become essential to ensuring the success of all members of the Intrinsic family. The following details best practices and standards that all are expected to follow.

Access and Content Filtering
Intrinsic owned computers and wireless infrastructure have content filtering software to ensure that all resources accessed are age appropriate as defined by the federal Children's Internet Protection Act

(CIPA). Student Chromebooks utilize this software both inside and outside the Intrinsic network. Students and staff are prohibited from installing any tools/software that bypass these filters.

Accounts and User Information
Every student and staff member is assigned a username and password to access resources where necessary. These accounts are to be used solely for work pertaining to Intrinsic Schools. Passwords are not to be shared between users. Users should only access their own files and resources and should not access another user's files and resources.

Respect
Students are expected to demonstrate the values of Intrinsic both offline and online. This means remembering that you are representative of Intrinsic and are expected to show empathy in all online spaces. Students are not to participate in cyber-bullying, gossip, or other unkind actions. Students are expected to see an Intrinsic staff member or complete the anonymous tip line form in the OneLogin portal to report any acts of bullying.

Responsibility
Students are expected to bring their assigned Chromebook to school daily, fully charged. If a student arrives without his or her Chromebook, a parent and/or guardian will be contacted immediately to bring the device to the school.

Students and staff have a responsibility to treat all Intrinsic owned equipment with respect and devices should be kept free of damage. If a device is damaged in any way, the Technology Department should be notified immediately. In the event of fire or theft of a device, a police report must be filed. A copy of the police report must be provided to Intrinsic Schools.

Student Devices
Students are provided with all necessary tools and resources while at Intrinsic Schools. Intrinsic will handle all necessary repairs and support to ensure the devices are operating properly. Physical damage is not covered and associated costs are the responsibility of the student.

Cell phones are permitted but not allowed to be used, heard, or seen on school grounds. If parents need to communicate with their students they are encouraged to email students or call the main office. Students will be issued a detention for violating the cell phone policy.

2.1.b.8 Behavioral Interventions and Supports
Q. Describe the multi-tiered system of prevention and intervention behavioral supports that the school will put in place for all students and students in need of targeted supports.

We believe in implementing a proactive, positive behavioral support system as a preventative measure and to build students' social-emotional competencies. Observational data will serve as initial data points for problem behaviors. If a student is referred for consistent and frequent behavior problems, a team of individuals including the principal, advisor, teachers, parents and the student will meet to develop a plan for that student. All records of observations, tiered interventions, benchmarks and progress monitoring, meeting notifications and notes will be kept as part of the student's permanent record file with access via Kickboard.

Intrinsic will use a Multi-Tiered System of Supports (MTSS) to monitor student behavior. MTSS is more comprehensive than the Response to Intervention (RtI) program as it is a "coherent continuum of evidence based, system-wide practices to support a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision-making to empower each student to achieve high standards" (Kansas MTSS). MTSS allows Intrinsic to bridge the gap so all students can achieve high standards. Analogous to the medical profession, Intrinsic uses multiple data sources to diagnose, apply treatment and monitor progress. We will increase intensity of interventions when needed, but allow enough time for the intervention to be effective.

Support starts in the pod or classroom. Teachers deliver lessons with clear expectations. They utilize the Intrinsic Student Code of Conduct to ensure a maximum amount of time is spent on learning. All students are held to high expectations in the classroom. MTSS addresses academic as well as social, emotional and behavioral development of children. Advisory serves as a time for advisors to develop social-emotional competencies. All students receive this support in their advisory period. Students who continue to struggle are brought up at the weekly grade level team meetings. This team will consider a range of learning, health, behavioral and other reasons for poor performance and will recommend additional classroom interventions or services such as counseling, tutoring, or partnerships with outside agencies (Adapted from CPS Action Plan).

The grade level team leads our Multi-Tiered System of Supports. The grade level team meets weekly on Wednesdays during our professional development time. When a student does not respond to the universal interventions, a referral is made to the grade level lead. The team then determines next steps for the specific student and uses up-to-date data, such as grades, demerit and EPIC point entries, and academic and behavioral logs, to drive decisions. The grade level team is responsible for communicating all information to relevant stakeholders. The team monitors progress weekly to gauge the efficacy of each student's plan. The MTSS process requires that teachers, administrators, and all other stakeholders collaborate to ensure student success.

The problem-solving process of MTSS is as follows:
- The team identifies the problem at hand. They determine the gap or difference between the expectation and what is actually occurring in terms of student performance. Problems may be defined using school-wide, small group, or individual student data.
- The grade level team then uses the information collected from a variety of sources, such as universal screens, progress monitoring, student work, parents' input, etc., to determine why the learning and/or behavioral problem may be occurring.
- Next, the team sets a goal that describes the expected improvement in learning, selects the intervention that will address the problem, identifies how progress will be monitored, and carries out the interventions and checks to be sure they are being done correctly.
- Finally, the team evaluates the plan by collecting school-wide, small group, and individual student data to determine if the plan is working or if changes are needed (Adapted from illinoisrti.org).

The team communicates not only with the student, but with the parents/guardians to ensure student success. The advisor maintains open lines of communication with the student and family to foster positive relationships between all members of our community.

In addition to the specific intervention planned by the grade level team, all teachers that encounter the specific student from MTSS complete the 3P survey daily via Google Documents. On a scale from 1-5,

teachers rate the students participation in class, their preparedness for class, and their physical appearance. This baseline data is entered into the student's permanent record via Kickboard. The grade level lead is responsible for disseminating all surveys and entering the data into Kickboard.

2.1.b.9 Monitoring and Evaluating Behavioral Interventions and Supports
Q. *How will the school monitor the progress of behavioral interventions and determine whether they are succeeding in promoting positive student behavior? Who will be responsible for overseeing student discipline and behavioral interventions?*

Advisors conduct initial progress monitoring via daily check-ins to review behavioral progress in weekly conferences. Through the student portal, students and advisors review EPIC points and demerits earned over the course of the week. By looking at this data, the student and the advisor can set goals for the upcoming week. Members of the Culture team, including the Dean of Culture and two disciplinarians, are in constant communication with advisors regarding weekly goal setting and individual conferences and advisors communicate with parent about weekly goals and developments.

The grade level teams lead our Multi-Tiered System of Supports. The grade level team meets weekly on Wednesdays during our professional development time. When a student does not respond to the universal interventions, a referral is made to the team. The team determines next steps for the specific student and uses up-to-date data via Kickboard to drive decisions. They are also responsible for communicating all information to relevant stakeholders. The team will monitor progress weekly to gauge the efficacy of each student's plan.

Progress will be also monitored by the grade level lead teacher using various data points, such as attendance, academic, behavior logs, and teacher logs. Teachers will create a Google Doc and/or for each student with the above listed data for each week. Using this data, the grade level lead teacher can evaluate the plan. Finally, the team evaluates the plan by collecting school-wide, small group, and individual student data to determine if the plan is working or if changes are needed. (Adapted from illinoisrti.org) We use a MTSS checklist to evaluate the items staff have accomplished during the process. These checklists function as reinforcement for changes in adult behavior. The items achieved on the checklist also serve to evaluate a school's progress in the implementation process.

Specifically, Intrinsic will use the Benchmarks for Advanced Tiers to evaluate our MTSS process (BAT; Anderson, Childs, Kincaid, Horner, George, et. al, 2009). This tool "allows school teams to self-assess the implementation status of behavior support systems."[12] The BAT allows our staff to determine if all tiers of support are in place and as well address the practices, systems, and outcomes of the interventions. The Dean of Culture uses this tool with the grade level lead teachers to evaluate our MTSS system.

As described in section 2.1.b.7, the Culture team will also meet weekly to review demerit, detention, and EPIC point data based on the teacher logs in Kickboard. By looking at culture data by staff member and infraction/positive behavior, the Culture team will be able to identify trends among different staff members and grade levels. These trends will then be addressed in staff meetings and if necessary, professional development sessions.

2.1.b.10 Communication of Behavioral Expectations

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[12] http://miblsi.cenmi.org/MiBLSiModel/Evaluation/Measures/BenchmarkforAdvancedTiers.aspx

Q. How will expectations for behavior and corresponding consequences and rewards be clearly communicated to students and families?

Intrinsic communicates the expectations for behavior and corresponding consequences to student and parents at several points throughout the year. First and foremost, parents and students are provided with a copy of the Intrinsic Student Code of Conduct (SCC) at summer orientation. The Intrinsic Student Code of Conduct will provide clear guidelines for student behavior, listing all infractions, consequences, and positive behaviors. During the orientation, students and parents/guardians will be asked to read and sign the SCC Acknowledgement form. The Student Code of Conduct will also be posted on the school's website as well as the Student site for parent and student access.

In addition, during the school day, the advisory period will allow for student's to track their behavioral progress via the student portal. Advisors will individually conference with advisees on their behavioral progress. The student and the advisor will review the student's past behavior and set goals for the upcoming week. The advisor will also communicate with parents/guardians regarding the student's behavioral progress.

Parents and guardians also have the opportunity to meet with the advisor formally four times per year at both Student Led Conferences and report card pick up dates. At Student-Led Conferences, the student will present both their academic and behavior progress to parents and advisors. This conference allows for the student to own their progress and set goals for the upcoming quarter. Report Card Pick Up dates allow for the advisor to meet with the parent/guardians to discuss semester grades and behavior. All four of these events provide parents/guardians with an opportunity to have a deeper conversation with the advisor and student regarding both the academic and behavioral progress.

Should a student enter Intrinsic at the semester, the student and his/her parents/guardians will be required to meet with an Intrinsic team member to participate in an individualized orientation. We believe that having this orientation with students and parents is essential to the student's success at our school. In addition, we will use the advisory period described above to acculturate new students to the culture at Intrinsic. As new students enroll, advisors will spend time with the students to ensure that the (s)he is fully aware of the expectations, school culture, and procedures, systems, and routines. New students will also be assigned a shadow who will assist the new student with acclimating to the culture of Intrinsic.

2.1.b.11   Exclusionary Discipline
Q. Please provide a preliminary list and definitions of the offenses for which students in the school may be suspended or expelled. What corrective, instructive, and/or restorative responses to misbehavior will the school implement prior to the use of exclusionary discipline?

We have attached our complete Student Code of Conduct as Appendix 11_2.1.b.1. Please see:
- **Pages 9-13** for a list of Unacceptable Behavior & Corrective Disciplinary Consequences as well as related definitions**.**
- **Pages 7-8** for an explanation of the suspension procedures
- **Pages 8-9** for an explanation of the expulsion procedures
- **Page 7** for a description of the Multi-Tiered System of Supports which we use to engage in corrective, instructive, and restorative responses to misbehavior prior to the use of exclusionary discipline.

2.1.b.12   Due Process

Q. *Explain how the school will protect the rights of students with disabilities/impairments in disciplinary actions and proceedings and afford due process for all students. Describe the appeals procedures that the school will employ for students facing possible expulsion.*

We have attached our complete Student Code of Conduct as Appendix 11_2.1.b.1. Please see:
- **Pages 23-24** for an explanation of our Procedural Guide for Students with Disabilities
- **Pages 7-9** for an explanation of the suspension and expulsion procedures which includes due process and appeal procedures.

2.1.b.13   Parent Engagement

Q. How will the school communicate expectations about the school's mission and vision, culture, to families? How will the school engage parents and caretakers in their child(ren)s' education? Outline any requirements for parents' involvement in their students' education. Discuss strategies to provide clear and consistent communication to parents about their students' progress throughout the school year, including parents who do not speak English.

If proposing a **Next Generation** *blended learning model, specify any requirements or expectations for parent involvement or support associated with the blended learning components of the educational program. In addition, specify any equipment that families will be responsible for obtaining and any technological support that families will be responsible for providing.*

We believe that students are better able to succeed academically and personally when their parents are engaged in their education. Fundamental to this belief is the importance of building a partnership between educators and parents that accelerates student learning. Intrinsic seeks to empower its families, helping them to attain skills to better advocate for their children's education. Family involvement takes place in various forms, including:

Communication

Frequent and consistent communication with parents is a key tenet or our family engagement strategy. Communication with parents begins with the student recruitment process and continues through graduation. We take multiple opportunities to communicate Intrinsic's mission, vision and culture with parents through both written communications and in-person meetings and events. Additionally, we believe that it is critical for parents to monitor their children's progress throughout the school year.

All communications are done in both English and Spanish to ensure that all parents have access to all of the same information. If and when translation into additional languages is required, we work to provide options. Following is a sample of our regular communications with parents and families.

- **Support for enrollment**: Members of the Parent Advisory Committee (PAC) organize parent volunteers to attend and support all recruitment open houses and enrollment events in order for prospective parents to ask questions of existing parents at both the middle and high school level. Enrollment sessions are generally staffed by 15-20 parent volunteers.

- **Orientation activities:** We begin each school year with parent meetings that reinforce the intentions behind our student code of conduct and academic policies, mission, vision and culture. All sessions

are conducted in both English and Spanish. Spanish speaking parents from the Parent Advisory Council (see below) act as greeters to make sure Spanish-speaking families feel welcome. The principal and assistant principals answer general parent questions. Parents and students also meet their student's advisor at this event. Parents report this early connection to be very helpful as the advisor serves as the initial point of contact to the family and is the student's internal advocate. (See Section 2.1.b.1.for more on advisory).

- **Weekly Newsletter:** Each Monday a parent newsletter is sent home in hard copy to all parents in both English and Spanish. This includes announcements and celebrations. Students are required to return the signed portion of the newsletter the following day as part of an advisory grade.

- **Biweekly Progress Reports:** Progress reports and merit/demerit counts are sent home every other week. Students are required to return signed progress reports the following day as part of an advisory grade.

- **Student-Led Conferences & Report Card Pickup:** Student-led conferences happen at the end of the first and third quarter. Translators are provided. At the end of each semester, we host report-card pick-up where parents can make appointments to see any teacher or administrator.

Engagement
We believe that in order to fully engage parents in their children's education, we must create multiple pathways for them to become active members of the school community. Following is a sampling of Intrinsic's parent engagement activities:

- **Parent Advisory Council:** The parent advisory council serves as the conduit between the parents and administration on school-wide issues. At our Belmont Campus, the principal meets with the PAC every other Friday morning from 7:30 – 9:00. The PAC works to solve any school-wide issues, alert the administration to any communication and needs and support the school community.

- **Copy cente**r: Parents assist teachers by staffing a copy center every Friday. Teachers can drop off anything they need copied during the week and receive it by Friday afternoon.

- **Library**: Parents staff our school library every Friday so that students can select new independent reading books. Parents are trained in the inventory management system and reshelf all books.

- **Parent bulletin boards**: Members of the PAC maintain a parent bulletin board inside the main vestibule of our Belmont campus. This is designed to reiterate information to families as they enter the school and gymnasium for sporting events.

- **School spirit sales and events**: Parents organize seasonal spirit events, such as selling and delivering candy canes and Valentine's Day cards, to promote school spirit. They also host parent social events to encourage parents to get involved.

- **Coordination of the career connections program**: Parents on the PAC coordinate afterschool field trips to various businesses in Chicago. Connections to the businesses come from parents, teachers and Board members, and parents follow-up to coordinate logistics, chaperone events and follow-up with companies on the experience.

Technology

In keeping with our focus on technology as a core part of our model, parents have access to an online Parent Portal to track student progress/information and communicate with teachers and staff. Understanding that not all families have ready access to technology at home, we can provide access to equipment and resources for all parents to participate in their child's education via the Parent Portal. We also distribute any information from Comcast and other potential partners about discounted Internet access for low-income families.

All students at Intrinsic Schools are issued a Chromebook to be used both at school and at home. There are no equipment requirements from families. If students do not have internet access at home, they can arrive at school as much as 90 minutes before the start of school to complete homework or stay for office hours with the teacher after school. We also encourage parents to take advantage of low-cost internet access provided to students receiving free or reduced lunch.

2.1.b.14   Parent Resources

Q. *Describe any programs or resources that the school will provide specifically for parents or caretakers. Will school staff or external organizations provide these services? How will the costs of services be covered?*

Intrinsic will implement programs and host workshops and classes to provide parents with skills and services that they have identified interest in through an annual parent survey. The PAC will coordinate these activities and cover the associated costs through Title I Parent Involvement Funds to the extent possible. Intrinsic has also set aside $10,000 per year for the PAC to use for parent programs. Following are a few examples of programs that Intrinsic and the PAC have developed for the first Intrinsic campus:

- **Parent Connection Workshops** – Intrinsic hosts a series workshops throughout the year to arm parents with tools to better support their children academically at home and help encourage students to take ownership of their learning. Workshop topics are developed in coordination with the PAC. Workshops at our first school campus include sessions on planning for college, the college application process, technology and Internet safety.

- **Health and Wellness**: The PAC identified health and wellness as a high interest area from parents via our parent survey. We currently host weekly Zumba classes for parents and the community and currently have about 30 attendees each Saturday morning.

- **ESL Classes**: The PAC also identified English as a Second Language classes as a high interest area. Using the Title I Parent Involvement Funds, the PAC will hire an ESL teacher to conduct weekly classes for interested parents.

- **Parent Social Events**: The PAC organizes semi-annual social events for parents and guardians. These adult-only events are created for parents to get to know one another and are typically held on weekend evenings.

In addition, for parents who require health and/or counseling related services, the Intrinsic Social Worker will assist them in obtaining external services and supports through the partnering agencies listed in response to question 2.1.b.6.

Q. Briefly describe the qualifications and experience of members of the design team and/or (founding or existing) Board of Directors in all areas that are key to successfully opening, managing, and sustaining a new school, including education, school leadership/administration, operations, finance, development, law, and ties to the proposed community. Describe how the design team was formed, each member's contributions to the proposal, and each member's proposed role in the school. Please cite any advisors or consultants external to the founding group and define their contributions to the development of the proposal, including their relevant experience and qualifications.

If proposing a **Next Generation** blended learning model, specify the experience that members of the design team have with blended and/or online learning.

The Intrinsic Schools Design Team is comprised of experienced individuals who are passionate about education and committed to establishing an innovative and sustainable school model. Together, this dedicated team seeks to prepare students for 21st century post-secondary success and cultivate independent, intellectually curious learners.

The Intrinsic Schools design team has extensive education, school leadership/administration, operations, finance, development, and legal experience. As we have not yet identified our location for the proposed school, we have not as of yet involved community members on our design team. However, Jim Palos, a member of the Intrinsic Board (for a bio see the response to question 3.2.b.1) has strong ties to the existing Intrinsic School's community. Jim is a Humboldt Park native and was President of Wright College, which is located on the Northwest Side. Several members of our team have been highly successful organizational and educational leaders with a demonstrated track record in achieving operational excellence. Design team members have vast experience launching, managing, advising and operating schools and school networks in Chicago and across the country.

The design team was formed by Melissa Zaikos, Intrinsic CEO and Principal. All members of the design team are currently working directly for or consulting for Intrinsic Schools. The members of the design team were selected for their skills and experience in critical aspects of launching a new Intrinsic School.

Design Team

Melissa Zaikos, Founder, CEO and Principal, has direct experience leading first Intrinsic School as the principal and leading the Intrinsic organization as the CEO. Under Zaikos's leadership, Intrinsic has had a highly successful first two years of operation. It is important to note that Intrinsic received a rating of 1 on the SQRP for its first year of operation and maintained a very strong balance sheet. Prior to launching Intrinsic, Zaikos was the CPS Network Chief for the Pershing Network, a network of schools in the Southwest communities of Chicago, comprising students who are 71% Latino, 13% African American, 10% Asian and 6% white/other. Despite the fact that Pershing's students were also 92% low income (qualified for free and reduced meals) and 34% English Language Learners, average growth during Zaiko's leadership was 61% in Reading and 65% in Math in 2011-2012, results that would place any individual school in the top quartile for growth nationally. From 2005-2011, Zaikos was the Chief Area Officer for the AMP Schools, managing a $7 million departmental budget and overseeing more than 100 schools within CPS, where student performance increased from 68% to 87% of students meeting or exceeding standards on the ISAT. Under her leadership, the AMP Schools led the district in data-driven

instruction as the first schools to utilize the Northwest Evaluation Association MAP assessment, which is now used district-wide. The AMP Schools also led the district in piloting various online curricula including ST Math and Compass Learning. In 2006, she led a team to secure a $21.3 million grant for the district high school transformation strategy from the Bill and Melinda Gates Foundation, the largest grant to date at that time from the Gates Foundation to a public school district.

Zaikos has a strong track record of developing district leaders, with six of her direct reports having been promoted to Chief of Schools. In addition, Zaikos has served as evaluator for the CPS principal eligibility process and has worked with Local School Councils throughout Chicago to hire over 50 Principals. Prior to her career in education, Zaikos was a business strategy consultant with Deloitte Consulting. She holds a Master of Business Administration from the Harvard Business School and B.S. in Industrial Engineering from Texas A&M University. She was a member of the Broad Fellowship for Education Leaders in 2011 and the Broad Residency in Urban Education from 2003-2005. She also served on the Executive Committee of the Board of Trustees for Cristo Rey Jesuit High School.

Michelle Trojan, Proposed Principal, has more than seven years of experience as a teacher and educational leader. At Intrinsic, Trojan currently serves as the Dean of Culture where she is responsible for creating a strong learning environment for all students. She supports teachers in creating a warm and strict classroom environment that meets Intrinsic's cultural norms and manages the implementation of the student code of conduct. Trojan works with parents and students to ensure that they are aware of the cultural and behavioral expectations of the school and manages all discipline referrals. Prior to joining the Intrinsic team in 2014, Trojan spent five years working at Noble Network's Rowe Clark campus. At Rowe Clark, Trojan served as a teacher, department chair, grade level lead teacher, and dean of students. During her time at Rowe Clark, Trojan took on additional responsibilities year over year, and her continuous professional growth was the result of strong student outcomes and a demonstrated leadership ability. Trojan holds a B.A. in history from University of Illinois Urbana-Champaign and a Masters in Educational Leadership from Columbia University Teachers' College. For additional details regarding Trojan's background and successes, please see the response to question 2.2.b.3.

Matthew Shaw, CFO, has over 14 years of experience as a leader in the charter schools sector. He has supported individual schools and school networks across the country in their strategic growth and financial management. For the last ten years Shaw has been a business and strategic consultant to charter schools, authorizers and funders with clients that include: Intrinsic Schools, LEARN, New Schools for Chicago, Chicago Public Schools, Noble Network, Chicago International Charter School, Chicago Education Partnership, KIPP San Antonio, National Association of Charter School Authorizers, Illinois State Charter School Commission, SUNY Charter School Institute, and many others.   Shaw's consulting experience includes supporting schools and networks during their incubation, start-up, expansion and steady state operations. Prior to consulting, he was the Director of Operations for Perspectives Charter School where he managed all aspects of the school's finance and operations. Shaw holds a B.A. from Washington University in St. Louis, and an MBA from the Kellogg School of Management.

Marcos Alcozer, Director of Technology, has led all technology related initiatives for Intrinsic Schools, including the design and implementation of every aspect of Intrinsic's technology environment. Prior to joining Intrinsic, Alcozer spent eight years serving as the technology coordinator for Northside College Prep High School in Chicago that is ranked as the number one school in Illinois and the number 33 school in the nation by US News and World Report. Alcozer brings experience leading a school-wide 1:1 device initiative, is a certified Google Educator and has developed software for school scheduling needs. He has

expertise in student information systems, learning management systems and on-line grade books. In addition, he led a group of student to support school technology needs.

Ami Gandhi, Director of Personalized Learning, oversees personalized learning plans and school-wide processes for student goal-setting in addition to working vetting and designing pilots for online programs. Gandhi is a Golden Apple scholar and seasoned instructor with experience coaching school leaders, training teachers and conducting professional development. Before joining Intrinsic, Gandhi worked alongside Zaikos in the Pershing Network as an Instructional Support Leader, facilitating training in EXPLORE, Common Core Mathematics Standards, and Differentiated Math Instruction with NWEA data. She also has extensive experience developing Response to Intervention plans as the RtI Coordinator/Instructional Manager for AMPS from 2010-2011. From 2006-2011, Gandhi was a highly successful Algebra teacher at Whitney Young Magnet High School, where 100% of her 7th grade students (452 students in total) exceeded the state standards on the ISAT and 96% passed the district Algebra exit exam as 7th graders. She holds a Master of Science in Mathematics Education from the Illinois Institute of Technology, a Type 75 administrative certificate and a B.S. in Education and Social Policy from Northwestern University.

Solomon Lieberman, Director of Development and Media, is responsible for communications, branding and design, fundraising, general organizational management and strategy in collaboration with the Board of Directors and other members of network team. Before joining Intrinsic, Lieberman spent six years working in journalism, design and digital media. Most recently he was the co-founder and creative director of the Lisagor Award-winning online magazine ChicagoSide, which partnered with and was cross-published by The Chicago Sun-Times, BuzzFeed, The Wall Street Journal, Chicago magazine, Crain's Chicago Business, Time Out Chicago, WBEZ 91.5 and others. Previously, as digital editor for the Better Government Association, a Chicago-based non-profit, he led the re-launch of the BGA's digital suite, and contributed on multiple high-impact projects, such as a yearlong investigation into the high costs of wrongful convictions, which was featured in The New York Times and won an Edward R. Murrow Award. Solomon has a Master's from Northwestern University's Medill School of Journalism, and a B.A. from the University of Wisconsin-Madison.

Rebecca Kingman, Dean of Instruction Belmont Campus, has over seven years of experience as an English Teacher, Instructional Coach. Most recently, Kingman was the Campus Instructional Coach at a 1700-student Texas high school with a 53% Limited English Proficient (LEP) population. In this capacity, Kingman developed and led English and ESL Professional Learning Community meetings and served as the Language Proficiency Acquisition Committee administrator for the LEP population. Kingman is an accomplished teacher with impressive academic outcomes in Texas schools with high numbers of LEP students and students in poverty. Kingman will join the Intrinsic team in August, 2015 and serve as its ESL teacher. Kingman holds a B.A. from Trinity University, a Master in Education from University of St. Thomas, and a Master of Educational Administration, Urban School Leadership from Southern Methodist University.

Archana Chawla, Volunteer Secretary to the Board, is a legal consultant who has many years of experience providing corporate and transactional legal services to corporate clients, most recently with Citadel Investment Group. She has valuable experience drafting documents, analyzing and formulating solutions to legal and business issues, and advising senior executives. Chawla also served on the Board of Directors for Namaste Charter School, and provides Intrinsic with ongoing legal and governance support.

Susmita Pratihast, Data Strategy Consultant, has worked with schools across CPS helping principals and teachers to better use data to inform instruction. She worked directly for Zaikos as the data strategist for AMPS and supported all Pershing schools as a consultant through Atlantic Research Partners. She has provided CPS senior leadership with strategic advisory support on data and performance management, designed comprehensive frameworks for effective (operational and instructional) implementation and use of formative assessments, and provided analytical support and professional development services. Prior to joining CPS, she led analytic and statistical research work on behalf of Price Waterhouse Coopers and the World Bank of India. Pratihast holds a B.A. with Honors in Economics from Hindu College, University of New Delhi, and a Master's in Public Policy from the University of Chicago.

Maria Condus is an expert in Special Education and support for students with disabilities. Condus founded CHALK, a consulting firm specializing in special education-related professional development and program design to implement and sustain inclusive best practices. Prior to CHALK, she worked for almost 20 years in the Office of Specialized Services within CPS, most recently as Executive Director for Instruction. Condus holds a Ph.D. in Special Education Administration and a Master's degree in Special Education-Learning Disabilities.

Linda Lazar-Lara is an expert in Special Education and support for students with disabilities. Lazar-Lara is a manager at CHALK, a consulting firm specializing in special education-related professional development and program design to implement and sustain inclusive best practices. Prior to CHALK, she worked for a total of 34 years for CPS. She spent 7 of those years in the Office of Specialized Services within CPS, most recently as Manager of Instruction. Lazar-Lara holds a Master's degree in School Leadership and a Master's degree in Special Education.

Board Members
Please see Section 3.2c for Board member backgrounds and bios.

Please note that all members of our team have experience in a blended learning environment through their work at Intrinsic Schools.

2.2.a.2 Academic Track Record
Q. Provide evidence demonstrating that the design team, whether an existing Chicago operator, existing national operator or Management Organization, or a new operator, has a proven track record of success driving academic achievement and growth for students similar to those the school expects to serve in a school setting.

Intrinsic Schools has had a very successful first two years of operation and the school's leadership has demonstrated success in driving academic achievement and growth for Intrinsic students. On Intrinsic's first High School Quality Rating Report from Chicago Public Schools, the school scored a rating of 1, the 2nd highest possible rating on a five level scale. Please see attached report in Appendix 16_2.2.a.2.

Despite the short track record for Intrinsic Schools, our design team has extensive experience driving academic achievement and growth in prior to joining the Intrinsic team. Melissa Zaikos, Ami Gandhi, and Susmita Pratihast worked together at CPS for the Pershing Network during the 2011-2012 school year, the year prior to Zaikos and Gandhi's departure to start-up Intrinsic. Zaikos was the network chief and oversaw a network of 30 K-8 schools with a total population of 19,000. The Pershing network

demographics included 92% free and reduced price lunch, 10% special education and 34% English Language Learners.

Pershing NWEA Results

When the design team initially started working in the Pershing Network, 22 schools were taking NWEA assessment and 7 schools were taking district mandated SCANTRON assessment. The design team brought their data driven best practices from their previous experiences and applied them with additional targeted coaching for principals and teachers with the following results:

- 61% of students met reading growth targets 65% met math targets from fall 2011 to spring 2012. Using the practices that Zaikos and her team implemented, this improved to 67% students meeting reading growth targets and 74% meeting math targets in spring 2013.
- Baseline Pershing data showed 35% of students at grade level in reading and 36% students in math. This increased to 40% in reading and 44% in math by spring 2012 and 48% in reading and 57% in math by spring 2013.

Pershing EXPLORE Results:

The design team introduced targeted strategies across the network to support schools and teachers in understanding the 8th grade EXPLORE test. Prior to this, Pershing lagged the district with 8th grade EXPLORE scores. The trend changed in 2011-2012.
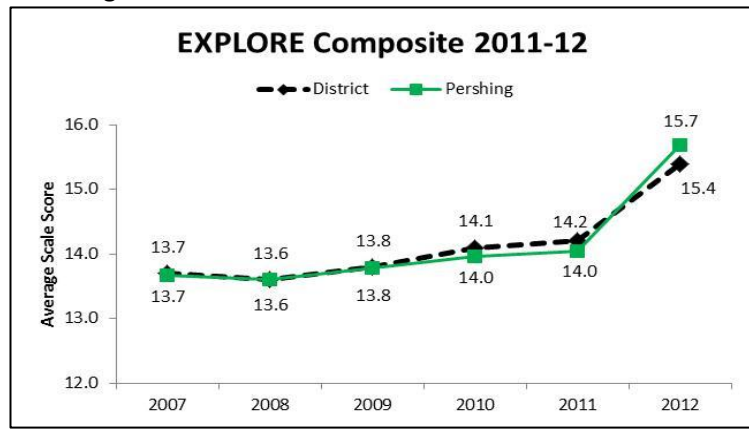
- In its first year of these strategies, EXPLORE achievement increased across all sub-tests.
- The following graph shows that higher percent of students in the Pershing Network were also meeting college readiness benchmarks[13] as compared to the district in SY2012.

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[13] College Readiness benchmarks are determined by ACT to be 13 in English, 17 in Math, 16 in Reading and 18 in Science.
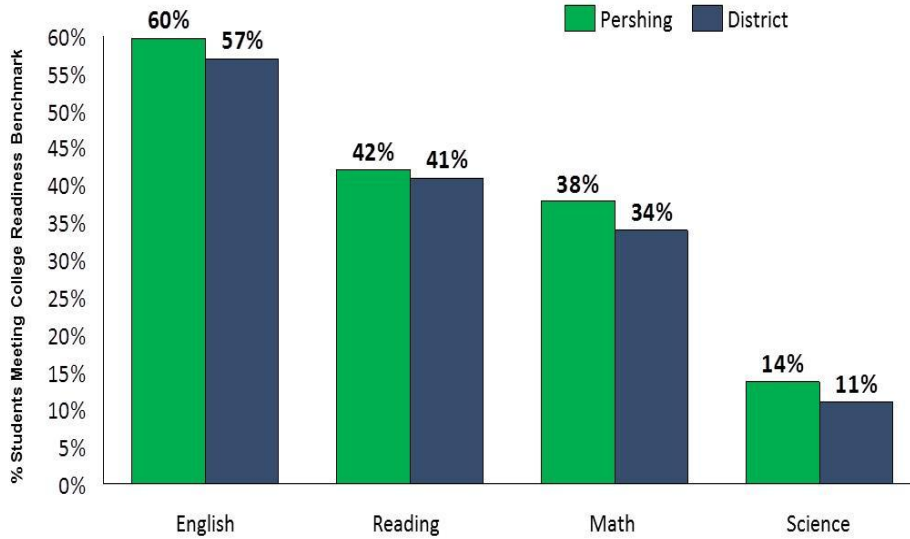
Comparative data from different elementary networks with similar demographic and poverty rates across the district were also used to see the impact. The following graph shows the Pershing Network rank for % change between SY2011 and SY2012 for every content area across all networks in CPS. Pershing Network schools showed the greatest increase from 2011 to 2012 with a 19% improvement in English and an 18% improvement in math.
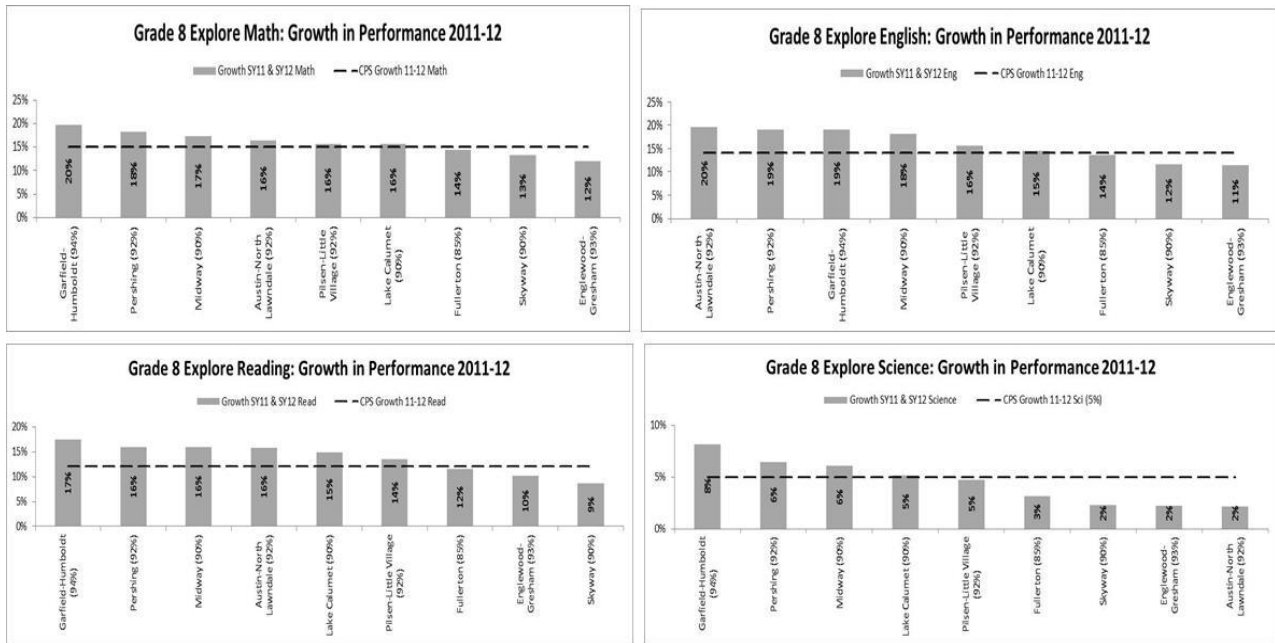
In addition, Michelle Trojan, the proposed principal has demonstrated success driving student academic achievement and growth both at Intrinsic and in her previous leadership roles at Noble Network's Rowe Clark High School. Please see the response to question 2.2.b.3 for details of her successes.

2.2.b.1 Structure

Q. Briefly describe the proposed instructional leadership structure. (Note: the structure should align with the school-level organizational chart provided in Section 2.5.a. Recruitment and Staffing).

