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|  |  |
| --- | --- |
| TABLE OF CONTENTS | |
| SECTION 1: PARENT & COMMUNITY NEED, ENGAGEMENT, AND SUPPORT IN TARGETED COMMUNITY | |
| * 1. PARENT & COMMUNITY ENGAGEMENT/NEED IN TARGETED COMMUNITY  1. Parent and Community Engagement (Preparation of Proposal) 2. Description of Need in Targeted Community | **4**  4  5 |
| * 1. EVIDENCE OF PARENT & COMMUNITY SUPPORT IN TARGETED COMMUNITY  1. Evidence of Parent Support in Targeted Community 2. Evidence of Community Stakeholder Support in Targeted Community | **7**  7  7 |
| 1.3 FUTURE PLANS FOR PARENT & COMMUNITY ENGAGEMENT & PARTNERSHIPS   1. Key Community Partnerships 2. School Involvement in Community | **8**  8  9 |
| SECTION 2: ACADEMIC CAPACITY | |
| * 1. MISSION, VISION, AND CULTURE  1. Mission and Vision 2. Educational Philosophy 3. Description of Culture 4. College Readiness 5. Social, Emotional, and Physical Health 6. Behavior and Safety 7. Parent Involvement | **10**  10  10  13  16  17  18  19 |
| 2.2 DESIGN TEAM EXPERIENCE & DEMONSTRATED TRACK RECORD IN DRIVING ACADEMIC SUCCESS   1. Roles and Demonstrated Experience 2. Academic Track Record Serving Similar Student Populations 3. School Leadership | **21**  21  24  34 |
| 2.3 EDUCATIONAL GOALS AND ASSESSMENT PLAN   1. Educational Goals and Metrics 2. Student Assessment Plan 3. Data-Driven Programs and Instruction | **36**  36  42  44 |
| 2.4 CURRICULUM AND INSTRUCTION   1. Curriculum 2. Instructional Strategies 3. Specialized Instruction 4. School Calendar/Schedule | **46**  46  48  57  61 |
| 2.5 TALENT MANAGEMENT   1. Recruitment and Staffing 2. Professional Development 3. Teacher Induction 4. Professional Culture 5. Evaluation | **63**  63  68  70  71  73 |
| SECTION 3: OPERATIONAL CAPACITY | |
| 3.1 GENERAL OPERATIONS   1. Operational Plan, Goals, and Metrics 2. Start-up Plan 3. Student Recruitment, Application, and Enrollment 4. Transportation 5. ADA Compliance | **76**  76  77  79  79  80 |

|  |  |
| --- | --- |
| 3.2 GOVERNANCE MODEL   1. Governance Structure 2. Organizational Chart 3. Board Experience 4. Board Development 5. Conflicts of Interest 6. Board Transition, Training, and Self-Evaluation | 81  81  83  83  85  85  86 |
| SECTION 4: ECONOMIC SOUNDNESS | |
| 4.1 SCHOOL BUDGET   1. Financial Forms 2. Budget Narrative 3. Development Plan | **87**  87  87  88 |
| 4.2 FINANCIAL CONTROLS   1. Financial Monitoring | **90**  90 |
| 4.3 FACILITIES   1. Facility Plan 2. Space Requirements 3. School Site | **92**  92  92  92 |

|  |  |  |
| --- | --- | --- |
| APPENDICES | | |
| SECTION 1: PARENT & COMMUNITY NEED, ENGAGEMENT, AND SUPPORT IN TARGETED COMMUNITY | | |
| 1. Parent and Community Engagement and Support Attachment | |  |
| SECTION 2: ACADEMIC CAPACITY | | |
| * 1. MISSION, VISION, AND CULTURE   b. Policies for Promotion   1. Policies for Graduation 2. Policies for Student Discipline | |  |
| 2.2 DESIGN TEAM EXPERIENCE & DEMONSTRATED TRACK RECORD IN DRIVING ACADEMIC SUCCESS   1. Resumes of all Design Team Members 2. Demographic data 3. Job descriptions of Instructional Leadership Team | |  |
| 2.3 EDUCATIONAL GOALS AND ASSESSMENT PLAN (N/A) | |  |
| 2.4 CURRICULUM AND INSTRUCTION   1. Course scope and sequence 2. Curriculum map 3. Curriculum timeline 4. Completed ISBE Special Education Certification form 5. Proposed school calendar 6. Daily schedule 7. Sample teacher schedule 8. Sample student schedule | |  |
| 2.5 TALENT MANAGEMENT   1. 5-year school staffing model 2. School-level organizational chart 3. Comprehensive job descriptions for all positions in staffing plan 4. Resumes for any candidates not on design team 5. Professional development calendar 6. Documents on teacher evaluation | |  |
| SECTION 3: OPERATIONAL CAPACITY | | |
| 3.1 GENERAL OPERATIONS   1. Application and Registration forms 2. Transportation plan | |  |
| 3.2 GOVERNANCE MODEL   1. Board calendar 2. Board Bylaws 3. Proof of filing for 501c3 status 4. Comprensive organizational chart 5. Resumes for board members 6. Code of Ethics policy |  | |
| SECTION 4: ECONOMIC SOUNDNESS | | |
| 4.1 SCHOOL BUDGET   1. Completed budget workbook in excel |  | |
| 4.2 FINANCIAL CONTROLS   1. Listing of financial reports generated 2. Fiscal policies |  | |
| 4.3 FACILITIES   1. Timeline for securing facilities 2. Detailed space requirements |  | |

***SECTION 1: Parent and Community Need, Engagement,   
and Support in Targeted Community***

*This section should provide an overview of the community(ies) in which the proposed school seeks to locate. The proposal should clearly articulate the need for the proposed school(s) in the identified community(ies). The section should describe parent and community engagement conducted to help develop the proposal, provide demonstrated evidence of parent and community support and partnerships, and outline the engagement plan moving forward.*

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

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

*(i) Describe and provide evidence of how your Design Team notified community stakeholders and parents/guardians of the development of the proposal to open a new school. List the types, dates, locations, and number of outreach activities in the proposal narrative or in a Parent and Community Engagement and Support attachment. (Please see pp. 1-2 of the Answer Manual for examples of possible forms of evidence of notification). (ii) Explain the role of parents/guardians and community members in providing input into the proposed school, the form and nature of the feedback, and the process for incorporating the feedback into the proposal. In the proposal narrative or in a Parent and Community Engagement and Support attachment, list the specific suggestions or input received, and explain whether or not the feedback was incorporated into the design of the proposal. If incorporated, please cite how.*

* In a Parent and Community Engagement and Support attachment, include:*

*(i) Evidence of notifying parents/guardians and community stakeholders of the proposal*

*(ii) Examples of written or other communications that specify how parents/guardians and community stakeholders can provide comments on the proposal/proposed school (ii) A detailed record (e.g. in a table or spreadsheet) of the specific feedback that the Design Team received, which cites whether and how the feedback was incorporated into the proposal*

The Intrinsic Schools design team is committed to partnering and engaging with community in the design, launch and operations of our second school. Our approach to community engagement is to meet with local alderman as a first step in each local community. We have found that this is critical to building a broad base of support from multiple neighborhood stakeholder groups including parents, faith based organizations, cultural institutions, businesses and other members of the community. In addition, because we plan to be in an independent building, we know we will need aldermanic support through the zoning process. As such, upon release of the RFP, we started scheduling meetings with aldermen in the priority community and have been able to meet with several aldermen over the past few weeks. However, as we have only recently met with the aldermen, we have had only limited opportunity to reach out to other members of the community in a meaningful way and do not yet have feedback from community members to incorporate into the proposal.

