



**Tier II Proposal
Intrinsic Schools 2**

Submitted 08/01/2018

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Domain 1: Community Engagement and Support

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

Section 1.2: Facilities

1.2.2: Overview of Proposed Site

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

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

79 W. Monroe

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

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

1357 N. Elston

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

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



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

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

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

1.2.3: Management of Proposed Site

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

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

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

Section 1.3: Community Outreach

1.3.1: Learning About the Community

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

1.3.2: Informing the Community

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

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

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

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

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

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

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

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

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

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

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

Section 1.4: Community and Family Support

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

1.4.1: Student Demand

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

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

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

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

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

1.4.2: Community Support

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

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

Name	Affiliation
------	-------------

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

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

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

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

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

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

1.4.3: Elected Officials

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

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

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

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

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

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

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

1.4.4: Community Contributions and Partnerships

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



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

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

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

- *List organizations, businesses, or leaders in the targeted community(ies) that support the proposed school. Applicants may also include citywide organizations, businesses, or leaders that support the proposed school.*
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Businesses and organizations discussed above have expressed interest in partnering with us to provide career-exploration and internship opportunities for our students. We are constantly adding to our partnerships at our current campus to ensure that students are prepared for college and postsecondary success. Similarly, we will build and continuously add local and city-wide partnership to benefit our students at Intrinsic 2.

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

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

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

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

Not applicable.