The school leadership structure as shown below is designed to support the Seven Levers for Building Exceptional Schools defined by Paul Bambrick-Santoyo in *Leverage Leadership* referenced in the mission and vision section of this proposal, and to further develop the Intrinsic Schools Blended-Personalized Learning Model. While all seven levers are important for building exceptional schools, Bambrick-Santoyo and the faculty at The Relay Graduate School of Education stress that the most fundamental levers for a new school are: building a strong student culture, and creating a staff focus on data-driven instruction, followed closely by tight structures for meaningful observation and feedback of teachers. The school leadership structure shown below was created to ensure exemplary execution and attention to detail on these levers while enabling a process of continued improvement for our learning model.
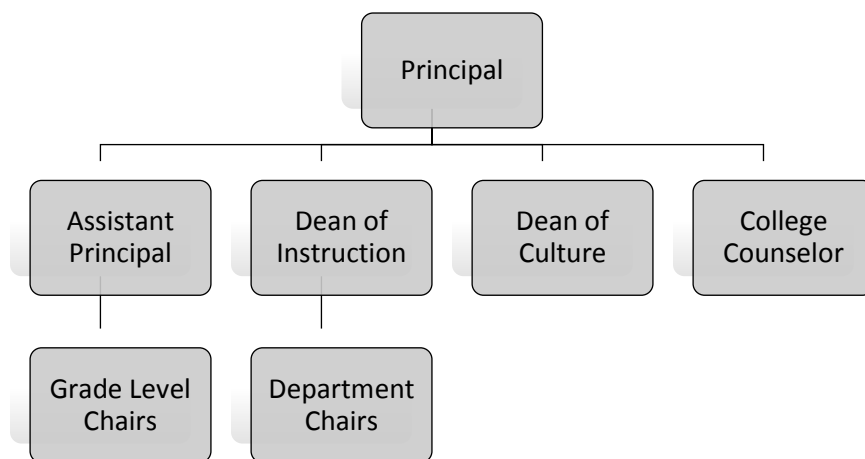
Please note that this differs slightly from the school's organizational chart. While the grade level and department chairs are supported by the Assistant Principal and Dean of Instruction, respectively, they are supervised by the principal.

Principal: The principal is both the instructional and overall leader of the school. He or she sets all instructional goals and participates in all data meetings in order to set the tone for data-driven instruction. Because Intrinsic is committed to observing all teachers on a bi-weekly cycle that includes observation and debrief meetings, roughly 40% of the principal's time is devoted to observation and feedback. The assistant principal and dean of instruction are also responsible for observation and feedback for a specific roster of teachers. The remainder of the principal's time is distributed between supporting a positive staff culture, working with teacher teams to evolve the instructional model, professional development, working with the Parent Advisory Council to create a community of involved parents, and teacher hiring. The principal also owns all school budgeting decisions.

Assistant Principal: To make sure that the principal and dean of instruction remain focused on instruction, the Assistant Principal leads all operational aspects of the school. He or she manages the office, leads all compliance and testing logistics including management of special education, supports and monitors the advisory structure and assists the Dean of Culture with individual student or parent issues that escalate beyond the culture team. Finally, the assistant principal also supports a small number of teachers with observation and feedback.

Dean of Instruction: The Dean of Instruction serves three main functions. First, he or she provides observation and feedback support to a team of teachers, similar to the principal. The Dean of Instruction owns the development and implementation of instructional systems. He or she works with the department chairs to build systems for building curriculum maps, reviewing lesson plans and collaboratively assessing student work. Finally, the Dean of Instruction leads instructional initiatives related to the continued refinement of our blended learning model in partnership with the Director of Personalized Learning described below.

Dean of Culture: The Dean of Culture is responsible for creating a strong learning environment for all students. The Dean of Culture supports staff in creating very detailed minute-by-minute procedures for all school-wide activities such as entry, dismissal, lunch, hallway transitions and student discipline referrals. The Dean of Culture leads school-wide practice on the implementation of student code of conduct to ensure a warm and strict environment for students.

College Counselor: The college counselor is a member of the school leadership team in order to ensure that all decisions are made toward preparing students for post-secondary success. The college counselor provides support for advisors as they assist advisees through the college selection and application process and leads school-wide events focused on the college preparation for families in addition to meeting with and supporting individual students. When we employ more than one college counselor at capacity, a lead college counselor will be named to represent these interests on the leadership team.

Department Chairs: Department chairs facilitate vertical articulation of curriculum. They lead department meetings to collaboratively review student work and support instructional initiatives such as the refinement of common rubrics. Department chairs teach full student schedules and do not hold any supervisory authority over other teachers.

Grade Level Chairs: Grade level chairs facilitate horizontal articulation of curriculum. They lead weekly meetings with their grade level peers to discuss and support individual student needs. They ensure common routines and expectations for students by grade level. Grade level chairs teach full student schedules and do not hold any supervisory authority over other teachers.

Finally, it is important to note that this proposal is for a third Intrinsic campus. Thus, a team that works across schools also supports the school leadership team. This support includes the Chief Executive Officer, Director of Technology and Director of Personalized Learning.

Chief Executive Officer: The CEO is hands-on in the instructional and operational activities of the school. The CEO not only leads the annual strategic planning process with the principal but also provides coaching on data-driven instruction, teacher observation and feedback, and student culture. Finally, the CEO is the overall owner of the instructional model and makes decisions on what is and is not required to be consistent across all schools.

Director of Technology: The Director of Technology sets the overall strategic direction for the tech architecture. With input from teachers and principals, he makes all hardware and system decisions. He owns all data and reporting for school-wide systems. Finally, he supports teachers and the technology coordinator with the selection of on-line tools and curricula, the implementation of tools in the classrooms and various pilots of new tools.

Director of Personalized Learning: The Director of Personalized Learning provides support for the evolution of the learning model. She provides project management support around various pilot program and facilitates shared learning across schools.

2.2.b.2 Selecting Instructional Leaders
Q. If school leader(s) have been identified, provide the criteria that were used to select the proposed leader(s), including skills, qualifications and characteristics. If school leadership has not been identified, describe the criteria that will be used to select the proposed leader(s), provide a timeline for identifying school leader(s), and specify whether past leadership experience is a requirement.

The principal was selected based on the qualifications, skills and characteristics valued most by Intrinsic Schools. These characteristics align with the Seven Levers for Building Exceptional Schools as identified by Paul Bambrick-Santoyo in *Leverage Leadership*. We will provide extensive training to our principal candidate via a year-long residency and participation in the National Principal Academy Fellowship through the Relay Graduate School of Education. Thus, we selected our principal based on past results and potential for continuous growth. Specifically, we considered the following:

- **Commitment to our mission:** All candidates were assessed on their commitment to preparing all students for post-secondary success and world-changing endeavors and to doing so in a way that creates a replicable and sustainable model to share.
- **Ability to build a strong student culture**: Principal candidates must have a track record of providing a warm and strict environment for students.
- **Strong implementation of data driven instruction**: Principal candidates must have experience in using data to drive instruction and improve all aspects of the school. Candidates must be able to conduct their own data analysis and lead teachers and the leadership team through data analysis meetings.
- **Instructional Leadership**: Principal candidates must have exhibited strong classroom results and have some experience providing feedback to teachers on instruction.
- **Organizational Leadership**: Principal candidates are evaluated based on their ability to build strong teams and past contributions to staff culture. Principals are expected to be genuine and transparent as to positively impact staff culture and retention while being willing to make difficult student-centered decisions.
- **Self-awareness**: Candidates are assessed on self-awareness of strengths and weaknesses and their commitment to building a team that complements their skill set.

2.2.b.3 Experience
Q. If school leadership has been identified, please provide evidence of each proposed leader's success driving achievement with a similar student population in a school setting. If any of the proposed school leader(s) do not have leadership experience in a school, please cite any school leadership programs or fellowships that they have completed or will complete prior to school opening. (For existing operators only) If a proposed leader has not been identified, describe key partnerships, leadership pipelines, networks, and/or sources that the operator will rely upon to recruit the school leader(s).

*If proposing a **Next Generation** blended learning model, specify the experience that instructional leader(s) have with blended and/or online learning.*

Michelle Trojan, the proposed principal for Intrinsic's third school, is a seasoned teacher, instructional leader and school administrator. For the past year, she has served as Intrinsic's Dean of Culture, leading

school-wide implementation of the cultural norms and student code of conduct in a data driven manner. She is responsible for training, observing and supporting teachers in their implementation of the culture. In this role, Trojan has developed and provided professional development to teachers and staff in school culture, the student code of conduct, discipline and setting behavioral expectations for students. She has conducted classroom observations and provided feedback and coaching to teachers in their implementation of the school culture and behavior management systems. As a result of this work, she has provided teachers with a clear understanding of their accountability for student culture, which has led to more time on task in the classroom. In addition, Trojan is responsible for working with students and families on behavioral expectations and discipline related matters.

Prior to joining Intrinsic, Trojan spent five years at Noble Network's Rowe Clark campus where she honed her teaching skills and gained school leadership experience, taking on increasing responsibility year over year. In her role as a teacher, Trojan taught the AP US History class and had the highest pass rate across the Noble Network. Trojan quickly became the Social Studies Department Chair. In this role, she conducted teacher observations and provided targeted feedback, mentored first-year teachers, and prepared and delivered professional development for the department. In the 2012-2013 school year, Trojan also became the 10th Grade Department Lead Teacher. In this role, she implemented the RtI program consistently across the 10th grade, collaborated with other department chairs to vertically align the curriculum, conducted classroom observations and lead professional development for the team. In fall of 2013, Trojan was promoted to the Dean of Students role. In this capacity, she managed the school's literacy program, the RtI program, the advisory program and the school culture. Key highlights of the Trojan's role as Dean of Students included:

- Implementation of a data driven RtI program across all grades and supervision of the grade level chairs in its execution
- Management of the advisory chairs and assistance in the development of the advisory curriculum and the associated lesson plans
- Launch of the school's ACT Night School
- Supporting teachers in their data driven analyses
- Development and maintenance of the school's master schedule

Trojan's work at Rowe Clark had a direct impact on student outcomes including:

US History and AP US History Teacher
- Created and implemented a reading intensive AP US History curriculum for 50 sophomores that resulted in an average 2.75 points of growth on the end of year state reading assessment in 2011-2012 and an average of 3.2 points of growth on the assessment in 2012-2013.
- Created and implemented reading intensive US History curriculum for 140 students that resulted in 1.7 point increase on end-of-year state test reading test during the 2010-2011 school year, a 1.6 point increase during the 2011-2012 school year and a 1.85 increase in the 2012-2013 school year.

Social Studies Department Chair
- Implemented a process to vertically align the curriculum to ensure that 11th grade students received rigorous coursework to prepare them for AP History. More than 90% of seniors took an AP History course.

10th Grade Lead Teacher

- Facilitated weekly grade-level team meeting to monitor grade level GPA, attendance and office hours
- Led the development of grade-level student routines and expectations

Dean of Students

As the Dean of Students, Trojan's impact was school-wide. She contributed significantly to the following outcomes:

- Increased the three year cohort EPAS composite growth by 0.52 points
- Increased the percentage of students growing 5 or more points on EPAS composite over three years by 21%
- Increased the percentage of students growing 6 or more points on EPAS composite over three years by 31%
- Increased the percentage of students that scored 21 or higher on the ACT composite by 31%
- Through implementation of the ACT Night School, increased the composite growth from the fall administration of the ACT to the spring administration of the ACT from 1.3 growth points in 2013 to 2 growth points in 2014. The growth was consistent across ACT subject areas.

In the 2016-2017 school year, Trojan will take on the role of Resident Principal in preparation for serving as principal of the proposed school which will open in fall 2017. In this capacity, Trojan will shadow and be mentored by Melissa Zaikos, Intrinsic's principal. During the first semester of the residency, Trojan will take on increasing levels of responsibility and engage in the school principal functions such as: instructional oversight and planning, selecting and supervising teachers and non-teaching staff, school operations, and engaging with families and the community-at-large. In the second semester, Trojan will shift much of her time to the school start-up activities described in response to question 3.1.a.2.

2.2.b.4 Evaluation
Q. How will school leaders be evaluated?

The school leader is evaluated by the Intrinsic Schools CEO. Because Intrinsic is a small network that will have three schools, the CEO is able to be very involved and work closely with each school leader. The CEO and school leader will have weekly 1:1 meetings where the school leader can seek support from the CEO and the CEO will provide on-going performance feedback and coaching. The CEO will conduct teacher observations alongside the principal, will observe the leader in various settings including observation and feedback, data meetings, staff development and community situations — often videotaping — in order to support the leader's ongoing development.

Similar to our support for teacher observation, the CEO and school leader will collaboratively review video recordings, watching for specific performance aspects identified in advance. For example, if the school leader is working to improve how he or she provides feedback to a specific teacher, they may watch a video of the feedback session with that teacher to assess delivery of the highest leverage points of feedback, tone or ability to drive action-steps. The school leader might then practice his or her next conversation with the CEO role-playing the teacher.

The CEO will spend roughly two days a week at the proposed campus in its first two years of operation, leveling off to between one day and one day and one half as the school matures.

The leader will be given written feedback on his/her performance via a mid-year review and a formal end of year evaluation. Evaluation criteria are aligned to Bambrick-Santoyo's levers for building exceptional schools.

The evaluation will assess the health of the school and the leader's progress towards goals aligned to the above categories and prioritized in alignment with the school's annual strategic plan (reference Appendix 19_2.2.b.4). Sample quantitative measures include:

- % of students making 2+ points growth on EXPLORE, PLAN and ACT composite
- % of middle school students meeting NWEA growth targets
- % of staff agree/strongly agree to 6Q staff culture survey
- % of student enrolled at the end of the year
- % compliance on bi-weekly culture audits
- % of students in detention weekly
- Score on rubric for data-driven instruction
- School-wide GPA
- % of teachers assessing staff professional development as high quality and a good use time

The school leader will be required to complete a self-evaluation for both the mid-year and annual evaluation. The school leader and principal will meet to discuss the evaluation and collaboratively set goals for the following year.

Section 2.3.a.   Standards for Student Achievement

2.3.a.1 Educational Goals and Metrics
Q. *Identify academic, non-academic, and mission-specific goals and metrics for the proposed school. Include a table that details the school's quantifiable goals, including targeted assessment scores, attendance levels, and additional metrics for each of its first five years of operation. For high schools, include goals for graduation rates, leading indicators (e.g. freshman on track), college acceptance and persistence rate, as well as goals related to career readiness. Sample goals and metrics tables are provided in Appendix 2: Sample Educational Goals Table. Please describe how your design team determined these goals and why these goals are appropriate for the school's intended population.*

If proposing a **Next Generation** *blended learning model, what are the metrics of success for the blended learning components of the educational model?*

Educational Goals and Metrics
Our mission is to prepare all students for 21st century post-secondary success and to cultivate independent, intellectually curious learners. Our new model of secondary schooling marries proven instructional strategies led by great teachers with high quality technologies for differentiated and small group instruction. To ensure all of our students graduate college and are career ready, we have set aspirational, measurable goals to evaluate our school model in terms of student academic achievement (including components of our next generation learning model), student habits of mind, school culture, parent engagement, and operational efficiency. We believe successful school leaders use multiple data points to drive organizational decision making and propel continuous school improvement holistically. To prove that we have created a replicable and sustainable model, we believe it is essential that we are

transparent with our results and share them consistently with our students, families, staff, other stakeholders, and the larger educational community, including Chicago Public Schools.

Our educational goals and metrics are reported using a balanced scorecard to provide a diverse perspective on student achievement. For 21st century success, we will rigorously measure and hold ourselves accountable for student academic growth, academic attainment, participation, and habits of minds. Through these measures, we believe we will be able to demonstrate the efficacy of our model and provide a roadmap to the larger educational community on how to effectively serve similar populations. When developing our educational goals and metrics, we initially reviewed data from the CPS Pershing Network to inform our preliminary academic goals because we believe these students closely mirror the diversity of students anticipated to attend Intrinsic Schools. We revised our academic plan based on key learnings from Intrinsic's first year of operation. Intrinsic's data from the 2013-2014 school year became the anchor in developing a more formal strategic plan (see Appendix 19_2.2.b.4.) for our schools.

The overall proposed plan outlined below is comprehensive in terms of assessing both individual student growth and overall school performance compared to similar schools against local and national benchmarks. When reporting our results, we will provide data on growth and performance, as well as comparative and trend analyses (including all subgroups). The CPS performance policy, SQRP, has been used to create overall benchmarks for school-wide growth and performance. Data from our inaugural ninth-grade class indicates that our students span the third to eleventh grade readiness levels. Our growth goals reflect an emphasis on growing all students and setting aggressive growth targets for students who come to us multiple grade levels behind. To this end, we create learner profiles for each student that guide personalized learning plans (PLPs). We believe collaborative analyses and action planning around learner profiles will help us meet our attainment goals, which are focused on our mission.

School Level Measures

School-wide performance measures and evaluation are vital to school success. We believe that student growth and performance measures should align to the school-level metrics and measures. The intention is to both identify best practices while setting targeted supports for students and guide our Board of Directors and parent community to make better decisions. While setting up structures and protocols for performance management, we have identified indicators and benchmarks of school performance and growth against which the school's success will be evaluated on an annual basis. Our strategic plan reflects alignment between growth and performance leading to our school's success in using data with instructional best practices.

All the measures identified in Intrinsic's strategic plan comprehensively aggregate key school-wide metrics and measures that support fulfilling our mission and vision. The 5essentials survey administered through the University of Chicago Consortium on School Research (CCSR) measures schools in terms of strong school culture, ambitious instruction, collaborative staff, involved families, and effective leaders (the five essentials). We believe the survey results will provide us a snapshot of the school level conditions for success via student and teacher responses. CCSR findings, which include 20 years of data on Chicago Public Schools, conclude that schools strong in three of these five essentials "are 10 times more likely to improve in math and reading."[14] We aim to receive an indicator score of Organized or

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[14] https://uchicagoimpact.org/5essentials

![INTRINSIC SCHOOLS]

Well Organized during every year of operation to ensure our school environment maintains high expectations for all students in a safe, nurturing environment.

We have set ambitious targets to track our progress with respect to academic growth, academic attainment, participation, and habits of mind. A significant component of our academic system is to also measure the efficacy of our next generation learning model. As such, our strategic plan incorporates school level metrics on student growth from the CPS School Quality Rating Policy, school climate and culture benchmarks established internally, and evidence-based measures from successful blended learning schools across the country. The table below provides key benchmarks from the CPS SQRP to attain Level 1+ status among Chicago Public Schools. These indicators serve as benchmarks for Intrinsic's school level growth and performance metrics.

Elementary School Performance Indicators	
Elementary School Performance Indicators	4 points on SQRP
National School Growth Percentile on the NWEA Reading & Math Assessments	Between 70th and 89th percentile
Priority Group National Growth Percentile on the NWEA Reading & Math Assessment	Between 50th and 69th percentile
Percentage of Students Meeting or Exceeding National Average Growth Norms on NWEA Reading and Math Assessments	Between 60% and 69.9%
National School Attainment Percentile on the NWEA Reading & Math Assessments	Between 70th and 89th percentile
Percentage of Students Making Sufficient Annual Progress on the ACCESS assessment	Between 45% and 54.9%
Average Daily Attendance Rate (Grades K-8)	Between 95% and 95.9%
My Voice, My School 5 Essentials Survey	Organized
Data Quality Index Score	Between 95% and 98.9%
*Evaluated separately for African-American students, Hispanic students, ELL, and Diverse Learners	

High School Performance Indicators	
High School Performance Indicator	4 points on SQRP
National School Growth Percentile Based on EXPLORE, PLAN and ACT Assessments	Between 70th and 89th percentile
Priority Group National Growth Percentile Based on EXPLORE, PLAN and ACT Assessments *	Between 50th and 69th percentile
National School Attainment Percentile Based on EXPLORE, PLAN and ACT Assessments	Between 70th and 89th percentile
Average Daily Attendance Rate (Grades 9-12)	Between 90% and 94.9%
Freshman On-Track Rate	Between 80% and 89.9%
1-Year Dropout Rate	Between 2.1% and 4%
4-year Cohort Graduation Rate	Between 75% and 84.9%
Percent of Graduates Earning a 3+ on an AP Exam, a 4+ on an IB Exam, an Approved Early College Credit and/or an Approved Career Credential	Between 30% and 39.9%
College Enrollment Rate	Between 65% and 74.9%
College Persistence Rate	Between 75% and 84.9%

My Voice, My School 5 Essentials Survey	Organized
Data Quality Index Score	Between 95% and 98.9%
Evaluated separately for African-American students, Hispanic students , ELL, and Diverse Learners	

The next section on student growth measures demonstrates a scaffolded set of metrics that allow the school team to operationalize and monitor its instructional strategy. It is expected that a rigorous set of student-level metrics will aggregate to school-wide success.

Student Growth Measures

Individual student growth is the focus of our educational goals and metrics. We measure this using the Northwest Evaluation Association Measures of Academic Progress (NWEA) assessment in middle grades and the EXPLORE, PLAN, ACT System (EPAS) in high school. The school will administer formative assessments from PARCC as they are available, and we will track progress on growth measures as per the recommendation of the district. Our growth measures are based on preparing students for high school and college readiness.

In order to ensure that the Intrinsic Graduate is college and career ready, we know he or she likely must achieve beyond typical annual growth. For students entering our doors below grade level, the level of needed growth and academic supports to ensure preparedness for post-secondary success is even more pronounced. Thus, we will also measure the percent of students making growth necessary to reach the NWEA 50th percentile by 8th grade, which we define as "catch-up growth" (please refer to the Next Generation Learning Model section below). Since achieving this benchmark is critical to student success, Intrinsic will invest heavily in needed structures and supports in its middle school. In high school, we will measure students making expected gains on EPAS-aligned interims and Common Core aligned performance tasks.

To have a thorough understanding of each student's needs, we use a variety of assessment tools including, but not limited to: interim assessments and performance tasks, skill- and content-embedded quizzes and tests, analysis of student work via common rubrics, survey data, and online program data. This multi-faceted approach will allow us to provide students with the supports they need in a timely manner. We believe our blended-personalized approach to instruction will help us meet our aggressive catch-up growth targets and propel all students on their college and career trajectory.

Academic Growth Measures				Goal/Target				
Benchmark	**Measure**	**Grade Level**	**Reviewed**	**17-18 7, 9th**	**18-19 7-10th**	**19-20 7-11th**	**20-21 7-12th**	**Steady State**
Typical growth	NWEA: Reading & Math	7-8	Annually	70%	75%	75%	75%	75%
"Catching-up" growth to 50th NPR	NWEA: Reading & Math	7-8	Annually	65%	70%	70%	70%	70%
Growth on Strands on Interims	Interims	9-12	Annually	60%	65%	65%	70%	75%

Academic Growth Measures				Goal/Target				
Benchmark	Measure	Grade Level	Reviewed	17-18 7, 9th	18-19 7-10th	19-20 7-11th	20-21 7-12th	Steady State
Growth on PARCC Formative Assessments	PARCC	7-12	Annually	TBD	TBD	TBD	TBD	TBD
Growth on Performance Tasks	Performance Tasks Rubrics	7-12	Annually	TBD	TBD	TBD	TBD	TBD

Academic Attainment

Academic attainment measures are often gatekeepers to post-secondary options and thus we will monitor them closely. Based on the distribution of incoming 7th and 9th grade students in 2014-2015 academic year, we expect roughly 50% of our incoming students to score above the 40th percentile on NWEA, 20% of our students to fall between the 20-39th percentile, 30% of students to be below the 20th percentile and about 20% to be on track for college readiness. This data reveals that a majority of our students will require custom catch-up growth in high school in order to meet our benchmarks.

In order to build personalized pathways for our students to achieve their individualized catch-up growth targets, we created an academic summary for each student. This summary consisted of longitudinal standardized assessment data points to identify each student's precise instructional level. Additionally, we developed an index score for each student for relative comparisons within the cohort for assignments of specific interventions and supports. This data summary is one component of a students' learner profile (please refer to the Next Generation Learning Model section below). These learner profiles help us develop personalized learning plans for our students so they can achieve the attainment levels for college and career readiness.

The academic attainment table below shows a significant increase in goals and targets based on starting our school with 7th and 9th grade students. The steady state column shows how we will measure ourselves on each metric when those students that started with us as 7th graders reach the metric. We set the overall expectation for ACT at 21, which aligns with college readiness. In the table below, the numbers grow by seven percentage points each year, from EXPLORE to on-track for College Readiness on the 12th grade ACT, which is a significantly faster rate of growth than other high performing charter high schools. We believe that by tailoring instruction to our students' individual needs, we will be able to meet these aggressive targets.

We added two additional metrics related to ACT. First, to give our students the best chance for post-secondary options, we will have them take the ACT a second time as seniors. We will also measure the percent of students who achieve a 26 or higher. This target was set based on the 25th percentile of students being accepted to the University of Illinois at Champaign Urbana. We not only want students to be accepted, but want them to enter competitively to ensure that they will be able to succeed.

We plan to offer both Advanced Placement classes and early college courses to our juniors and seniors. Like the district, we will measure ourselves both on access to such courses and student performance. We matched the enrollment to the percentage of students who are college ready but we will allow any student interested in taking an AP class to do so regardless of PLAN or ACT score. (Early college courses

have minimum requirements set by the program.) Because we believe communication and influencing skills are critical for post-secondary success, student writing will be assessed based on grade-specific, school-wide writing rubrics (see Appendix 31_2.3.c.1.) and teachers will grade one another's student writing to ensure inter-rater reliability.

We will monitor four-year college acceptance and Bachelor's degree attainment. We also want data to follow our students during their college experience as opposed to waiting for graduation data, and have added an annual retention rate. However, we expect that university landscape might change dramatically and that there may be new measures for attaining the skills required for profession careers. If so, these metrics might need to be adjusted. We expect our students to do well on any new measures reflecting such changes based on their experience at Intrinsic.

Academic Attainment Measures				Goal/Target				
Benchmark	Measure	Grade Level	Reviewed	17-18 7, 9th	18-19 7-10th	19-20 7-11th	20-21 7-12th	Steady State
"On-track" for HS Readiness (all students)	NWEA MAP: Reading & Math	7-8	Annually	50%	60%	70%	75%	75%
Students Eligible to take Selective Enrollment Exams (all students)	NWEA MAP: Reading & Math	8	Annually		50%	60%	75%	75%
On-track" for college readiness (17 or higher)	EXPLORE	8	Annually		34%	41%	41%	41%
On-track" for college readiness (18 or higher)	PLAN	9	Annually	27%	34%	41%	48%	48%
On-track" for college readiness (19 or higher)	PLAN	10	Annually	34%	41%	48%	55%	55%
College ready (21 or higher)	ACT	11	Annually		41%	48%	55%	62%
College ready (21 or higher)	ACT	12	Annually			48%	55%	69%
Univ. of IL ready (26 or higher*)	ACT	12	Annually			13%	17%	20%
Students taking 1 or more AP or early college (EC)	AP or Early College	11-12	Annually		40%	48%	56%	62%
3+ (AP) or B or better in (EC)	AP Exams	11-12	Annually			60%	60%	60%
Scoring Exemplary	Grade level writing rubrics	7-12	Tri-annually	65%	75%	80%	80%	80%
Graduation Rate*		12	Annually	NA	NA	100%	100%	100%
4 year College Acceptance Rate		12	Annually	NA	NA	100%	100%	100%

Academic Attainment Measures				Goal/Target				
Benchmark	Measure	Grade Level	Reviewed	17-18 7, 9th	18-19 7-10th	19-20 7-11th	20-21 7-12th	Steady State
Retention rate from 1st year to 2nd year in college (comparative analyses by ethnicity)		PS	Annually	NA	NA	NA	NA	80%[15]
Bachelor's Degree Attainment (5th year)		PS	Annually	NA	NA	NA	NA	40%[16]

Participation

Intrinsic defines participation as students being on-time and present at school daily and remaining enrolled at Intrinsic until graduation. However, we believe in student choice and want students to attend his/her best-fit school. In participation, we closely track and monitor student attendance, retention, and acceptance and transfers to selective enrollment schools. According to the University of Chicago Consortium on Chicago School Research, students who are chronically absent have lower test scores and grades, and have a lower likelihood of being on-track in and graduating from high school.[17] We believe attendance is a critical factor in ensuring college and career success and persistence.

If we are successful with our 7th grade students, many should qualify to take the exam and be accepted to selective enrollment schools. We also offer a program that is rigorous and engaging enough to be competitive with the selective enrollment schools, thus allowing students a choice based on their preferred learning style.

Participation Measures				Goal/Target				
Benchmark	Measure	Grade Level	Reviewed	17-18 7, 9th	18-19 7-10th	19-20 7-11th	20-21 7-12th	Steady State
Participation	Attendance Rate	7-12	Monthly	97%	97%	97%	97%	97%
	Student Retention Rate[18]	7-12	Annually	90%	92%	92%	92%	92%
	Students transferring to SE schools	7-12	Annually	10%	18%	18%	15%	15%

Habits of Mind

The relationship between a strong school culture and high student performance is undeniably clear. We believe in order to prepare all students for life after Intrinsic, we must meticulously track both academic and non-academic data. Student independence and ownership over learning is a key component of the

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[15] In 2010 to 2011, the first to second year retention rate among four year not for profit IL universities or colleges was 80%. http://www.ibhe.org/Data%20Bank/DataBook/2011/DATABOOK2011.pdf

[16] In 2009, the state average for percentage of the 25 years olds with a bachelor degree's was 37%. In 2014, the CPS average for 6 year bachelor's degree attainment was 14%. Our goal is to exceed state average.

[17] http://ccsr.uchicago.edu/page/presentations

[18] Students transferring to competitive high school at end of 9th grade are excluded from both numerator and denominator. Transfers due to moving out of Chicago are excluded from both numerator and denominator. Our financial model conservatively assumes number at 90% despite this target.

Intrinsic Model. Additionally, we strive to create a learning environment infused with the growth mindset. According to Carol Dweck, a prominent researcher on human motivation, challenge-seeking and resilience are key factors to success. She notes that people with a growth mindset, an understanding of intelligence as something that can be attained rather than something that is genetic, achieve more in the long-term than their peers with fixed mindsets. Thus, we believe the growth mindset is a fundamental for post-secondary success.

In measuring habits of mind, we employ both school-wide surveys and individual rubrics and self-reflection tools. Our goal is to measure each student's capacity for autonomy, perseverance, and independence over time and assess the components of our school culture that encourage higher levels of engagement in learning. We create rubrics to assess each student's growth as an independent, self-directed learner and measure progress across this continuum. Digital portfolios are used for student reflection in student-led conferences with parents, advisors, and teachers. In order to self-advocate, students must clearly understand the requirements for success. We also outline detailed expectations for what every student should know about college and the admissions process at every grade level and assess ourselves on whether or not students and families have the needed understanding to navigate the college process. The two survey instruments that we use to assess the learning conditions at our school are the Next Generation Learning Challenge Student Survey and the Hope Survey (see detailed explanations of both surveys).

Our first school received the Next Generation Learning Challenge Grant in 2013, funded by the Bill & Melinda Gates Foundation. As a grantee, we are participating in a formative study in which the Rand Corporation collects data about students' learning experiences within our classrooms. The survey is administered to our students twice a year to gather quantifiable information on students' opinions of Intrinsic and to measure non-academic outcomes such as students' perceptions of:
- Their planned college attainment (the highest level of education they plan to complete)
- The necessity of hard work and preparation on future success in college and career
- The importance of focus and persistence in the face of adversity
- The growth mindset, their ability, and how others (teachers and peers) perceive their ability
- The need for and level of their academic work habits

The results are provided to the school as aggregated item tabulations of students' responses. This summary provides an overall picture of students' perceptions of their post-secondary plans, their intellectual abilities, and academic persistence. We believe the NGLC Survey provides baseline data of our students' perceptions and will guide the designing of curricular tasks and reflection templates, advisory activities and/or community meetings to promote a school culture that improves students' perceptions of themselves and their futures.

The Hope Survey measures student perceptions on autonomy, belongingness and goal orientations as well as their resulting engagement in learning and disposition (hope) toward achievement. This survey is informed by hope theory, which suggests that "hope reflects individuals' perceptions of their ability to clearly conceptualize their goals, develop the specific strategies to reach those goals (i.e., pathways thinking), and initiate and sustain the activities in support of those strategies (i.e., agency thinking)."[19] According to their researchers, "Hope scores can predict college grade point averages even after controlling for entrance examination scores on the ACT. In other words, for students of relatively equal ability, the higher hope students will have a greater chance of success in college… Higher levels of hope,

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[19] http://www.hopesurvey.org/supporting-research

in this case, can be equated with persistence. Outside of school, higher hope people report more optimism about life, more physical health, more self-esteem, and greater levels of happiness, as well as less depression and hopelessness."[20] For these reasons, we believe the Hope Survey acts as a valid and reliable survey instrument in measuring whether we have constructed a learning culture that aligns with our mission, vision, and educational philosophy.

Because we believe so strongly in the importance of student autonomy and ownership over learning, we continually seek additional reliable measures in this area. We are also investigating measures such as the Duckworth Grit scale developed by the University of Pennsylvania and being piloted in some KIPP schools nationally[21].

Habits of Mind Measures				Goal/Target				
Benchmark	Measure	Grade Level	Reviewed	17-18 7, 9th	18-19 7-10th	19-20 7-12th	20-21 7-12th	Steady State
Demonstrate appropriate level of post-secondary envisioning, growth mindset, academic persistence self-perception	NGLC Survey	All	Bi-annually	70%	75%	80%	85%	90%
Demonstrate age/grade-level appropriate levels of Belongingness, Autonomy, Goal Orientation, Engagement, and Hope	Hope Survey	All	Annually w/initial entry admin.	60%	65%	70%	75%	80%
Demonstrate appropriate meta-cognition	Digital Portfolio Reflections	All	Bi-annually	70%	75%	80%	85%	90%
Demonstrate grade-level appropriate college knowledge	Intrinsic Rubric	7-12	Bi-annually	90%	95%	100%	100%	100%
Demonstrate age/grade-level appropriate independent, self-directed learning	Intrinsic Rubric	7-12	Bi-annually	70%	75%	80%	85%	90%

The NGLC Student Survey, Hope Assessment, and Intrinsic-developed rubrics to assess students' college knowledge and autonomy are essential to tracking progress toward our mission of preparing 21st century learners, who drive their own post-secondary experience. All levels of the organization will review this survey data.

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[20] Ibid.
[21] http://www.sas.upenn.edu/~duckwort/images/Grit%20JPSP.pdf

Next Generation Blended Learning Model

Intrinsic jump-starts the path to post-secondary success in its middle school. As described further in Section 2.3d, 7th grade students take a course entitled Personalized Learning Time (PLT). This block of time is designed to meet the individual learning needs of students and accelerate their growth. We have reviewed and selected the highest quality, research- and evidence-based reading and mathematics programs for PLT. As discussed earlier in this section, our goal is to ensure that students reach at least the NWEA 50th percentile by the end of 8th grade. However, students who enter Intrinsic below grade level need to make intensive "catch-up growth."

The College Readiness Linking Study produced by NWEA identified the cut scores on MAP in reading, language usage, and mathematics to the college readiness benchmarks of the EPAS achievement tests in Reading, English, and Mathematics. From there, the report created "a series of probability tables that estimate the likelihood of meeting the designated college readiness benchmark, given an observed MAP score."[22] The following table was derived from the information in this study and demonstrates how we define each tier in terms of NWEA RIT Scores in Reading and Mathematics for 7th grade students and the probability of students in each tier scoring at benchmark on EXPLORE test in each subject.

7th Grade[23] NWEA RIT Score as Predictor of the EXPLORE				
	Reading	**% met CRB**	**Mathematics**	**% met CRB**
Tier 0	> 235	84 – 100%	> 250	85 – 100%
Tier 1	215 – 234	16 – 83%	235 – 249	33 – 84%
Tier 2	195 – 214	1 – 15%	215 – 234	1 – 32%
Tier 3	< 195	0%	<215	0%

As explained in greater detail in Section 2.3c, our blended-personalized learning model is based on extensive research and school visits to a wide range of highly successful next generation schools across the country. These schools consistently use learner profiles to create personalized learning plans (PLPs) for a student (or a group of students). PLPs consist of pathways through content and skills that are conducive to each learner's profile to reach the same college and career ready destination. At Intrinsic, we create learner profiles that will include a wealth of individual student data to inform curriculum, instruction and assessment decisions, drive student-teacher conferencing and goal setting, and personalize academic, socio-emotional, and/or behavior supports for each student (See Appendix 20_2.3.a.1. for a sample learner profile).

PLPs are created for 7th grade students with a multitude of inputs, including the data summary index score described earlier in this section. Based on students' historical performance, we calibrate each student's exact instructional level to determine the tiered interventions and corresponding growth targets to ensure that all students are at least the 50th national percentile rank by the end of 8th grade. Based on the College Readiness Linking Study referenced earlier, we have listed in the table below the annual growth targets per tier based on 7th grade students' baseline data.

7th Grade Tier Placement and Annual Growth for PLT

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[22] https://www.nwea.org/content/uploads/2014/07/ACT_LinkingStudy_1-17-2012.pdf
[23] The *College Readiness Linking Study* reference above correlated 8th Grade EXPLORE data.