To date we have conducted the following activities:

* Meetings with Aldermen
  + Reboyras
  + Suarez
  + Mell
  + Moreno
* Held parent meeting with existing Intrinsic parents (and notified non-attendees by email) to announce the application for the proposed school and solicit their feedback
* Attended the Hidden Gems High School Fair to notify the community-at-large of the plan to launch the proposed school
* Participated in Alderman Reboyras’ Back to School Fair
* Participated in Rep. Maria Berrios’ Back to School Health Fair

We have developed the attached community engagement action plan, which will guide our activities over the next several months. Melissa Zaikos will spearhead the community engagement process with support from the proposed principal, Tim Ligue, and several members of the CMO staff. We intend to hold several focus groups and community meetings to discuss the school with members of the community and gain their insight into our schools model. As we identify likely sites, we will increase community outreach closest to those locations.

***b. Description of Need in Targeted Community:*** *Describe the community (e.g. demographics, assets, challenges, relevant history, etc.) and the specific population of students that your proposed school intends to serve. Explain and cite evidence of the unique educational needs of the community, parents, and specific population of students (please see p. 2 of the Answer Manual for examples of possible forms of evidence). How does the proposed school align with community needs and expectations, including those voiced by parents and stakeholders during the community engagement process?*

* If applicable, (e.g. in the case of stakeholder survey data), include evidence in a Parent and*

*Community Engagement and Support attachment*

Intrinsic Schools intends to locate its second school on the Northwest side within the priority community boundaries referenced in the Request for Proposal, north of Fullerton and west of Western. The communities on the Northwest side serve a predominantly low income student population which is ethnically diverse. We have not yet identified a permanent facility for our second school and therefore do not yet know the specific community in which we will locate. We do, however, intend to co-locate our first and second school for one year at 4540 W. Belmont. As such, we anticipate that the demographics of our proposed school will mirror those of the students at our first school:

* 70% Latino
* 20% African American
* 7% Caucasian
* 3% Other
* 85% qualify for free or reduced price meals
* 19% have IEPs

There are eight CPS neighborhood high schools that serve this community, four of which are overcrowded. As demonstrated in the table below, the neighborhood schools on the Northwest side do not yet have the academic outcomes sought by the community:

* For all but one of the schools, the 5 year graduation rate is below 66%
* Only 40% of students met or exceeded standards EPAS at any of the schools with fewer than 25% of students meeting or exceeding standards at five of the schools
* The average ACT score is below a 19 at all of the schools and is below a 16 at four of the schools.
* Students making expected EPAS gains is below 60% at all eight schools.

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| School | Freshman Graduates within 5 Years (2012) | Meet/Exceed PSAE State Standards (2012) | Average ACT Score (2012) | Students making expected gains on EPAS Assessments (2011) | Overcrowded (2011-2012 Report) |
| Foreman | 59% | 18% | 15.6 | 44% | Yes |
| Mather | 61% | 29% | 17.2 | 46% | Yes |
| Amundsen | 65% | 25% | 17 | 49% | Yes |
| Taft | 74% | 39% | 18.7 | 54% | Yes |
| Schurz | 65% | 15% | 15.6 | 46% |  |
| Kelvyn Park | 59% | 12% | 15.4 | 42% |  |
| Steinmetz | 59% | 21% | 16.5 | 50% |  |
| Roosevelt | 54% | 14% | 15.4 | 50% |  |

Parents on the Northwest side are highly interested in new school options that will provide their students with a rigorous, college preparatory school experience. We saw evidence of this demand with the launch of the first Intrinsic School earlier this fall with more than 650 applications for 185 seats. This was also confirmed recently Alderman Reboyras and Alderman Suarez who both stated that the proposed school would be a strong asset to the community and would fill an unmet need.

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

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

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

*the proposed school among prospective parents.*

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

* In a Parent and Community Engagement and Support attachment, please include evidence of community support for the proposed school.*

Attached, please find petitions from members of the Northwest side community as well as from existing parents. In addition, we have attached letters of support from the following key members of the community.

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

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

* In a Parent and Community Engagement and Support attachment, please provide evidence of any partner organization’s commitment.*

Community partners play an integral role in the operations and success of our school. We rely on outside partners to provide a variety of services including:

* Extending the learning of students – through programs integrated into the core curriculum, afterschool and intersession programs
* Exposing students to the arts
* Maintaining the health and well-being of our students
* Helping students strengthen foundations skills
* Providing additional instructional support during the school day.

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| **Staff Responsibilities Related to Community Partnerships** | | |
| **Responsibility** | **Sample Partnerships** | **Ownership** |
| **Evaluate strategic partnerships that would extend to all schools and impact the Intrinsic School Model** | * Facing History & Ourselves * University Partnerships | * CEO * Board members |
| **Academic Enrichment Partnerships** | * LEAP * Joffrey Ballet * Windy City Wildfire * LookingGlass Theater * Louder than a Bomb | * Master teacher in relevant subject area |
| **Academic Volunteers** | * Corporate tutors * Afterschool programs | * Curriculum coordinator |
| **Student Teachers** | * UTEP * IIT * Golden Apple | * Curriculum coordinator * Individual relationships with master teachers |
| **Social/Emotional Support** | * Social service agencies * Psychology and social worker interns | * Social worker |
| **Parent Resources and Volunteers** | * Parent volunteer programs * Immigration supports | * Social worker |

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

We expect to provide an array of services to assist our students and families. As stated in Section 2.1e, we will seek partnerships with social service agencies to support the needs of our students and their families in areas such as social/emotional wellbeing, health and financial planning for college. We will seek these partnerships during our incubation year and further define them as we get to know the specific needs of our students and families. Please also refer to Section 2.1g for our Parent Involvement plan.

***Section 2: Academic Capacity***

*This section should clearly articulate the educational plan for the school and demonstrate the proposed team’s ability to drive academic success for all students. Responses should provide evidence to demonstrate that the Design Team can successfully open and manage a high-quality school. Answers should reference requested attachments as appropriate.*

***2.1 Mission, Vision, and Culture***

***a. Mission and Vision:*** *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.*

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 will have failed if we are dependent upon a unique blend of specialized teacher qualification and ongoing outside financial support. We will have succeeded 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. Our vision is to serve all students, regardless of circumstance.

***b. Educational Philosophy:*** *Briefly describe the educational philosophy of the proposed school. Identify the Design Team’s core beliefs and values about education; explain how these priorities inform the school’s key program and design components that are critical to its success with the targeted student population. Provide a clear rationale for using these strategies, citing research and evidence of success with similar student populations.*

Our educational philosophy is driven by five main beliefs:

1. Education is a continuous process that addresses and meets students’ intellectual, emotional, physical, and social needs.
2. Students learn best when they receive a mix of at-grade-level and at-instructional level instruction.
3. Learning Experiences at school should be framed around larger essential questions that are relevant to students’ lives and their 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.

At Intrinsic Schools, both teachers and learners will have a clear understanding of what defines mastery - shifting the conversation from “if” a student can succeed to “how” and “when” a student will demonstrate mastery. If a student does not reach mastery initially, that student will receive focused support to ensure mastery before moving on. We want our students to view learning as an iterative process where failure is often the first step toward procedural fluency, conceptual understanding, and high-quality final products.

As stated earlier, the mission of Intrinsic Schools is to prepare students for success in rigorous four-year colleges (or the equivalent path to professional careers when our students graduate). For Intrinsic students to thrive in these environments, we believe that it is more important for them to delve deeper into more complex applications of content than to accelerate through it. Thus, students at Intrinsic Schools will move through our scope and sequence together but will still receive a differentiated experience based on their instructional needs and readiness.Acceleration will come in the form of continuous opportunities for more sophisticated, deeper, and more rigorous and independent work (see School Promotion Policy attachment). We believe this philosophy is aligned with the Common Core State Standards’ emphasis of depth over breadth of content coverage.

In our experience at CPS, we have seen dramatic improvement in student achievement when students are taught to set and monitor academic goals. Based on this experience, each student at Intrinsic Schools will have a personalized learning plan that outlines an individualized path toward post-secondary success. Students will be asked to set goals that ensure post-secondary readiness and will be coached to adjust them upward based on specific academic and career aspirations. Students will lead conferences with parents and teachers about their progress toward their goals.

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]](#footnote-1)

Master teachers are at the core of our school design. Teachers who deeply understand what students need to know and be able to do at each step toward post-secondary success will design the Intrinsic Schools experience. For example, a great algebra teacher will know that students often struggle with solving proportions. She will know that even struggling students can understand the concept of similarity, but may not have the procedural fluency to set up the correct proportion of the corresponding sides and solve for the missing length. She will also know that ST Math has proven to have great results in improving students’ proportional reasoning skills and should be assigned for students who may not have mastered ratio concepts. We believe that technology offers many benefits to students when paired with great teachers.

The Intrinsic School educational experience 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 that we believe are critical for success and then designing the approach and programming needed to create the opportunities for students to develop these characteristics.

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| INTRINSIC SCHOOLS INNOVATIVE FEATURES AND IMPLEMENTATION | |
| We will help our students 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 and Influencers*  Written and oral communication skills will be emphasized across all content areas. Students will be expected to continuously think on 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 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. |
| Our approach will be… | *Personalized and Strategic* In order to accelerate learning for all students, instruction will be a combination of face-to face instruction and online curriculum that can be personalized to the specific learning needs of each child. Students and teachers will co-design learning paths based on each student’s unique learning profile. Students will be grouped flexibly to receive this instruction, some of which will be in groups with varying student skills and others with students of like instructional skills. We believe each grouping is critically important for a student’s development.  *Data-Informed* Students and teachers will collaboratively set and monitor individualized learning goals. Each student will have a plan that outlines an individualized path to college readiness. Frequent monitoring of the students’ progress along that college readiness trajectory will be monitored via multiple data points including nationally normed tests (e.g. NWEA or EPAS), benchmark assessments and frequent content-embedded assessments.  *Student-Centered and Dynamic* With the rapid pace of educational technology tools both students and teachers will be involved in “the tinkering” with the design of our school model. This research, pilot, analyze, and evaluate cycle will inform iterations on the design of Intrinsic learning experience. Engaging our students in this research and design process will further promote ownership and motivation and assist in the refinement of our school model in the early years as we grow. Student voice and choice will play an integral role in decision-making. |
| Our programming will be… | *Integrated and Interdisciplinary*  The curriculum, including the grade-level scope and sequence, will be coherent and focused. Learning experiences, in the forms of projects and other activities, will connect skills and content across content areas. Teachers will collaborate to ensure horizontal and vertical articulation. Based on teacher expertise, skills, and experience, teachers will play a range of roles such as content expert, student facilitator, learner, collaborator, and innovator.  *Nurturing College and Career Readiness, Habits of Mind, and Self-Awareness* Students will be guided toward academic independence, encouraged to pursue academic interests, and persist through cognitively-demanding, high-quality tasks. Technology will also assist students in monitoring their meta-cognition, socio-emotional needs, and student culture.  *Connected to the community and world outside the school*  Our students will engage with local businesses, community partners and other organizations to solve problems of practice and/or experiential learning. Technology will allow for simple and frequent communication with partners both locally and across the globe.  *Entrepreneurial and Efficient*  Technology will also create operational efficiencies such as communicating with parents and the community and collecting real-time feedback from students to make programmatic changes to optimize learning. |

***c. Description of Culture:*** *Describe the culture envisioned for the proposed school. Explain how the school will promote a positive environment with high behavioral and academic expectations to foster students’ intellectual and social and emotional development. What are the systems, traditions, and policies that will help the school achieve this culture? Please describe any non-academic goals that the school may set for students, how they will be measured and by whom, to help monitor and support school climate.*

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

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| **CORE VALUES** |
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| **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]](#footnote-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 sources of such passion. |

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

**SYSTEMS**

**Advisory:** Students will meet with their advisory four days each week for 30 minutes. One teacher will facilitate a group of roughly 24 students for their entire time at the school – either four or six years. Advisory is a combination of unstructured time where students are working on assignments or reading silently while the advisory teacher conferences with individual students. On specific times, roughly once a week, advisory will follow a common structure for each grade level. This time is intended for community building and to address issues social emotional needs of students.

**Community Meetings**: Community meetings are held at the beginning and end of each week to reinforce our core values and to celebrate student successes.

**Core curriculum**: Our curriculum is designed around essential questions. We want students to ask why a character or person in history acted in a specific way. For example, students in 9th grade World Studies will study the Holocaust. Readings and activities are designed to help students understand how regular Germans could elect Hitler and follow him to the creation of concentration camps. Such an understanding will help students be more objective observers and participants in the world around them.

**Mastery-based grading**: Students at Intrinsic will be graded based on whether or not they can demonstrate mastery of common core state standards. Students will be allowed to resubmit assignments and tests as needed to reach mastery. This is intended to reinforce the growth mindset and have student persevere through challenging work.

**Student-led conferences**: Twice each year students will 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.

**Partnership with Facing History and Ourselves**: Facing History is a teacher training organization renowned for its curricula and teacher resources. All teachers will be trained by Facing History on how to incorporate empathy into the curriculum.

**Interest Inventories**: Students will be 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.

**TRADITIONS**

As a new school, we will create traditions together. These will align to EPIC and be used to celebrate our students and their success. Our initial school has a very active student council and a media club that frequently delves into issues at the school from a journalistic perspective. These two groups are beginning to develop traditions that will be incorporated into our new campus.

**POLICIES**

Our policies are designed to create high expectations for students and to teach students to exercise personal judgment that will be needed after graduation from high school. For example, students at Intrinsic are able to have their cell phones with them during the day. Teachers focus on appropriate use rather than taking them away as smart phones are a central part of professional life.

In addition, students are allowed to take their Chromebooks home at night. We believe this encourages student independence and responsibility and also allows students to pursue personal interests through technology.

**Responsibility for Culture:** Every person at Intrinsic has a role in establishing and maintaining our culture. During the three weeks of professional development and collaborative planning that takes place over the summer, all staff will work together to ensure that they have consistent responses to common school situations. Specific responsibilities include:

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| **Area of Responsibility** | **Staff Member Responsible** |
| Daily uniform checks | Security guard |
| Reinforcement of uniform policy | All staff |
| Advisory facilitation | All teachers |
| Student-led conferences | All teachers |
| Enforcing student code of conduct | All Staff  Ultimate responsibility – Principal |
| Reinforce core values at home and school | Parents  Parent volunteers at school |
| Lead community Meetings | Principal and master teachers |
| Align curriculum to CORE Values | Master teachers |
| Implement mastery-based grading | All teachers |
| Create school-level accountability for non-cognitive measures | Board of Directors |

***d. College Readiness:*** *Describe the specific programs and supports, beyond academic curriculum, that your school will provide to expose students to college and support them to be 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, submit applications, and persist in college after high school graduation. 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 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]](#footnote-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.

At Intrinsic, we will provide students and their families with information in the following areas as suggested by the Charter School Growth Fund Post-Secondary Project that highlights charter school best practices in college preparation:

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| **COLLEGE KNOWLEDGE** | **COLLEGE GUIDANCE** | **FINANCIAL LITERACY** | **TRANSITIONAL SERVICES** |
| * 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 |

We believe that engaging students and their families early in the college preparation process will contribute to higher rates of appropriate college matches and success. Financial literacy, for example, 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.”[[4]](#footnote-4)

Emphasis on college and career readiness will begin in the 7th grade. Each student’s personalized learning plan will track data and guide their progress toward college acceptance and success. As students progress through Intrinsic, 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 Chicago Public Schools 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.