7th Grade Tier Placement and Annual Growth for PLT		
Tier	Tier Criteria for Identification (GE = Grade Equivalent)	Annual Growth
Tier 0	2+ ≥ GE	Typical growth
Tier 1	≤ 1 years below GE	+1.5 years
Tier 2	≥ 1.5 but < 3 years Below GE	+2 years
Tier 3	≥ 3 years below GE	+2.5 years

- *All students in tiers 1 – 3 will have a NWEA growth 'plus' targets that will measure their semester and annual progress.*
- *All students' growth will be assessed on online programs as per the recommendations made by the programs.*
- *Some students' growth on the program will be adjusted by the teacher to expedite and advance their learning over the year.*

It is important to note that we provide enrichment options for students who are already at the 50th percentile. For example at our first school, 7th grade students who demonstrate high school readiness (based on a combination of course grades, teacher recommendation, NWEA growth data, and online program mastery) are working on Algebra 1 course content and/or independently reading during PLT.

Over a two-week cycle, students have five PLT sessions. Depending on their tier placement, students work on a reading program, a math program or some combination of the two programs. Students also spend one day reflecting on their progress, conferencing with their teacher, and setting goals for the next cycle. The following matrix details the tiered programs assignments.

7th Grade PLT Program Assignments					
		MATHEMATICS			
		Tier 0	Tier 1	Tier 2	Tier 3
READING	**Tier 0**	TTM (2 days) IR (2 days)	STM (3 days) IR (1 day)	STM (3 days) IR (1 day)	STM (3 days) IR (1 day)
	Tier 1	TTM (2 days) R+ (2 days)	STM (2 days) R+ (2 days)	STM (2 days) R+ (2 days)	STM (3 days) IR (1 day)
	Tier 2	TTM (1 day) R+ (3 days)	STM 7 (2 days) R+ (2 days)	STM (2 days) R+ (2 days)	STM (2 days) R+ (2 days)
	Tier 3	TTM (1 day) R+ (3 days)	STM (1 day) R+ (3 days)	STM (2 days) R+ (2 days)	STM (2 days) R+ (2 days)
KEY	IR = Independent Reading *Students will have to read one book a month at or above current Lexile Level, which will be monitored through Accelerated Reader.*				
	R+ = Reading Plus *Students will take a diagnostic test administered within Reading Plus. This test will determine their baseline reading level (in terms of comprehension and vocabulary).*				
	STM = ST Math *Students will work on the grade level ST Math curriculum that corresponds to their instructional level as determined by NWEA.*				
	TTM = Think Through Math *Students will be assigned the Algebra Readiness Pathway as a precursor for 8th Grade Algebra.*				

During PLT, we expect 100% of Intrinsic students to monitor and reflect on their own progress. In PLT programs, our goal is to have at least 90% of our students make the expected progress as outlined in tables above. For example, a 7th grade student whose NWEA Map math score indicates a 5th grade equivalence will work on the 5th grade ST Math curriculum. This student's goal will be to complete (at least) the 5th and 6th grade ST Math curricula by the end of the year. The PLT Coach meets with students bi-weekly to ensure they are on-track to meet their individual goals. Students who are off track work with their PLT Coach to determine any additional supports needed to meet their goals. This is one example of how PLPs will be used at Intrinsic. We will keep iterating on our learner profiles and PLPs as we grow and learn from our experiences. The most important feature of a student's PLP is the discussion it facilitates between students and advocates (teachers, advisors, families, and/or peers).

Our educational metrics and goals reflect a multi-dimensional view of school and student growth and performance. We believe the specific, measureable, attainable, realistic, and time-bound academic and non-academic goals that we have outlined in our rigorous accountability plan manifest our commitment to the students we serve in ensuring they are ready and prepared for the 21st century. Our school level metrics are designed to measure the effectiveness of systems and structures in generating high levels of achievement in terms of growth and performance. Hence, our goal is to meet the criteria to score a 1+ on the CPS SQRP. Learner profiles and PLPs will gauge student progress toward making the necessary academic growth to score a 21 or higher on the ACT, which is defined as college readiness. Because of our intense emphasis on post-secondary success, we will also track participation and habits of mind. We believe autonomy, perseverance, and independence are needed for success in college, career, and in life — this will be measured by the NGLC Student Survey, the Hope Survey, and in-house rubrics. Our blended-personalized approach, informed by real-time and ongoing data, allows us to meet students where they are and bring them to where they need to be by the time they graduate. Finally, our core purpose in creating multiple campuses is to share with CPS and individual schools a replicable and sustainable model that successfully meets the needs of student populations with diverse needs.

2.3.a.2: Student Assessment Plan
*Q. Explain how the school will assess the progress of individual students, student cohorts, and the school as a whole on the metrics identified in **Section 2.3.a. Educational Goals and Metrics** over the course of the five-year contract. Create a table that details specific diagnostic, benchmark/interim, and summative assessments that will be used for each grade level—including the local and state required assessments— and specify the timing of their administration (please see Appendix 3: Sample Student Assessment Plan for sample assessment tables). The proposal narrative should explain the rationale for selecting or developing the identified assessments and note alignment with state standards and/or Common Core State Standards, where applicable.*

*If proposing a **Next Generation** blended learning model with non-automated online courses, explain how access to answers, explanations, and/or rubrics are made accessible to students.*

Student assessment and response to data drives the Intrinsic Schools model. It is critical to constantly monitor both mastery of grade-level standards and progress on PLPs, regardless of whether that plan is designed to help a student catch up and reach grade-level standards or to extend learning for a student that has already mastered grade-level standards. Our school's strategic plan outlines school-wide, cohort, and individual student academic benchmarks in the following ways:
- School-wide: We track school-wide grade point averages and analyze course grade distributions.
- Cohorts: We track performance (absolute scores) on interims, the EXPLORE, and the PLAN.

- Individual Students: We track progress (within the year and year to year) on interims, online programs, and the NWEA.

We believe NWEA is the most reliable source of both diagnostic information and program evaluation data for our 7-8th grade students. As mentioned, we set aggressive growth targets for our students based on the NWEA-ACT Linking Study to ensure our students have access to and are prepared for rigorous four-year universities. We are positioned to implement PARCC. Our school building will have a 1:1 ratio of Chromebook devices to students and a wireless infrastructure is built to support high-density areas with 30 students to an access point. The building will have a fiber backbone with an asynchronous fiber connection of 250Mbps. Upon release of the test and associated guidance from CPS and ISBE, we will develop metrics and standards as a core component of our student assessment plan.

We also believe that teachers need access to more frequent snapshots of student performance. Online content will provide real-time data on student progress toward the personalized learning plan goals. Teachers will also create many of their own assessments, including online polls, content assessments, performance tasks, and writing prompts. Because our students have 1:1 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.

Our next generation blended-personalized learning model includes non-automated online courses, in which students will need access to answers, explanations, and/or rubrics. As described in Section 2.3b Curriculum, our teachers create and/or "curate" curricular materials from various sources. In order to ensure consistent communication and student-directed flow in the pod, teachers create Google sites. All of a student's particular courses are bookmarked on their browser. Teachers complete pre-built templates for their sites with the following architecture:

- Course Syllabus – which link to unit plans, lessons plans, and daily/weekly agendas
- Announcements – which link to the course calendar for due dates
- Resources – which link to rubrics, answer keys, and explanations

Additionally, teachers distribute paper printouts, when applicable. Our Google sites are user-friendly and easy to navigate. Nevertheless, we dedicate time at the beginning of the school year to acclimate students to our suite of technology tools and programs. Students also have access to Illuminate, our Student Information System, via a student portal. Often, teachers will utilize the item bank and/or create items for assessments. Students can log into their portal and receive real-time feedback on the assessment, which includes aggregate scores, scores by item, and scores by standard. Teachers can also use the scores by standard category to communicate level of mastery on that standard (i.e. beginning, developing, proficient, etc.)

Below is an overview of the assessments to be used at Intrinsic Schools:

Assessment Purpose	Tool	Grade	Source	Frequency
Diagnostic	NWEA MAP	7-10[24]	Purchased	3x per year *September*

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[24] NWEA will also be given to all 9-11th grade students whose most recent NWEA score was below the 8th grade 50th percentile.

Assessment Purpose	Tool	Grade	Source	Frequency
				December *May*
	Content Assessments	All	Teacher created	Weekly
	ACCESS	7-10	State	Annually *February*
	EXPLORE[25]	8-9	ACT	Annually (BOY) *September*
	PLAN	10	ACT	Annually (BOY) *September*
	Practice ACT	11	Retired exams	Annually (BOY) *September*
Check for understanding or mastery of grade-level skills and content	Entrance/Exit tickets	All	Teacher created	2x week
	Performance Tasks	All	Teacher created	4-6x per year
	Interims	9-11	Interims[26]	4x per year *September* *December* *February* *April* 2x per year *December* *February*
	Writing Assessment	All	CERCA rubrics	At least weekly
Check for mastery of skills and content toward personalized learning plan	End of lesson reflection	All	Teacher created	Daily
	PLP Data Tracker and Goal Setting	All	Teacher created	Bi-weekly
Summative	PARCC	7-11	State	Annually *March* *May*
	Course Final Exam/Capstone Projects	All	Teacher created – common across Intrinsic Schools	2x per year per course *January* *June*
	EXPLORE	9	Intrinsic Schools	Annually
	PLAN	10	Intrinsic Schools	Annually
	ACT	11-12	CPS	Annually *March*
	AP Exams	9-12	AP	Annually *May*
	Defense of 12th	12	Teacher-led	Annually

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[25] All EPAS tests are reviewed by subject area and skill based on item analysis
[26] With their permission, we use the Noble Street Charter Interim Assessments for English, Reading, and Science. We have custom-made math interims from The GAINS Education Group.

Assessment Purpose	Tool	Grade	Source	Frequency
	grade Capstone			*June*
Habits of Mind	Hope Survey	7-12	Purchased	Annually
	5Essentials	7 - 12	CPS	Annually
	NGLC Survey	7 - 12	NGLC	Bi-Annually
	Rubrics to measure student autonomy	7-12	Intrinsic Developed	Quarterly

At Intrinsic, we believe in triangulating multiple data points in making sound instructional and organizational decisions that benefits our students and families. The selection of the assessments shown in the table above was driven by the tool's ability to provide valid and reliable data and/ or actionable data. We have carefully selected our assessments to provide us with ongoing sources of data that allow us to evaluate our individual student's grade-level performance, and school performance as a whole throughout the school year. As we strive to analyze our effectiveness with respect to teaching and learning, it is important that we use a variety of assessments on a daily, weekly, and interim basis to develop a thorough understanding of each student and to effectively meet his or her needs. In this way, we can ensure all students are challenged and have the necessary supports to meet the high expectations set for them.

2.3.a.3 Data-Driven Programs and Instruction
Q. Describe how instructional leaders and teachers will collect and analyze the results of diagnostic, formative, benchmark/interim, and summative assessments to inform instruction, curricula, professional development, and other school supports. Describe the formalized supports that will enable teachers to reflect on student progress and adjust their instruction accordingly. If planning to implement Professional Learning Communities or other regular teacher meetings to analyze and discuss student data, please specify the frequency of the meetings, who is responsible for convening and overseeing the meetings, and whether there are agenda and protocols to structure the meeting. Any regular meetings should be reflected in the school calendar and schedules provided in Section 2.3.d. School Calendar/Schedule.

*If proposing a **Next Generation** blended learning model, specify within the response how:*
- *Student information and assessment results will be shared and compared across different digital learning programs and learning management systems*
- *Teachers will examine assessment results and data from automated and teacher-led online learning to inform their instructional practices*
- *The school will monitor fidelity in implementing automated digital learning products according to the benchmarks and specifications set by the vendors*

Data Collection
The Intrinsic Model is built upon the use of data to personalize instruction for students. Data is used to constantly inform the progress of individual students and the school as a whole. The table below details the data collection process we will use to review results and make adjustments to our programs.

Structure	Owner	Frequency	Purpose
Student Academic Progress Report	Advisor	Bi-Weekly	• Reflect on course progress • Assign academic intervention (ex. Office Hours)

Structure	Owner	Frequency	Purpose
PLT Program Data Tracker	Director of Personalized Learning	Bi-Weekly	• Monitor progress and weekly goal attainment on online programs • Create student ownership over learning • Ongoing review of technology resources and analysis of student perseverance and independence • Review progress monitoring data and review/plan for co-teaching to intensify intervention for struggling student
Collaborative planning meetings among grade level staff	Grade-Level Chair	Weekly	• Share strategies to help improve student academics, behavior, and attendance • Review progress monitoring data and review/plan for co-teaching to intensify intervention for struggling student • Discuss any additional support needed from outside the Pod for specific students • Prepare and discuss how to structure student-led conferences with specific guidelines for student portfolio reflection and demonstration of mastery
All staff meeting	Principal and ILT	Weekly	• Review and monitor student data in context of Intrinsic's strategic plan • Provide support for instructional strategies in response to student data • Determine need for any additional instructional resources
Department Planning Days	Department Chair	8 days per year	• Map curriculum from 12th grade student outcomes • Align curriculum and instruction to the assessment plan • Integrate online programs into the curriculum; identify best practices of tech tools and programs via student data; and refine processes in the academic model • Align subject-specific study habits • Establish common grading criteria and rubrics • Record course reflections based on

Structure	Owner	Frequency	Purpose
			final student achievement in the course and adjust as needed
HS Interim Cycle	Principal, ILT, Department Chairs	4x per year	• Predict student responses per item and provide rationale prior to interim administration • Analyze student interim data and reflect on prediction and actual data • Create a reteach plan and any adjustments for upcoming unit plan in response to student data • Meet with administration to review plan
ES Formative Assessment Cycle	Principal, ILT, Department Chairs	3x per year	• Review data and identify the lowest strand(s) • Create a rotational model which includes students working on an online program while the teacher pulls small groups to teach/re-teach strand-specific skills • Monitor progress bi-weekly
Student-led Conferences	Assistant Principal and Advisors	2x per year	• Create student ownership over learning and self-reflect on his/her progress as a learner • Engage family in student goals and progress
Board Review of Data	Board and CEO	Each Board meeting	• Monitor school progress • Identify any need for reallocation of resources to better serve students

Data Analysis

In our visits around high performing schools across the nation, we saw the following common practices: strong student culture, high levels of student independence, frequent and intentional staff collaboration, and data-driven decision-making. At Intrinsic, we have high expectations for all of our students. A collective staff effort and accountability is paramount for all of our students to meet the high bar we have set for them. To understand and respond to our students' instructional needs, Intrinsic instituted a rigorous data analysis cycle.

In our extensive work in CPS, we devoted a significant amount of time in building teacher capacity to analyze student data to inform instructional decisions. Schools that have implemented data cycles to review, analyze, and refine their instruction experienced high levels of academic growth and success. In his book, *Driven by Data,* Paul Bambrick-Santoyo articulates the need to engage teachers in this intentional alignment. The core ideas can be summarized by the following tenets[27]:

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[27] Bambrick-Santoyo, P. (2010) *Driven by Data: A Practical Guide to Improve Instruction.* San Francisco, CA: Jossey-Bass.

- Standards are meaningless unless you define how you will assess them.
- When you define how you'll assess a standard, you are defining your expectations.
- Change the lens of assessment from assessment of learning to assessment as and for learning.

The purpose of data cycles is to use frequent and multiple data points to improve outcomes for all students. The components of a data cycle include: review of student data based on common assessments, revisions to lesson plans, all in combination with peer and principal feedback. These data cycles, which occur every 6 to 8 weeks, support teachers in tailoring instruction to students' needs.

Interim Data Cycle Example

The week prior to the administration of the interims, teachers complete their data prediction template[28] during the Wednesday staff collaboration time. Teachers complete both quantitative and qualitative sections of the template. The quantitative section requires teachers to predict the percent of students who will answer each item correctly and provide a rationale for their predictions. The qualitative section asks teachers to reflect on the following questions: 1) What are the three hardest questions you reviewed, and what makes them so difficult? 2) What are the three easiest questions you reviewed, and what makes them so easy? 3) What two questions have the biggest variety of performance within a single standard?

The interims are administered on Wednesday mornings and results are available for analysis that afternoon. On the data analysis template, teachers comment on whether their predictions match the actual student responses and provide context for when the two do not match. The data analysis is focused on dicing and studying item-level, student level, and class-level data so teachers have a comprehensive guide for next steps.

Once teachers have analyzed the assessment data, they develop a 6-week re-teach plan, which includes the standards to re-teach, the instructional strategy to re-teach it, any/all technology intervention that may be integrated, and the reassessment method. The principal meets with teachers to discuss their analyses, provides feedback on their plans, and observes the implementation of the plan. The cycle is reviewed and repeated after each interim administration.

In order to build teacher capacity for data analysis and systemic structures for data-driven instruction, Intrinsic provides professional development beginning in the summer and throughout the year. These sessions will be focused on understanding:
- Standards and curriculum planning
- Types of assessment we administer, their purpose, and the use of data
- Both external and internal metrics used to measure student achievement
- Instructional strategies, their purpose, and alignment between data and strategy
- Collaborative planning protocols to ensure effective teaching and learning in the pod space
- Technology tools and programs and their integration into instructional delivery

We provide professional development throughout the summer and academic year via case studies and role-plays that simulate the data analysis process of predict, assess, analyze, plan, action, and reflect.

Next Generation Learning Model

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[28] Adapted from Noble Street Charter Network

During the summer, Intrinsic teachers participate in professional development sessions focused online programs. During these sessions, teachers will become accustomed with the logistics of each program, test drive the lessons, understand the student use expectations, and analyze the frequency and content of reports. Most vendors have practicing teachers lead these workshops to give teachers ideas of how to use the data to make instructional decisions such as groupings, skills focus, or programmatic changes. We have built consistent rubrics to monitor the fidelity of implementing these programs according to the benchmarks and specifications set by the vendor.

Our Director of Technology has built an internal dashboard that aggregates online program data into user friendly chart to help students and teachers monitor progress. Our Director of Personalized Learning (DPL) will review all online program data, meet with teachers bi-weekly, and discuss/provide recommendations. The DPL will also review online data bi-monthly with vendors to discuss fidelity of implementation and progress to date. In the winter, we will hold additional sessions to review our student online program data and gauge the efficacy of each program. In sum, the purpose of these professional development sessions is to empower Intrinsic teachers to provide high-quality, data-informed instruction to meet the diverse needs of our student population.

As evident in our entire proposal, we believe in the power of data and think it is the key to realizing our mission and vision. From our first year to second year of operation, we learned the importance of regular data collection and analysis to drive school improvement and student achievement. As we grow and open more campuses, we will continue to refine our processes and build sophisticated models for comparative and trend analyses. Our decades of experience in the field education highlights the need for school leaders and teachers to be data-informed and data-responsive in decision making. Frequent progress monitoring will allow to track student progress toward identified goals, make curricular adjustments, improve instruction, and identify areas for professional development. We believe our educational goals and aligned assessment plan will promote student growth and attainment for each and every student regardless of his or her background.

Section 2.3.b. Curriculum

2.3.b.1 Curricular Materials
Q. Applicants are required to submit three types of curricular materials as part of their proposal:

A curriculum defines what students should know (content) and be able to do (skills). In our experience, the most rigorous, highest quality curricula is created by excellent teachers that pull together materials from various sources based on what students should know and be able to do at the end of the course, in combination with a data-informed understanding of students baseline knowledge and skills. For this reason, Intrinsic teachers will curate materials through free and paid sources and also create what cannot be found in the marketplace.

Curriculum and assessment at Intrinsic Schools has been meticulously aligned to and planned from the Common Core State Standards for English Language Arts & Mathematics, Next Generation Science Standards, the ACT College and Career Readiness Standards, and other National and State Learning Standards (Music, World Language, etc.) AP® and other college-level courses will follow their respective course syllabi, in which students will receive college credit upon successfully meeting all course requirements. Our curricular scope and sequence, which outlines the order in which content and skills

will be delivered, has been intentionally designed to integrate and reinforce concepts across disciplines and grade levels. Through technology-enabled data collection, our teachers will routinely assess the effectiveness of the curricula and make modifications as necessary.

In planning courses at Intrinsic, teachers are provided with templates for the course syllabus, the yearlong curriculum maps, unit plans, and lesson plans (See Appendix 21_2.3.b.1.). These templates have been adapted from the Understanding by Design® framework.[29] In order to provide our students with a cohesive, rigorous curricular experience, our teachers plan their courses with the following curriculum, instruction, and assessment alignment guiding questions:

- What are the **Desired Results**?
- Are the **Assessments** fair, valid, reliable, and sufficient measures of the desired results?
- Is the **Learning Plan** effective and engaging? What learning experiences and instruction will enable students to achieve the desired results?
- What **Instructional Resources** (tech and non-tech) will be utilized to effectively execute the learning plan?

The attached curriculum maps detailed in the table below (see Appendix 22-30_2.3.b.1.) outline all of the topics and standards expected of the given course. These concepts are introduced, studied, and assessed at a level that matches each student's abilities. The level of academic rigor matches both the course level and the students' ability levels.

	Reading or Social Science	Math or Science	Specials/Electives
7th – 8th	7th ELA	7th Math	7th Music
9th –10th	9th ELA I	9th Biology	9th Music
11th–12th	11th Humanities	11th Algebra II with Trigonometry	11th Spanish

2.3.b.2 Philosophy, Selection and Supports

Q. Provide a brief description of the applicant's curriculum philosophy, proposed curricula, and supporting materials for each subject. Outline the rationale for curriculum development or selection decisions. Explain how teachers will know what to teach and when to teach it throughout the school year. What resources and dedicated professional development will be provided to help teachers implement the curriculum?

*If proposing a **Next Generation** blended learning model, please include the following information as part of the response:*
- *Discuss whether content for the school's blended learning program will come from commercial vendors, open sources, and/or developed in-house. If a particular content provider has been selected,*

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[29] http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf

explain the rationale for why that provider was selected as compared to other vendors. Address any due diligence conducted in the selection process.

- *Describe all technological equipment and services that will be required to implement the curricula, including hardware, software, connectivity, devices and digital storage.*
- *Outline the methods and process that will be employed to ensure the school selects the appropriate automated digital learning resources.*

Intrinsic designs and implements curriculum that aligns to its educational philosophy. We believe education is a life-long course in human development that embraces a diverse mixture of experiences, which include formal academic studies, informal co-curricular activities, constant learning opportunities, cooperative endeavors, psychological discoveries, and personal relationships. It is a continuous process that addresses each student's intellectual, emotional, physical, and social needs. Students can only attain this type of education through highly trained and competent teachers who implement a comprehensive, thorough, and well-articulated curriculum in a safe, nurturing school environment. Our standards-based curriculum is designed for our students to explore integrated topics of interest and relevance to them that are framed around larger, essential questions. As a result, students connect in-school learning with the community in the context of his/her individual growth in becoming an aware, just, committed, and involved member of the global society.[30]

We derive our curriculum philosophy from our vision for the Intrinsic Graduate – autonomous and persevering, an effective communicator and influencer, a critical thinker and problem-solver, and a collaborative learner—characteristics we believe are essential for 21st century success. At Intrinsic, each department will develop its specific departmental philosophy, vertical articulation of content and skills—including a set of non-negotiable exit standards per course—and the content-specific learning activities. As a result of their Intrinsic experience, our graduate will be life-long learners, who embody our EPIC core values and are healthy, responsible global citizens. Our curricular scope and sequence is shown in the table below.

6 Year Curricular Scope and Sequence

	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
English	ELA 7th Grade	ELA 8th Grade	ELA I	ELA II	ELA III AP Composition	ELA IV AP English Literature
Social Science	SS 7th Grade	SS 8th Grade	AP Human Geography, Human Geography World Studies	U.S. History, AP US History	American Government, AP American Government	AP Micro/Macro Economics, Modern World History, Independent Study
Math	Math 7th Grade	Math 8th Grade, Algebra I	Algebra I, Geometry	Geometry, Algebra II/Trigonometry, Pre-Calculus	Algebra II/Trigonometry, Pre-Calculus, AP Statistics, AP Calculus	Pre-Calculus, Advanced Mathematics, AP Statistics, AP Calculus
Science	Environmental Science	Engineering/ Programming	Biology	Chemistry	Physics	Computer Science AP Environmental Science, AP Biology, AP Chemistry

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[30] Kincheloe, J., Slattery, P., & Steinberg, S, (2000). *Contextualizing teaching.* New York, NY: Addison Wesley Longman, Inc.

					Spanish I, Spanish II	
World Language				Spanish I	Spanish I, Spanish II AP Spanish Language	Spanish II AP Spanish Language, AP Spanish Literature
Fine Arts	Music (0.5)		Art I	Music I (0.5)	Music I (0.5)	Fine Arts Elective
Physical Education	PE (0.5)	PE	PE I & Health	PE II (0.5)	P.E. II (0.5)	Physical Fitness Requirement
Elective	PLT	PLT/Music			College Seminar	College Seminar

Our educational philosophy is also driven by the belief that students learn best when they receive a mix of at-grade-level and at-instructional level instruction. As described in Section 2.3.c, our teachers incorporate various instructional strategies to meet the diverse needs of our students. They blend digital mediums to provide our students multiple access points to our rigorous curriculum. Learner profiles inform the use of interactive, real-world and relevant resources in helping our teachers design well-rounded, cohesive, and meaningful learning experiences for students. In order to cultivate independent, intellectually curious learners, we believe it is important for our students to engage in frequent metacognitive reflection and goal setting. As outlined in Section 2.3.a, we continuously progress-monitor both academic and non-academic metrics to ensure each and every student receives the training and knowledge necessary to create a successful and responsible life.

Our innovative model design seeks to find the solution to what Benjamin Bloom defined as "The 2 Sigma Problem" in a scalable and replicable way. This study entitled *The 2 Sigma Problem: The Search for Methods of Group Instruction as Effective as One-to-One Tutoring* was published over 30 years ago.[31] Bloom and his colleagues found that students who learned a topic through individual tutoring combined with regular formative assessment and corrective instruction performed two standard deviations (2 sigma) better than students who received conventional classroom instruction. That is, the average tutored student performed better than 98 percent of the students in the traditional classroom. We believe the key to this vast difference in performance is personalization. In personalized learning, instruction is tailored to the learning needs of the student. Through collaborative team teaching, data-driven instruction, and strategic use of technology, we believe we can provide targeted, small-group instruction to ensure all students achieve the rigorous learning outcomes outlined in our curriculum.

In assessing learning outcomes, students receive regular feedback on their progress toward mastery of standards. Students have multiple opportunities to demonstrate mastery through cumulative assignments including, but not limited to: presentations, oral and/or written evidence-based arguments, curriculum-embedded assessments, performance tasks, projects, and exams. When applicable, common rubrics are used to assess student work. Evidence of mastery is based on a student's demonstration of "a thorough understanding as evidenced by doing something substantive with content beyond merely echoing it."[32] Teachers serve as advocates for students by helping them understand how their current performance stands in relation to end-of-course goals. Progression through the curriculum requires students to successfully complete prerequisite courses before they advance in the sequence.

As outlined in our Assessment Plan (Section 2.3.a), Intrinsic measures academic growth, academic attainment, participation and habits of minds. The ACT defines college readiness as, "the level of

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[31] http://web.mit.edu/5.95/readings/bloom-two-sigma.pdf

[32] Wormeli, Rick. (2006). *Fair Isn't Always Equal: Assessing & Grading in the Differentiated Classroom*. Portland, ME.: Stenhouse.

preparation a student needs to be ready to enroll and succeed without remediation in an entry-level, credit-bearing course (in each content area) at a two-year or four-year institution, trade school, or technical school."[33] Multiple data sources will inform all curriculum-planning. The curricula is aligned tightly with assessment measures to adjust learning plans for students as needed to ensure college and career readiness and success. Intrinsic students are also taught to set and monitor their goals and continually reflect on their progress. Through technology, students track their own progress, and are more aware of their metacognitive processes, becoming co-designers in personalized learning paths.

Every Intrinsic student is equipped with a Chromebook, which is a fast, Web-based computer that enables Intrinsic to replace almost everything you would find in backpacks of students at traditional schools—textbooks, notebooks, folders, etc.—with web-based programs and tools. Teachers use Chromebooks too, which not only ensures lessons and assignments are created and shared based on the students' experience, but it streamlines a teacher's practice (less time at the copy machine or searching for files means more time for lesson planning, instruction and intervention). Chromebooks start in seconds and have the battery life required for a full school day. Chromebooks have built-in virus protection, and automatically save and back up student work to the cloud. Wherever there is a wireless connection, an Intrinsic student has access to everything they need. From a space and classroom perspective, the portability and flexibility of the Chromebook means the classroom itself becomes entirely customizable to suit the needs of the student and the goals of the teacher. In a traditional classroom, students are fixed to a chair, in a row, pointed at a board and a teacher. At Intrinsic, the Chromebook creates multiple classroom environments in one space, empowering true differentiation.

When students open their Chromebook, they immediately sign-on securely via OneLogIn and Google. One username and one password allows students and teachers to access Intrinsic's full suite of web-based applications. In a traditional classroom, a student would pack/repack her bag depending on the day, go back and forth to her locker; at Intrinsic, she opens her Chromebook, logs on, and follows teacher instructions to access everything: agendas, email, assignments, files, word-processing programs, adaptive instructional programs, multimedia, and more. These solutions have removed the need for students to remember multiple passwords. With one password, students have access to everything. Teachers enjoy all these benefits, and see an exponential increase in efficiency, as everything is accessible, at any point in the school year, with a few clicks.

All computing equipment run ChromeOS and connect via WiFi to our wireless infrastructure. Our wireless infrastructure is designed with an aim to have no more than 30 wireless clients connecting to a wireless access point and in such quantities that a density of 1:1 computing is supported. Connectivity to the WAN is handled via a fiber line with a minimum bandwidth of 250 Mbps. We use Google Apps and Google Drive as our primary solution for digital storage of work tied to the Chromebook.

Content used for our school's blended learning program comes from a mix of commercial vendors, open sources, and in-house development. When selecting a vendor for content, we look to successful schools that have implemented similar programs, review demo accounts with test data, and run small pilots. If the content does not integrate directly into one of our current systems (e.g. Google Sites) we look for the content delivery program to have infrastructure that integrates with our systems. There are specific integration pathways that are preferred, but not required. Google Authentication, Clever roster sync and instant login, and API access are integrations we look for the content delivery infrastructure to support.

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[33] "College Degree Completion Rates by Race/Ethnicity and College Readiness." http://www.act.org/research/

Our team has utilized various research-based curricular materials and technologies that, when implemented with fidelity, yield positive outcomes for students of diverse backgrounds. The research base and efficacies of the curricular materials listed below are discussed later in this section (see Section 2.3.c). We use a hybrid of paper-based and technology-based programs to develop our core curriculum. The table below lists the core and supplemental programs in our curriculum.

Core Content Area Resources			
Key: C = Core, S = Supplemental, I = Intervention			
	English Language Arts	*Mathematics*	*Science*	*Social Science*
Middle School	- Novels (C) - Short Stories (C) - ThinkCERCA (S) - NoRedInk (S) - NWEA Itembank (S) - Accelerated Reader (S) - ReadingPlus (I)	- EngageNY Common Core Curriculum (C) - ISBE Model Math Curriculum (C) - ST Math (S, I) - Think Through Math (S) - Khan Academy (S) - Mathalicious.com (S) - NWEA Itembank (S) - Problems of the Week (POW) – (S): MathCounts, Chicago Citywide Math Leagues, American Math Competition	- Gateway to Teaching Technology (C) - Multimedia Resources (S) - Khan Academy (S)	- Facing History & Ourselves (C) - Selected Readings (C) - Primary Source Documents (C) - Multimedia Resources (S) - ThinkCERCA (S)
High School	- Novels (C) - Short Stories (C) - ThinkCERCA (S) - NoRedInk (S) - Cambridge Education Services (S) - Accelerated Reader (S) - ReadingPlus (I)	- FlippedMath.com (C) - Think Through Math (S) - IXL (S) - Khan Academy (S) - Mathalicious.com (S) - Cambridge Education Services (S) - Problems of the Week (POW) – (S): Chicago Citywide Math Leagues, American Math Competition	- Educurious (C) - Multimedia Resources (S) - Cambridge Education Services (S)	- Facing History & Ourselves (C) - Selected Readings (C) - Primary Source Documents (C) - Multimedia Resources (S) - Newsela.com (S) - ThinkCERCA (S) - Cambridge Education Services (S)

Descriptions of these curricula, implementation strategies and the associated research base can be found in Section 2.3.b.4.

Intrinsic teachers use a variety of high quality resources to effectively meet the learning needs of our students regardless of their socio-economic status, parental education level, English proficiency, and/or prior learning difficulties. The utilization of these diverse resources enables our teachers to create a cohesive set of learning experiences. The standards and the accompanying assessments serve as a backbone for the curriculum. Teachers use the core materials to develop units, which are framed around big ideas, enduring lessons, and essential questions. The supplemental materials augment the core to provide students with more explicit skill practice, differentiated assignments, performance tasks, and/or

multimodal formats of information. The online intervention programs tailor instruction based on students' responses and allow for student ownership of pace and time. Together, the core, supplemental, and intervention materials support students, regardless of their circumstance, to access a college and career preparatory curriculum and achieve the high goals we set for them.

Intrinsic teachers act as architects of the curriculum threading various instructional resources to scaffold learning for our students. Each resource is matched with the learning objective and purpose. Interactive resources amplify the best instructional strategies as they address students' preferred learning styles. When selecting digital resources, our teachers look for efficiency and efficacy. That is, technology is used to deliver content, offer multiple permutations of practice items, provide immediate and/or corrective feedback, and to remediate/extend learning. Consequently, teacher's time and energy can be devoted to promote critical thinking via probing questions, facilitate collaboration via created/curated challenge-based group tasks, and inspire perseverance and independence via conferencing and coaching.

As mentioned earlier, teachers will also create materials. To ensure alignment, teachers will employ the same UbD framework in creating unit/lesson plans to meet our students' needs. Common, school-wide interim assessments and performance tasks will drive the quality control of teacher-created materials. Because "task predicts performance,"[34] created materials should also provide students with the opportunity to grapple with challenging tasks to improve their critical thinking and problem-solving skills.[35] The instructional leadership will tightly monitor and review interim and performance task data to ensure all curricular materials are rigorous and of high-quality. As discussed in the paper, *Maximizing Competency Education and Blended Learning*, "By requiring outcomes and quality of education to be tightly prescribed, the teachers themselves can operate within a looser framework."[36] In the figure below, Kim Marshall further illustrates the "potential ripple effect" of interim assessments as a mechanism for consistent review and refinement of the curriculum.

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[34] "Improving The Instructional Core."
http://www.acsa.org/MainMenuCategories/ProfessionalLearning/LeadershipCoaching/Coach-Resources/Imp-Instr-Core.aspx
[35] Diane Briars. "Tools and Strategies for Considering Instructional Materials for Implementing the CCSS."
http://www.lsri.uic.edu/ccss/ccss_bo_briars.pdf
[36] http://www.competencyworks.org/wp-content/uploads/2015/03/CompetencyWorks-Maximizing-Competency-Education-and-Blended-Learning.pdf

The Potential Ripple Effect of Interim Assessments[37]

Kim Marshall, 2006
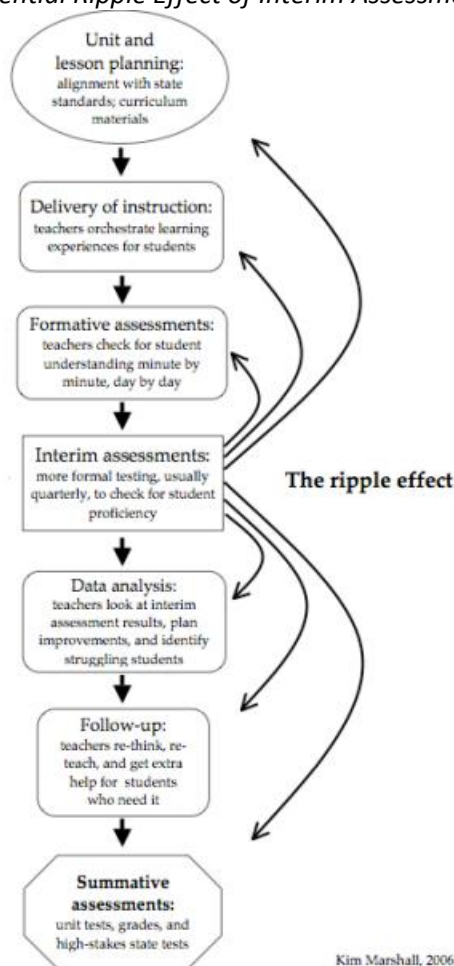
The Intrinsic Schools teaching team will receive extensive training in delivering a rigorous curriculum through proven and effective instructional strategies. Intrinsic will provide intensive support to teachers in the start-up years and guide them through our curricular framework and educational philosophy. As explained in Section 2.3.d, all new teachers will attend three weeks of professional development in the summer prior to the start of school. The goal of these sessions is to understand our educational philosophy and prepare teachers to implement our academic model. Ongoing professional development during the academic year is built in the weekly schedule to provide teachers with on-demand support from administrative staff and teachers from our flagship campus.

The graphic below exemplifies how we frame curriculum, instruction, and assessment (CIA) at Intrinsic Schools. To increase capacity and professional growth, teachers will engage in answering and analyzing these CIA essential questions through the lens of data, personalization, collaboration, and independence.