We will partner with the University of Chicago Urban Education Institute to implement their 6to16 program at Intrinsic. 6to16 is a three pronged approach that provides students with the beliefs, knowledge, skills, and supports that they need to be successful in applying to, attending and completing college. The program includes a college readiness curriculum, a set of online learning experiences and a web-based social network for students in 6th to 16th (college senior) grades. The college readiness curriculum will be incorporated into our daily advisories and advisory teachers will receive related professional development from the Intrinsic College Counselor.

The College Counselor will work with 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 through Facebook and other social media tools.

***e. Social, Emotional, and Physical Health:*** *Describe the social, emotional, and physical health needs that you anticipate among the targeted student population. Describe the programs, resources, and services (internal and external), that your school will provide in order to promote students’ social, emotional, and physical health. Explain how individual student needs will be identified and monitored on an ongoing basis at the school. Describe how the effectiveness of these programs will be measured. Cite who will be responsible for overseeing these efforts.*

We anticipate serving a diverse, primarily low-income student population with broad needs. Middle school students have unique needs during their development. It is critical for them to feel part of a safe, secure, and supportive environment and need to feel a sense of belonging. According to Rick Wormeli, when middle school students are encouraged “to handle issues constructively during these formative years, ages 10–15, [they] tend to respond positively to challenges later on.”[[5]](#footnote-5)

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.

We will address these needs via culture-building activities (see Section 2.1c) in the five major areas: self-awareness, responsible decision-making, relationship skills, social awareness, and self-management.[[6]](#footnote-6) These topics will be a central component of our advisories where students meet in smaller groups with an advisory teacher who works with them through their entire time at Intrinsic. Advisories serve as the critical point of identification of students requiring additional support for social, emotional and physical health needs. Students who need assistance in these areas will be referred to the Social Worker who will meet with students on an individual and/or small group basis. The social worker refers students to external partners including local mental health agencies, medical centers, dental care providers and vision clinics, as needed for services that cannot be effectively provided at the school level.

According to a study done on bullying by the University of Virginia Curry School, Phillips and Cornell found that while students are unlikely to speak up about being bullied, they give very accurate information when asked if any of their fellow students are being bullied.[[7]](#footnote-7) We intend to create a culture where bullying is not acceptable and have our students report on whether or not this is occurring at our school. If such behavior occurs, students will help develop the solution.

***f. Behavior and Safety:***

*(i) Describe the school’s approach to student discipline, behavioral intervention, and classroom management. Explain the roles of teachers and administrators in consistently and equitably implementing consequences for disciplinary infractions and positive behavioral interventions and supports. How will these strategies create a safe and productive learning environment for all students? Cite who will be responsible for overseeing student discipline and behavioral interventions.*

*(ii) How will expectations for behavior and corresponding consequences and rewards be clearly communicated to students and families?*

*(iii) Explain how the school will protect the rights of students with disabilities in disciplinary actions and proceedings and afford due process for all students.  
  
• Attach copies of the school’s policies for promotion, graduation, and student discipline.*

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. 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 earlier, we will continuously ask students for feedback on areas of need. 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, teachers, parents, and the student will meet to:

1. Identify the specific nature of the problem behavior
2. Determine the underlying factors contributing to the problem behavior
3. Plan for tiered interventions for the problem behavior
4. Determine benchmarks and/or progress monitoring in improving the problem behavior.

These strategies have been proven in our experience in CPS schools in decreasing discipline referrals and increasing student achievement and engagement. For example, when working closely with Charles R. Darwin Elementary School, which successfully implemented a school-wide positive support system, they had an 80% reduction in discipline referrals and double-digit gains on the ISAT.

Our team has significant experience dealing with student discipline and behavioral issues in schools across Chicago. We will implement the Student Code of Conduct (SCC) as outlined by Chicago Public Schools. The SCC 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.

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.

Intrinsic will also use the CPS promotion and graduation policies. Please note, as we are using CPS policies we have not included them in the attachments.

***g. Parent Involvement:*** *Discuss strategies to engage parents and caretakers in their child(ren)s’ education and in the governance of the school. Describe any programs or resources that the school will provide for parents and caretakers.*

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:

* + **Parent Connection Workshops** – Intrinsic will host a series of 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. This might include tips on things like specific questions to ask children to support the curriculum or how to leverage technology at home for academic purposes. Intrinsic views this component of family involvement to be crucial, as it helps to facilitate a culture of academic support at home. Our goal is for 100% of parents to attend at least two workshops each year.
  + **Parent/Teacher Conferences** – These conferences will take place two times per year and be primarily, if not entirely, student-led. Students will present their goals and get valuable practice evaluating and articulating their own progress. This will give students a heightened sense of ownership over their academic lives and ideally create a student-led conversation with parents that can continue at home throughout the year.
  + **Technology** – In keeping with our focus on technology as a core part of our model, parents will 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 will have a dedicated Parent Resource area staffed with the equipment and resources for all parents to participate in their child’s education via the Parent Portal. We will also distribute any information from Comcast and other potential partners about discounted Internet access for low-income families.
  + **Parent Advisory Council** –The Parent Advisory Council (“PAC”) will provide Intrinsic parents with an additional way to engage in their child’s education, as well as an official forum to give feedback, make suggestions and/or voice concerns. The PAC will be led by parent leaders in partnership with the school’s Principal, who will serve as the liaison between school leadership and the Intrinsic CMO. The PAC will also welcome any member of the larger community who would like to get involved with the school.

***2.2 Design Team Experience and Demonstrated***

***Track Record in Driving Academic Success***

***a. Roles and Demonstrated Experience:*** *Briefly describe the qualifications and experience of members of the Design Team and/or founding Board 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, how frequently the Design Team meets, how members collaborate with one another, each Design Team 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.*

*• Attach résumés of Design Team members and any other individuals who have made substantial contributions to this proposal.* ***Label each résumé with the individual’s affiliation with the******proposed school.*** *Note: It is not necessary to provide personal addresses or phone numbers.*

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 operational experience and expertise. 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 CMOs in Chicago and across the country. As Intrinsic Schools launches its first school and CMO, many of the design team members listed below will continue to play an key role in helping us to develop and implement best in class operational strategies.

**Design Team**

**Melissa Zaikos,** Founder and CEO, has significant experience leading a network of elementary and high schools and working with communities throughout Chicago. Most recently, Zaikos led 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 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 BS 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 currently served on the Executive Committee of the Board of Trustees for Cristo Rey Jesuit High School.

**Tim Ligue**, Principal, currently serves as Resident Principal of the first Intrinsic School. In this capacity he shares administrative duties with Principal Velasquez, teaches physical education and manages the structures for student goal setting. Prior to the opening of school, he led efforts around student recruitment and community engagement. Before joining Intrinsic, Ligue was an Instructional Support Leader for the Pershing Network. He provided coaching and professional development to both teacher and principals, supported network-wide use of data to inform instruction and worked with Local School Councils to hire principals. Prior to Pershing, Ligue worked for the AMPS network and led the implementation of the NWEA Map assessment for 70+ schools. LIgue was a participant in the Management Development Program at McMaster Carr where he supervised a staff 25 professional and hourly employees. He also has experience overseeing a multi-million dollar portfolio at Morgan Stanley. Ligue holds a Masters of Business Administration from the Booth School of Business and a Bachelor of Arts in Politics from Princeton University.

**Brian Kates,** Director of Finance & Operations, most recently served as the founding Director of Finance for the Achievement School District (ASD) in Tennessee, a state-wide district that works to turn around the bottom 5% of schools in the state. Kates led the finance department for an organization starting from scratch in May 2012 to managing six schools and over $30 million for the 2012-13 school year. Prior to the ASD, Kates spent six years at the Charter School Growth Fund on the investment Management Team. He has extensive experience working with growing charter organizations both during strategic planning and execution of growth plans. He has worked with over 40 Charter Management Organizations in this capacity. He is a graduate of the Daniels College of Business at the University of Denver and holds a MS in Finance.

**Suzanne Velasquez-Sheehy**, Principal of first Intrinsic School and Principal Mentor, has more than 25 years of service with the Chicago Public Schools. She served as the Principal at Clissold Elementary School from 2001-2008 and opened LaSalle II Magnet School in 2008 before opening the first Intrinsic School in 2013. She was also a teacher, State Chapter 1 Coordinator, and an Assistant Principal at Seward Communication Arts Academy. In addition to a traditional school curriculum, she has experience with Montessori, International Baccalaureate Middle Years Program, Bilingual, and World Language programs. Her community work includes serving on the Board of Trustees for St. Xavier University and as a board member for the Beverly Arts Center. She is a doctoral candidate at DePaul University and has an MS in Educational Leadership from DePaul University and a BS in Elementary Education from University of Illinois, Champaign-Urbana.

**Marcos Alcozer**, Director of Technology, has more than eight years of experience 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** is a Golden Apple scholar and seasoned instructor with experience coaching school leaders, training teachers and conducting professional development. Most recently, she 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.

**Aracelys Rios**, Science Master Teacher, has over 18 years of teaching experience at the secondary and post-secondary levels. She holds a MA in teaching from National Louis University and a Ph.D. in physical chemistry from Michigan State University. For the past ten years, Rios taught at the Illinois Math and Science Academy (IMSA), a residential STEM school for gifted students. She is bilingual in Spanish and has led efforts around minority student recruitment and trained faculty on issues related to preparing Latino students for college success.

**Matthew Shaw,** Consultant to Intrinsic Schools and Design Team Member, has over 10 years of experience as an operations and fiscal management leader in the Chicago charter school sector. For the last seven years, he has worked as a business and strategic consultant for charter schools and affiliated organizations; examples of current and former clients include: CICS, University of Chicago Charter Schools, Chicago High School for the Arts, Civitas Schools, Montessori School of Englewood, New Schools for Chicago, Chicago Public Schools, and National Association of Charter School Authorizers. Shaw’s consulting experience includes supporting schools 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 will continue to serve as a consultant to Intrinsic Schools on an ongoing basis

**Archana Chawla,** Design Team Member and Volunteer Secretary to the Board

Chawla 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.

In addition to providing Intrinsic with ongoing legal and governance support, Archana serves as a volunteer secretary to the board.

**Susmita Pratihast**, data strategist, 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 BA with honors in Economics from Hindu College, University of New Delhi, and a Masters 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.

**Board Members**

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

***b. Academic Track Record Serving Similar Student Populations:*** *The proposal should demonstrate that the Design Team, whether an existing Chicago operator, existing national operator, or 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 addition to discussing the Design Team’s proven track record of success in the proposal narrative, include an attachment that includes corresponding data. Please see the below descriptions, as well as Tables 1-3 on pp. 10-12 of the Answer Manual, for more information on CPS’ expectations for demonstrating a proven track record of success for each different type of Design Team.*

*New operators: Identify members of the Design Team and/or founding Board who have provided academic expertise or who will provide instructional leadership or support at the proposed school. Describe these individuals’ experience and qualifications to implement the proposed educational plan. Provide quantitative evidence of their individual and/or collective track record (if applicable) driving student achievement with similar student populations.*

*Provide demographic data on student populations served at previous schools, including the following (%):  
• Free- and reduced-price lunch (FRL)*

*• African American, Hispanic, Caucasian, Asian American, and other*

*• English Language Learners*

*• Students with Individual Education Plans (IEPs)*

*• Students in Temporary Living Situations*

*Please also cite the CPS student demographics in the proposed targeted community(ies), and the demographics of the targeted student population for the proposed school (if different from the CPS student demographics of the entire targeted community).*

*Please see Tables 1-3 on pp. 10-12 of the Answer Manual for preferred metrics and CPS’ performance criteria for demonstrating a successful track record.*

*• Attach state or district report cards, vendor reports, or other verifiable sources of data demonstrating the academic track record of Design Team members with instructional/academic expertise.*

The design team for the proposed school has extensive experience and proven results working with similar populations. The following section outlines the experience of the following design team members:

* Melissa Zaikos, CEO of Intrinsic Schools
* Tim Ligue, Principal for Proposed School
* Ami Gandhi – Curriculum Coordinator (CMO)
* Susmita Pratihast, Data Strategist (CMO)

Design team experience spans three unique periods of work with schools:

|  |  |  |
| --- | --- | --- |
|  | Schools | Team Members Associated with results |
| 2008-2011 | AMPS | Zaikos – Owned  Ligue, Pratihast and Gandhi supported schools |
| 2011-2012 | Pershing | Zaikos – Owned  Ligue, Pratihast and Gandhi supported schools |
| 2012-2013 | Pershing | Ligue supported schools via structures put in place in 2011-2012 |

Details of this section are organized to demonstrate the following:

1. Population similarities between AMPS, Pershing and proposed school
2. NWEA Results for AMPS and Pershing
3. Explore Results for AMPS and Pershing
4. Case studies of Pershing Schools that implemented practices created by the design team and planned for the proposed school

**1. Population Similarities**

The above design team members all currently work at the first Intrinsic School. Because we are in the first quarter of a new school, there is no data for comparison. However, the demographics of the proposed school are expected to be very similar to the first school as we plan to locate in the same general area of Chicago. Results demonstrated in this section are very much aligned to similar populations.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **# students** | **# schools** | **Race/Ethnicity** | **% FRL** | **% SPED** | **% ELL** | **Grades** |
| AMPS | 75,000 | 96 | 53% Hispanic  19% AA  19% White  9% Asian/Other | 71% | 10% | 16% | PK – 12 |
| Pershing | 19,000 | 30 | 71% Hispanic  13% AA  10% Asian  6% White/Other | 92% | 10% | 34% | K-8 |
| Intrinsic 1 | 185 | 1 | 70% Hispanic  20% AA  7% White  3% Asian/Other | 86% | 19% |  | 9th grade |

**2. NWEA**

**2A. AMPS NWEA Results**

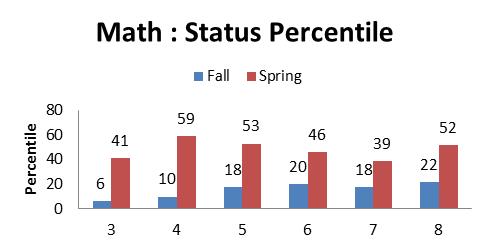
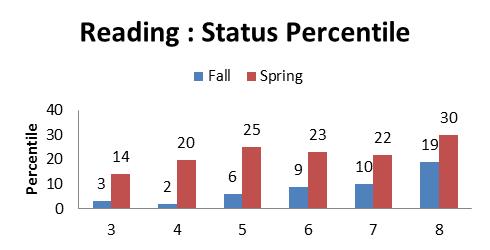
AMPS schools began adopting the NWEA performance assessment on an opt-in basis in 2008. By 2009, 50 schools implemented the assessment and the following year all 76 AMPS elementary schools were using the tool for a total of 40,000 students. Below are results of NWEA for AMPS:

* 54% students met their individual growth targets for reading in 2009-10. Results increased to 57% in 2010-2011. Math results were 60% for both years. (This was considered very positive because of the number of first year schools added. Growth is often lowest in the initial year as schools learn how to use the assessment for instructional purposes.)
* Students that were grade level proficient in reading from moved from 31% in spring of 2010 to 37% in spring 2011 – thus demonstrating catch-up growth for 6% of students.
* 40% of AMPS schools were at the national average in reading in spring 2010. This rose to 58% in spring 2011.