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[37] http://www.marshallmemo.com/articles/Interim%20Assmt%20Report%20Apr.%2012,%2006.pdf
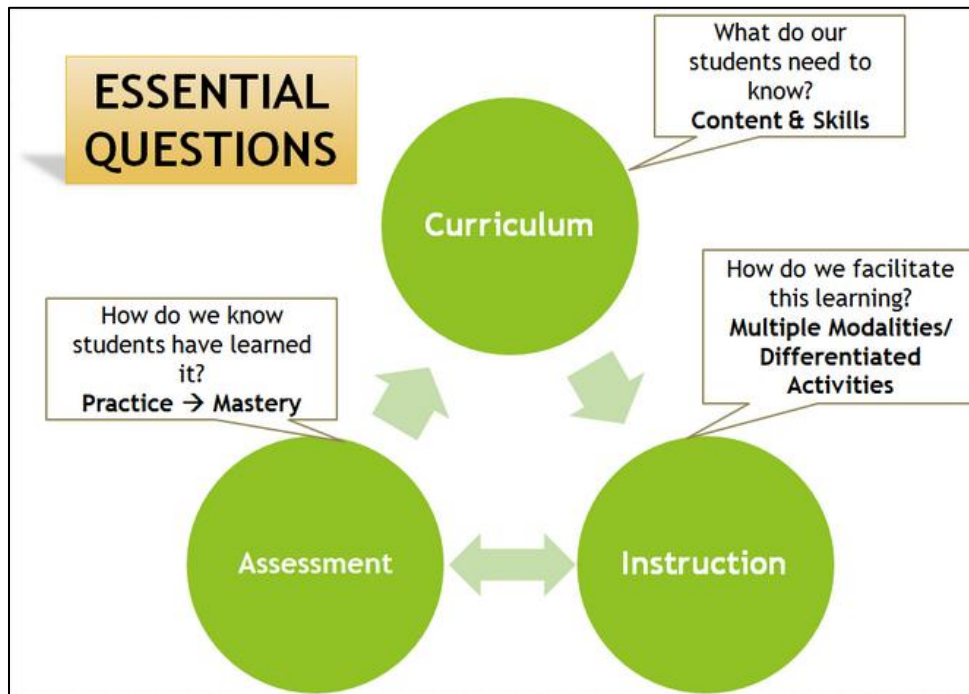
The list below provides scope and sequence of Intrinsic's CIA professional development topics:

- Shared Purpose and Mission (Summer/Ongoing)
  - o Intrinsic's Educational Philosophy
  - o Research and Evidence-Based Practices
- Data-Driven Instruction (Summer/Ongoing)
  - o Assessments drive the realization of standards
  - o Interims and Performance Tasks inform pacing guides and provide clear performance descriptors for mastery
  - o Common assessments ensure transparency of learning outcomes and consistency in level of rigor
  - o The use of multiple data points (triangulation of data) give us have a precise measure of student mastery
- Personalization and Independence
  - o CIA should be relevant, engaging, and culturally responsive based on student profiles
  - o Training on integration of suite of technology tools and programs to meet students at their instructional level
  - o Review templates for student goal setting and reflection
  - o Review individual student growth on EPIC Core Values and motivation
  - o Analyze student personalized learning plans to ensure all students are on the trajectory to meet the high expectations we have set for them
- Collaboration: In an environment where time, space, and teachers themselves are flexed to personalize learning for students, we believe it is critical to provide teachers with both the training on a diverse set of CIA strategies, but also build a structure for analysis and reflection via staff collaborative discussions on an on-going basis.

- o Team teachers at our flagship school will present training on key elements to our successful co-teaching model, including strategies in managing a blended-personalized classroom
- o Teachers from all school campuses will meet on regularly scheduled Staff Institute Days to discuss effective differentiated instructional strategies and help teachers match pedagogy to student needs (based on data)
- o Department Chairs will provide teachers with effective content-area literacy strategies[38] and calibrate on norms regarding student work via common rubrics

Student achievement is inextricably linked to teacher quality. The purpose of professional development at Intrinsic Schools will be to cultivate instructional talent and build capacity. The overall goal is to develop and retain teachers who are mission-driven, data-informed and collaborative. Research shows that children learn best when their culture and language are reflected in the school's curriculum.[39] Differentiated instruction in itself is a culturally responsive pedagogical approach because it creates opportunities for students to explore and access a variety of topics based on their interests, level, and background knowledge at the same time.[40] Differentiated instruction cannot be learned in one or two PD sessions. We believe sustained staff development is critical for our teachers to continuously optimize our blended-personalized approach to promote the intellectual, emotional, physical, and social welfare of each student.

2.b.3.3 *Curriculum Development Plan*
Q. Describe the curriculum development plan leading up to school opening that provides sufficient milestones and corresponding dates to ensure timely completion of all related activities.

If our core purpose is to provide the education community with a roadmap to sustainable implementation, we must first show that our academic model is replicable and scalable within our own schools. Thus, we will be implementing the same curriculum across all of our schools, tailoring materials based on data. In addition, because all materials are stored online, sharing of materials is automatic.

Our Current Curriculum Development Process:
- Each course is designed with the UbD® Framework.
- Each course is organized within a vertical articulation of each department.
- Diversified Learning Plan
  - o Provide multiple opportunities to demonstrate mastery
  - o Differentiated lessons that incorporate inclusive instructional strategies
  - o Integrated blended resources
- Each core academic course is defined by academic benchmarks and goals with respect to curriculum-embedded assessments, interims, and performance tasks.

Curriculum Components:
- Content:
  - o Subject Area Scope and Sequence – Year-Long Curriculum Map

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[38] http://www.act.org/research/policymakers/pdf/reading_summary.pdf

[39] Gay, G. (2000). Culturally responsive teaching: Theory, research, and practice. Multicultural Education Series, J.A. Banks, Ed. New York: Teachers College Press.

[40] http://steinhardt.nyu.edu/scmsAdmin/uploads/005/120/Culturally%20Responsive%20Differientiated%20Instruction.pdf

- Pacing Guides are driven by interims and performance tasks
    - o Unit Plans
    - o Weekly/Daily Lesson Plans
- Time: Organize time and instructional activities with the time subject-area allotments
    - o ELA and Math (90 minutes daily, 60 minutes on Wednesday)
    - o Social Science and Science (90 minutes alternate days, 60 minutes on alternate Wednesdays)
- Learning Plan:
    - o Activities increase content knowledge and mastery of transferrable skills
    - o Students practice with a range technology tools and programs
    - o Activities are differentiated based on student data
    - o Activities are engaging and culturally responsive
    - o Frequent progress monitoring and remediation/extension as needed
    - o Tasks increase in rigor
    - o Students work independently and in collaborative groups (in both heterogeneous and homogeneous configurations)
    - o Students have opportunities for metacognition and EPIC Core Values reflection and goal setting

School 3 teachers will not be developing new curricula. During the summer PD sessions, our teachers will work with department chairs from the flagship school to determine any supplemental materials needed to effectively meet the needs of our student population.

2.3.b.4 Research Base
Q. *Provide evidence that the proposed curricula are research-based and have been effective with students similar to those the school expects to serve. Also include a brief description of how these curricula will keep students on track for college and career readiness, highlighting any backwards-planning efforts, if relevant. If proposing to use or develop innovative curricula, present evidence and/or a rationale for why your design team believes the selected curricula will drive student success with the targeted student population.*

The curricula we have selected thus far are all aligned to the Common Core State Standards and/or the ACT College Readiness Standards. Many of the curricula have been demonstrated as effective by multiple outside research studies that document comparable student populations producing similar positive outcomes. However, we believe in order to dramatically improve student outcomes we must also use innovative curricula to meet the wide range needs of our students. Before we select innovative curricula, we connect with schools that have been successful as a result of implementing the program(s), investigate key features via demo accounts with fake data, and run small pilots to gauge efficacy with our student population. As illustrated below, we are confident that innovative curricula will enable us to meet our mission because we believe it is our progressive redesign of time and space coupled with the strategic use of people and technology that will produce faster and better student results.

To understand how teachers use different curricular components, a brief description of how each subject-area teacher may organize materials to match the learning objective and student's readiness level is provided below.

English Language Arts

In order to be college and career ready as defined by the Common Core State Standards, Intrinsic's English Language Arts (ELA) curriculum will require students to: 1) independently read texts at increasing levels of lengths and complexity, 2) construct clear, concise, and compelling oral/written arguments citing evidence from literary and/or nonfiction texts, and 3) engage in reading, writing, listening, speaking, and reflecting in a variety of formats.

Example: Our 7th grade ELA teacher selects developmentally appropriate novels and selected readings (core) to develop units framed around larger, essential questions to contextualize learning. She utilizes NoRedInk (supplemental) to provide students with personalized instruction in articulating their ideas through written expression with correct grammar, usage, and mechanics. She assigns ThinkCERCA (supplemental) to provide students with the tools and content to help them read closely, think critically, and develop powerful arguments about the texts they are reading in class. ReadingPlus (intervention) is a silent reading program that employs leveled narratives and informational texts that increase in complexity and volume to increase students' comprehension, fluency, and vocabulary skills. The following weekly plan provides an example of how the teacher would incorporate the various curricular materials into seamless lessons.

Standards:

CCSS.ELA-LITERACY.RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-LITERACY.RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
CCSS.ELA-LITERACY.RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
CCSS.ELA-LITERACY.RL.7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Essential Questions:

How does perspective/point of view develop?
In what ways is a person's narrative influenced by perspective?
How do authors establish perspective?
What impact does perspective in literature have on the reader?

Monday	Tuesday	Wednesday	Thursday	Friday
Do Now: Google Form Do you think Cates will win the trial in the play? Support your answer with evidence from the text. Direct Instruction: -Scene 2: **Inherit the Wind** and Character Log (Core) Coastline:	Do Now: Review Vocab Definitions Coastline: **ThinkCERCA**: Mini-lesson: Making Arguments about Author's Purpose Applied Lesson: Social Responsibility	Do Now: Google Form Predict what you think will happen next in the trial. Collaborative Group Work: Peer Feedback on ThinkCERCA Direct Instruction /Coastline: ThinkCERCA	Do Now: Google Form Reflect on your ThinkCERCA peer feedback Small Group Rotations: NoRedInk Reteach and offline ReadingPlus – Determining Main Idea Mini-Lesson Coastline:	Do Now: Study for Vocab Quiz Direct Instruction: Vocab Quiz (NWEA Item Bank on Illuminate) Independent Work: **ReadingPlus** or SSR (take Accelerated

ThinkCERCA (Supplemental): Mini-lesson: Making Arguments about Author's Purpose Applied Lesson: Social Responsibility HW: **NoRedInk** (Supplemental): Sentences and Fragments	Direct Instruction: -Scene 2: **Inherit the Wind** and Character Log HW: **NoRedInk**-Sentences and Fragments (due Wednesday) Review Vocab for quiz on Friday	revisions based on feedback HW: -Review Vocab Quiz on Friday - Complete ThinkCERCA	**ReadingPlus** (Intervention) or SSR (take **Accelerated Reader** (Supplemental) Quiz , if applicable) HW: -Vocab Quiz on Friday	Reader Quiz , if applicable HW: Finalize ThinkCERCA assignment and Complete NoRedInk Lessons

Research Base & Effectiveness Studies of ELA Curricula in Serving Similar Student Populations
ThinkCERCA is an online, CCSS-aligned literacy program that was designed with a focus on promoting the practices identified in research from the University of Chicago that shows the relationship between ambitious instruction and increased college readiness. ThinkCERCA's debate-centric approach and expert lesson design ensures that students engage in the most effective literacy learning activities.

NoRedInk is a program that offers personalized grammar practice, incorporating a student's favorite celebrities, names of friends, and personal interests, to keep him engaged, motivated, and excited to learn. NoRedInk provides instant feedback and unlimited practice. When students make a mistake, it gives them immediate feedback, and the system generates additional practice exercises to help students master a concept. The site creates color-coded heat maps for teachers telling them where their students need more help. As of December 2013, 10% of U.S. Schools are using NoRedInk.[41]

Reading Plus is a Common Core aligned reading intervention program for middle and high school students that is designed to accelerate students' learning potential. Reading Plus is assessment, instruction, and progress monitoring built into one program. Reading Plus looks at a student's fluency, comprehension, and vocabulary while giving separate modules to increase their skills in each domain. If a student is reading too slowly, there is a tool that automatically moves a shuttle through the text at a set speed, pushing the student to keep pace. This is followed by a comprehension check, which determines the speed of the shuttle next time around. Reading Plus also provides a bank of leveled mini-lessons so teachers can further support each student's foundational skills offline. Each student can select readings that interest them, increasing engagement and encouraging faster growth.

Reading Plus is a research-based program and its multiple studies have shown the following results with similar populations[42] as we intend to serve:
- *Reading Plus* program is an effective tool for developing reading proficiency in ELL students.
- *Reading Plus* group also achieved significantly higher gains within both Vocabulary and Comprehension Composite subcomponents.

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[41] http://www.forbes.com/sites/alextaub/2013/12/19/noredink-is-growing-at-mach-speed-10-of-the-us-school-system-using/
[42] https://www.readingplus.com/results/research-briefs/

- Seventy-eight percent of the *Reading Plus* students improved by at least 2 FCAT (Florida Comprehensive Assessment Test) levels, achieving a passing FCAT level.
- Even with rigorous criteria, each group increased capacity to efficiently read more complex text.

Accelerated Reader

At Intrinsic, we require all students to read a book of interest outside of the school curriculum at their current or above Lexile Level every month. Research has shown that time engaged in reading is significantly related to gains in students' reading achievement.[43] We believe it is crucial for our students to practice having to read, absorb, and interpret independently in order for them to be prepared for college and career. We have built an extensive library of paper books that students can check out at their convenience. These are paper books that pull the student away from the always-connected world to focus on reading material that interests them. We leverage Accelerated Reader for students to take a quick 8 to 10 question quiz to show they have read and understood the material.

Mathematics

In order to be college and career ready as defined by the Common Core State Standards, Intrinsic's Mathematics curriculum will require students to: 1) develop and refine their logical reasoning skills via a problem-solving cycle of understand and make sense of a current problem, consider all of the different variables, and construct the most reasonable solution(s), 2) generalize and apply their ideas to more complex situations, continually justifying their answers with evidence and proof, and 3) strengthen their mathematical knowledge by mastering conceptual understanding and procedural skills.

Example: Our 9th grade math teacher uses the FlippedMath.com (core) curriculum to develop units framed around larger, essential questions to contextualize learning. Our math block follows a rotational block (See Section 2.3.d. for a detailed explanation) that includes: teacher-led, collaborative group and independent work times. During independent time, students have the choice to work on IXL or Think Through Math (TTM)/Khan Academy (supplemental). The teacher assigns specific IXL problem sets that align to the Flippedmath.com lesson to give students explicit skills practice. Additionally, IXL adapts based on students' responses and provide foundational skills instruction as needed. The math teacher assigns either TTM or Khan based on students' readiness and independence level. He knows that his advanced students prefer Khan because they can demonstrate mastery faster while other students need TTM because it provides a diagnostic test and then scaffolds in the appropriate skills to increase background knowledge before re-testing. During collaborative work time, students work real-world application problems of the week (supplemental) to increase their procedural fluency and problem-solving skills. The following lesson plan provides an example of how the teacher would incorporate multiple curricular materials into a seamless lesson.

Common Core State Standards:
F.IF.7b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
F.IF.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

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[43] http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol3/SLMR_IndependentReading_V3.pdf

ACT College Readiness Standards:
XEI 604: Solve absolute value equations
XEI 703: Solve simple absolute value inequalities
GRE 601: Interpret and use information from graphs in the coordinate plane
GRE 704: Analyze and draw conclusions based on information from graphs in the coordinate plane

Essential Questions:
How do you translate real life problems into mathematical expressions?
What are the multiple ways to solve a problem, and what problem solving techniques work best for you?
How do the tools of algebra relate to equations and modeling relationships in graphic or chart form?

Monday	Learning Activity	Curricular Resource
5 minutes	Entrance Ticket	Based on FlippedMath.com (C) Problem Set
Rotation 1 24 minutes	Group C – Collaborative Group Work on Problems of the Week	Problems of the Week (POW) – (S): Chicago Citywide Math Leagues, American Math Competition
	Group A – Collaborative Group Work on Problems of the Week	Problems of the Week (POW) – (S): Chicago Citywide Math Leagues, American Math Competition
	Groups B, D – Independent Work Time	Think Through Math (S) Khan Academy (S) IXL (S)
Rotation 2 30 minutes	Group B – Independent Work Time	Think Through Math (S) Khan Academy (S) IXL (S)
	Group C – mini-lesson based on FlippedMath.com entrance ticket and problem set	FlippedMath.com (C)
	Group A – mini-lesson based on FlippedMath.com entrance ticket and problem set	FlippedMath.com (C)
	Group D – Independent Work Time	Think Through Math (S) Khan Academy (S) IXL (S)
Rotation 3 24 minutes	Group A – watch flipped video and take notes on the guided notes handout	FlippedMath.com (C)
	Group D – mini-lesson based on FlippedMath.com entrance ticket and problem set	FlippedMath.com (C)
	Group B – mini-lesson based on FlippedMath.com entrance ticket and problem set	FlippedMath.com (C)
	Group C – watch flipped video and take	FlippedMath.com (C)

	notes on the guided notes handout	
7 minutes	**Work and Question Time**	

Research Base & Effectiveness Studies of Math Curricula in Serving Similar Student Populations
EngageNY.org is developed and maintained by the New York State Education Department to support the implementation of the Common Core mathematics content and standards for mathematical practice. Curriculum modules in mathematics provide a K-12 vertical sequence, integrating rigorous reasoning, extended time devoted to practice and reflection through extensive problem sets, and high expectations for mastery. EngageNY is free and available to educators across the country and is being implemented in schools with student populations similar to the population we intend to serve.

FlippedMath.com provides completed Algebra I, Geometry, Algebra 2, and Pre-Calculus courses. It allows students to demonstrate mastery of all concepts and progress at their individual pace. Every section consists of: 1. Video Lesson, 2. Practice, 3. Application, and 4. Mastery Check. Flippedmath.com provides packets for notes, practice, application, and pacing guides. Preliminary nonscientific data suggest that flipping the classroom may produce benefits (Refer to Section 2.3c. for more information on the flipped learning instructional strategy). In one survey of 453 teachers who flipped their classrooms, 67 percent reported increased test scores, with particular benefits for students in advanced placement classes and students with special needs; 80 percent reported improved student attitudes; and 99 percent said they would flip their classrooms again next year (Flipped Learning Network, 2012). Clintondale High School in Michigan saw the failure rate of its 9th grade math students drop from 44 to 13 percent after adopting flipped classrooms (Finkel, 2012).[44]

ST Math is a game-based, visual math instruction program. ST Math has been proven to be effective for middle or high school students who are often multiple grade levels behind in math proficiency. It is an integrated math program that helps students master the essential building blocks for math success from a basic level of math facts up through introductory algebraic equations. The program is based on neuroscience; from the log-in to playing the conceptual games everything is driven by brain research so that it makes learning math easier for students. On the backend, the teacher gets a detailed report of how many objectives the student has covered, how many he or she has mastered, and any alerts to check in with students on progress. The backend also includes a detailed student profile, showing a student's overall progress toward 100% mastery.

At Intrinsic, we use ST Math primarily as a secondary intervention program. As outlined in Section 2.3a, we assign students to the appropriate grade level curriculum based on each student's instructional level. We then build personalized learning plans to ensure every student is at the 50th percentile of higher as measured by the NWEA MAP by the end of 8th grade. In its effectiveness studies with 14 Chicago Public Schools, math proficiency growth from 2009-2010 to 2010-2011, the ST Math schools experienced nearly double the growth in math proficiency when compared to schools not using ST Math.[45]

Think Through Math
Think Through Math (TTM) is a supplemental Math program assigned to high school students who need to complete catch-up growth to be on track for post-secondary success. TTM tests the students on skills

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[44] http://www.ascd.org/publications/educational-leadership/mar13/vol70/num06/Evidence-on-Flipped-Classrooms-Is-Still-Coming-In.aspx
[45] http://www.mindresearch.org/pdf/Chicago_Public_Schools.pdf

for their path. TTM visually breaks down problems when students struggle and brings in live teacher help when needed. Several case studies have shown Think Through Math is effective in closing the achievement gap.[46] TTM has been proven to:

- Improve performance on state tests results
- Improve achievement for African American and Latino students
- Motivate students to stick with math
- Support struggling readers
- Improve classroom teacher effectiveness

Khan Academy is a collection of over 500 math skills that teachers can assign to students. Using the tool, students attempt questions, and if they get stuck that can ask for a hint or watch a quick video. If they get an answer wrong, the program shows them why it is wrong and gives them added instruction. When students run out of assigned skills Khan becomes adaptive and assigns skills that it believes students need per an initial diagnostic they take at the beginning of the program. NWEA MAP correlated MAP sub-goals and RIT ranges to Khan Academy exercises. Having these exercises correlated to RIT ranges means they can be used in conjunction with flexible student groupings that are also informed by RIT score results. The exercises are also useful for targeting learning in each student's zone of proximal development. NWEA plans to work with Khan Academy to update these links twice a year as new exercises are developed. [47]

The Stanford Research Institute International Research Brief did a study on the use of Khan Academy in school. Teachers in the pilot schools reported that they found value in using Khan Academy to support their instruction, that it helped their students, and that they planned to continue to experiment with different models for integrating Khan Academy into their math curricula. Students also indicated in focus groups and on surveys that they liked using Khan Academy. In addition, early evidence from one site suggests that a math instructional approach using Khan Academy in combination with close teacher monitoring and extended periods for math instruction can improve student learning.[48]

IXL is a Common Core aligned, adaptive bank of math problems that assesses students' understanding as they practice and generates detailed performance. With IXL's reporting suite tracking your students' work, students can set practice goals. IXL has 37 reports, which include data on grade-level proficiency, trouble spots, view improvement over time, and measure progress based on length of practice time and view progress toward meeting Common Core State Standards.

IXL Math was conceived in 2005 and was researched, discussed, designed and re-designed up until its launch in 2008. IXL is grounded in the following research principles on mathematics instruction:

- "Extensive use of appropriate objects, diagrams, and other aids" in the content for younger students (National Research Council).
- The desirable combination of graphics and words in all grade levels (SEG Research).
- An unmatched level of variety in question types, IXL math problems range from typed responses to multiple choice, from word problems to interactive graphing problems--which are a particular innovation shown to improve students' cognitive understanding (Jacobs).

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[46] http://www.thinkthroughmath.com/our-success/
[47] http://support.nwea.org/node/19753
[48] http://www.sri.com/sites/default/files/publications/2014-03-07_implementation_briefing.pdf

- Real-world problems, which are proven to enhance students' ability to understand topics and even improve performance on assessments with similar problems (National Math Advisory Panel).[49]

Mathalicious.com provides common core-aligned, middle and high school math lessons. Most lessons connect multiple content standards and help build deep conceptual understanding through real-world contexts, from sports to shopping to the odds of finding life on other planets. These lessons put teachers and students in a position to have interesting conversations that foster a classroom culture of curiosity and rigorous mathematical thinking. The Standards for Mathematical Practice are realized by promoting higher-order thinking and problem solving. Mathalicious lessons challenge students to construct arguments, justify their reasoning, and use mathematics to think more critically about the world. Mathalicious lessons are intended to last around two days (on a block schedule). They revolve around a guiding question and provide the right mix of student scaffolding and open-ended exploration. In addition to this core activity, select lessons also include optional project-extensions. These three-day activities allow students to explore a topic in more depth with project-based learning. Teachers who use Mathalicious lessons say they enjoy their jobs more, and students look forward to coming to class.[50]

The **ISBE Model Mathematics Curriculum** was developed to model middle and high school course designs that demonstrated effective student pathways to mathematics-standards attainment by graduation. The curriculum units were created so districts may choose to adopt or adapt the models in lieu of developing their own mathematics curriculum. Each middle school grade level and high school course contains a sequence of units designed to address all standards for that level in a cohesive manner. The Illinois State Board of Education was charged with coordinating the acquisition, adaptation and development of middle and high school Mathematics Curriculum Models to aid in implementing the CCSSM.

The Model Curriculum Development Project includes scope-and-sequences and units for grades K-5, and assessments, model lessons, and lesson documents for grades K-8 and Integrated Math 1, 2 and 3 high school courses. Each grade level and high school course contains a sequence of units designed to address all standards for that level in a cohesive manner. The curricular units were designed in accordance with the November 2012 PARCC Model Content Frameworks, the PARCC Evidence tables for the Performance-Based-Assessment/Mid-Year-Assessment (PBA/MYA) and the End of Year Assessment (EOY), and any other PARCC or CCSSM materials available at this time.[51]

Science
In order to be college and career ready as defined by the Next Generation Science Standards, Intrinsic's Science curriculum will require students to: 1) to investigate, question, and understand core scientific concepts in combination with science and engineering practices and applied mathematics and 2) connect class material to real world applications, through collaboration with the scientific community in the form of field trips, guest speakers, and the incorporation of relative research. Additionally, Intrinsic's science courses are designed to instill a passion and curiosity in scientifically-literate students to generate ownership of their learning and prepare them for success in STEM fields.

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[49] http://eu.ixl.com/membership/school/researchfoundations
[50] http://www.mathalicious.com/about
[51] http://isbe.net/common_core/htmls/math-models.htm

Example: Our 9th grade biology teacher utilizes Educurious (core) units, which are framed around larger, essential questions to contextualize learning. With the recent outbreak of ebola, she decides to begin with the Infectious Disease unit. During this four-week unit, she employs an online discussion tool for students to share their own experiences with infectious disease and connect with infectious disease experts (through the Educurious Professional Network) to answer students' questions about infectious disease. She also directs students to multi-media resources (supplemental) such as web-based games and simulations to model different infectious disease concepts. For the unit project, students select an infectious disease-related idea, concept, and/or practice, and design a game to model it. To guide and inform their final project, our biology teacher also curates a variety of videos and readings of scientists and public health officials discussing infectious disease related topics, including, but not limited to: TED Talks, commercial movies, news articles, and NPR health-related series (supplemental).

Research Base & Effectiveness Studies of Science Curricula in Serving Similar Student Populations
Educurious provides blended project-based courses that engage students in developing solutions to real-world challenges. Educurious's blended learning approach leverages an online platform to deliver curriculum and provide a space for collaboration. Educators, students, and experts team up on project work and incorporate 21st century learning with today's technology. Educurious provides a shared curriculum that can be leveraged out of the box, but is stored in a traditional learning management system so it can be tinkered with and modified to fit the school's needs. All of their courses are built to the Common Core State Standards and Next Generation Science Standards to help educators teach the skills students need for success in college, careers and life.

The Educurious integrated solution is developed with interlinked learning design principles in mind. These principles are based upon research related to how, why, and where people learn. With Educurious, students shift from being passive consumers to active participants in their education. Learning becomes relevant through a constellation of connections to experts and real contemporary challenges—engaging students' enthusiasm, creativity, and collaborative skills. After a year of participating in Educurious, students from a variety of school settings and diverse backgrounds across the country show an average increase of 15% on academic achievement tests.[52]

Project Lead The Way's (PLTW's) **Gateway to Technology** (GTT) program for middle schools sets high standards for rigorous, focused and engaging study, developing students' innovative, collaborative, critical-thinking and problem-solving skills. More than 400,000 students in more than 4,200 schools in all 50 states and the District of Columbia are taking PLTW STEM education courses during the 2011-12 academic year. Since 2004, PLTW has used an independent service to conduct follow-up student testing and measure the programs' impact:
- PLTW alumni are 5 to 10 times more likely to pursue engineering and technology classes than other first-year college students and on average, PLTW alumni have a GPA 0.21 points higher than the average GPA of all first-year college students.
- PLTW students outscored a random sample of other career/technical students by 10 points in reading, 11 points in mathematics, and 10 points in science.
- 79 percent of PLTW graduates completed four years of college-preparatory mathematics and 63 percent completed four years of college-preparatory science.[53]

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[52] http://www.educurious.org/solutions/project-based-courses/
[53] PLTW Outcomes. http://www.pltw.org/educators-administrators/outcomes

Social Science

In order to be college and career ready as defined by the Common Core State Standards, Intrinsic's Social Science curriculum will require students to: 1) independently read history/social studies texts at increasing lengths and levels of complexity, 2) construct concise and compelling oral/written arguments citing evidence from primary and secondary sources, integrate knowledge and key ideas with coherence and clarity, and 3) engage in reading, writing, listening, speaking, and reflecting in a variety of formats. Additionally, Intrinsic's social science courses are designed to engage students in rigorous inquiry, explore the complexities of history, reflect on human choices, and consider how they can be active participants in the civic process. These courses support students in understanding multiple perspectives, judicious decision-making, rational thinking, and elicit a dynamic world view rooted in empathy and global consciousness.

Example: Our 10th grade U.S. History teacher incorporates the Facing History and Ourselves (FHAO) Framework (core) to develop units framed around larger, essential questions to contextualize learning. Each unit follows a four week sequence: 1) Speak Week, 2) Read Week, 3) Content Week, and 4) Write Week. He utilizes Newsla.com (supplemental) for recent news articles at students' reading levels so they can actively participate in whole-class discussions. He also curates a variety of multimedia resources (supplemental) to provide students with background knowledge and diverse perspectives for written analysis and discourse.

Research Base & Effectiveness Studies of SS Curricula in Serving Similar Student Populations
Intrinsic Schools is a member of the **Facing History and Ourselves (FHAO)** Innovative Schools Network. FHAO provides our educators with resources and professional development in effectively implementing their curricular materials. Their lessons can be used together or stand alone, and typically include activities that last one to two hours, while units group together a series of lessons that address the same resource or theme. It calls upon the teacher's full engagement and mindful selection of resources, activities, guiding or "essential" questions, and assignments. By integrating the study of history and literature with ethical decision making and innovative teaching strategies, the FHAO program enables secondary school teachers to promote students' historical understanding, critical thinking, and social-emotional learning, and facilitate transformative dialogue in their classrooms.

Facing History's resources and practices develop students historical and literacy skills while also supporting social and emotional skill development, which emphasize close reading of challenging texts, and the development of critical thinking, writing, and speaking skills grounded in evidence. Facing History's evaluation department and independent researchers have conducted more than 140 studies of Facing History's program since its inception. The results prove that their program improves students' academic performance and historical understanding, increases teacher effectiveness, encourages civic participation, and creates safe and engaging schools.[54]

Newsela.com uses the daily news to build reading comprehension with nonfiction. In a traditional classroom, a teacher might photocopy or print a *Chicago Tribune* article for students to read, report and discuss. With Newsela, teachers have access to hundreds of articles from across the country, updated daily. Newsela offers the following key features[55]:
- Leveled Readings – every article is offered at five Lexile levels so all readers are challenged, and all readers can contribute to full-class discussions.

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[54] https://www.facinghistory.org/for-educators/school-and-district/outcomes
[55] https://newsela.com/about/

- Common-Core Aligned – students take a quiz at the end of each article that tests critical thinking and close reading.
- High-interest Topics – from astronomy to zoology, there is something for every student's interest and every teacher's subject area.
- Assignability – teachers assign articles to students and view who read the story, passed the quiz and took notes, all in a single screen.
- Annotate & Collaborate – teachers can lead students toward a deeper examination of content through interactive annotations and editable written-response questions.
- Track Progress – the teacher binder records student results and displays reading-level achievement in a clear, visual format and teachers can drill down to see results by specific Common Core standard.

Research Base & Effectiveness Studies of Cross-Content Curricula in Serving Similar Student Populations
Cambridge Education Services[56] provides leveled resources that were built on ACT®'s College Readiness Standards and mapped to the Common Core. The purpose of its *Non-Negotiable Skills*[TM] series is to provide skill-building exercises, structured according to a set of NASSP-recommended non-negotiable skills. Level 1 corresponds to the 13-15 ACT® score range, Level 2 corresponds to the 16-19 ACT® score range, and Level 3 corresponds to the 20-23 ACT® score range. The curricular materials include:

- Four major skill areas (English, Mathematics, Reading, and Science) that each culminate in two Mastery Quizzes
- Units that include a Lesson, In-Class Practice, and Exercises
- A review of Level 1 concepts to plug student skill gaps
- All student pages with correct answers highlighted
- Teaching tips for use in classroom lessons

Cambridge Education Services has been proven in a variety of case studies. One such study was with Detroit Public Schools.[57] Of the 11 schools that employed the Cambridge system:

- All showed composite growth between 1 and 2.5 points
- All showed achievement increases in each of the four ACT sub-tests
  - Science growth of 8.2 points
  - Reading growth of 7.9 points
  - English growth of 6.4 points
  - Mathematics growth of 5.1 points
- Several exceeded state averages
- Three schools had participation from ALL the junior students showing increases between 1.6 and 2.4 scale score growth

NWEA Item Bank
High quality data is based upon high quality assessment items. To ensure reliability and validity, our teachers use the NWEA™ Formative Assessment Item Bank[58], which is housed in Illuminate—our student information system—to create custom, formative assessments. This item bank provides the flexibility that allows educators to select items that closely reflect their curriculum and instruction to guide instructional decisions. The Formative Assessment Item Bank is a repository of high-quality, Common

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[56] http://www.cambridgeed.com/Skills-Review/Teacher-Guides/bs02-5-1867/

[57] http://www.cambridgeed.com/upload/Case_Study_DPS.pdf

[58] http://www.certicasolutions.com/k12-formative-assessment_common-core-standards/formative-assessment-item-bank.asp

Core State Standard based items. The Item Bank offers a variety of item types to assess standards appropriately and to reflect the intent of more rigorous standards. To aid in item selection when building tests, items are identified by selectable categories, including grade level, standard, difficulty level, cognitive level, and passage type. The items in the Item Bank were developed using a rigorous item development process that includes multiple rounds of review to help ensure that the items adhere to best practices, are grade appropriate, are free of potential bias and sensitivity concerns, and follow the principles of universal design.

As discussed earlier, our teachers employ the UbD® process to integrate these high quality resources with teacher developed materials to ensure a challenging and connected learning experience for our students. The standards-based curriculum is composed of units and lessons and is driven by larger questions for students to continuously examine and come to an understanding of key ideas and processes. Intrinsic's unique use of time, space, and technology encourages a learning environment in which teachers can respond to real-time data and provide the necessary supports for students to gain the knowledge and training needed for post-secondary success. The intentional alignment of curriculum, instruction, and assessment leads to Intrinsic Graduates who are college and career ready and exemplify our EPIC core values.

2.3.b.5   Curriculum Refinement

Q. *Once the school is in operation, what process will the school use to further develop the school's curriculum? Describe the procedures that school leaders and teachers will use to evaluate, review, and revise the curricula to ensure its continued effectiveness in driving academic achievement and growth for all students, its alignment to state standards, and alignment across grade levels.*

At Intrinsic, we systematically evaluate our curricular choices by analyzing beginning-of-year data, quarterly interim and performance tasks, and end-of-year data. Review of assessment data and learner profiles guide our decisions on curriculum revision and refinement. The curricula is reviewed on an annual basis, with checkpoints during the academic year. In this process, teacher teams analyze student data and work to ensure the curricula is meeting the needs of all students. Common rubrics and benchmarks (see Section 2.3.a) guide departments in determining whether the current curricula is effective in preparing all students to be college and career ready. The graphic below illustrates the Intrinsic curriculum review process (see Section 2.3.d for Department Planning Calendar Information).

Intrinsic's Curriculum Review Cycle
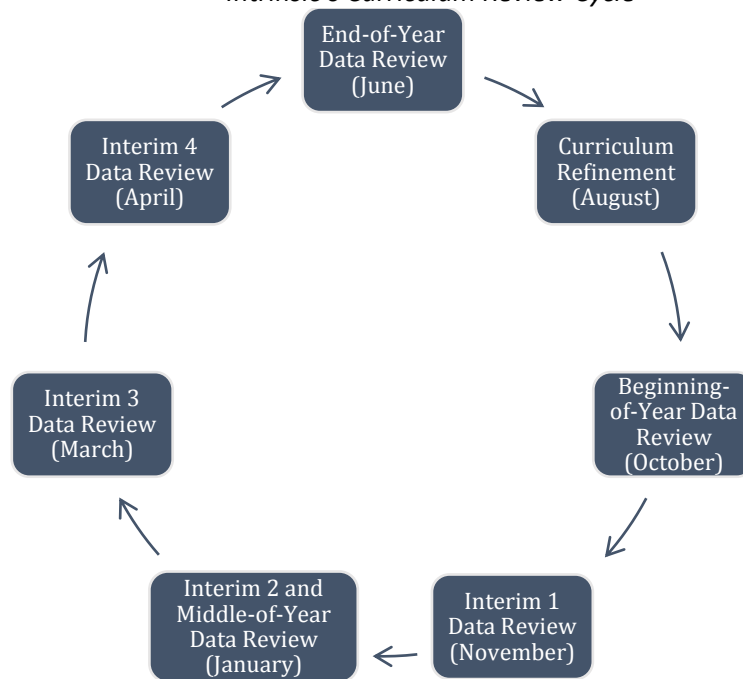
Each department will engage in review of current curriculum at various points in the year. The goal of these reviews is to:
- Ensure a clear and thorough scope and sequence, which includes all the skills and knowledge students need to be college and career ready
- Identify any gaps as revealed by assessment data
- Validate the vertical alignment of curricula for coherence (i.e. the current course is building upon concepts and skills from a prior course)

Curriculum revisions will be made after teams analyze multiple data points and find that any one of the following statements to be false.
- The curricular materials are rigorous and the tasks require students to engage in an appropriate level of cognitive demand.
- The curriculum has all of the necessary adaptations needed to provide access to all learners.
- The curriculum map allots sufficient time on all assessed content and skills to ensure students have enough practice and feedback for mastery.