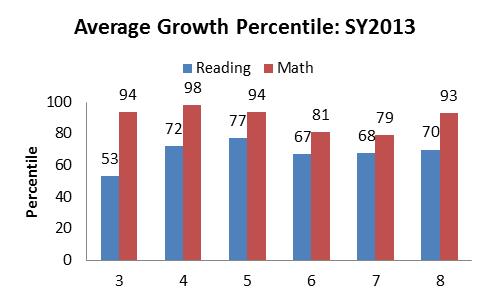
# 2B. Pershing NWEA Results

When the design team moved from AMPS to Pershing, 22 schools were taking NWEA assessment and 7 schools were taking district mandated SCANTRON assessment. The design team brought best practices from AMPS schools and applied them with additional targeted coaching for principals and teachers made possible by a much smaller network with the following results:

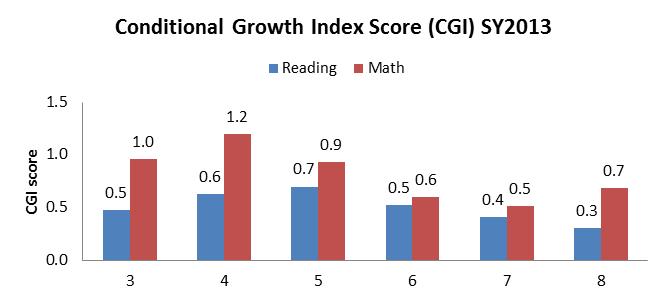
* 61% of students met reading growth targets 65% met math targets from fall 2011 to spring 2012. This improved to 67% students meeting reading growth targets and 74% meeting math targets in spring 2013.
* Baseline data Pershing showed 35% of students at grade level in reading and 36% students in math. This increased to 40% in reading and 44% in math by spring 2012 and 48% in reading and 57% in math by spring 2013.
* We saw substantial increases in the percent of schools that were at national average (NPR 50th on School Ranking distribution) from SY2012 to SY2013. The percent of schools rose from 79% in SY2012 to 93% in SY2013 in reading. Numbers rose in math from 59% in SY2012 to 97% in SY2013.
* Status percentile (grade level percentile rank based on the average RIT score of the grade at any given testing term) and mean gains percentile (percentile rank based on average growth for a grade between fall and spring relative to grades with a similar starting point) were used to assess the relative performance of each grade level compared to the grade levels with the same starting score nationally. The following graph shows the grade level status percentile for SY2013.

****

* The average growth percentile assesses national performance based on the average gains made from Fall to Spring and comparing it to students / classrooms with similar starting scores. In SY2013, all grade levels except grade 3rd were above 65th percentile in reading and all grade levels were above 75th percentile. Following graph shows the average growth percentile in both reading and math for SY2013.

****

* On average, Pershing schools in SY2013 had a conditional growth index of 0.51 in reading and 0.81 in math[[8]](#footnote-8). This score means that the observed gain from fall – spring was 0.51 (reading) and 0.81 (math) standard deviations greater than the growth projected for that grade with that starting score. Following graph gives the same information by each grade level for reading and math.

****

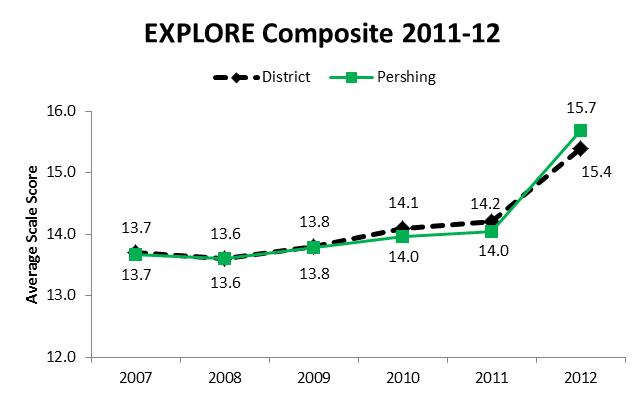
### 3. EXPLORE: Grade 8

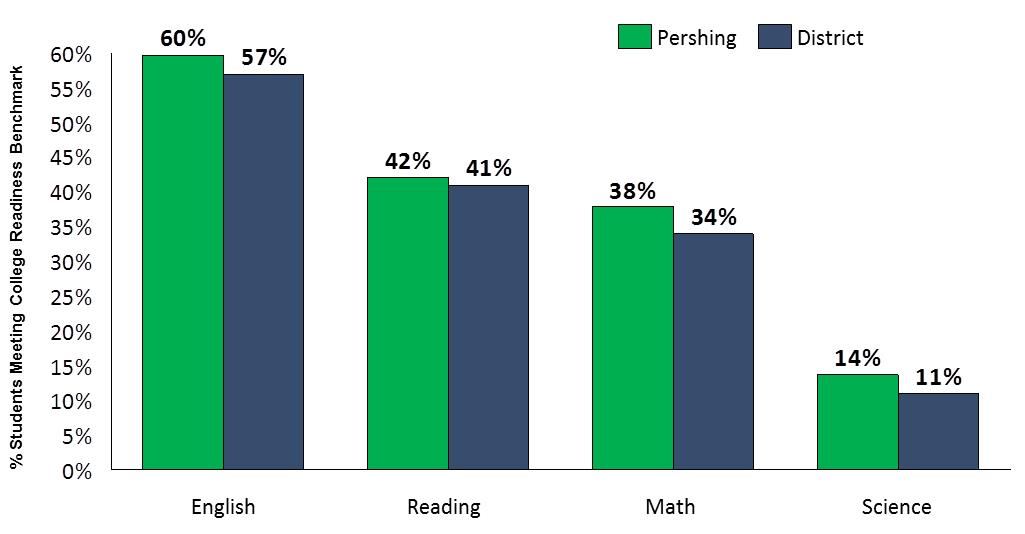
The second measure to track closely for both AMPS and Pershing is 8th grade Explore.

3A. AMPS Explore Results: The design team conducted training for interested school in AMPS around aligning data to College Readiness Standards. Results surpassed the district though this should be expected as schools were selected for AMPS based in part on past attainment. (See appendix for detailed AMPS Explore Performance)

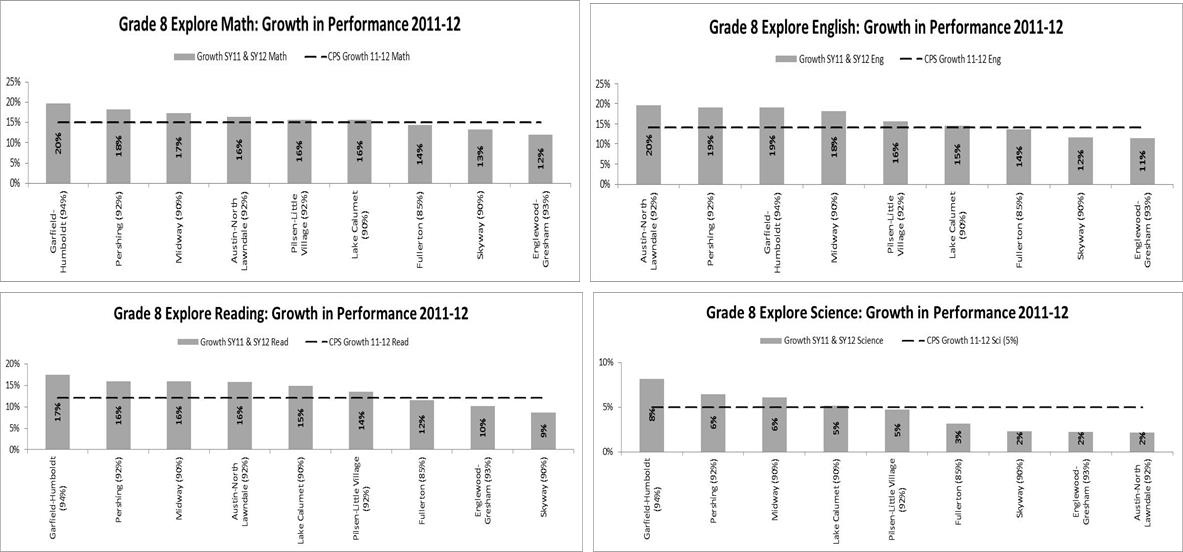
3B. Pershing Explore Results:

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.