When evaluating new curriculum, our academic teams will assess whether the materials provide the following key features to align with Intrinsic's educational philosophy:
- Standards-Based – alignment to the CCSS, NGSS, etc.
- Research-Based, and/or Evidence-Based – compelling evidence that this curriculum has produced high level of academic achievement with diverse populations
- Varied set of curriculum-embedded assessments – formative and summative assessments with multiple formats and lengths
- Differentiated and/or delivered online (with a user-friendly interface) to allow students control over pace and time
- Offer a wide-range of activities addressing Bloom's Taxonomy

- Rigorous, Relevant and Engaging – framed in larger essential questions

When reviewing new online programs for reading and mathematics interventions, we will consider the extent to which the programs boosts students' skills in the following dimensions:[59]
- Reading
  - Fluency: the ability to recognize new words; read with greater speed, accuracy, and expression; and better understand what was read
  - Vocabulary: the ability to recognize and understand words, phrases, abbreviations, and expressions both in written and oral contexts
  - Comprehension: the ability to understand what one reads
- Mathematics
  - Conceptual understanding: comprehension of concepts, operations, and relations
  - Procedural fluency: skill in carrying out procedures flexibly, accurately, efficiently, and appropriately
  - Strategic competence: ability to formulate, represent, and solve problems
  - Adaptive reasoning: a capacity for logical thought, reflection, explanation, and justification
  - Productive disposition: habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy

In an effort to ensure the curriculum is effective, relevant, and accessible to all students, we will score curricula on a 3 point scale: 0 = not evident, 1 = minimally evident, 2 = partially evident, or 3 = fully evident. The proposed curriculum should earn an average score of 2.5 or above in order for it be considered for implementation. The goal for any new curricula is to strengthen CIA at Intrinsic Schools.

Our curriculum refinement process is informed by our experience with our first school. From Year 1 to Year 2, we followed this process and found that Year 2's interim data has improved significantly. That is, even though the beginning of the year data in both years revealed a huge range in student instructional levels and readiness, our curriculum revision practices has led to better CIA alignment in Year 2. As we grow, our curricula will be continuously refined to help support and drive student achievement.

Section 2.3.c. Instructional Strategies

2.3.c.1 Approach
Q. *Describe the instructional strategies that will be implemented at the proposed school. Explain how the proposed instructional strategies support the mission, vision, and educational philosophy of the school. Highlight evidence that the instructional strategies are research-based and have been effective with students similar to those the school expects to serve.*

*If proposing a **Next Generation** blended learning model:*
- *Describe the roles of the teacher and students in the blended learning program*
- *Discuss how the school will utilize technology to foster instructor-student and student-student interaction (if using non-automated online courses)*

- *Explain how typical aspects of a student's classroom experience (e.g. display of objectives and performance requirements, communication of due dates, opportunities for classroom discussion, office hours, etc.) will be translated to a virtual environment*
- *Discuss how the school will leverage technology for interactive learning rather than traditional learning on a digital device*
- *Explain how students will be provided with clear guidelines for the use of online/digital resources that are suitable to the objectives for each lesson*

Framework for Teaching and Learning at Intrinsic Schools

Intrinsic Schools was designed to meet the diverse learning needs of all students and prepare them for post-secondary success. To this end, we work aggressively to assess student needs, remediate skill deficiencies, and extend the learning of accelerated students. We believe that combining great teaching with technology enhances the learner experience and allows for students to become active participants in their learning and for teachers to become efficient and effective in meeting individual student needs. Our teachers employ a comprehensive set of proven instructional strategies that have led to improved student outcomes during our collective work at Chicago Public Schools and other public schools with similar populations such as:

- Noble Network of Charter Schools – multiple locations in Chicago
- Uncommon Schools – multiple locations across Massachusetts, New York, and New Jersey
- Academy for Urban School Leadership – multiple locations in Chicago

We have built these strong collaborative partnerships to constantly share and reflect upon the best academic and operational practices. Additionally, in an effort to continually refine our model based upon data, we study and review current research on brain-compatible pedagogical methods that best optimize our particular students' educational experiences and prepare them for rigorous post-secondary endeavors.

As described throughout this proposal, we anticipate that we will have a highly diverse student population that will enter Intrinsic with a wide range of skills and knowledge. As such, for Intrinsic students to achieve mastery and perform at their fullest potential, our framework for teaching and learning is informed by the following tenets:

- Multiple data points should be used to guide instructional decisions.
- Formative data should be used to guide flexible groupings.
- Educating diverse populations requires a holistic approach and should be differentiated to address individual students' academic, developmental, and socio-emotional needs.[60]
- To accelerate each student's growth, he/she should receive instruction at both his/her instructional level and grade level.
- Weekly professional development activities are rooted in systematic review of quantitative and qualitative student academic and behavioral data.

We anchor our practices on getting our students to and through rigorous four-year universities. In reimagining the school experience, we marry established instructional practices with educational technology to meet students where they are and accelerate each student's individual growth. We believe success in the 21st century workplace requires students to have not only academic content and

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[60] LeBlanc-Esparza, R., & Roulston, W.S. (2012). *Breaking the Poverty Barrier: Changing Student Lives with Passion, Perseverance, and Performance*. Bloomington, IN: Solution Tree Press.

technical skills for a particular career, but sustained growth and reflection on our core values – empathy, persistence, independence and curiosity (EPIC). In order for our students to meet the high expectations as outlined in our assessment plan (see Section 2.3.a), we are implementing a blend of instructional strategies. In our first two years of operation, we have seen the strength of these instructional practices and their impact on student growth and attainment. Each method is briefly described below.

Blended-Personalized Learning
As defined by the Clayton Christensen Institute for Disruptive Innovation, "Blended learning is a formal education program in which a student learns: at least in part through online learning, with some element of student control over time, place, path, and/or pace; at least in part in a supervised brick-and-mortar location away from home; and the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience."[61] At Intrinsic, we use blended learning as a vehicle to personalize learning for our students.

As explained in Section 2.3.b, our teachers strategically employ curated and created resources, both technology- and non-technology-based resources, in order to effectively meet each student where he/she is and accelerate his/her learning potential and growth. In his book, *The Skillful Teacher*, Jon Saphier argues effective teaching is matching instructional strategies with instructional needs.[62] Our teachers review student needs, preferred learning modalities, and the task at hand when selecting particular instructional resources and instructional strategies. The curriculum at Intrinsic was designed to ensure all students who enter our doors gain all the skills and knowledge needed to be college and career ready when they graduate. We leverage technology for differentiation, to achieve small-group instruction, and to promote student independence. As our mission states, our goal is to prepare all students for 21st century post-secondary success and to cultivate independent, intellectually curious learners. Our vision is to create an academic model that is a proof point for how to serve the diverse needs of Chicago's middle and high school students. Blended-personalized learning is an integral component in realizing Intrinsic's mission and vision and is a foundational component of our educational philosophy.

We developed our blended-personalized learning model based on research on and school visits to a wide range of highly successful next generation schools across the country including:
- Summit Public Schools
- KIPP Schools
- Alliance College-Ready Public Schools
- Touchstone Education
- USC Hybrid High School
- Denver School of Science and Technology

Alliance, KIPP, and Summit participated in a research study to determine the efficacy of their blended learning models. The study entitled *Blended Learning Report* was published by the Michael & Susan Dell Foundation in partnership with SRI International published in May 2014. The key findings include:
- Teachers report that blended learning benefits students' procedural skills development more than higher-order thinking. Moreover, teachers' perceptions of student skill development

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[61] http://www.christenseninstitute.org/blended-learning/
[62] Saphier, J, Haley-Speca, M.A, & Gower, R. (2008). *The Skillful Teacher: Building Your Teaching Skills*: Research for Better Teaching: Acton, MA.

reflected their schools' blended learning model as a whole—the combination of online and offline instruction—and not just the online component.

- According to a majority of the administrators, teachers, and lab monitors interviewed, weekly goal-setting helped students to become more invested in their learning and to see both the rewards of meeting goals, and consequences of failing to meet them; promoting self-directed learning in the blended learning environment.[63]

We found the following practices used consistently across next generation schools in differentiating instruction, increasing student ownership of learning, and supporting teachers in helping all students grow and reach high levels of achievement:

- The use of learner profiles – learners' strengths & weaknesses, motivation, and goals – to inform curriculum, instruction and assessment and drive student-teacher conferencing and goal setting
- The use of personalized learning paths in which a student (or a group of students) follows a path through content and skills in ways that work best for him or her (or them); allowing for multiple pathways to the same destination
- The use of mastery-based progression in which learning is continually assessed against clearly defined expectations & goals, with intervention and timelines to guide students along the way.
- The use of flexible learning environments in which time, space, teachers, and technology are flexed to meet the needs of students.

As blended-personalized learning is a dynamic and relatively new construct for K-12 education, we continuously share best practices and lessons with other members of the education community.

Strategic Use of Technology for Personalization

As outlined by Carol Tomlinson[64], instruction can be differentiated in terms of content, process, product, and learning environment to improve student performance. With our one-to-one device initiative, our students have access to high quality technologies anytime and anywhere.

As mentioned in our educational philosophy, we rely on technology mainly to support differentiation and small group instruction. In addition, technology supports our ability to personalize learning in the following ways:

- Varying student-to-teacher ratios
  - o We accomplish this through in-class rotations where students receive small-group instruction to meet their specific learning needs.
- Varying pacing based on student profile
  - o We accomplish this through assigning modules for online programs based on formative assessment data and adjusting their bi-weekly cycle goals for catch-up growth.
  - o We accomplish this by providing enrichment activities for students who have demonstrated mastery on specific skills.
- Building background knowledge and strengthening foundational skills according to the needs of each individual student.
  - o We accomplish this by using teacher- and student-created flipped videos, tutorials and interactive lessons to reinforce skills and concepts.
- Allowing students to receive instruction through their preferred modalities

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[63] http://5a03f68e230384a218e0-938ec019df699e606c950a5614b999bd.r33.cf2.rackcdn.com/MSDF-Blended-Learning-Report-May-2014.pdf
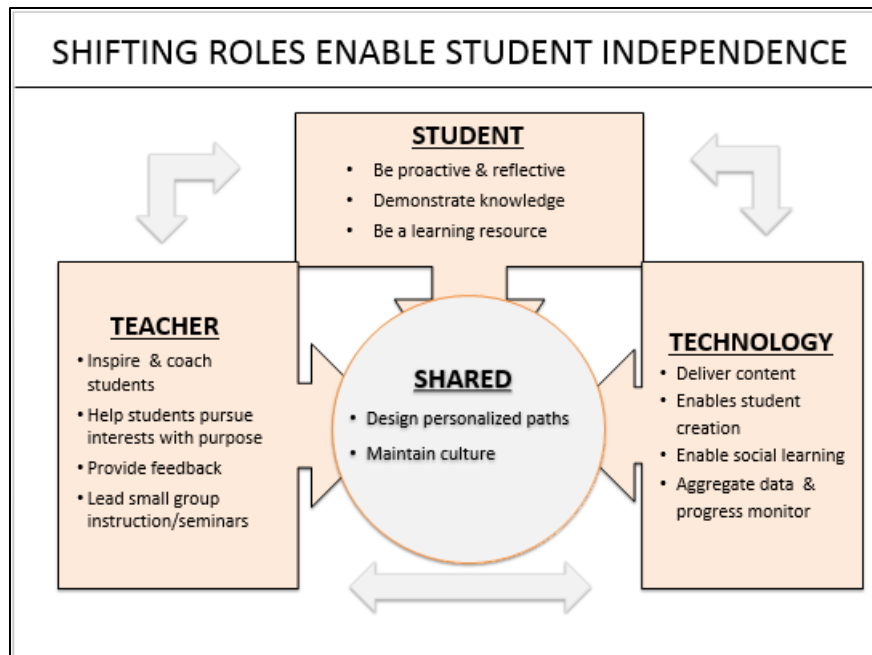
[64] http://www.caroltomlinson.com/

- - We accomplish this by utilizing core, supplemental, and intervention resources so students have access to content presented in a variety of ways.
- Offering choice and access to information on virtually all topics
  - We accomplish this by curating/creating lessons via tech and non-tech resources to build a bank (or playlist) of items from which students can choose.
- Increasing peer-to-peer collaboration
  - We accomplish this by employing various collaboration tools such as Google Docs and programs like ThinkCERCA.
- Increasing rigor through content creation and enabling students to share instructional strategies with peers (Bloom's Taxonomy: Application, Analysis, Synthesis)
  - We accomplish this by requiring students to use multimedia presentation tools during student-led conferences and group projects.
- Allowing students to accelerate and take specialized, online courses and/or student-created independent studies.
  - We accomplish this by allowing students to learn independently via online courses and/or structured "genius projects."

Intrinsic teachers strategically use technology as a tool for differentiation, as a means for small-group instruction, and as a lever for student independence. As described in Section 2.3.b., the 7th grade ELA teachers design their weekly cadence to use tools like Reading Plus, ThinkCERCA, and NoRedInk to build students' foundational knowledge and give students control of pacing to help them master these skills. As students work independently, the two teachers can pull small groups to ensure students receive targeted instruction on reading strategies and/or feedback on their ThinkCERCA arguments. This frequent, comprehensive, and in-depth student-teacher interactions allows for students to become more active participants in their learning and for teachers to become guides to help individual students meet high expectations via scaffolded supports and coaching.

Shifting Roles in a Blended-Personalized Environment
Personalization is a shared task between teachers and students. Since each student has the opportunity to work at his or her own pace, they must set their own goals, manage their own time and monitor their own progress. The role of the teacher shifts from content provider to facilitator of deeper student thinking. Intrinsic teachers provide students with structures for academic independence, and they become guides and motivators as our students need them. Technology allows us to review data frequently, which enables us to customize curricular choices for our students. Intrinsic students and teachers act as partners and technology is the fuel to design personalized learning pathways. When combined with the expertise of our teachers, technology enhances the learner experience by its ability to bring curriculum to life and facilitate authentic and nonlinear learning, provide multiple access points to rigorous content, foster social learning and student creation, and offer real-time feedback and progress monitoring data to ensure students receive just-in-time instruction. The graphic below illustrates the changing roles of teachers and students in our blended-personalized program.

SHIFTING ROLES ENABLE STUDENT INDEPENDENCE

STUDENT
- Be proactive & reflective
- Demonstrate knowledge
- Be a learning resource

TEACHER
- Inspire & coach students
- Help students pursue interests with purpose
- Provide feedback
- Lead small group instruction/seminars

SHARED
- Design personalized paths
- Maintain culture

TECHNOLOGY
- Deliver content
- Enables student creation
- Enable social learning
- Aggregate data & progress monitor

Translating the Traditional Classroom into a Blended-Personalized Environment (The Pod)
At Intrinsic, our pod space is designed so students intuitively use different areas of the learning environment for teacher-led instruction, peer-to-peer learning, and independent work. Each area of the pod is named and uses visible landmarks for easy student navigation:

- **The Ocean** features soft blue riser chairs that resemble waves, where teachers and students can engage in small-group discussion.
- **The Shade** is a large orange shade that hovers above tables designated for students to do structured group work or projects.
- **The Boards** (there are two board spaces in every pod) are areas for teacher-led direct instruction for groups of 10-15 students.
- **The Coastline** wraps around the perimeter of the room and is where students complete independent work. Depending on the course, students have a menu of options for independent work on The Coastline. These four learning spaces are shown in the photographs below.

Various Learning Spaces within the Pod

As detailed in Section 2.3.a, Intrinsic teachers are provided with highly-customizable templates for simple Google sites, in which they load their course syllabi, daily agendas, directions, assignments, course calendars, and resources. In a traditional school, a student might start a binder for each class, and add to it as the semester unfolds; at Intrinsic, the student has access to their teacher's binder all the time from anywhere. Teachers link their Google Drive folders to their site, and sharing settings on files/folders can be changed to increase the level of communication and collaboration. Google Drive hosts web-based word processing files, presentations, spreadsheets that are automatically saved and easily shared.

In a traditional classroom, teachers scan or walk through the rows to monitor if students are on-task or off-task. At Intrinsic, teachers have an additional tool called Hapara, which is a digital dashboard of everything open on student screens. Using Hapara, a teacher can also control what is on a student's screen and close an inappropriate browser tab or program, and also engage the student with quick conversation. Through Hapara's SmartCopy tool, differentiation becomes quick and easy. SmartCopy allows teachers to group students and distribute differentiated assignments to one or many groups.

From our first year of operation, we learned that structures for academic habits, physical movement, and learning culture is critical to ensure student productivity in a blended learning environment. For example, as described in Section 2.3.d., the math block is composed of three major rotations. Student movement occurs clockwise between the learning spaces and teachers remained fixed during transitions. Tools like Hapara enable teachers to monitor several activities at once, allowing for effective behavioral management. Once students are seated, our teachers move more freely to assist students as needed. Students are afforded more autonomy for movement depending on the class, grade level and/or activity. This gradual release for movement, as one example of student independence, ensures that students understand common expectations for behavior, are engaged independent work, and know the procedures for requesting/receiving assistance such that the flexible space is optimized for all learners.

Intrinsic Schools seeks to personalize learning for our students with the goal of meeting students at their instructional level and accelerating their growth. Brain research indicates that people have various levels

of working memory and the environment in which they were raised and/or continue to live in determine the level of background knowledge they have. These two factors profoundly impact how people learn. We believe a blended approach, in which time and space are redesigned in combination with the strategic use of technology led by data-informed teachers, will scale our academic model and deliver a personalized learning experience to prepare each and every student for post-secondary success.

Scaffolded Instruction

Our teachers plan instruction and strategically utilize technology to move from a teacher-driven model to a student-centered model, which includes student collaboration, independent practice and small group direct instruction. Students receive assignments through our teacher-created Google sites, but also have them reinforced by their teacher as needed. Online tools such as ThinkCERCA and ReadingPlus help to scaffold reading and writing assignments for students. ThinkCERCA provides templates and support for students to write evidence based arguments and ReadingPlus utilizes leveled narratives and informational texts to support development of students' comprehension and fluency. The graphic below illustrates the gradual release of responsibility as defined by the work of Doug Fisher and Nancy Frey that guides this strategy.[65]
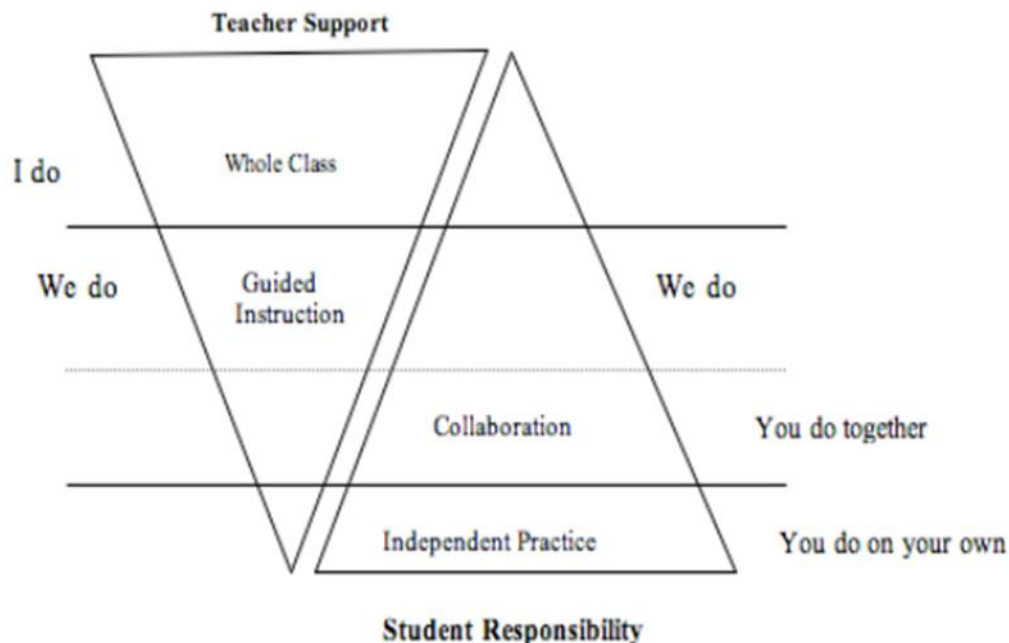
This strategy has been documented as an effective approach for improving literacy achievement in urban settings, reading comprehension in adolescents, and literacy outcomes for English language learners.[66] Outside the classroom environment, a scaffold is known as a temporary structure that is constructed to help complete a task that would otherwise be very difficult. Doug Buehl describes scaffolded instruction as "temporary lessons, constructed to help students as they embark into unfamiliar thinking, but designed to be faded away as students become gradually comfortable with the

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[65] Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: ASCD.
[66] https://www.mheonline.com/_treasures/pdf/douglas_fisher.pdf

learning and are able to work without this type of teacher guidance."[67] At Intrinsic, our teachers act as coaches and provide students with feedback during scaffolded instruction to guide and encourage them to persist through difficult tasks. Scaffolded instruction, as described above, aligns to our mission, vision and cultural beliefs as it provide the needed supports for all students to learn key concepts and strategies and independent practice to become autonomous, persevering learners.

Mini-Lessons

Our teachers introduce new concepts through mini-lessons to provide context and establish the learning outcomes of the lesson. Since we have seen that whole-class instruction does not meet the diverse learning needs of our anticipated student body, we have redefined "whole class" into smaller groups based on formative assessment data. Our mini-lessons are limited to no more than 15-minute segments based on the recommendations of The Midwest Brain and Learning Institute.[68] The basic cadence of the mini-lesson is captured in the graphic above as "I do, We do, You Do."

To activate background knowledge, our teachers use more inquiry-based and inductive teaching methods—rather than a lecture format—which in turn, help students connect information within and across content areas. During mini-lessons, a teacher will model and use focused questions to check for student understanding. These formative assessment checks may be in the form of online polls and exit slips and provides the teacher with instantaneous data on which students may need more support. The teacher will then regroup to further address individual student needs. Our flexible physical space allows for various permutations for student groupings. To increase student autonomy and ownership, each mini-lesson ends with independent practice, where the learner takes full responsibility of the learning outcomes.

Small Group Targeted Instruction

Many high schools deal with wide ranges of readiness levels of a given cohort by tracking. Tracking is the practice of assigning students to courses based on student achievement data. Typically, there are three levels of courses: Honors, Regular, and Remedial. In our experience, due to the rigid parameters of traditional master schedules, students who are perhaps tracked together in a higher level (honors or accelerated) mathematics course often are tracked into other courses as well, resulting in a small group of students spending most of their day together. Tracking also leads to different expectations for the same cohort of students because the curriculum has been heavily modified and/or key concepts and skills are omitted. At Intrinsic, we believe in order to prepare students for a successful life after high school, they must participate in a variety of group settings – small group, large group, homogeneous, and heterogeneous – and have access to high-quality, rigorous curriculum.

We use our student information system to build individualized schedules for students to have the opportunity to work with a diverse network of their peers. That being said, data from our first year of operation indicated that our incoming ninth grade students ranged from the 3rd to 11th grades in their mathematics readiness level (as measured by multiple standardized test scores outlined in Section 2.3.a). How can a math teacher meet all the needs of such a diverse group of students all in the same room at the same time?

Intrinsic teachers use data to flexibly group students. For example: after reviewing assessment data, the Algebra teacher found that ten students were having difficulty solving linear equations in the form:

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[67] http://weac.org/articles/readingroom_scaffolding/
[68] http://www.wmich.edu/chemed/documents/TheBrain-FriendlyClassroom.pdf

$y = mx + b$. In order to provide specific and targeted instruction, the Algebra teacher provides a mini-lesson to this group while the other students work independently on their weekly problem-solving set or online program. During this type of guided instruction, students receive support from the teacher and peers. Flexible groupings allows for students to receive instruction at their levels when they need it so they can master skills to be college and career ready.

Small-group, teacher-led targeted instruction is informed by students' learning needs. Small groups range in size, but are no more than 12-15 students. Ongoing and frequent feedback among the teacher and student and/or among peers is a key driver of the structure of a given lesson. For this reason, the groupings must be at a size in which a teacher can thoroughly check for all students in the small group. During this type of instruction, groupings are homogeneous and are intended to provide explicit skill instruction and clarify any misconceptions. In small group rotations, students typically work together, but all students are responsible for an individual product to submit for feedback.

In the Bloom study cited in Section 2.3.b, the researchers sought other strategies that could replicate the results garnered from one-on-one tutoring. Their goal was to identify small group instructional strategies that can be scaled to improve student achievement. They found that adjusting pace and path to students' mastery in combination with the following group instructional practices produced a 1.7 sigma gain in student achievement:

- Identify and address gaps in prerequisite knowledge before starting instruction
- Actively engage more students in the learning process
- Use regular checks for understanding to determine students' understanding/mastery (formative assessment)
- Provide additional clarification and illustration as needed (corrective feedback)

Even without one-on-one tutoring, this small group targeted instruction showed that the average student learning out-performed 96 percent of the students in a conventional instructional environment. We believe our blended-personalized approach eliminates the need for systematic tracking. Small group instruction optimizes time such that teachers can focus their efforts when students need it at designated points in the curriculum. Through small group, targeted instruction, Intrinsic teachers are able to form strong interpersonal relationships with students and support all students to be college and career ready.

Collaborative Group Work
We believe students have the capacity to dramatically extend each other's learning as has been demonstrated at high performing schools across the country, including Summit, KIPP, and Alliance. At Intrinsic, collaborative group work is determined by the task. For example: in Environmental Science, students are discussing environmental issues concerning the people of Chicago. Students may generate a list of topics, which may include air pollution, water conservation, food deserts, etc. The task would be for students to choose a topic from the list that interests them. They have to form a group with other students interested in the same environmental concern and present an evidence-based argument that will solve this problem. In this case, the grouping would be heterogeneous as it is based on interest rather than skill. In collaborative group work, the group size in typically from two to six students. Each group is assigned a role and the roles change as the groups change. Depending on course requirements, students may submit a group product or an individual product. The product is scored on a rubric in which students complete a self-reflection and submit for peer and/or teacher feedback. We believe collaboration is an essential 21st century skill and is necessary for college success. Thus, we must provide

students with multiple opportunities to practice the art of collaboration. We will assess our students on their collaboration skills on a common school-wide collaboration rubric and provide them with actionable feedback to continuously improve in this area. See Appendix 32_2.3.c.1. for a sample collaboration rubric.

Socratic Seminars

Socratic Seminars occur regularly in our Humanities courses. These are small discussion groups, usually comprised of 15 to 20 students. According to the International Reading Association (IRA) and the National Council of Teachers of English (NCTE)[69], the elements of a Socratic Seminar include:

- Choosing a text: Our teachers select authentic texts, often primary source documents that provide contrasting viewpoints or controversy.
- Preparing the students: Students read through these documents and highlight claims, evidence, reasoning, and counter-arguments. Our teachers use technology tools to embed comprehension questions and reflective prompts for students to answer prior to the seminar.
- Preparing the questions: Teachers and students generate open-ended questions that elicit evidence from the texts to support students' claims. Through online surveys, we continue to collect information about students' interests. Hence, questions are contextualize to reflect students' lives and real experiences.
- Assessment: The IRA and NCTE further highlight the importance of reflection as regular practice in Socratic Seminars. They state, "The most global measure of success is reflection, both on the part of the teacher and students, on the degree to which text-centered student talk dominated the time and work of the session. Reflective writing asking students to describe their participation and set their own goals for future seminars can be effective as well."[70]

According to research report entitled, "From High School to the Future: ACT Preparation–Too Much, Too Late Why ACT Scores Are Low in Chicago and What It Means for Schools," which was published by the Consortium on Chicago School Research (CCSR) at the University of Chicago, specific classroom practices such as evidence-based argumentation led to statistically significant higher ACT scores for students who engaged in this practice more than once a month.[71]

Team Teaching

At Intrinsic Schools, we strive to ensure our students' educational experience is cohesive and integrated. We believe teacher collaboration is critical to the success of our academic model. Due to our intentional alignment of curriculum, instruction, and assessment, we are constantly gauging what our students know and how to best facilitate their learning. Employing the Understanding By Design® Framework in our planning, the curriculum is framed around essential questions that spark curiosity and are relevant to students' lives. As we grow, our department and grade level chairs will work with newer teachers to maintain horizontal and vertical articulation to reinforce skills and increase rigor.

Our pods serve 60-65 students and are staffed by three adults, two core subject teachers and a special education or assistant teacher. Our co-teachers have 90 minutes of common planning time daily (60 minutes on Wednesday) so teaching teams can thoughtfully design the flow of student activities across the different pod spaces. The special education and intervention staff works with the content teams to discuss how to best support students with disabilities and/or learning difficulties. Together, team

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[69] http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html
[70] Ibid.
[71] http://ccsr.uchicago.edu/sites/default/files/publications/ACTReport08.pdf

teachers review data to determine flexible groupings, to drive curricular decisions, and/or the use of specific instructional strategies. This collective responsibility increases our capacity to meet the individual learning needs of all students while maintaining high expectations and rich learning experiences.

Common Rubrics

Our success depends in part on the use of common language when discussing student work and giving students meaningful feedback. Thus, we have created common writing and presentation rubrics (see Appendix 31 and 33_2.3.c.1.) to give students a clear road map for submitting high quality finished products. The Common Core State Standards require students to critically think, read, write, and speak across content areas. Our methodologies are centered on improving cognitive and metacognitive skills in preparing our students to be college and career ready.

Flipped Learning

The Flipped Learning Network defines flipped learning as a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter. The four pillars of flipped learning include the following components:[72]

- A _flexible environment_ that lends itself to a variety of learning activities such as independent work or group work occurring simultaneously, with student choice on when/where they learn.
- A _learning culture_ that is student-centered such that in class time is spent exploring topics in depth and helping students construct knowledge in a meaningful way.
- _Intentional Content_ that maximizes in-class time; teachers continually make strategic decisions on what content students should learn independently and what lessons should be teacher led to strengthen students' conceptual understanding and procedural fluency.
- A _professional educator_ who rethinks his or her role from content deliverer to learning facilitator and uses in-class time to observe students, provide them with relevant, in the moment feedback, and assessing their work.

Online Programs

In addition to teacher-driven differentiation, Intrinsic uses several digital content providers to help meet the needs of diverse students and provide interventions and acceleration to students depending on their specific skill gaps and areas of mastery. As students show mastery on these interventions, they are invited to spend this time exploring other topics—such as "genius hours"—to support more student choice and independence. The effectiveness of the online programs is discussed in Section 2.3.b. At Intrinsic, we use ReadingPlus, ST Math, and Think Through Math as our intervention programs.

During the PLT Block, students are provided with clear guidelines for the use of online resources and their bi-weekly goals. These guidelines were constructed with input from the vendor to ensure fidelity of implementation as well as positive outcomes for all students regardless on their starting points. Each student's personalized learning plan drives some of the goals and is updated when specific benchmarks have been met. That is, a student who needs to make catch-up growth will be given more aggressive bi-weekly goals. The PLT Coach conferences with students on an ongoing basis to support them in reaching these bi-weekly goals (see Appendix 34_2.3.c.1. for grading criteria and Appendix 35_2.3.c.1. for online program student data trackers).

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[72] http://fln.schoolwires.net/cms/lib07/VA01923112/Centricity/Domain/46/FLIP_handout_FNL_Web.pdf

Alignment with Professional Development and Assessments
As outlined in our professional development plan, team teachers have common planning time daily, two hours of grade level planning and professional development every Wednesday, and summer and bi-monthly department meetings. Learner profiles serve as the context for the instructional strategies presented in this section. Instructional strategies are modeled and practiced during these times. Teachers receive feedback based on observations by the principal, assistant principal (AP), dean of instruction (DOI), and/or peers. During the year, teachers receive support and coaching on instructional strategies in real-time from the principal, AP, and DOI, who observe, videotape and provide feedback on mini-lessons.   Teachers are expected to use many different types of data to assess the effectiveness of instructional strategies including review of student work, student surveys, NWEA and EPAS data, and online programs data and are provided coaching time with the data strategist to do so.

Another component of professional development is the review of the cultural, ethnic, and linguistic diversity of our students. We believe in order to close the achievement gap, we must train our educators in culturally responsive teaching. Thus, we not only equip our teachers with knowledge of various instructional strategies, but also discuss when to employ each strategy given students' preferred modalities and learning styles. Though we differentiate instruction, we continuously hold high expectations for all students and capitalize on their diverse experiences to help them achieve high levels of success.[73]

2.3.c.2 Differentiation
Q. Discuss how teachers will identify students in need of remediation and accelerated learning opportunities. What different methods of instruction and supports will teachers use to meet the needs of all students, including students who require remediation and accelerated students?

If our mission at Intrinsic Schools is to prepare all students for postsecondary success and guide them toward the passions that intrinsically motivate them to positively impact the world, we have to differentiate instruction. Data show that our students span large ranges: in aptitude, levels of background knowledge, and personal experience, and 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 or should follow the same pathway. Think of it this way:

- Jack and Josh are 32-year-old Chicagoans.
- Jack is an experienced runner, confident in his 8-minute-mile pace.
- Josh is not a runner, barely able to complete a mile.
- Both have the same goal: run the Chicago Marathon in 2015.

How do you build training plans for both Jack and Josh based on their starting profiles, current goals — and likelihood their goals will change — while using shared resources, working with limited support, and creating replicable systems for other runners and coaches? Returning to the classroom, how do you approach 30 or 90 or 180 Jacks and Joshes? Each child has different learning needs at different times; and regardless of ability level, each student must be personally invested in and engaged with their

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[73] http://www.ascd.org/publications/books/107003/chapters/Diverse-Teaching-Strategies-for-Diverse-Learners.aspx

learning. They have to own it, so that no matter where the start the race, they can find their stride, finish the race, and aspire to new and different challenges.

As described in Section 2.3.a., each student at Intrinsic Schools will have a personalized learning plan (PLP) based on students' academic, socio-emotional, and personal interest data. Students and their teachers will co-design the pathways to reach these goals, with measurable benchmarks to track progress. As students demonstrate mastery, they will have increased choice over what they learn and explore additional learning opportunities. We will leverage technology and team teaching to facilitate small-group instruction, high levels of differentiation and student ownership, and in turn prepare all students for success as college students, professionals and citizens. The flexibility of the pod space as described above allows for more small group instruction which leads to better understanding of each student's instructional needs. Our teachers create experiences for our students that require them to master and demonstrate skills needed for success in four-year universities and professions relevant to the 21st century.

At Intrinsic, student assessment and response to data will drive our academic model. We believe it is critical to constantly monitor both mastery of grade-level standards and catch-up growth. We believe NWEA is the most reliable source of both diagnostic information and program evaluation data for our 7-8th grade students. Our high school assessment plan is designed around the College Readiness Standards developed by ACT and adapted from the Noble Network and Hersey High School vertical implementation models. In order to maintain a focus on post-secondary success at middle school level, all students take a practice Explore in the 8th grade. Further, we will set aggressive growth targets for our students based on the NWEA-ACT Linking Study to ensure our students have access to and are prepared for rigorous four-year universities.

We also believe that teachers need access to more frequent snapshots of student performance. Online content will provide real-time data on student progress toward the personalized learning plan goals. Teachers will also create many of their own assessments including online polls, content assessments, performance tasks, and writing prompts. Because our students have 1:1 technology devices, teachers will be able to collect data on a daily basis in many sophisticated ways such as Google forms, embedded comprehension questions within online readings, and student created videos that explain their thinking. When we have multiple schools, content-area teachers will also collaboratively write end of course exams. Toward the procedures and tools used to collect and analyze data, there will be a network wide system in which teachers receive professional development on best use and features. In the case of other better tools become available in the marketplace, our Network's director of personalized learning and director of technology will work closely with school-based administrative staff and with teachers, to test options, receive feedback, formalize and pivot. When necessary, in-house solutions will be created.