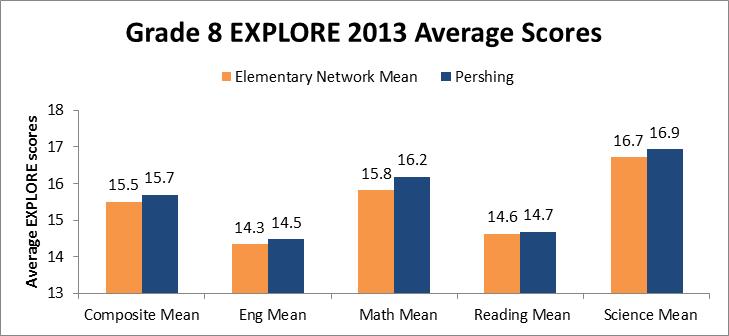
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* In its first year of these strategies, Explore achievement increased across all sub-tests. (See appendix for results by sub-test)
* The following graph shows that higher percent of students in Pershing network were meeting college readiness benchmarks[[9]](#footnote-9) as compared to the district in SY2012.
* 

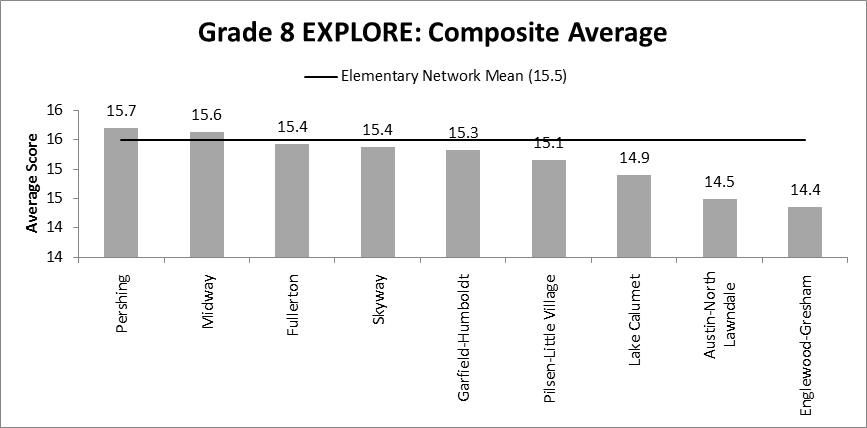
Comparisons data from different elementary networks with similar demographic and poverty rates across the district were also used to see the impact. The following graph shows the Pershing network rank for % change between SY2011 and SY2012 for every content area across all networks in CPS. Pershing network schools showed the greatest increase from 2011 to 2012 with a 19% improvement in English and an 18% improvement in math.

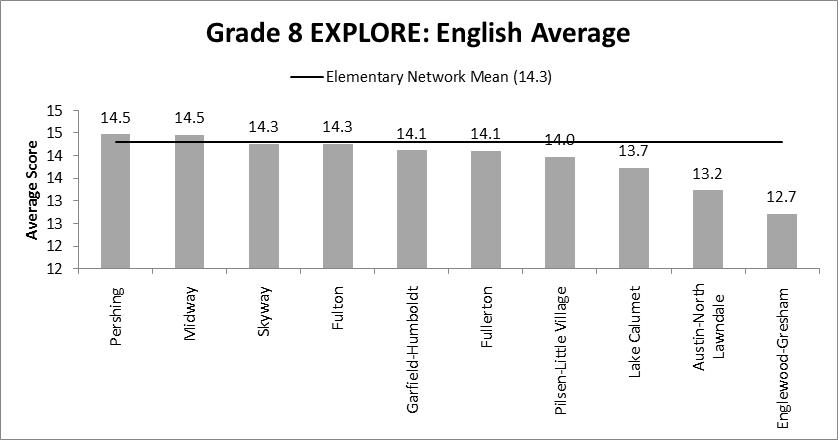


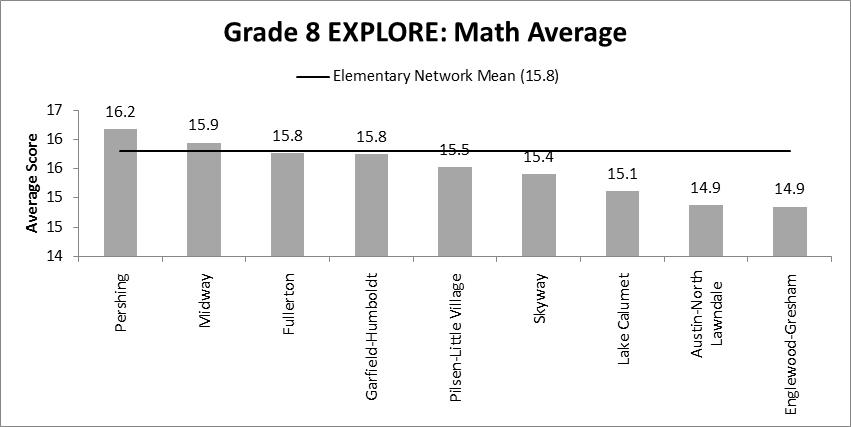
This strategy coupled with strong leadership coaching and student awareness led to even stronger results in SY2013. Following graph shows the average EXPLORE scores for all content areas as compared with district mean.

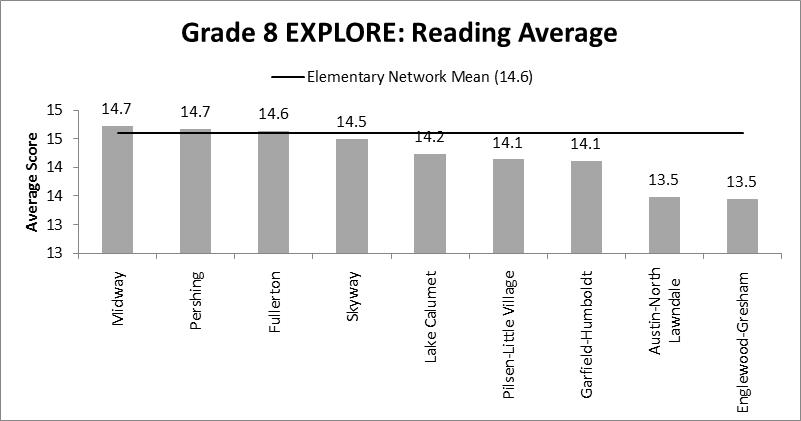


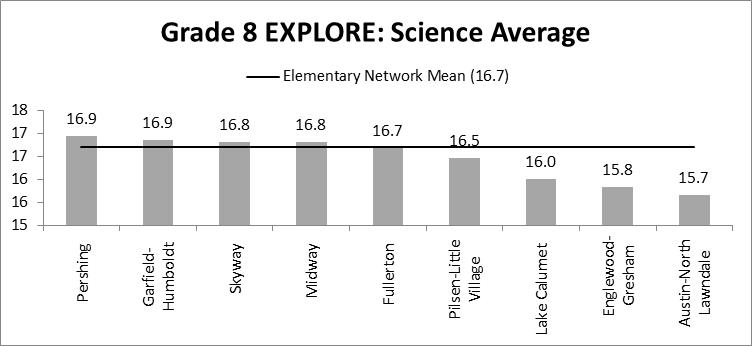
When comparing networks with similar poverty rates, Pershing ranks highest across the district in all content areas. Below are the ranking of similar networks based on Explore scores in each content area.