Data from NWEA and targeted assessments will be used to inform instruction. Teacher teams will use data from universal screeners in combination with other data points (e.g., unit tests, student work) to make informed decisions about student placement and intervention support. Diagnostic assessments will be used to help determine *why* students are at risk. Universal screening and other standardized assessment data will be reviewed to determine the percentage of students currently proficient overall and within each sub-group, and a gap analysis will be completed. Formative assessments, as well as classroom and curriculum-embedded assessments, will be used to monitor student progress toward learning outcomes and to inform instructional decision-making. Summative assessments and other comprehensive evaluations that measure a student's level of learning at the end of a unit of study, will

be used to assess mastery of grade-level standards. All in all, data will be used consistently to gauge the efficacy of instruction and to make decisions about individual students.

Our team has significant experience with leading Response-to-Intervention (RtI) initiatives and we have aligned our program to following RtI principles:

- The idea that *all* students can learn;
- Instructional decisions are based upon current data;
- Instructional practices are proven to be effective;
- A multi-tiered system of prevention and interventions;
- A unified approach to address student needs proactively;
- Collective responsibility among all educators for the academic progress of *all* students.

National Center on Response to Intervention[74]

Research-based progress monitoring tools is used to track academic performance and growth. Academic progress is monitored with increasing frequency as students receive additional tiered interventions (typically: Tier 1 – every ten weeks; Tier 2 – every two weeks; Tier 3 – every week). Teacher teams use progress-monitoring data to determine movement among tiers as needed (e.g. students making acceptable progress in Tier 2 return to Tier 1, students not making acceptable progress may be transitioned to Tier 3). 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 that we refer to as "catch-up" growth (see Section 2.3.a).

Differentiating regular classroom instruction (RtI Tier 1) is critical to the success of RtI implementation. As mentioned earlier, instruction should be tailored in terms of content, process, product, and learning environment to improve student performance. However, this is a challenging task for even the most talented and well-meaning teacher. Intrinsic Schools strategically employs technology to support differentiation (please refer to the Strategic Use of Technology for Personalization earlier in this section) leading to all students receiving targeted support when and where they need it.

The flexibility of our model allows for fluid movement so students receive the most appropriate intervention to meet their specific learning needs. All progress monitoring data is collected, analyzed, and recorded on each student's personalized learning plan. If a student is not responding to the current intervention, the intervention is intensified in one or more of the following ways: 1) Increased

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[74] http://www.rti4success.org/

frequency, 2) Increased duration, 3) More specificity in the deficient skill area, and/or 4) Decreased group size. The principal and teacher teams continually verify that interventions are implemented with fidelity. Furthermore, we communicate with families on their student's progress on a regular basis. When changes are made to the types of support a student receives, the school contacts the family. Parents are involved in the fabric of the schools and given the information and tools necessary to support their children.

Students who demonstrate above-grade-level mastery earn the autonomy to pursue extended learning opportunities in addition to being accelerated by online adaptive programs. In mathematics, accelerated students have the option to begin the year in the most appropriate course in the sequence either via a live seat or an online course. In literacy, science and history acceleration come in the form of continuous opportunities for more sophisticated and more rigorous and independent work. This emphasis on depth versus breadth is philosophically aligned with the Common Core State Standards, which calls for college and career-readiness standards to "include rigorous content and application of knowledge through high-order skills."[75]

Each Intrinsic student's strengths, interests, motivations, and goals as outlined in his/her PLP drive the personalized college counseling supports he/she receives, starting freshman year. Our college counselor helps students gain access to the most engaging and rigorous programs. Based on their PLP, students are matched to the most appropriate extended learning experience in the form of summer programs, internships, and other programs. We partner with colleges and universities to offer accelerated students opportunities to continue their learning. One such partnership is with Northwestern University's Gifted LearningLinks Program (GLL), which offers online courses for gifted and talented students.[76]

Intrinsic students also have access to AP Courses on our campus. Our students will be expected to take at least two AP and/or college/career pathways courses as a requirement for graduation. As shown in the Scope and Sequence table in Section 2.3.b., we offer a myriad of AP Courses. Our teachers work diligently to vertically align skills and content across grade levels to ensure open enrollment to these challenging and rigorous courses. The AP Course will occur in same physical space with its non-AP equivalent. For example: Ninth-grade students will have the option to take Human Geography or AP Human Geography. Students in both courses will cover relatively the same units, but the AP Human Geography will follow its respective College Board AP Course Syllabus and assignments. The course teacher will employ small group instruction and independent time to ensure students receive the support and feedback they need. Additionally, other supports such as before and after school study sessions will be offered to ensure that students are successful in AP Course.

Our pod space makes possible various forms of small-group instruction and/or one-on-one tutoring. The physical layout of the pod makes it difficult to revert back to the whole class approaches found in traditional classrooms. In the pod, it makes sense for teachers to group and regroup students, develop targeted lessons, plan lessons for different learning modalities and collaborate with colleagues. Clearly teachers have the option of teaching the same lesson four times to groups of 15 students (or once to 60 students) but that is not the intuitive approach given how the learning environment is organized. Because students rotate through each space during the 90-minute blocks, our co-teachers never teach

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[75] Common Core State Standards. National Governors Association Center for Best Practices, Council of Chief State School Officers. Publisher: National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington D.C. 2010

[76] http://www.ctd.northwestern.edu/gll/

more than 15 students at a time. For example, in a 9th grade Mathematics class, team teachers can tend to students learning six different levels of math ranging from Algebra to Pre-Calculus. With a codified mathematics curriculum, we can implement a mastery-based classroom that minimizes the challenge of having both accelerated students and students in need of remediation and meet the diverse academic needs of their students.

We are vigilant about monitoring student progress for accelerated students as well as those that are catching up. We will monitor "slices" of national normative data that correlates typical student achievement at each grade level with typical projected achievement. Enrichment is a given in our personalized learning plans, and we will strive to move all students to the next "slice" of readiness (high school ready to college ready, honors ready to AP ready, dual enrollment at college, etc.) Course work will move students based on the goal of college readiness benchmarks at a minimum, but we will challenge students to strive for the necessary benchmarks for their desired major or profession as well.

2.3.c.3 Specialized Instruction
Q. Articulate how the educational program of the proposed school will meet the needs of all enrolled students, including students with disabilities and students who are English Language Learners (ELL).

Students with Disabilities
Please describe how the school will provide a continuum of services for students with mild, moderate, and severe disabilities in the least restrictive environment (LRE) possible. Explain what adjustments to curricula and instructional programs and practices the school will make to accommodate this group. How will the school monitor and evaluate the progress of special education students to ensure the attainment of each student's goals as set forth in the Individualized Education Program? What actions will the faculty take prior to changing a student's LRE?

English Language Learners: Explain how the proposed school will meet the needs of ELL students, including providing curricula and instructional programs/practices to ensure equitable access to the core academic program. How will the school identify students who need ELL services? How will school leadership monitor the provision of ELL services and ensure that supports are being implemented properly? What are the exit criteria for measuring student progress in ELL programs?

Students with Disabilities
At Intrinsic Schools, we are committed to empowering all students to reach their fullest potential, including students receiving special education services, classified as English Language Learners (ELL), and/or who may be in high-risk situations including, but not limited to: homelessness, low achievement, poverty, behavioral issues, truancy, drugs, pregnancy, and emotional issues. In accordance to all applicable state and federal statutes, including Title II of the ADA of 1990, the IDEA, Section 504 of the Rehabilitation Act of 1973, and Article 14 of the Illinois School Code, Intrinsic Schools will provide a free and appropriate education to all students enrolled.

We anticipate serving a student population that reflects the average of Intrinsic's first school of 15%-20% students with disabilities. 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 expect to receive IEPs that indicate a variety of educational settings (e.g., separate class, co-taught setting, general education setting with supports). Technology is used as a tool to provide some accommodations, modifications, and differentiation as indicated in students' IEPs and in general for all

students as a regular part of the learning experience. We seek support from the district and its related service providers in order to best serve the needs of our students and adhere to provisions outlined in each child's IEP.

Our weekly schedule is designed to be adaptable based on student needs and real-time data. As we review incoming IEPs, we schedule students in accordance to the settings and minutes indicated in each student's IEP. 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. As needed, we determine whether the current setting is educationally beneficial for each student. Our learner-driven model seeks to provide all students with the LRE for them to successfully reach the rigorous expectations outlined in our school's mission.

We believe every student should receive support based on their specific and individual need, not their label. Technology will enable us to collect data, deliver "just-in-time" instruction, and continue to close any learning gaps to facilitate student learning in meeting and exceeding rigorous state and national grade-level standards. Real-time data is available to students, their families, and staff. Weekly goal-setting in response to performance data and teacher feedback is a common practice for students across content areas and grade levels. Teams of teachers monitor IEPs and personalized learning plans to inform instruction and to determine interventions that yield the best results for each student. Our weekly schedule and school calendar is also organized to provide students with extra support throughout various times during the school year (see Section 2.3.d). If needed, we will work with CPS to provide extended school year services to students who may require them.

In order for all students to grow, we believe that instruction should be tailored to meet individual student needs. Through technology, our teachers will be able to create and curate content and deliver multi-modal, scaffolded lessons to meet the diverse needs of our students. Research-based, inclusionary practices (see Section 2.3.c) will be infused throughout the student's daily experience. This hybrid approach of leveraging technology with the highest quality pedagogy provides students with full access to a variety learning experiences. As described in Section 2.1.b.13., we also systematically and consistently communicate and engage our families and provide them with the information and tools necessary to support their children's needs, goals, and progress.

The assistant principal is the lead administrator, overseeing communication with families, the school's RtI Plan, appropriate and effective specialized support services, and IDEA compliance. Though there is a team lead, we maintain an unwavering commitment to a collective responsibility for the growth of all of our students. Our pod structure allows for continuous collaboration among teachers to provide the most targeted support to optimally meet individual student needs. As detailed in Section 2.4.b.2., our staff, including special education teachers, content-specific teachers, instructors, assistant teachers, assistant principal, and principal, meet weekly to analyze general trends and devise plans to address the needs of individual students. Some of the topics that will be discussed at these meetings may include, but are not limited to:
- Gather instructional resources
- Study current research-based instructional strategies that best support students with disabilities
- Provide family outreach and/or student socio-emotional support
- Review student data (including writing samples and other assessment data)

- Review student bi-weekly goal-setting sheets and discuss any changes or adjustments that may be needed to meet student needs
- Ensure IEP compliance
- Review co-teaching best practices
- Review effectiveness of LRE

When necessary, we convene additional meetings to discuss how to best support struggling students. Policies and procedures that comply with state regulations are defined regarding the use of RtI to determine special education eligibility (based on students' educational needs). When a student performs both below the level evidenced by peers, shows a learning-rate substantially below that of peers and the provision of special education may result in improved growth, a student will be referred to determine eligibility for specialized services. Families will be informed of their right to request a special education evaluation at any time during the RtI process and are involved in decision-making. Meetings will be held to inform parents of their procedural rights and safeguards and the IEP process. The team will continue to review data and use information to make decisions regarding LRE and appropriateness of special education services.

As stated in our mission and vision, our goal is to prepare all Intrinsic students for 21st century post-secondary success. In Section 2.1.b.2., we describe the keys steps we will take to support our families navigate the college and career landscape. Specifically, we will have designated staff knowledgeable in identifying the most appropriately matched college for students with disabilities. We will engage in transitional planning to ensure that accommodations are implemented at the college level as well. All in all, we will measure our success in serving students will disabilities on the following criteria: 1) Individual growth, 2) Growth compared to similar populations, 3) LRE Movement, 4) Progress toward IEP goals (academic, behavioral, and/or socio-emotional), 5) Curriculum-based assessments and other progress monitoring data, 6) Student surveys, parents comments, and teacher observations.

English Language Learners
Intrinsic Schools serve English language learners (ELL) in accordance with all state and federal laws. ELLs are a diverse group of students in terms of language proficiency, socio-economic status, background knowledge, etc. Recognizing that ELLs "are the fastest-growing segment of the student population, with their growth highest in grades seven through twelve,"[77] early identification of the specific needs of ELLs are key in personalizing instruction. Parents of incoming students are asked to identify their child's home language on their enrollment forms. Our multi-faceted approach to parent involvement (see Section 2.1.b.13) also gives teachers insight into the cultural and linguistic background of students and provides direct dialogue and feedback between teachers and parents so parents can truly be partners in their children's education.[78]

In improving 21st century literacy skills for all Intrinsic students, our teachers employ research-based and proven strategies as defined by Quality Teaching for English Leaners (QTEL)[79]:

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[77] "English Language Learners."
http://www.ncte.org/library/NCTEFiles/Resources/PolicyResearch/ELLResearchBrief.pdf

[78] Margarita Calderon, Robert Slavin, and Marta Sanchez. "Effective Instruction for English Learners."
http://futureofchildren.org/futureofchildren/publications/journals/article/index.xml?journalid=74&articleid=542
[79] "Helping Teachers Reach Adolescent English Learners."
http://www.wested.org/cs/tqip/print/docs/qt/home.htm/

- Sustain Academic Rigor
- Hold High Expectations
- Engage in Quality Interactions
- Sustain a Language Focus
- Develop a Quality Curriculum

Our professional development sessions (see Section 2.4.b.2.) gives teachers up-to-date research and new strategies to meet the needs of ELL students. In our planning year, we also pilot various technology tools with students to determine which program(s) best meet the needs of ELLs. Data from these programs, teacher observations, student reflections, parent surveys, and ACCESS test data, if applicable, inform our work in helping ELLs achieve high academic standards. Weekly goal setting helps teachers and students track academic progress in all content areas, but a special emphasis is placed on effectively moving the ELL student to fluent English proficient status. As mentioned earlier, Intrinsic students use technology to enhance their reading, speaking, listening, writing, and presenting skills across disciplines and grade levels. Our focus on mastery and depth provides ELLs the time and space to simultaneously increase their language fluency, comprehension, and content knowledge.

Our curriculum, schedule, instructional practices, and pod structure are well suited to address the specific needs of ELL students. These include:
- A daily 90-minute English Language Arts block (60 minutes on Wednesday)
- A weekly 200-minutes Personalized Learning Time for 7th Grade students
- Small group and differentiated instruction
- Adaptive computerized instruction
- A strong focus on reading and literacy

Intrinsic will utilize an English immersion program for ELL students that hold students to the same high expectations as English speaking students. Our goal is to keep ELL students in the mainstream classroom as much as possible with pull-outs as necessary. Intrinsic will employ a specialist with a background in working with ELL students to provide English language instruction as necessary.

Our ELL program will draw heavily on sheltered instructional strategies, as defined in *Making Content Comprehensible for English Language Learners* by Echevarria, Vogt and Short[80]. It is important to note that many of these strategies are already embedded in our instructional strategies for all students. All teachers will receive training in sheltered instructional techniques and will implement the strategies as necessary. Sheltered instruction techniques are organized into eight categories as outlined below. Intrinsic teachers will engage in the following practices to support ELL students:

1. **Preparation**: Teachers will clearly define content objectives for each lesson and incorporate supplemental materials to aid ELL students in the classroom. Further, they will adapt content to meet individual student needs and utilize tools such as graphic organizers and study guides.
2. **Building Background Knowledge**: Teachers will link concepts and content to students' personal experiences and prior learning and embed activities into their lessons that build vocabulary.
3. **Comprehensible Input:** Teachers will adjust speech and texts to accommodate students' language proficiency while maintaining high expectations for achievement.

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[80] Echevarria, J. J, Vogt, M., & Short, D. J. (2012). *Making Content Comprehensible for English Learners: The SIOP Model.* New York, New York: Pearson.

4. **Strategies:** Teachers will utilize and teach students a variety of learning strategies and incorporate scaffolding techniques during lessons.
5. **Interaction:** Teachers will provide students with opportunities to interact with other students in a variety of groupings, including flexible small groups and student partnering to engage in cooperative learning activities.
6. **Practice:** Teachers will provide a variety of activities for students to apply the language skills and content knowledge that they have acquired, including activities that require students to integrate listening, speaking, reading, and writing.
7. **Lesson Delivery:** Teachers will incorporate learning activities that support the lesson's objectives and engage students 90-100% of the lesson and adapt pacing to meet ELL student needs.
8. **Review and Assessment:** Teachers will provide reviews of concepts, vocabulary and content and regularly assess students for comprehension and learning.

Students at Intrinsic Schools who are considered English Language Learners (ELL) or Limited English Proficient (LEP) are identified initially through the Home Language Survey. Intrinsic then administers the screener (W-APT for grades 7-8) to identify which of these students qualifies for ELL services, and these services are provided by the ELL specialist. Intrinsic follows the state's guidelines for exit criteria scores in order for students to be considered English language proficient.

In the book, *Educating Everybody's Children: Diverse Teaching Strategies For Diverse Learners*, the authors propose providing students with "an interdisciplinary approach to curriculum…in teaching culturally and linguistically diverse children." They also suggest varied learning configurations that include cooperative learning groups in combination with computer-mediated language learning.[81] At Intrinsic, we are creating technology-enabled systems, processes and monitoring metrics that allow for scale beyond our schools. We believe we will successful if we are able to offer a rich learning environment to all students regardless of socio-economic status, parental education level, English proficiency, and prior learning difficulties. This emphasis on sustainability and replicability is a natural fit in a blended-personalized environment, as both require innovation, flexibility, capacity building, technology utilization, streamlined systems (particularly around data) and high levels of staff/student ownership.

2.3.d. School Calendar/Schedule

2.3.d.1: Overview
Q. Describe how any innovations in the annual school calendar and daily schedule will enhance student achievement. If proposing a longer school day/year, please describe how your design team has budgeted for overtime pay for faculty and staff, as appropriate.

We believe in order to serve our core purpose of preparing all students for postsecondary success and world-changing endeavors, we must revolutionize our thinking of how time is organized in schools. Research- and evidence-based best practices drive our academic calendar and master schedule structure. The seven levers outlined by Paul Bambrick-Santoyo in his book, *Leverage Leadership,* informed the structure of our academic calendar and school day.

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[81] Cole, R. W. (2008). *Educating Everybody's Children: Diverse Teaching Strategies For Diverse Learners, Revised And Expanded 2nd Edition.* Alexandria, VA: ASCD.

Our calendar reflects an emphasis on student and staff culture, planning, and family involvement as shown by these salient features:

- 190 days of instruction (10 more instructional days than required)
- 1 week of New Staff Orientation prior to all staff PD
- 2 weeks of All Staff PD
- 8 Teacher Institute Days
- 2 student-led conferences (November and April), 2 report card pick-ups (January and June); all four events require attendance of students, parents/guardians, and teachers
- 4 interim assessments to track student mastery of standards to guide reteach and future unit plans. Interim assessments will be administered on Wednesdays, four times per year. Each interim will measure six to eight weeks of instruction (October, December, February, April).

Many schools strive to optimize instructional time; however, physical space is often the limiting factor in allocating sufficient time to grow all students. Our innovative pod space enables us to provide instruction at an appropriate level of rigor to meet the diverse needs of each student. Based on relevant and frequent student data, we will flexibly group students to remediate and/or accelerate as needed. Our physical structure allows for increased collaboration and interdisciplinary work. Students in a pod will be engaged in a variety of activities ranging from individualized, online instruction, small group instruction led by a teacher, collaborative problem solving with smaller and larger peer groups, and Socratic seminars. The mix and balance of activities can be personalized for each student based on his or her learning profile. At various points during the day, depending on student need and formative data, students can be grouped either heterogeneously or by skill level. Tony Wagner, in his book, *The Global Achievement Gap,* suggests that every class at every grade level should "start with the 3 Cs: Critical Thinking, Communication, and Collaboration.[82] We designed our physical space to match these learning activities we deem critical to student success. Please refer to Section 2.3.c for a detailed example of how a pod might look in action.

The daily schedule at Intrinsic Schools will run from 8:15-3:45 on Mondays, Tuesdays, Thursdays and Fridays and 8:15-1:45 on Wednesdays with additional time before and after school for other programs. Our schedule reflects an emphasis on data-driven instruction, collaboration, personalization, and culture as shown by these salient features:

- All Math and English Language Arts (ELA) blocks follow a team teaching model with approximately 60 students and 3 teachers per section.
    - Team teachers have same daily prep time.
- 10-day cycle (ABABA, BABAB) that allows for more than the traditional weekly instructional minutes[83] for core subjects:
    - 404 minutes of Mathematics and English Language Arts
    - 202 minutes of Science and Social Science
- An intervention block (known as Personalized Learning Time or PLT) for incoming 7th grade students driven by adaptive online programs to fill in foundational gaps and/or extend mathematical/reading skills
    - 202 minutes of PLT

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[82]http://www.slideshare.net/internationaled/the-global-achievement-gap
[83]Instructional minutes are calculated based on student time in class; passing time is omitted from instructional minutes.

o Students are assigned specific online intervention programs based on their individual multi-measure data profile (Please Section 2.3a.3 Standards for Student Achievement, Question #3 for more information).

Part of the mission of Intrinsic Schools is to cultivate student independence and perseverance. Thus, students will be given shared ownership over how they spend their time. Real-time monitoring of student progress will help to make this possible while ensuring that students do not fall behind and progress toward mastery of grade-level standards. As students develop as independent learners, they will gain increased ownership over the designated independent work time in their schedules.

2.3.d.2 Daily Schedule

Q. _Teacher's Daily Schedule: Describe how a typical teacher's day will be structured Monday through Friday, explicitly citing the amount of time devoted to core teaching assignments, planning, PD, and other activities as applicable (such as before or after school electives, remediation, lunch duty, advisory group, etc.)._

Student's Daily Schedule: Describe how a typical student's day will be structured Monday through Friday. In addition to daily classes, please reference any time spent in elective courses, advisories, receiving social-emotional supports, after-school activities, etc.

If proposing a **Next Generation** blended learning model, specify what percentage of time students will engage in learning through digital mediums. Why did your design team determine that percentage of time?

At its core, our schedule as shown in Appendix 38_2.3.d.2. and Appendix 39_2.3.d.2. consists of four, 90-minute blocks of instruction, with a 4-minute, mid-block break on Monday, Tuesday, Thursday, and Friday and four, 60-minute blocks in instruction on Wednesday. Each day is book-ended with a ten-minute morning advisory (AMA) and a fifteen-minute, afternoon advisory (PMA; PMA is 20 minutes in length on Wednesdays). As described in Section 2.1.b.1., we believe advisory is a critical element of our culture and academic model. Both teachers and students have a 25-minute lunch four days a week and a 30-minute lunch with their advisories on Wednesday.

Additionally, a teacher's daily schedule includes:
- 3 blocks of instruction with one prep
- Math and ELA Team Teachers have the same daily prep period
- 2 hours a week for Office Hours (before or after school)
- Wednesday Staff Collaboration
  - o School-wide Data Review (15 minutes)
  - o Grade Level Team Meeting (60 minutes)
  - o Admin-Owned PD Topic (60 minutes)
- Any sponsored extracurricular activities

Additionally, a student's daily schedule includes:
- 4 blocks of instruction
  - o ELA and Math daily
  - o Social Science and Science on alternate days
  - o PE (Semester I) and Music (Semester II)

At first glance, our schedule seems straightforward. However, a look into our math pod shows one example of the intricacies of the student and teacher experience at Intrinsic. Our data-driven approach via technology allows our teachers to differentiate instruction and meet the needs of our diverse learners. As mentioned earlier, our flexible pod space allows for multiple learning experiences to occur concurrently. Our team of teachers uses their collaborative planning time to review and analyze student data, create/curate curricular materials, and devise a plan to execute these various activities seamlessly. We also strategically designate space for student-directed work time to foster student independence. The following tables provide context on how we flex space, time, people, and technology to ensure student learning:

Table X

SPACE	TEACHERS	STUDENTS
Board 1	Teacher 1 (T1)	Groups A, B, C, D - 60 students
Board 2	Teacher 2 (T2)	
The Shade	Teacher 3 (T3)	*Groupings change weekly based on assessment data.*
The Coastline		

Table A

LEARNING ACTIVITIES	TECHNOLOGY
Intervention for students who did not master content **(INT)**	Offline
Review Problems of the Week **(POW)**	Offline
Review skills based on assessment item analysis or problem-solving skills **(REV)**	Offline
Mini-Lesson **(ML)**	Offline
Independent flipped lessons and problem sets **(H)**	Online
Think Through Math or Khan Academy **(I)**	Online
Teacher supported homework completion **(H*)** *For struggling students to scaffold independent learning*	Online
Teacher-supported online program completion **(I*)** *For struggling students to scaffold independent learning*	Online

Table Y

TEACHERS	Monday	Tuesday	Thursday	Friday
8:30 – 8:35 5 minutes	**Entrance Ticket**	**Entrance Ticket**	**Entrance Ticket**	**Entrance Ticket**
Rotation 1 8:35 – 8:59 24 minutes	T1 – INT, Any Group	T1 – INT, Any Group	T1 – INT, Any Group	T1 – INT, Any Group
	T2 – POW, Group C	T2 – POW, Group D	T2 – REV, Group C	T2 – REV, Group D
	T3 – POW, Group A	T3 – POW, Group B	T3 – REV, Group A	T3 – REV, Group B

TEACHERS	Monday	Tuesday	Thursday	Friday
	H – Groups B, D	H – Groups A, C	H – Groups B, D	H – Groups A, C
Rotation 2 8:59 – 9:15 9:19 – 9:29 30 minutes (4 minute break)	T1 – I*, Group B	T1 – I*, Group A	T1 – I*, Group B	T1 – I*, Group A
	T2 – ML, Group C	T2 – ML, Group D	T2 – ML, Group C	T2 – ML, Group D
	T3 – ML, Group A	T3 – ML, Group B	T3 – ML, Group A	T3 – ML, Group B
	I – Group D	I – Group C	I – Group D	I – Group C
Rotation 3 9:29 – 9:53 24 minutes	T1 – H*, Group A	T1 – H*, Group B	T1 – H*, Group A	T1 – H*, Group B
	T2 – ML, Group D	T2 – ML, Group C	T2 – ML, Group D	T2 – ML, Group C
	T3 – ML, Group B	T3 – ML, Group A	T3 – ML, Group B	T3 – ML, Group A
	H – Group C	H – Group D	H – Group C	H – Group D
9:53 – 10:00 7 minutes	**Work and Question Time**	**Work and Question Time**	**Work and Question Time**	**Work and Question Time**

As shown in Table X, 60 students form groups A, B, C, and D. These groupings are flexible and informed by weekly assessment data. As shown in Table Y, each group goes through three rotations per day. The table below (Table Z) shows how each group rotates during one block over four days.

Table Z

STUDENTS	Monday	Tuesday	Thursday	Friday
8:30 – 8:35 5 minutes	**Entrance Ticket**	**Entrance Ticket**	**Entrance Ticket**	**Entrance Ticket**
Group A	POW Teacher-Led	H Technology	REV Teacher-Led	H Technology
	ML Teacher-Led	I* Technology	ML Teacher-Led	I* Technology
	H* Technology	ML Teacher-Led	H* Technology	ML Teacher-Led
Group B	H Technology	POW Teacher-Led	H Technology	REV Teacher-Led
	I* Technology	ML Teacher-Led	I* Technology	ML Teacher-Led

STUDENTS	Monday	Tuesday	Thursday	Friday
	ML Teacher-Led	H* Technology	ML Teacher-Led	H* Technology
Group C	POW Teacher-Led	H Technology	REV Teacher-Led	H Technology
	ML Teacher-Led	I Technology	ML Teacher-Led	I Technology
	H Technology	ML Teacher-Led	H Technology	ML Teacher-Led
Group D	H Technology	POW Teacher-Led	H Technology	REV Teacher-Led
	I Technology	ML Teacher-Led	I Technology	ML Teacher-Led
	ML Teacher-Led	H Technology	ML Teacher-Led	H Technology
9:53 – 10:00 7 minutes	**Work and Question Time**	**Work and Question Time**	**Work and Question Time**	**Work and Question Time**

Wednesdays are 60-minute blocks devoted to assessment and independent work time.

Our main levers for blended-personalized learning are differentiated instruction, small group instruction, and student independence. Thus, we believe in delivering instruction via multiple modalities, including online learning. As shown in the tables above, our students spend an average of 50% of their time weekly on digital mediums (i.e. 1/3, 2/3, 2/3, 1/3). Online programs adapt to individual student responses and provide teachers with timely, actionable data to provide "just-in-time" instruction to clarify any misconceptions. As discussed in Section 2.3.b, our hybrid approach meets students at their instructional level, allowing for simultaneous remediation and acceleration. By creating space and time for teacher-led targeted instruction, collaborative group work with teacher guidance, and independent work, we believe we are preparing Intrinsic students to become autonomous, persevering learners who will be successful in any post-secondary endeavor.

Section 2.4.a. Recruitment and Staffing

2.4.a.1 Staffing Plan
Q. *Discuss the rationale for the proposed staffing numbers and structure outlined in the attached five-year school staffing model and organizational chart. Cite teacher-student ratios for each type of teaching position. Attach job descriptions that outline roles and responsibilities of each of the instructional and non-instructional positions listed in the attached school-level organizational chart.*

Our staffing plan is created to ensure that students receive significant amount of instruction in a small group setting while we leverage adults for maximum efficiency. Our large pods typically house 65 students supported by three teachers, thus creating a teacher to student ratio of 1:22. Our science and social studies classes are led by one teacher and thus have a teacher to student ratio of 1:30. Special education staffing numbers are generated based on CPS allocation. Our administrative staffing is designed to support a strong student culture, data-driven instruction and frequent observation and feedback for teachers.

2.4.a.2 Hiring Process
Q. *Describe your design team's strategy, process, and timeline for recruiting and hiring the teaching staff. Include the selection criteria, planned mix of experienced and new teachers, and any unique considerations needed to support the school design. Ensure that the teacher hiring timeline aligns with the curriculum development and professional development timelines.*

For **Next Generation** *blended learning applicants, explain what blended learning experience will be required when hiring faculty and administrators and why.*

The Intrinsic model is built upon both the hiring and development of great teachers. We will hire a mix of new and experienced teachers. Intrinsic will rely on its deep relationships with prestigious, reputable education organizations including those listed below as partners in sourcing high quality teachers:

Organization	Relationship Owner
Apple Distinguished Educators	Marcos Alcozer
Facing History and Ourselves	Melissa Zaikos
Golden Apple	Ami Gandhi
IIT	Ami Gandhi
National Council for Teachers of Mathematics	Alison Ortony
National Board for Professional Teaching Standards	Ami Gandhi
University Teacher Education Program (UTEP)	Ami Gandhi
Teach For America Corps Members and Alumni (TFA)	Michelle Trojan
The Broad Foundation	Melissa Zaikos
Loyola University	Melissa Zaikos

In addition to the partnerships with the above organizations, Intrinsic will utilize referrals from colleagues, traditional job fairs, and relationships with targeted universities.

Given our model, Intrinsic believes that these positions are well suited not only for traditionally trained teachers but also for professionals who are changing their careers to become teachers. It is likely these

individuals have deep content knowledge, familiarity with technology and a broader set of experiences from which to draw. We expect to attract these types of teachers by building relationships with Chicago's alternative certification programs, including Chicago Teaching Fellows, NUTEACH and Teach for America. When Intrinsic grows to need subjects such as Chemistry, Physics and Calculus, we will 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.

Additionally, Intrinsic will host seasonal "Collaboratives" to attract innovative teachers. Collaboratives will be daylong workshops for teachers to learn more about Intrinsic's academic model and for Intrinsic to share the roadmap for a sustainable educational model. Intrinsic's goal is two-fold: to surface innovative ideas that can be employed and refined at Intrinsic Schools, and to attract and cultivate relationships with innovative teachers who are excited about a more personalized approach to learning.

Our general recruitment plan is outlined in the table below:

Month/Time Period	Action
October - November	● Host fall "Collaborative" to attract innovative teachers
October - December	● Cultivate relationships with teachers above 　○ Maintain communication on the status of our first year via blog and personal emails 　○ Host informal meetings and info sessions
January	● Launch full hiring process 　○ Post all jobs to career websites 　○ Attend career fairs at surrounding universities/colleges 　○ Schedule internal job fair, when applicable 　○ Formally reach out to education organizations listed above to identify new candidates
January – May	● Conduct full hiring process (detailed below) ● Host winter Collaborative ● Cultivate relationships with teachers above 　○ Maintain communication on the status of our first year via blog and personal emails 　○ Host informal meetings and info sessions
May	● Target for all hiring to be complete for the following year ● Host Spring Collaborative ● Cultivate relationships with teachers above 　○ Maintain communication on the status of our first year via blog and personal emails 　○ Host informal meetings and info sessions
August	● Host professional development sessions for new teachers

HIRING
In order to ensure a high quality talent pool, Intrinsic will have the following requirements:

Teaching Portfolio Requirements		
Component	**Notes**	**Required of…**
1. Resume	● If resume includes components below, please denote clearly	All
2. Demonstration of Track Record (Data)	● Intrinsic expects seasoned teachers to be able to submit data that will reflect their proven ability to drive student outcomes and success ● Ideally measured by MAP or EPAS gains	All except first-time teachers
3. Display of Technology Integration	● Intrinsic expects that existing teachers are using technology in their current classrooms, when available ● Evidence could include a link to a teacher website, sample student work or on-line student product.	All
5. Sample Teaching Unit	● Candidates are asked to submit an outline of a sample unit that they have taught and include any related rubric ● Along with the unit outline, candidates are asked to submit two samples of student work (one at the beginning of the unit and one at the end), and turn in a written reflection on student mastery	All except first-time teachers
6. References	● Candidates are asked to submit 2-3 references	All
7. Essay Questions	● Candidates are asked to submit brief essays regarding why they want to work at Intrinsic, their history of student achievement, and the prior experience with team teaching	All

If candidates advance after review of their application, they will be invited to spend a day at the school. The first portion of the interview will provide an opportunity to tour the school and observe Intrinsic classrooms and culture. Because our model is different than traditional schools, this will give candidates an opportunity to evaluate their fit with our school model and culture.

The second portion of the interview will consist of a sample lesson given to a group of students and members of the hiring team. The candidate will receive the grade level and subject area of the sample lesson at least one week before the lesson. Members of the hiring team will use a rubric, similar to the teacher observation rubric used in Intrinsic classrooms, to evaluate the lesson. At the end of the lesson,

the candidate will de-brief with members of the hiring team, while the students complete a short survey about the candidate's lesson. This survey will allow for a student voice in the hiring process.

The final portion of the process will consist of different interviews. The candidate will interview with the Director of Technology to determine current and future technology integration in the classroom. Items from the candidate's portfolio may be referenced during this interview. The candidate will also meet with the Dean of Culture or the Assistant Principal for a culture interview. Finally, the candidate will interview with the Principal.

Although it will not be a requirement that teachers and administrators to have blended learning experience, we will require both teachers and administrators have a strong technology background or an eagerness to implement technology in the classroom due to the model of Intrinsic. The rubric found in Appendix 43_2.4.a.2. will be used to evaluate teaching candidates:

Until Intrinsic Schools is large enough to necessitate HR staff, all hiring decisions will flow through our CEO, Melissa Zaikos. Our general hiring process is outlined in the table below.

Intrinsic Schools General Hiring Process	
Step	**Action**
1. **Assess Need**	● Determine number of open staff positions
2. **Position Analysis**	● Create/update job descriptions ● Create interview rubric / candidate evaluation tool for each open position
3. **Source Candidates**	● Job site postings ● Job fairs ● External partner discussions (see above section for specific list of partners)
4. **Initial Screen: Resume & Teaching Portfolio Review**	● Review resume and all relevant portions of teaching portfolio (detailed above)
5. **Phone Screen**	● Set up phone conversation after reviewing resume and teaching portfolio

6. **Day at Intrinsic: Sample Lesson and Interviews**	● Candidates will be asked to spend a day at Intrinsic Schools, which will include:
	  ○ Observations of Intrinsic culture and classroom instruction to ensure candidates are comfortable and aligned with Intrinsic's model
	  ○ Sample Lesson and Student Survey
	  ○ Interviews with the Director of Technology, Dean of Culture or Assistant Principal and Principal

7. **Roundtable Discussion**	● CEO and all hiring committee members meet to discuss rubric scores and give qualitative input ● Make decision to Hire/Reject
8. **Notification**	● If rejecting, send notification letter ● If hiring, complete reference checks and send offer letters
9. **Onboarding**	● Complete CPS requirements for background check / fingerprinting ● Complete orientation and all other onboarding paperwork/procedures ● Attend professional development sessions at Intrinsic in August for new teachers

We plan to source and interview teachers collectively across schools in our network. Principals will lead the process with support from instructors and other staff members. The organization will set up a system, similar to a draft, to provide equity across schools when filling positions. The intention is to create a team of great teachers that work together across schools.

2.4.a.3 Compensation
Q. *Discuss the proposed salary ranges and benefits (including pensions) listed in the attached budget and explain any financial incentives or rewards that may be included in the compensation system. Explain how the salary and benefit plans will enable the school to compete with other schools to attract and retain high-quality staff.*

We have developed the Intrinsic Schools compensation system after conducting extensive research into the Chicago charter school employment market and our own experience in our first two years of operation. In addition, the salaries structure has been informed by Matthew Shaw who has significant insight into Chicago charter school salaries as he has consulted for many of Chicago's charter schools and networks. Our goal is to peg our salaries slightly higher than the average Chicago charter school salaries for both instructional and non-instructional staff.

Teacher salaries will range from $42,500 to $85,000 based on experience and performance at the school. For budget purposes, we conservatively assumed that the mean salary would be $53,500 which is 5.4% higher than Intrinsic's current average teacher salary. Non-teaching salaries are position specific and range from $30,000 for aides and clerks to $115,000 for the principal.

The benefits rate at our current school is approximately 23% of total wages. The benefits are also competitive with other Chicago charter schools and include: health, vision, life, and short-term and long-term disability insurance. The benefits plan also includes certified teacher pensions (both the CPS and 50%of the 9% pension pick-up) as well as contributions to a 403(b) plan for non-certified staff.

2.4.a.4 Professional Culture

Q. Describe the professional culture of the new school, including how the school will establish and maintain this culture and how it will contribute to staff retention. Discuss how faculty and staff will be involved in school-level decisions and in developing new initiatives.

We will create a professional culture in our school that is philosophically aligned with the mission of our and that inspires and empowers our staff and contributes to retention. We have a strong professional culture at our Belmont campus and will follow the same steps to achieve this in the proposed school that include setting clear expectations with candidates before making any offers, focusing heavily on mission and vision during induction, acknowledging excellence and monitoring staff culture throughout the year. Key components of our staff culture include:

- Student-first, data-driven decision making
- Practice perfect
- Transparency
- Personal relationships
- Honoring of commitments
- Gratitude
- Clear Norms

Student-first, data-driven decision-making: All decisions are to be made with the priority of serving our students. We create a school-wide strategic plan and then use data to measure every aspect of our plan. This data informs how we make decisions in the best interest of students.

Practice Perfect: Intrinsic teachers and staff and engage in practice that improves our instruction and interaction with students and families. This includes role-playing various instructional strategies and practicing student culture scenarios to build "muscle memory" for a warm and strict environment. We also host a "Day One Rehearsal" where staff members support one another in practicing minute-by-minute routines and classroom procedures before the first day of school.

Transparency: Our staff culture is built upon transparency. The administrative team involves staff in much of the decision-making as described below. Even when the administration makes decisions, the staff is informed of the rationale behind the decision. We make all data, lesson plans and materials public so that staff can learn from one another. Finally, we meet with each staff member before the end of the first semester to discuss performance, long- and short-term personal and professional goals and whether or not the staff member intends to return for the following year. Staff members are encouraged to inform the team if they don't plan to return and the administration supports any teacher in good standing with external pursuits toward their career and personal goals.

Personal relationships: A collaborative staff culture requires strong personal relationships. At the beginning of each school year, all staff members attend a two-day offsite retreat. During the retreat, each staff member shares his or her personal story and connection to our mission with the full team through a "journey line" exercise. We celebrate one another, practice difficult conversations and socialize during evening events.

Honoring Commitments: – It is part of our staff culture to admit when you need help and for others to support each other when help is needed. The expectation is that you can thus count on colleagues to honor all commitments and deadlines unless support is requested in advance.

Gratitude: We believe specific praise is as important to adults as it is to students. We allot time during staff meetings and professional development to acknowledge on another for work we appreciate on behalf of our students. Staff members recognize one another for support in lesson planning or co-teaching, work with specific students and other positive contributions to the school community.

Norms: Our staff developed the following norms be shared throughout all Intrinsic Campuses:
1. Be fully present, prepared and on-time
2. Be all in
3. Be relevant and monitor air-time
4. Be open, reflective, and eager to improve your practice
5. We find the third way *(i.e. Always look for solutions)*

We also believe that staff satisfaction is linked to involving faculty in key decisions. This has a strong positive impact by providing teachers with the opportunity to make meaningful contributions to the school and assists in creating buy-in around changes and new initiatives. To make school-level decisions and develop new initiatives, we will enact the following process for involving faculty and staff:

1) Identify the need/issue – review various quantitative and qualitative data
2) Form committees (a cross-section of staff, students, parents, and community members)
3) Research best/effective practices for dealing with the identified need/issue (may include visiting other schools, meeting with a larger subset of stakeholders, bringing experts to the school building for professional development)
4) Create a draft plan to solve the problem or meet the need (with committee members)
5) Present the draft plan to the school community and get feedback (have structured meetings, a streamlined process for collecting and implementing suggestions for improvement, and a timeline for next steps)
6) Follow-up (communicate the process, have open dialogue, implement the plan, collect data, and revise as necessary).

Finally, we use formalized systems to survey staff on their attitudes, beliefs, level of satisfaction, and needs. We use data from the bi-annual staff satisfaction surveys and the My School, My Voice survey to assess and improve staff culture. Our current staff culture is very strong. Over 95% of staff agreed or strongly agreed to the following statements:
- My school has a strong staff culture.
- My principal regularly recognizes good work with specific praise.
- I have an opportunity to grow at my school.
- My principal cares about me as a person.

Consistent monitoring and focus on staff morale impacts staff retention and significantly contribute to a positive professional culture. This process helps create ownership, buy-in, and responsibility within a school community and increases the probability of success of school change initiatives.

2.4.b.1 Teacher Induction
Q. _Describe the induction program for new and existing teachers. Cite the number of hours/days of PD to be included in the induction program._

The Intrinsic Schools induction program is critical to building our staff culture and preparing the team for success at Intrinsic. The induction program for teachers new to Intrinsic is three weeks (two weeks for returning teachers). Staff professional development is owned by the principal and supported by the 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.

While induction covers a wide variety of topics, it focuses on three key goals aligned to the _Leverage Leadership_ levers: building a strong student culture, data driven instruction (DDI), and staff culture or team building. The establishment of a strong student culture happens during the first weeks of the school year, thus the largest percentage of time is devoted to creating strong school-wide routines, minute-by-minute plans and practicing how to enforce the student code of conduct with a warm and strict tone. We introduce data driven instruction to all staff in their first week to emphasize its importance. Further focus on DDI occurs year round aligned to our interim assessments. We make sure that staff members have an opportunity to get to know one another and work as a team prior to the start of school. Finally, as a Next Generation school, we will also provide support on technology tools and integrating technology into instruction. See Appendix 44_2.4.b.1. for a sample induction calendar.

2.4.b.2 Approach
Q. _Describe the school's goals and strategy for ongoing professional development (PD), including whole staff development, grade-level/department/course teams, and instructional coaching. Identify which staff members will be responsible for overseeing PD opportunities. Describe how the PD plan (including both internal and external PD opportunities) will be driven by data to improve teaching, student learning, and school performance._

If proposing a **Next Generation** blended learning model, explain how PD will support teachers:
- _To effectively use technological instructional materials and resources, including how to blend online/digital teaching with in-person instruction_
- _To actively examine assessment results and data from digital and online learning and use that data to inform their blended learning and in-person instructional practices_

The goals and strategy for ongoing professional development at Intrinsic are aligned to our strategic plan and our overall mission and vision of preparing all students for postsecondary success and world changing endeavors via a revolutionary new school model that is replicable and sustainable. Professional development is critical to this as replicability and sustainability are predicated on being able to develop and grow great teachers.

The Intrinsic plan for professional development is based on priorities as outlined in Bambrick-Santoyo's _Leverage Leadership_. As stated earlier, we prioritize the levers of creating a strong student culture, data-driven instruction and teacher observation and feedback. Our professional development plan reflects these priorities.

We were also influenced by the research of Douglas Reeves, from the Center for Performance Assessment, on performance in high poverty schools. Reeves studied what "90/90/90 Schools," or

schools with the following characteristics: 1) More than 90% of the students are eligible for free and reduced lunch, 2) More than 90% of the students are from ethnic minorities, and 3) More than 90% of the students met or achieved high academic standards.

As Intrinsic grows, not all schools will necessarily be 90% eligible for free or reduced lunch or 90% from ethnic minorities. However, as further analysis has found, "consistent application of the 90/90/90 techniques holds promise for improving student achievement and closing the equity gap in schools of any demographic description."[84]

Based on these, our professional development during induction and the first quarter of school is largely focused on creating a warm and strict student culture. We use whole staff development time for this and focus observation and feedback on classroom management and culture before moving to rigor and differentiation. We align our professional development to assessment cycles to ensure a strong implementation of data-driven instruction. Then, as the year progresses, we move to a focus on writing and the collaborative scoring of student work supported by Reeves's research.

Professional Development Structures

	Description	Owner
Summer Induction	New Teacher Induction (See Appendix 44_2.4.b.1.)	Principal with support from the leadership team
Conference Attendance	We are very selective about conference attendances. We currently support attend at a select few that align closely with mission and model (Flipped Learning, iNacol)	Principal makes all decisions related to conference attendance.
Whole Staff Development	Whole Staff Data Review - 15 minute sessions each week where staff collaborative review one piece of data, share best practices for improving it and create personal goals related to it. (Part of weekly early release days) Admin owned - 45 minutes weekly dedicated to instructional strategies deemed most important by the admin team. (eg. 100%, Embedding texts, check for understanding) *Note that multiple sessions may occur at once to differentiate by teacher need.*	Principal owns Data sessions and instructional strategy sessions led by either teachers or leadership team members as assigned by the principal

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[84] Reeves, Douglas B. "High Performance in High Poverty Schools: 90/90/90 and Beyond." Center for Performance Assessment, 2003. Web. 15 Feb. 2012.
<http://www.sjboces.org/nisl/high%20performance%2090%2090%2090%20and%20beyond.pdf>.

	8:00 am Mtgs - We meet with staff three days a week at 8:00 to go over information that is timely and brief	
Grade-level	Grade-level teams meet weekly for one hour during the early release days. Agendas are a mix of horizontal articulation and addressing needs of individual students.	Grade level chair (Agenda sent to principal)
Department	Departments meet during 4 different early release days, during professional development staff days and during teacher induction to work on vertical articulation	Department chair
Course teams	We do not have course teams. Courses are either taught be a single teacher or are co-taught. Co-teachers have daily common planning time.	Teachers
External PD	We are very selective about external professional development. We currently only work with Uncommon Impact (Teach Like a Champion) and Facing History and Ourselves for external professional development.	Principal makes all decisions on external professional development
PD to support blended learning	Support for our blending learning tools occurs during new teacher induction, and on as needed basis for individual teachers by our Director of Technology.	Director of Technology

Weekly Staff Development
Our professional development schedule is designed in advance but adjusted during the year to meet the needs of teachers as identified through observation and feedback, interim results and collaboratively reviewing student work. Most weeks follow the schedule below called our "regular schedule"

Regular Schedule (Wednesdays)
2:00 - 2:15   School-wide data review
2:15 - 3:15   Grade-level team meeting
3:15 - 3:30   Break
3:30 - 4:15   Admin owned
Note: SPED to have weekly meeting - alternate between 2:15 - 3:15 and 3:30 - 4:15.

We follow the Data Analysis Schedule following each quarterly interim assessment. Teachers use the time to review data together and create re-teach plans or update mastery trackers.
Data Analysis Schedule (4 Wednesdays per year)
2:00 - 2:15 School-wide data
2:15 - 4:15 Data Analysis (9th/10th) and NWEA data meetings (7th)

Roughly four early-release days are dedicated fully to departmental planning time as we have found that activities such as refining curriculum maps and collaborative scoring of student work is best done during longer blocks of time.

Professional development on how to blend online/digital teaching with in-person instruction comes from sharing our own lessons learned, between teachers. Departments facilitate observations between teachers to see up close what is working in different pods, and to seek feedback from colleagues on the use of new technologies and classroom structures. Teachers are invited to present during the portion of the weekly professional development that is owned by the administrative team as best practices are identified that could be employed school-wide. Our Director of Personalized Learning supports teachers individually on how to use data from online programs to inform blended and in-person instructional practices. This data is part of a larger picture that is anchored by quarterly interim assessments and frequent review of daily exit tickets and student work.

In order to maintain a high level of effective PD we have budgeted $800 per teacher for professional development during the course of each school year.

2.4.b.3 Teacher Evaluation

Q. Describe the processes for evaluating school leader, faculty, and staff performance. Describe the protocols, framework/criteria, and/or tools that will be used for conducting evaluations, delivering feedback, and coaching school leaders, faculty, and staff members. Specify who is responsible for overseeing and conducting these procedures. Please explain how the school intends to handle unsatisfactory school leadership, teacher or staff member performance.

*If proposing a **Next Generation** blended learning model, explain how teacher evaluation procedures – including observations, coaching, and analysis of student data (including from blended learning programs) – will be adapted for blended learning and online teachers.*

Developing and evaluating staff is critical to continuous improvement for an organization and is prioritized at Intrinsic. The protocols, framework and tools are aligned with our beliefs, values and goals. All staff members are given a formal evaluation at the end of each year, and receive frequent feedback and coaching throughout the year.

Annual Evaluation
The table below outlines who is responsible for annual staff evaluations:

Position	Evaluated by:
Principal	CEO
School-based administrators	Principal
Teachers	Principal
Culture team	Assistant principal

| Other operational staff | Assistant principal |

The Intrinsic evaluation process is aligned to Paul Bambrick-Santoyo's Seven Levers for Building Exceptional Schools and to the school's annual strategic plan. The evaluation process assigns specific goals from the strategic plan to each staff member based on his or her role. Staff members are evaluated based on their contribution to these levers and to the school's progress on those goals (See Appendix 46_2.4.b.3.)

The teacher evaluation is a cumulative assessment of annual performance. Unlike, CPS district schools, it is not based on a specific observation. Instead, evaluations consider performance over time and reward both performance and improvement. Categories for teacher evaluation include:

Teacher Evaluation Category	Associated Lever
Contribution to school-wide culture	Student culture
Classroom management	Student culture
Instruction	Observation & Feedback
Contribution and Advancement of the Intrinsic Model	Planning
Curriculum planning and development	Planning
Professionalism	Staff Culture

Summative Mid-year Feedback
Before the end of the first semester, each evaluator meets with staff members to provide mid-year feedback. Staff members are required to create mid-year self-assessments. During the mid-year evaluation, the evaluator and staff members compare assessments, progress toward goals and discuss any areas where they are not aligned on the performance rating. Together they adjust goals as needed and review action plans.

Ongoing Feedback
Supervisors provide ongoing feedback to non-teaching staff via weekly 1:1 check-in meetings. Teachers are observed every other week for roughly fifteen minutes. Thirty-minute debrief meetings are scheduled during the teacher's preparatory period the week of the observation. Feedback is delivered as small, actionable steps for improvement. Action steps are recorded in an observation/feedback tracker. Video is used a tool for improvement. Teachers are often videotaped both for their own development and for the creation of exemplars of specific instructional strategies to share during professional development.

Instructional leaders norm their feedback and provide feedback to one another by reviewing teaching video and collectively identifying the highest leverage action steps for the teacher. Leaders also observe each other during feedback sessions (live and via video) and in order provide each other with feedback on their teacher debrief sessions.

Unsatisfactory Performance

Unsatisfactory performance by any teacher or staff member is ultimately addressed by the principal. The CEO will address school leaders demonstrating unsatisfactory performance. Any employee who is not meeting expectations will be informed as soon as the issue arises. In the vast majority of situations, school leaders, teachers and staff are coached to proficiency with intensive support. Teachers are notified by the end of March if they are not going to be asked to return the following year. However, any staff member not being asked to return would have received both feedback and intensive support that didn't yield results. Intrinsic Schools' commitment to transparency means that no staff member should be surprised and not asked to return. Finally, in the unlikely situation that an adult is harming students, Intrinsic would release that staff member immediately.

Adaptations for our Blended-Personalized Learning Model

Note that two categories differ from that of a traditional school. Contribution to the Intrinsic Model is part of the Intrinsic teacher evaluation framework because we want to reward teachers that innovate to better serve students. The evaluation tool rewards teachers for things such as piloting new technology tools, programs or innovative means of differentiation. Secondly, instruction at Intrinsic is evaluated based on a team-teaching model for mathematics, English and special education.

2.4.b.4 Evaluating Effectiveness

Q. Describe the process for evaluating the efficacy of the PD policies, procedures, and offerings.

Thomas Guskey states that there are five critical levels of professional development evaluation.[85] The Intrinsic Leadership Team will use the Guskey levels to evaluate our PD. Upon completing quarterly PD evaluation, the principal will review the evaluations to determine that the PD policies and offerings are meeting the needs of the staff to ensure student success.

Level 1 evaluation looks at participants' reactions and their level of initial satisfaction with the experience. Its purpose is to improve the program design or delivery and is the most frequently used evaluation, measuring areas such as: comfort of participants, participants' views of the presenter, the content, and activities. It's important to use this lens for job embedded professional development, such as professional learning communities, action research, etc., as well as the more traditional workshops or courses. If participants are not satisfied at this level, chances for success are limited.

Level 2 evaluation looks at participants' learning: Did the participants acquire the intended knowledge and skills? The purpose of this level of evaluation is also to improve the program. Participants' learning includes observing demonstrations or modeling of the new practice and being able to practice using the new knowledge with feedback. This level of evaluation should carefully look at these areas.

Level 3 evaluation is particularly important in terms of school improvement because it focuses upon the impact of the professional development on the organizational (school/district) climate and procedures and the level of organizational support and change. The purpose is to improve organizational support, the professional learning culture, and to inform future school change efforts.

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[85] Guskey, T.R. (2000). Evaluating professional development. Thousand Oaks, CA: Corwin Press.

Level 4 evaluation studies participants' use of new knowledge and skills; in other words, the degree and quality of implementation. The purpose here is to document and improve the implementation of program content. When this evaluation occurs will depend upon the expectations for implementation and the duration of the professional development. This can serve formative as well as summative purposes.

Level 5 evaluation looks at student learning outcomes. Has the professional development met the original goals and increased student knowledge, skills or behaviors to the desired extent?

By using Guskey's five levels of evaluation, we think that we will be able to create focused PD that is active and engaging for participants, with ample opportunities for practice and reflection. The results will be having a staff that can collectively work together to make us more informed and better prepared to put our students on paths to postsecondary success.

INTRINSIC SCHOOLS

Domain 3: Operational Capacity

3.1 General Operations

3.1.a.1 Operational Plan, Goals, and Metrics
Q. *Explain how non-academic services will be managed once the proposed school is in operation. In a table, identify quantitative operational metrics and goals for the proposed school for each of its first five years of operation. Discuss how these metrics will be used to monitor progress and guide corrective actions.*

*If proposing a **Next Generation** blended learning model:*
- *Specify which Learning Management System(s) will be employed and for what purposes*
- *Discuss how the school leaders will ensure the school's technology is sufficient for implementing the blended learning model in the following areas: integration of the blended learning initiative with the school's student information system, ongoing information technology support, and ongoing support for the use of technology for instructional purposes*

Operational Plan, Goals and Metrics
Non-academic services will be managed both at the Network and school levels depending on the nature of the activity. For example:
- Financial and compliance related services will be managed by the Network's CFO
- Fundraising services will be managed by the Network's CEO
- Staffing will be managed at the school level by the Principal
- Parent and community engagement will be managed at the school level by the Principal
- Student recruitment will be jointly managed between the school Principal and the Network's CEO or designee

Operational Goals								
Goal	**Metric**	**Area**	**Owner**	**FY18**	**FY19**	**FY20**	**FY21**	**FY22**
Balanced Budget	Financial Statement	Finance	CFO	Meet	Meet	Meet	Meet	Meet
Cash Reserve	Financial Statement	Finance	CFO	30 days cash	30 days cash	30 days cash	30 days cash	30 days cash
Variance to Budget	Monthly Financial Reports	Finance	CFO	+/- 10%	+/- 7.5%	+/- 5%	+/- 5%	+/- 5%
Development Target	Financial Statements	Finance	CEO	$1.75 M	$1M	$500 K		
No Material Weakness in controls or compliance	Audit	Finance/ Compliance	CFO	Meet	Meet	Meet	Meet	Meet
% of Teachers Retained	Staffing Information	Staffing	Principal	75%	75%	80%	80%	80%

Operational Goals								
Goal	**Metric**	**Area**	**Owner**	**FY18**	**FY19**	**FY20**	**FY21**	**FY22**
% of Student Retention During the Year	Enrollment Information	Community	CEO and Principal	95%	95%	95%	95%	95%
Student Demand	# of applicants per seat	Community	CEO and Principal	1.5	1.5	2	2	2
% of Parents Would Recommend Intrinsic to a Friend	Survey	Community	Principal	95%	95%	95%	95%	95%
Parent Workshop Completion	Attendance Records	Community	Principal	25%	25%	25%	25%	25%
Consortium on Chicago School Research	Survey	Community	Principal	60% Green	60% Green	60% Green	60% Green	60% Green

The Intrinsic Schools Network and school leadership team will review the operational outcomes on an ongoing basis. While certain information such as the budget variance will be tracked monthly, most of the operational goals will be measured annually. As soon as information on each goal is available, it will be reported to School leadership, the Network leadership and the Board of Directors. Collectively, the leadership and Board will utilize the reports to determine whether or not the school is operationally on track. In any area where the school fails to meet its operational goals, the leadership will prepare a corrective action plan to present to the Board of Directors for their review and approval. The Board will then monitor the school's progress on the corrective action plan on a monthly basis or until such time that the operational goal in question is met.
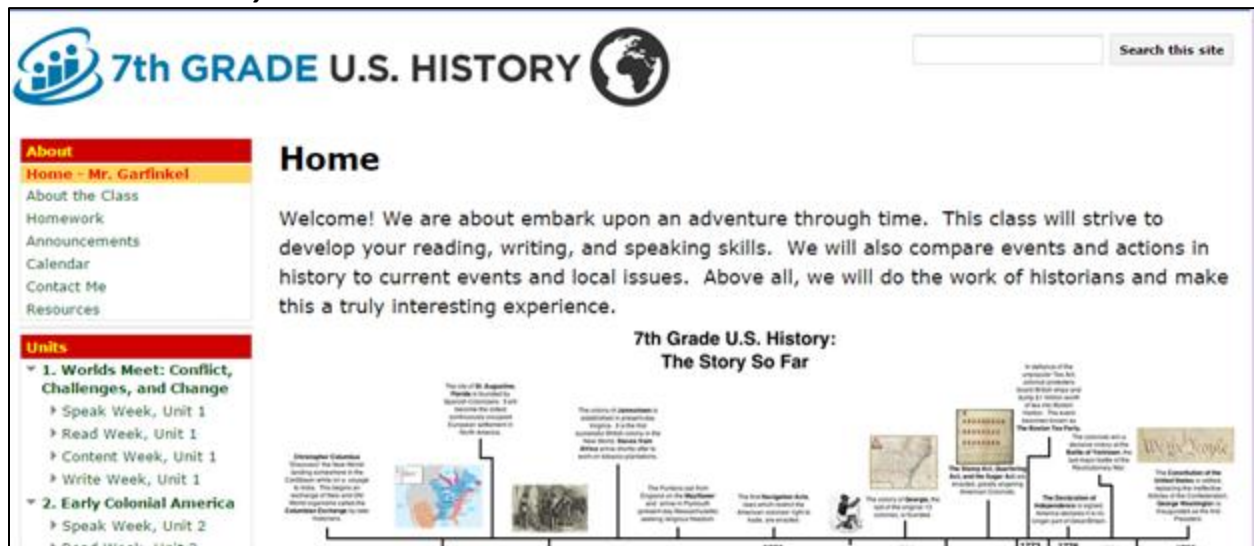
Blended Learning – Learning Management System
Intrinsic Schools does not currently use a Learning Management System (LMS) as the available LMS technology that we piloted did not meet our needs. Instead we use Google Apps for Education to provide teachers and students with the functionality of a LMS. Teachers maintain a Google site for each course they teach, and it houses all resources, assignments, announcements, and class calendars. Please see screen shots of the teacher course sites below:

![Intrinsic Schools logo]

English Language Arts Daily Agenda and Curricular Resources

Student 3/9-3/13	Unit 7 Materials (Students)
TITLE	**TITLE**
Agenda 3/10 Mar 10 Jackie Kaminsky	Gatsby Unit Anticipation Guide
Agenda 3/11	Introduction to Prepositions Practice One
Agenda 3/12 Mar 12 Jackie Kaminsky	Preppy the Puppy
Agenda 3/13 5:30 am Jackie Kaminsky	Vague Pronouns Practice 1
	Vague pronouns intro
Agenda 3/9 Mar 9 Jackie Kaminsky	"Bernice Bobs Her Hair"
	Allusions
	Allusions in The Great Gatsby Explained

7th Grade U.S. History

7th **Grade U.S. HISTORY**

Search this site

About
Home - Mr. Garfinkel
About the Class
Homework
Announcements
Calendar
Contact Me
Resources

Units
▼ 1. Worlds Meet: Conflict, Challenges, and Change
 ▶ Speak Week, Unit 1
 ▶ Read Week, Unit 1
 ▶ Content Week, Unit 1
 ▶ Write Week, Unit 1
▼ 2. Early Colonial America
 ▶ Speak Week, Unit 2

Home

Welcome! We are about embark upon an adventure through time. This class will strive to develop your reading, writing, and speaking skills. We will also compare events and actions in history to current events and local issues. Above all, we will do the work of historians and make this a truly interesting experience.

7th Grade U.S. History:
The Story So Far

Social Science Department Rubrics

Rubrics:

Social Science Rubrics 2014-2015

TITLE
Academic Behaviors Rubric - SS
Social Science Department Homework Rubric
Social Science Discussion Rubric 2015
Social Science Writing Rubrics 2015
Social Studies Speech Rubric 2015

Although the format differs for each of these Google sites, the architecture and functionality is consistent for all of Intrinsic's courses.

Blended Learning – Technology Structures, Supports and Functionality
Intrinsic has designed a network infrastructure that will be consistent across all Intrinsic campuses. The infrastructure is currently in place at our first school building and has met all of our technology needs. Appendix 47_3.1.a.1. illustrates how we have designed our technology infrastructure and its translation into the network applications and end-user experience.

Our network architecture and end user equipment have the following attributes:
- A 250 Mbps fiber connection to our building. This connection in built on hardware that allows us to increase connectivity up to 1 Gbps if we find that we are in need of faster data speeds.
- A managed IT infrastructure where a network operations center (NOC) monitors the health of our network 24/7 with tech dispatch when needed.
- All clients on our network connect via WiFi. We utilize cloud-managed access points (APs) manufactured by Meraki. We have built a high-density wireless network with 1 access point for every 30 users. We have found that utilizing a cloud-managed AP infrastructure allows us to monitor the network via a web-interface that allows changes to be made on the fly without waiting for an appropriate time window during a weekend or holiday.
- 98% of end user devices are Chromebooks with Macs making up the remaining 2% of machines on our network.
- We use a single Google management console where we can make software changes that push down to all clients within minutes of that change being made.
- We connect our student information system (SIS) to our edTech programs via Clever. Clever is a free tool that allows schools to sync their class rosters from their student information system (SIS) to various edTech programs. It can be a frequent struggle for teachers and administrators to keep class rosters accurate with student schedule changes and transfers. Clever solves this by being the connector between the SIS and program. Clever has a newer product called Instant Login that enables a portal for students and teacher to login (via Google) to then access all synced programs with a single click. Each program produces its own data on student usage and progress. We bring this data back into our SIS via a programmatic API or flat-file imports.

IT implementation, maintenance and support will be provided by the Network level Director of Technology and the school level Technology Coordinator. The table shown below demonstrates how this work will be divided.

Intrinsic IT Deliverables	
Network Level - DoT: Director of Technology	
School Level - TC: Technology Coordinator (with student workers)	
End of Year Processing	
TC	Student Chromebook return + repair
TC	Decommission old staff & non-returning students
Beginning of Year Setup	
DoT	Renew software subscriptions
DoT	Purchase hardware for Fall - Client hardware - Infrastructure upgrades
TC	Master schedule pt. 1 - Calendar - Time blocks

DoT	Import students into Illuminate
TC	Master schedule pt. 2 - Teacher schedules - Student schedules
TC	Unpack, setup, & inventory new machines
TC	Install & Setup miscellaneous new solutions
DoT	Create and provision accounts
Both	Update training resources, prep for sessions
TC	New teacher Chromebook distribution
Both	Staff IT trainings and support
DoT	Update Dashboard for new school year
Back to School	
TC	Student Chromebook and login distribution
TC	Additional capacity toward support
eRate	
DoT	Board approval of CIPA policy
TC	Parent, student, and teacher tech surveys
DoT	File 470 and accept bids
DoT	File 471 choosing vendor
Admissions and Enrollment	
DoT	Revise & post inquiry form for following year
DoT	Revise & post application for following year
Both	Prep IT processes for enrollment day events
Grades	
Both	Two week progress reports support
Both	Semester 1 grades support
Both	Semester 2 grades support
Miscellaneous	
TC	Inventory IT assets
TC	Mouse Squad
DoT	Mac OS X image building
TC	Routine software maintenance on Macs
Both	Software licensing compliance
DoT	Staff account management
Both	Server maintenance
Both	Staff training as needed
TC	Client hardware maintenance
TC	Student accounts/roster maintenance

We provide our teachers with ongoing support for the use of technology in the classroom. We provide three weeks of professional development prior to the beginning of the school year every August. We typically roll out Chromebooks to students during the 3rd week of school to allow us additional time to train teachers prior to tech being put in a student's hands. Throughout the school year, we provide large group, small group, and individual in-person technology training and professional development. We also keep an internal knowledge base with answers to frequently asked questions so teachers can find

answers to common questions without having to wait for IT to provide a response. We also subscribe to a Help Desk ticketing system called Zendesk which allows IT and staff to track all requests, escalate where needed, and answer within specific timeframes set up in our service level agreements.

3.1.a.2 Start-Up Plan

Q. *Provide a timeline and schedule for the activities your team will undertake in the planning year(s) to ensure a successful school opening. The plan should address the wide range of activities required to successfully open a new school, clearly cite which staff member(s) are responsible for overseeing completion of the task(s), and identify start dates and deadlines for the completion of each task.*

The proposed school is a replication of Intrinsic's first school that opened in Fall 2013. As such, Intrinsic Schools already has many of the systems in place that one would normally expect to see in the start-up plan for a new school. For example, we have already developed tools such as the student handbook and have secured employee benefits. Therefore, the following start-up plan is an abbreviated version of a typical plan.

Category	Task/Activity	Owner	Timeline	Cost
Facility	Identify site for third school	CFO	9/2015 – 12/2015	N/A
Facility	Negotiate facility purchase	CFO	10/2015 –1/2016	$25,000
Facility	Secure facility financing	CFO	10/2015 – 3/2016	N/A
Facility	Complete architectural plans for new facility	CFO	12/2015 –6/2016	Included in total construction budget of $22M
Facility	Zoning and permitting	CFO	6/2016 – 9/2016	Included in total construction budget of $22M
Facility	Construction	CFO	9/2016 – 6/2017	Included in total construction budget of $22M
Staff Hiring	Cultivate teacher relationships	Principal & CEO	10/2016 -12/2016	N/A
Staff Hiring	Launch full hiring process	Principal & CEO	1/2017	
Staff Hiring	Conduct full hiring process (see section 2.4.a)	Principal & CEO	1/2017-5/2017	$10,000
Staff Hiring	Target for all hiring to be completed	Principal & CEO	5/2017	NA
Student Recruitment	Launch student recruitment campaign (see section 3.1.a)	Principal and Network Staff	09/2016	NA
Student	Attend high school	Principal and	9/2016-6/2017	Negligible

Recruitment	fairs and student recruitment events	Network Staff		
Student Recruitment	Make presentations to elementary school students and counselors	Principal and Network Staff	9/2016-3/2017	NA
Student Recruitment	Hold information sessions for 8th grade counselors	Principal and Network Staff	9/2016-3/2017	NA
Student Recruitment	Hold open houses	Principal and Network Staff	9/2016-3/2017	NA
Student Recruitment	Hold student lottery	Principal and Network Staff	3/2017	NA
Student Recruitment	Notify parents of admission status	Principal and Network Staff	3/2017	NA
Student Recruitment	Register students	Principal and Network Staff	4/2017-8/2017	NA
Secure Non-educational Services	All necessary non-educational services are already in place including food service, payroll, accounting, procurement, insurance, personnel policies, school policies and procedures, etc.			
Board Development	The existing board will remain in place as described in response to section 3.2.b. As such no board development activities are planned for the launch of our second school.			

3.1.a.3 Student Enrollment
Q. *Provide an enrollment chart for the first five years of the proposed charter school contract citing the enrollment capacity for each grade. Discuss attrition assumptions, grade configurations, etc.*

The following enrollment chart represents the maximum enrollment capacity for each grade, which is significantly higher than the planned enrollment per grade. This provides us with the flexibility to serve additional students should our attrition rate be significantly lower than anticipated and/or there is a significantly larger demand for enrollment in 7th grade than projected. Our staffing structure and pod configuration can accommodate up to 200 students per grade level and the facility will be designed to afford us the flexibility to serve additional students should either of these outcomes occur.

Maximum Number of Students					
Grades	**Year 1 2018**	**Year 2 2019**	**Year 3 2020**	**Year 4 2021**	**Year 5 2022**
7	200	200	200	200	200
8	200	200	200	200	200
9	200	200	200	200	200
10		200	200	200	200
11			200	200	200
12				200	200

| Total Students | 600 | 800 | 1,000 | 1,200 | 1,200 |

The planned enrollment, which is represented in our budget and throughout this proposal is as follows:

Planned Number of Students					
Grades	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022
7	100	100	155	160	160
8	30	100	100	155	160
9	195	195	195	195	195
10		180	180	180	180
11			165	165	165
12				150	150
Total Students	325	575	795	1,005	1,010

Grade Configurations

Intrinsic has a unique grade configuration as a result of our pod classroom structure. As a fully departmentalized school, each teacher will see every student in his or her grade regularly throughout the week. Teachers in both English and math share responsibility for students with their co-teachers. Pods have approximately 65 students served by two general education and one special education teacher. Other classes have a more standard 1:30 teacher-to-student ratio.

In Year 5, we project a middle school with a slightly smaller grade level cohort than the high school. We have designed the school in this manner in order to retain capacity for the large number of families who are seeking 9th grade seats. Furthermore, we allow ourselves four years to grow to 160 students entering in 7th grade because this is not a typical entry grade for Chicago and we allow for the reputation of the school to build within the community.

Attrition

We anticipate that we will have little, if any, attrition between 7th and 8th grade based on our experience in the first Intrinsic School. We will enroll new students in 8th and 9th grade to fill seats for any attrition that occurs. Additionally, we anticipate slightly less than a 10% attrition rate in the high school grades.

3.1.a.4 Student Recruitment
Q. Discuss strategies to recruit the targeted student population. How will the school attract and retain all students, including those with disabilities, students with Individualized Education Plans (IEPs), English Language Learners (ELL), and students in temporary living situations?

Intrinsic Schools has been highly successful in our recruitment efforts for the first Intrinsic School. Although we are only in our second year, we received approximately 736 applications for 285 seats for the 2015-2016 school year. Our recruitment plan for the proposed school will follow the practices we use for our existing school, which are broken out into three stages:

- APPLICATION (September-February)
  - Reach out to both K-6 and K-8 area elementary schools and establish relationships with the principals, teachers and counselors

- - Host information sessions for counselors
  - Request their assistance in setting up presentations to 6th and 8th grade students and parents
  - Hold informational meetings for students and parents
  - Host monthly tours, open to the general public
  - Offer shadow days to interested students
  - Attend high school fairs and student recruitment events within the community
  - Work with local businesses, associations and community leaders to introduce ourselves directly to prospective parents in the community
  - Hold open houses for 6th and 8th grade students and their families
  - Produce informational videos and share on our website, across social media, and via available partner and pay media streams
  - Targeted advertising (website/newspaper ads, billboards, social media, community publications, snail mail, neighborhood flyers.)
  - Work with current Intrinsic families to notify and educate potential families
  - Maintain targeted lists of potential families — regardless of grade level — compiled via interest forms, open houses, and retail efforts, and keep them notified on our enrollment cycles
- CONFIRMATION (March-May)
  - Lottery
  - Enrollment Day
- FOUNDATION (June-August)
  - Orientation Day
  - Summer Connection
  - Welcome Week

In alignment with our mission and vision, we have found that the approach described above attracts a diverse student body that mirrors our targeted student population.

Due to the personalized nature of our instruction, we have found that students with disabilities, ELLs, and students who are at-risk are notably interested in attending Intrinsic. In fact, at our existing school, students with disabilities make up more than 20% of our student population and approximately 83% of our students qualify for free or reduced price lunch. We will continue to encourage all students to apply to Intrinsic, including students with disabilities, ELLs, students who are at-risk, and students who are homeless. Intrinsic Schools welcomes all students and does not discriminate in its recruitment practices. We do not ask students for any information regarding their special education, ELL or living situation during the application process and we encourage partnering elementary schools to refer all students including those with IEPs, English Language Learners, and students living in temporary living situations.

3.1.b.1 Application and Enrollment Policies
Q. *Please describe the proposed school's application, enrollment, and registration policies and procedures for all students. Outline the requirements for parents and students to apply to the proposed school, explain how the proposed school will conduct its lottery if over-subscribed, and specify how students will register once enrolled. Explain how the proposed school will ensure that the application, enrollment, and registration policies are in compliance with the Illinois Charter School Law and Illinois School Code.*

In accordance with Charter School Law and Illinois School Code, Intrinsic Schools will follow the following application, lottery, enrollment, and waitlist policies for the 2017-2018 school year.

Intrinsic Schools
Application, Lottery, Enrollment and Waitlist Policies
School Year 2017-2018

Application Policy

Applications for the 2017-2018 school year will be available as of September 1, 2016. Applications can be obtained in any of the following manners:

- Intrinsic Schools website
- At student recruitment events
- In person at Intrinsic Schools first campus located at 4540 W. Belmont Ave.

Applications may be submitted online, in person or by mail. Applications must be received by March 6, 2017 to be included in the lottery.

Lottery Policy

If there are more applications received than seats available, Intrinsic Schools will hold a randomized lottery. The Intrinsic Schools lottery will be held at 4540 W. Belmont Ave on March 13, 2017 at 2pm.

All applications received by the deadline will be entered into SchoolAdmin, a computerized admission and enrollment system that will be used to administer the Intrinsic Schools' lottery and maintain the Intrinsic waitlist.

The randomized lottery provides an equal chance at admission for all applicants. However, in an effort to keep families together, the Intrinsic Schools lottery will give preferential treatment to siblings

- If there are fewer siblings than open seats, these siblings will be automatically accepted in the lottery. If there are more siblings than open seats, a sibling specific lottery will be run. Any siblings not accepted will be given the first seats on the wait list.
- Siblings applicants (brother/sister applicants that do not have sibling relationship to a current Intrinsic student) will also be given preference. If one sibling is accepted in the lottery, his/her sibling(s) will also be granted a seat.
  - If younger sibling is accepted, this will trigger SchoolAdmin to automatically grant a seat to older sibling(s).
  - If older siblings is accepted, the lottery for younger sibling's grade will be adjusted such that an enrollment seat will be added and given to the younger sibling.

The lottery will be broadcast in the school's multipurpose room and will be a public event, which can be attended by applicants and individuals representing Chicago Public Schools (CPS). Furthermore, the lottery will be videotaped, including a time/date stamp. Copies of the videotape will be submitted to CPS within 10 days of the lottery. Intrinsic Schools will also maintain a copy of the videotape.

Enrollment Policy

Immediately following the lottery, applicants will be notified of their acceptance or position on the Intrinsic Schools' waiting list in writing by mail and electronically by email. All applicants selected for enrollment by the lottery will be required to accept the seat within a fixed number of days.

Intrinsic Schools will request that all students who accept enrollment participate in the following activities:

- Attend an enrollment and orientation session
- Provide information and or complete documentation such as:
    - Proof of residency
    - Birth certificate
    - Physical exams and immunization records
    - IEP (if applicable)
    - Emergency contact information
    - A media consent form
    - A technology acceptance form
- Pay the annual student book/supplies fee or agree to a payment plan
- Participate in NWEA MAP testing
- Provide a writing sample

However, students will not be required to participate in any of the activities listed above as a condition of enrollment. All enrolled students will have the choice whether or not the wish to participate in any or all of the Intrinsic Schools' intake activities.

Waitlist Policy
All applicants who are not selected for enrollment by the lottery will be placed on a waitlist in the order assigned by the randomized lottery. Should seats become available after the enrollment deadline, Intrinsic Schools will offer enrollment to waitlisted applicants according to their waitlist position. The waitlist will be updated on a continuous basis and will be maintained within the SchoolAdmin system.

Intrinsic Schools will submit updated waitlists to CPS as required by law on a quarterly basis.

3.1.b.2 Transportation
Q. Briefly describe how the school will meet the transportation needs of all of its students, including low-income and at-risk students, students with disabilities, and students who are homeless.

Intrinsic Schools will select a facility that is easily accessed by public transportation. As such, transportation will not be provided. We have, however, set aside $15,000 in the budget to provide CTA passes to homeless students and their families as well as to students who cannot afford to take public transportation to and from school each day. These funds will be used in emergency situations only. Further, should students with disabilities require transportation services, Intrinsic Schools will coordinate the provision of the necessary transportation with CPS.

3.1.b.3 ADA Compliance
Q. The American with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act prohibit discrimination on the basis of disability and requires accessibility in all aspects of school operations, including employment, buildings, programs and activities, communications, and information technology. Briefly describe the processes the school will implement to ensure ADA compliance. (Note: For additional information on ADA compliance requirements, please see the ADA Guidelines & Services document located in the Resources Section of the ONS website, www.cps.edu/2014RFP.)

Intrinsic Schools has developed all necessary policies and procedures to ensure that we are fully ADA and Section 504 compliant. These policies will be overseen by the CEO and the CFO and informed by human resource professionals and the school's lawyers. The following table designates the staff member who is responsible for ensuring that each category of school operations remains compliant with ADA and Section 504 requirements at all times.

ADA and Section 504 Compliance Activity	Staff Member Responsible
Employment Practices, including addressing accommodations in hiring and employment	CEO
Policies, Practices & Procedures, including making reasonable modifications if necessary to accommodate persons with disabilities	CFO
Buildings & Activities, including ensuring relocation of activities from any inaccessible room or space identified on the ADA report and obtaining accommodations for parents or visitors to school events who have hearing or visual impairments	CFO
Communications & IT, including insuring that the proposed school website and all information technology in the proposed school, including hardware, software, and web-based applications are accessible to persons with disabilities	CFO

Section 3.2.a Governance

3.2.a.1 Structure
***Q.** Describe the structure of the governing Board at the proposed school. (If an existing Chicago replicator, describe if/how the structure of the Board will adapt to support the additional grade configurations and/or the new school/campus.) Identify any proposed Board officer positions, committees, or advisory councils –including those with parent members—and explain their role, planned membership, and reporting structure as they relate to the governing Board and school leadership.*

The Intrinsic Schools Board of Directors holds ultimate responsibility for the operation, fiscal health and academic achievement of all of the Intrinsic Schools. The Board is composed of a minimum of 5 and a maximum of 10 voting directors. In addition, the Intrinsic Schools CEO serves as an ex officio, non-voting Board member. Board members demonstrate a personal connection with and commitment to the mission, values and culture of the Intrinsic Schools, and represent diverse expertise and skill sets of high value to the organization, including strategic planning, education, finance, law, fundraising/development, human resources, technology, operations and community engagement. Directors are elected for staggered three-year terms with approximately one third of the Directors up for election each year, with the exception of the CEO who will serve as a nonvoting Board member for the duration of his/her employment as the CEO.

The officers of the Corporation shall consist of a Chairperson of the Board of Directors ("Chairperson of the Board" or "Chairperson"), a Chief Executive Officer ("CEO"), a Secretary, and a Treasurer.

Chairperson of the Board

The Chairperson of the Board shall preside at all Board meetings and shall exercise and perform such powers and duties as the Board may assign from time to time.

Chief Executive Officer

Subject to such supervisory powers as the Board may give the Chairperson, and subject to the control of the Board, and subject to the CEO's employment contract, the CEO shall be the general manager of the corporation and shall supervise, direct and control the corporation's activities, affairs and officers as fully described in any applicable employment contract, agreement or job description. The CEO shall supervise and be principally responsible for the day-to-day administrative management of the Corporation, and ensure that all corporate functions are adequately carried out. Unless the Board requires otherwise, he or she shall sign, with the Secretary or any other officer of the Corporation authorized by the Board, such documents and deeds of the Corporation as necessary or appropriate including, but not limited to, mortgages, bonds, contracts, or other instruments which the Board has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board or by these bylaws to some other officer or agent of the Corporation, or shall be required by law to be otherwise signed or executed, and in general, shall discharge all duties incident to the office of Chief Executive Officer and such other duties as may be assigned to him or her by the Board from time to time.

The CEO shall be an ex officio non-voting director of the Board. The duties and responsibilities of the CEO shall include: (a) carrying out all policies established by the Board; (b) preparing an annual budget showing expected revenue and expenditures as required by the Board; (c) selecting, employing, training, controlling and discharging all other employees of the Corporation; (d) attending all meetings of the Board; (e) supervising the business affairs to insure that funds are collected and obligations are paid out in a timely and advantageous fashion; preparing and presenting to the Board regular reports reflecting accomplishment of corporate goals and the Corporation's mission.

Secretary

The Secretary shall: (a) be responsible for the keeping of the minutes of the Board and committee meetings in one or more books provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these bylaws or as required by law; (c) be custodian of and maintain copies of all corporate records, including all notices and voting records, whether in electronic or paper form; and (d) in general, discharge all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the CEO or by the Board. In the event that the electronic communication, such as email, is used for notice of meetings and voting on informal actions pursuant to Article V, Sections C and G respectively, the Secretary shall maintain signed consents for every director and other individual entitled to notice under these bylaws. Said consents shall include: (1) express authorization to receive notice by email or other electronic communication; (2) the preferred electronic address for the Corporation to communicate with the individual; and (3) contain such additional information as may be requested by the Board of Directors.

Treasurer

The Treasurer shall: (a) monitor the financial books of the Corporation; (b) keep regular books of account and make them available for inspection at all times to the directors of the Corporation; (c) render to the Board from time to time as may be required of him or her, an account of the financial condition of the Corporation; and (d) in general, discharge all duties incident to the office of Treasurer, and such other duties as may be assigned to him or her by the CEO or by the Board. The Board has the power to appoint committees and to delegate to such committees authority generally reserved to the

Board, provided such authority is not in violation of the bylaws or other applicable laws. A committee with corporate authority must have two or more directors and a majority of its membership must be directors. The Board may also appoint committees without corporate authority, whose purpose will generally be investigating, reporting and advising the Board on certain activities and programs as well as making recommendations to the Board or officers for approval. A committee without corporate authority need not include directors or officers of the corporation.

The Intrinsic Schools Board has the following working committees:

- **Governance** – The Governance Committee will be responsible for membership, continuity and effectiveness of the Board. Specific responsibilities will include identifying skill sets and other criteria needed on the Board, identifying, screening and nominating new Board members, orienting new Board members, annually assessing and evaluating both the Board as a whole as well as individual Board members and succession planning at the Board level. Additionally, the Governance Committee will create a process for selecting, supervising and evaluating the Intrinsic Schools CEO.
- **Education** – The Education Committee will work with the CEO and the instructional staff to assess and monitor the performance of all school programs, both curricular and extra-curricular, to ensure alignment with state standards and the charter. This information will be presented to the Board at each meeting to assist the Board in its academic oversight of the Intrinsic Schools. The Education Committee will also support and advise staff regarding proposed programs and policies and facilitate their implementation. Finally, the Education Committee will work with staff to identify the technological needs of the organization and work with the Facility Committee, as appropriate, to ensure that the proper infrastructure is built and maintained.
- **Finance** – The Finance Committee will assist the Board in its financial oversight duty by recommending financial policies and monitoring their implementation. The Finance Committee will oversee the organization's annual financial audit. While ultimate responsibility for review of monthly financial statements and approval of the annual budgets and audits as well as investments and indebtedness will lie with the full Board, the Finance Committee will monitor the organization's financial records, oversee the creation of the financial statements for presentation to the Board, work with staff to refine proposed budgets for presentation to the full Board, monitor budget implementation and financial procedures, monitor compliance with reporting requirements, recommend the auditor to the full Board and review the audit.
- **Development** – The full Board will set the annual fundraising agenda with clear strategies and goals. The Development Committee will work with other staff to plan and implement the fundraising program, and to get the Board involved in fundraising, educate and support the Board on fundraising techniques, and keep the Board informed on the organization's fundraising activities. The Development Committee will also be integrally involved in identifying, cultivating and approaching major donors. Additionally, the Development Committee will plan special events to raise funds for and awareness of the Intrinsic Schools and our mission. Finally the Development Committee will assist in the development of strategic partnerships with community and other organizations with overlapping values as the Intrinsic Schools.
- **Facility** – The Facility Committee will work with the CEO and other school leaders to identify and negotiate the terms for each Intrinsic School building, plan and oversee the build-out of the various school spaces in accordance with the organization's goals and plans, and work with staff to review and plan building and facility needs from year-to-year.

The structure of the Board of Directors was created with the vision of developing a network of Intrinsic charter schools. As such, the structure will not change with the addition of the third Intrinsic campus.

3.2.a.2 Progress Monitoring
Q. *Clearly articulate the procedures that the Board will use to continually monitor academic, financial, operational, and legal compliance metrics. Describe any policies or procedures that will help ensure that Board meetings are conducted in an efficient, timely manner.*

The Intrinsic Schools Board is ultimately responsible for the effectiveness and success of each of the Intrinsic Schools. While the staff of the CMO and individual schools is charged with the day-to-day management of the schools, the Board sets long-term goals and strategy, provides current oversight of the finances and programs of the school and ensures compliance with applicable laws, the bylaws and the charter.

- **Academic Oversight** – The Board, working with the CEO and school staff will set academic goals for each year. The CEO and school staff will design curriculum, implement programs, allocate resources and collect data. The Education Committee, a Board committee, will support the CEO and school staff in their work. At each Board meeting real-time data on student performance will be presented to the Board, and adjustments to academic programs and/or resource allocation will be considered on a frequent basis in line with the Intrinsic value of continuous improvement.
- **Financial Oversight** - Prior to the beginning of each fiscal year, the CEO will present an annual budget to the Board for approval. The Board will review and approve the annual budget for each school and for the organization as a whole, and any material changes to the budget will require the Board to approve an amended budget. At each Board meeting, the Board will be presented and will review the financial statements of each school and the organization. The Treasurer of the Board and Finance Committee will monitor the school's financial health and activities on a monthly basis. The Board will hire an auditor and review and approve the annual audit of the organization. At each meeting the Board will also receive updates regarding each facility and its operations. The Board will also approve all financial policies that set the processes and controls for contracts, expenditures, and internal control.
- **Operational and Legal Oversight** –The Facilities Committee of the Board will provide oversight for all activity related to acquiring and constructing new school buildings. During the construction of an Intrinsic Schools' facility, the Facilities Committee will meet regularly with the CEO and CFO to review the construction budget and schedule. The Facilities Committee of the Board will also ensure that all construction meets ADA and Section 504 requirements.

  The Finance Committee of the Board will recommend operating policies and procedures to the full Board to ensure that the Intrinsic Schools meets all CPS, State and Federal compliance requirements. Twice a year, the Finance Committee of the Board will review the full set of Intrinsic policies and procedures to verify that they are complete, comprehensive, and meet all applicable laws. As necessary, the Board will retain an external lawyer to review the policies in part or in their entirety.

- **HR Oversight** – The Board will hire, set the salary and benefits for, and evaluate the CEO. Through the Governance Committee the Board will work with the CEO to set annual goals and periodically provide feedback on progress toward those goals. The CEO, in turn, will hire and propose the salary for each school Principal and each other employee reporting to the CEO. The Board will, based on recommendations from the CEO and school staff, approve salary schedules during the budget process. The Board will also set major policies and procedures for school operations and HR matters.

- **Outreach and fundraising** – The Board will set the schools' mission, monitor the performance of the schools and take necessary actions to ensure that the schools remain true to their mission and charter. Board members will make a personally meaningful financial contribution to the organization each year and will support all major fundraising campaigns. Board members will raise public awareness regarding and fundraise for the organization – including making introductions to their personal networks. Finally, Board members will use their expertise and skills to assist the organization as appropriate.

Each spring, the Board will hold an annual retreat during which it reviews the prior year's strategic plan and either update the plan or, if necessary, create a new strategic plan for the upcoming school year. The strategic plan will include clear and measurable goals, which the Board will use to monitor the school's academic, financial and operational progress throughout the school year.

Prior to each board meeting, the CEO will prepare a board packet for board members to review. To facilitate the Board's review of data necessary to evaluate the school and network performance, the packet will include a report on the school's performance against the annual strategic plan and provide supporting documentation such as academic achievement data, financial statements and parent surveys, to name a few. In addition, the packet will include other customary materials such as previous meeting minutes, documents requiring board approval and reports from the standing Board Committees.

Appendix 19_2.2.b.4. represents our 2014-2015 Strategic Plan against which the Board monitors Intrinsic's progress. We anticipate that the Intrinsic Board will continue to utilize a similar format during the term of the proposed school.

3.2.b.1 Board Experience
Q. CPS expects that by the time of Tier 1 proposal submission, design teams will have identified at a minimum the proposed Board Chair and at least two other directors. CPS strongly encourages applicants to have identified at least one founding Board member with close ties to the proposed community. CPS highly encourages design teams to have identified at least a sufficient number of Board members to comprise a quorum of the Founding Board by the time of submission. Please identify who will fill these roles, as well as any other founding Board members already identified, and discuss their qualifications to serve on a public charter school Board.

The Intrinsic Schools' Board of Directors has extensive leadership and oversight experience in both the corporate and non-profit sectors. They have demonstrated a strong commitment to the school in both time and resources and have contributed their expertise in key areas such as strategic planning, education, finance, law, fundraising/development, human resources, technology, and operations. Following are brief bios for each board member:

Jim Frank, Chairman of the Board – In his capacity as President and CEO of Wheels Inc., Frank has led the international corporation to great success. Frank has been an innovator in the fleet management industry by designing and implementing the first IT systems that aggregated large amounts of data for improved fleet management. Frank has also been an industry leader, helping to shape regulatory and legislative issues affecting fleets. In addition to his role as Board Chair for Intrinsic Schools, Frank is currently Vice Chairman of the Board of Trustees of the University of Chicago Hospitals, a member of the Board of Trustees of the University of Chicago, Chair of the Finance Committee of the Field Museum

of Chicago. He also serves on the Board of the Illinois Network of Charter Schools (INCS) and on the Board of Overseers at Northwestern University's Kellogg School of Management.

David Epstein, Treasurer of the Board – Epstein is an entrepreneur with diverse experiences including in the areas of strategy, organizational management, start-up execution, finance and trading, law, real estate and construction. Epstein is a current Board member and has been an integral member of the design team to date making major contributions in strategy, governance and facility related matters. His broad range of expertise working with diverse organizations makes him a valuable Board member.

Harriet Meyer – Meyer, M.A., is a nationally recognized leader in shaping public policies and creating innovative programs that help young, at-risk children and their families. In two decades as President of the Ounce of Prevention Fund, she established the organization as a national leader in advocating for and providing effective, research-driven early childhood education. Meyer has helped to shape policy, programs and funding for early childhood at both the state and national levels. Meyer also currently serves on a number of philanthropic and civic organization Boards. Meyer's experiences managing a highly successful education non-profit organization, education advocacy and Board experiences will make her a valuable addition to the Board.

Jim Palos – Palos most recently served as the president of Wright College, the largest of the City Colleges of Chicago. In 2002 Palos founded and served as the first president of the Institute for Media and Entertainment (now a part of IESE Business School). The Manhattan-based school provides management education for media and entertainment executives. Previously Palos founded the Latino Education Alliance, an initiative to improve educational opportunities and outcomes for Latino students in Illinois. Palos received his BA from Columbia University in New York and his MBA from the Kellogg School of Management. Palos is a member of the Alumni Council for the Kellogg School. For six years Palos was a member of the Illinois State Board of Education. He is a past Fellow of Leadership Greater Chicago, and served as president of the alumni board for the organization. He was selected by *Crain's Chicago Business* for its "40 under 40" listing.

Justin Manly - Manly is a Principal in the Chicago office of The Boston Consulting Group. He works primarily with Consumer Products companies in strategy and operations. He is a core member of the Consumer and Strategy practice areas and is an Innovation Strategy Topic Expert. Prior to joining BCG, Manly worked at Piper Jaffray where he focused on wealth management and institutional fixed income sales. He also spent time in the technology investment-banking group at Merrill Lynch. Manly holds an MBA with high distinction from the Ross School of Business at the University of Michigan. He also earned his Bachelor's Degree in Economics from Dartmouth College.

Josh Tolman -Tolman has spent the last twenty years building quality software solutions for companies and consumers, with the last ten years focused on starting, growing, and selling Greenline Financial Technologies, a global electronic trading software company. Most recently, Tolman has shifted his focus towards education technology, serving as CTO of ThinkCERCA, an online provider of award-winning tools and resources to help schools personalize critical thinking instruction. Prior to becoming a member of the Board, Tolman also served as a strategic technology advisor for Intrinsic, and also serves on the board of CameronTec Americas. Tolman holds a BS in Computer Science and MBA in International Business from Washington University in St. Louis.

As our Board of Directors will oversee a network of schools across Chicago, we have not added community members with ties to each of our campus locations. However, Jim Palos is a Humboldt Park

native and was President of Wright College, which is located on the Northwest Side. He has a deep understanding of the Northwest Side community and will play an important role in providing other Board members with insights into the community profile, needs and assets.

3.2.b.2 Board Composition
Q. Identify the desired composition of the governing board, including key skills and constituencies that will be represented. (If an existing operator is proposing a new school/campus or additional grade levels, describe any additional skillsets that the Board may try to acquire to support the growth and/or any professional development that existing Board members may receive.) Note: Charter schools are required to describe the nature and extent of parent, professional educator, and community involvement on the Board (105 ILCS 5/27A-7(10)).

As described above, Intrinsic Schools has a robust board with extensive experience across a wide range of professions, including a professional educator. They possess a skill set that has served Intrinsic well during its first years of operation and we are confident that they have the skills, resources, and networks to continue strong oversight and governance of our growing organization. The Board will receive professional development related to working with the community in which the third school is located. Portions of bi-monthly board meetings and annual retreats will include sessions and trainings related to key community attributes, assets and needs.

Please note that we do not intend to include a parent on the Board of Directors however, we will establish a Parent Advisory Council which will meet with the Board Chair on three times per year and will be encouraged to attend all board meetings.

3.2.b.3 Board Recruitment
Q. Provide a plan and timeline for recruiting a governing board prior to school opening and thereafter that represents the diverse skill sets, experience, and backgrounds required for rigorous school oversight, in particular Board members with skill sets that are not yet represented on the founding Board. Identify any existing relationships with individuals or organizations that the design team can leverage as it develops its founding board.

At this time, we do not intend to add additional board members. As stated above, we believe that the existing board has the diverse sill sets, experiences, and backgrounds required for rigorous school oversight.

3.2.b.4 Selection
Q. Specify the process by which board members have been selected and will be in the future.

As described above, Board members will be identified, screened and recommended by the Governance Committee and elected by the Board as a whole. Prior to selecting a new Board member, the Governance Committee will review the current makeup of the board and determine what, if any, skill and experience gaps exist at that time. The Committee will identify potential board members accordingly and will work toward strengthening the Board composition by selecting individuals who:
- Are seasoned for profit or non-profit professionals
- Have prior experience serving on non-profit boards
- Are committed to the mission and vision of our school

- Are willing to provide the school with time and resources
- Have the capacity for rigorous educational, operational and financial oversight

Once identified, potential board members will meet with the Intrinsic CEO, a member of the Governance Committee, and tour one of the Intrinsic campuses to ensure that they are aligned to our mission and vision. The governance committee will then recommend potential board members to the entire board for election.

3.2.b.5 Board Transition
Q. Discuss the design team's role in interacting with or participating in the founding Board during the start-up of the school and after school opening. Describe a transition plan and associated timeline as the founding Board becomes the "working" Board.

As we are an existing network, our board has already transitioned from the founding board to the working board.

3.2.b.6 Training
Q. Describe any orientation and ongoing training that Board members will receive, including a timeline for training and topics to be addressed.

In line with the Intrinsic model of continued learning across all levels, the Board will also keep an eye toward education and growth for itself. During the introductory phase, potential new Board members will receive information regarding Intrinsic Schools and its model, mission, goals and structure, along with details regarding Board member expectations and commitments. New Board members will receive information and materials regarding the financial state of the organization (budget, recent financial statements, development goals, etc.), academic measures and current performance data and governance materials (Bylaws and Minutes). New Board members will be expected to complete Open Meetings Act training and any other training required by law or by the organization. From time to time, the Board may request school management or an outside party to provide training to the Board on various topics that would be beneficial. Board training will occur on an as needed basis. As such, we do not have a timeline for Board training. Some potential areas for training are education and curriculum models and strategies, charter law and trends, development strategies and nuances in financial accounting that might affect the organization, etc.

3.2.b.7 Board Self-Evaluation
Q. Explain how the Board will evaluate its own effectiveness on an ongoing basis. What expectations will there be for board membership and what clear, measurable goals and metrics will the Board utilize to evaluate itself? What actions would trigger removal from the board and what process would guide removal?

Throughout the year and at Board meetings, the Board will receive information and updates that reflect on its effectiveness, including academic, financial, and operational and development reports on the organization and individual schools. Additionally the Board intends to formally reflect on its effectiveness, both collectively and individually, on an annual basis at the annual Board retreat.

The Board will measure its performance on many levels, including the academic, operational and financial performance of the organization and schools. The Board will utilize the Corporate Fund Board

Self-Assessment Questionnaire which provides Boards with a tool to measure their strengths and weaknesses across twelve dimensions including:

- Board and staff roles
- Policy making practices
- Planning practices
- Fiscal management practices
- Fundraising practices
- Board structure and practices
- Board committees
- Board meetings
- Board membership and orientation
- Board executive relationship
- Monitoring and evaluation practices
- External relations practices

In the event that a Board member is no longer able to support Intrinsic's mission and vision, we would ask him/her to resign from the Board. If the member does not resign, the Governance Committee would be asked to make a recommendation to the entire Board regarding possible removal. According to our bylaws, Board members may be removed with or without cause at any time by resolution adopted by the Board. Furthermore, the bylaws stipulate that any board member who fails to attend three consecutive meetings without an excused absence, may be removed from the board at the discretion of the remaining directors.

3.2.c.   Board Legal Compliance and Ethics Policies

3.2.c.1 Board Transparency
Q. *Specify where and how frequently the Board plans to meet. Describe the procedures that will be in place to ensure compliance with the Open Meetings Act and the Freedom of Information Act.*

The Board will meet on a bi-monthly basis. The location will rotate between each of Intrinsic's campuses. The Board will fully comply with both the Open Meetings Act and the Freedom of Information Act and hold staff responsible for ensuring that the school is fully compliant with both of these laws. All Board members and senior management will take the Illinois Attorney General's online training for both the Open Meetings Act and the Freedom of Information Act. In addition, during the annual retreat, Board members will review the requirements of the Open Meetings Act and the Freedom of Information Act. Should the Board or senior management have questions related to either of these laws, Intrinsic will seek counsel from one of the organization's lawyers.

3.2.c.2   Ethics Policy
Q. *Please provide a draft Ethics Policy for the proposed school's board members, directors, officers, and employees.*

Intrinsic's ethics policy is embedded in the Bylaws.

3.2.c.3
Q. *Describe how the Board will identify and address conflicts of interest. Please identify any existing actual or perceived conflicts of interest among the proposed founding Board members and explain how the design team/founding Board plans to address them. Include a draft Conflict of Interest policy that establishes safeguards to prohibit any of the proposed school's board members, directors, officers, employees, agents, or family members from having a private interest, direct or indirect, or acquiring any such interest directly or indirectly, which would conflict in any manner with the charter school's performance and obligations under the Charter School Agreement. (Note: the policy may be separate from or included in the Ethics Policy above.)*

Intrinsic Schools is highly sensitive to both actual and perceived conflicts of interest and has adopted the attached Conflict of Interest Policy (see Appendix 58_3.2.c.). This policy outlines the procedures by which a director and board member identify and resolve any conflicts. Upon joining the Board, all new members will receive and sign the Conflict of Interest Policy.

Intrinsic recognizes that there may be a conflict of interest that exists between Intrinsic Schools and Jim Frank, the Chairman of the Board. Jim Frank has a financial interest in Intrinsic as he has entered into a loan agreement with Intrinsic to finance the construction of the first Intrinsic School building. Mr. Frank has disclosed this financial interest to the other Intrinsic Board members and the Board has followed the procedures for addressing the conflict of interest in accordance with the attached conflict of interest policy. More specifically, Mr. Frank has left the meeting during the discussion of, and the vote on, the transaction/arrangement that results in the conflict of interest.

3.2.d.1 Organizational Chart
Q. *Provide a narrative description of an attached comprehensive organizational chart, which should clearly describe the lines of authority and reporting structure of the school leadership, management organization (if applicable), and any school advisory bodies or parent/teacher councils (if applicable) to the governing board. Explain the rationale for this proposed structure.*

As shown in the Intrinsic Schools organizational chart (see Appendix 59_3.2.d.), the Board of Directors directly oversee the CEO of Intrinsic Schools, Melissa Zaikos. Zaikos, in turn, oversees both the Network staff and the principals of each Intrinsic school. This structure establishes clear lines of authority and responsibility for all staff.

3.2.d.2 School Leader Evaluation
Q. *How will the Board hold network (if applicable) and school leader(s) accountable for school performance?*

The board will hold the network accountable via on-going monitoring of the strategic plan and associated goals. Data will be reviewed at each board meeting. The board will also conduct an annual review of the CEO. The review will be based upon progress toward the strategic plan and progress toward individual professional goals. In the event that a school is not performing, the board will assess the CEO on her plan for addressing the issue that may or may not include a school leadership change. If the network is not performing overall, the board will take action to first support the CEO and finally replace the CEO if goals are not met.

Section 4.1.a.   Financial Forms and Budget Narrative
Q. *Complete the budget workbook. Instructions are provided on the first tab of the budget workbook.*

Include a budget narrative that summarizes the budget and describes how the budget reflects the mission, vision, education plan, and overall strategic development of the proposed school. Discuss how resources will be used to support identified school priorities, including any changes in that allocation over the first five years of the school's existence.

*If a **Next Generation** blended learning applicant, please include costs associated with the implementation of the blended learning model, including device set-up support, device repair and replacement, infrastructure, IT support and home Internet access.*

Budget Highlights
The Intrinsic Schools six-year budget projection is a conservative and realistic financial roadmap for the launch of our third school. This budget has been informed by our experience over the last three years as we incubated and operated our first school. The cumulative cash surplus will create a significant cash reserve for the school that will grow to over $2.4M by the end of the 5th year. Intrinsic will maintain a cash reserve that grows from 32 days cash on hand at the conclusion of Year 1 to 82 days cash on hand by the end of the fifth year of operations.

The budget reflects the Intrinsic Schools' mission and vision by allocating resources that closely align to the educational program. For example, Intrinsic Schools will make a significant ongoing investment in technology resources for students and faculty including:
- $300 per new student and $150 per returning student to create a 1:1 Chromebook environment for all students and staff
- $220 per pupil per year for software and content licenses
- An initial investment of $275,000 over the first three years to create a LAN that will support the technology use
- Sufficient funds to ensure Internet connectivity at a minimum of 250mbps

Major Revenue Assumptions
- The budget utilizes the established CPS formulas for the majority of the revenue assumptions. It is important to note that the public revenues do not inflate over time.
- We based our percentage of students eligible for free-and-reduced-price lunch on the percentage of our first school.
- E-Rate revenues reflect the newly restructured funding methodology.
- Student fees will be $100 per pupil. We have budgeted a collection rate of 75%.
- Fundraising revenue will total $3,500,000 over the first four years (including the incubation year). Please see the Development Plan for additional detail related to our fundraising goal.

Major Expense Assumptions
The expense assumptions reflect our experience with the first Intrinsic School and the design team's depth of knowledge related to historic financial norms for Chicago charter schools. In addition to the explanations provided in the budget itself, following are a few key highlights:

Wages

- The teacher salary of $53,500 represents the anticipated average pay for Intrinsic teachers with the assumption that we will hire a mix of seasoned and new faculty.
- Salary increases are projected at 2% annually even though per-pupil revenue is not inflated over time. Should per pupil funding inflate at a higher or lower rate, we will adjust the salary increases accordingly.

Facility

- We modeled our facility debt service assumptions anticipating that we will purchase land and construct a new school building. Based on the experience with our first building and the extensive work that we have done with our architects related to our second school building, we anticipate an all-in cost of approximately $20M. We used the $22M figure in the proposed budget to ensure that there would be sufficient funds to cover all transaction costs associate with issuing the debt.
- Other facility-related expenses are based on our experience with the first Intrinsic school building.

Other

- We have included a contingency of 3% of per-pupil revenues to ensure sufficient funds for unanticipated expenses.

Section 4.1.b.   Development Plan

Q. *Discuss additional revenue needed to maintain financial viability over the five-year contract, including assumptions behind the calculation of need. Please identify existing relationships with potential funders, indicate current levels of interest, and articulate contingency plans in the event that development goals are not realized.*

Intrinsic Schools will to raise a total of $3.5M to support the launch of the proposed school. We are pleased to note that these funds have already been raised. In fact, Intrinsic Schools has raised $7M in donations and pledges to support the launch of five schools over the course of the next five years.

Major donors include:

Charter School Growth Fund	$2.5M
Jim and Karen Frank Foundation	$1.0M
US Dept. of Education CSP Funding	$597K
Next Generation Learning Challenges	$450K
New Schools for Chicago	$250K
Bezalel Foundation	$250K
Walton Family Foundation	$250K
Broad Foundation	$150K
Josh and Amanda Tolman	$100K
Anonymous	$100K
Project Impact	$90K
Crown Foundation	$80K
OSA Foundation	$50K

Section 4.2.a. Financial Controls and Monitoring

Q. _Describe the policies and procedures that the proposed school and Board will utilize to sustain financial health of the organization and ensure legal compliance with any requirements and restrictions for the use of public funds. How will the Board receive updates and monitor the school's financial position? Who is responsible for directly managing and overseeing the school's budget? Please note that Illinois Charter Schools Law (105 ILCS 5/27A-5(f)) requires charter schools to submit an annual audit of school finances conducted by an outside, independent contractor._

Intrinsic Schools has implemented strong financial management and compliance policies, procedures and practices to ensure fiscal soundness and legal compliance. The Board of Directors provides financial oversight of the organization and engages directly in the following activities:

- Approve annual budgets
- Approve salary schedules
- Review five-year budget projections
- Review monthly financial statements
- Hire the auditor
- Review and approve the annual audit
- Review and approve all fiscal management policies and procedures
- Ensure that strong financial internal controls are in place to reduce the possibility of errors, fraud and mismanagement.

A subset of the members of the Board of Directors will serve on the Finance Committee. The Finance Committee will be composed of individuals who have experience in finance, accounting, auditing, and business management. The Finance Committee will meet on a monthly basis to review the organization's financial position and outlook with the CEO and CFO. The CFO will prepare a monthly reporting package for review by the Finance Committee and the CEO, which will include:

- Balance sheet
- Income statement
- Cash flow statement
- Budget variance report
- Year-end projections

In addition, Intrinsic Schools will contract with an independent auditor to conduct the annual audit of financial statements, internal controls and compliance with charter school law and contract provisions. The auditor will also prepare Intrinsic's tax returns. The auditor will report directly to the Board of Directors (see Appendix 61_4.2.a.).

The CFO for the Network is be directly responsible for all aspects of the school's finances and maintains all financial records. The CFO oversees purchasing, accounts payable, payroll, budgeting, financial reporting, and developing and implementing financial systems. The CFO reports to the CEO and is the staff liaison to the Finance Committee of the Board.

The CFO, Matthew Shaw, is a highly qualified individual with over fourteen years of experience managing, advising and overseeing charter school finances.

In all areas of fiscal management, Intrinsic Schools will enforce strict segregation of duties to ensure that no one person is responsible for a transaction from start to finish. Segregation of duties will be clearly outlined in the Intrinsic Schools financial management policies for the following areas: recording of financial transactions, procurement, cash disbursements, cash receipts, payroll, hiring, petty cash, banking, investments, contracts, and management of fixed assets.

Section 4.3.a. Facilities

4.3.a.1 Space Requirements
Q. Provide an overview of the space requirements needed to successfully implement the proposed school model, including a description of how the proposed site will need to evolve to support the school as it grows.

*If proposing a **Next Generation** blended learning model, please include technological requirements to implement the model (e.g. broadband, power, networking, hardware, distribution, speed and availability of the Internet connection at the facility, etc.).*

The Intrinsic Model requires a physical environment that allows for flexibility. Each grade level consists of a Humanities and STEM pod. These are adjacent to one another and share two walled off "classrooms" accessible from both sides – one equipped for science and art labs and the other for Socratic seminar. Each grade level requires approximately 5000 square feet. Within the pods there are spaces designed specifically for small group instruction, quiet independent work, group projects and large forums. Because students have 1:1 Chromebooks, spaces are configured to support charging of 186 devices at one time (lunch). This space is will be achieved through an independent facility similar to our first. Please see Appendix 64_4.3.a for detailed space requirements.

4.3.a.2 School Site(s)
Q. Provide an overview of each proposed site and include the following supporting materials:

We have not yet identified a site. We will respond to this question in our Tier 2 submission.

4.3.a.3 Facility Plan
Q. Describe the plan to secure and update (if applicable) an appropriate facility in time for school opening.

We have not, as of yet, developed a facility plan. We will respond to this question in our Tier 2 submission.

Domain 5: Management Organizations

Not Applicable