**Case Studies**

When creating the instruction model for Intrinsic, the design team incorporated best practices from our own experience as well as practices from other successful charter and district schools. This section outlines those practices and highlights the results of schools we supported to implement these practices.

**RIT Band Instruction** – This practice was brought to CPS by Zaikos and the AMPS team. Students are grouped together for 30-45 minutes daily to receive targeted intervention or extension in reading or math at their level as determined by NWEA. This happens outside of the traditional reading and math blocks. Groups are determined as the strand level (e.g. measurement or number sense) and change every few weeks as the school focuses the RIT band instruction on different strands. Teachers take responsibility for different RiT bands and thus share responsibility for differentiation school-wide. Some Pershing schools began introducing this strategy in 2011-2012. By 2012-2013, the following schools were implementing the strategy with intense focus on this strategy and achieved the following results:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reading Performance : SY2013** | | | | |
| Schools | Student Count | % Met Growth F-S | % Proficient Fall | % Proficient Spring |
| COLUMBIA EXPLORERS | 658 | 79% | 28% | 46% |
| CHAVEZ | 518 | 75% | 22% | 32% |
| HEALY | 788 | 73% | 60% | 70% |
| WARD, J | 289 | 68% | 49% | 57% |
| BURROUGHS | 282 | 67% | 45% | 55% |
| SHERIDAN | 353 | 65% | 73% | 78% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Math Performance: SY2013** | | | | |
| School | Student Count | % Met Growth F-S | % Proficient Fall | % Proficient Spring |
| WARD, J | 289 | 86% | 62% | 78% |
| CHAVEZ | 510 | 85% | 37% | 65% |
| SHERIDAN | 353 | 85% | 66% | 80% |
| HEALY | 840 | 83% | 65% | 79% |
| COLUMBIA EXPLORERS | 658 | 82% | 30% | 48% |
| BURROUGHS | 282 | 74% | 51% | 63% |

When compared nationally, these results represent them in the top 20% of the schools in the country. In context of the new School Quality Rating Policy, Columbia Explorers, Healy and Chavez will achieve a 5 point rating on the metric “Percentage of Students Meeting or Exceeding National Average Growth Norms on NWEA Reading and Math Assessments”. James Ward, Sheridan and Burroughs come close to achieving a 4 point rating on the metric. This demonstrates that these strategies can achieve nationally and locally rigorous benchmarks of improving and sustaining student achievement.

**Teacher training on college readiness alignment** - While we introduced all schools to basic information aligning curriculum to the College Readiness Framework, the design team worked closely with schools that demonstrated a high level of data readiness. The design team supported teachers to code answers to the Explore test and explicitly teach to skill gaps. Schools with an intense focus on this strategy in 2012-13 included Sheridan, Healy and James Ward. The following table shows reading and math performance for SY2013

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Schools | Composite Mean | English | Math | Reading | Science |
| SHERIDAN | 18.9 | 18.4 | 18.1 | 18.4 | 19.9 |
| HEALY | 19.1 | 18.4 | 19.6 | 18.2 | 19.7 |
| WARD, J | 18.1 | 16.5 | 19.1 | 16.7 | 19.6 |

***c. School Leadership:*** *(i) Briefly describe the proposed instructional leadership structure. (Note: the structure should align with the school-level organizational chart provided in Section 2.5.a). (ii) If school leader(s) have been identified, provide the criteria 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. (iii) If school leadership has been identified, please provide evidence of each proposed leader’s success in driving achievement with a similar student population. If any of the proposed school leader(s) do not have experience running a school, please cite any school leadership programs or fellowships that they have completed or will complete prior to school opening.*

*• Attach clearly labeled job descriptions for all staff that will provide instructional leadership at the proposed school. (Note: Job descriptions are also requested in Section 2.5.a. These job descriptions satisfy both requests.)*

Intrinsic Schools intends to create a fairly flat leadership structure to ensure that each staff member has a voice in its decisions and growth. At the school level, the leadership team will be comprised of the principal and the master teachers. While this the principal will work with the Charter Management Organization (CMO) staff, the goal is for the majority of decision-making to take place at the school level. As Intrinsic Schools grows to more than one campus, staff at various schools will work together to make decisions and solve problems. For example, the ELA master teachers may get together to further refine curriculum across schools and principals may work collaboratively to assess observational data on the student experience and refine the school schedule.

Due to the unique role of the master teachers within the Intrinsic Schools model in leading instruction and managing curricula, the role of the Principal will vary from traditional schools. In our model, master teachers are responsible for creating the instructional experience for students in their given subject areas and for mentoring new teachers by teaching alongside them in our pod structure. Rather than serving as the primary instructional leader, an Intrinsic School Principal will work to set and maintain high academic standards, and facilitate a culture of collaboration and continuous professional development within his/her staff. The Principal will also serve as the primary liaison between the school and the CMO, as well as the school, its families and surrounding community. All Intrinsic Schools Principals will report to the CEO.

The principal for the proposed school will be Tim Ligue (see bio above and resume in the attachment). Tim is an outstanding candidate for this role having a demonstrated track record of success in the following critical areas :

* Driving strong academic outcomes in schools across Chicago
* Utilizing data to inform instruction and professional development
* Developing and administering results oriented professional development
* Championing teacher excellence through a focus on continuous improvement
* Empowering and engaging families and the community
* Developing and nurturing strong relationships with students
* Identifying and implementing digital content and other technologies to accelerate student growth
* Leading and supervising teams

In addition, Tim has the key personal characteristics that we look for in Intrinsic’s school leaders:

* A commitment to excellence
* Personal integrity
* Ethical decision making
* Belief in the mission, vision and educational philosophy of Intrinsic Schools
* A commitment to continuous personal growth and lifelong learning

Tim is a seasoned district administrator who worked alongside Melissa Zaikos at both the AMPS and Pershing networks. As the networks’ instructional support leader, Tim worked with dozens of school leaders and scores of teachers to build their capacity in the administration and use of the NWEA MAP tests to drive significant improvements in student growth (this is discussed in detail in response to question Section 2.2b). Tim has also worked with some of the lowest performing schools in the Pershing network to develop their capacity to successfully engage parents, the LSC and the community at-large as part of a broader strategy for school improvement.

Tim is currently working at Intrinsic’s first school as the resident principal and will continue in this role through the incubation of the proposed second school. In this capacity, Tim is shadowing and being mentored by Suzanne Velasquez, the principal of the first Intrinsic school and a seasoned educational leader (see attached resume). Over the course of the two-year residency, Tim will take on increasing levels of responsibility and engage directly in all aspects of the principal’s responsibilities including instructional oversight and planning, selecting and supervising teachers, managing the school culture, engaging with families and the community-at-large, and school operations.

The combination of Tim’s prior experience, personal attributes and principal residency will make him an outstanding principal of Intrinsic’s second school.

***2.3 Educational Goals and Assessment Plan***

***a. Educational Goals and Metrics:*** *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 on pp. 13-14 of the Answer Manual. Please describe how your Design Team determined these goals and why these goals are appropriate for the school’s intended population.*

**Educational Goals and Metrics**

Our educational goals and metrics are reported using a balanced scorecard to provide a diverse perspective on student achievement. We will rigorously measure academic growth, academic attainment, participation, and habits of minds. When developing our educational goals and metrics, we reviewed data from the CPS Pershing Network because we believe these students will closely mirror the diversity of students anticipated to attend Intrinsic Schools. The assessment plan should be comprehensive in terms of assessing both individual student growth and overall school performance compared to similar schools against local and national benchmarks. The new CPS performance policy has been used to create overall benchmarks for school wide growth and attainment.

**School Level Measures**

School wide performance measures and its evaluation are vital to school success. 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. Its intention is to both identify best practices while setting targeted supports for students and guide the board and parent community to make better decisions.

We believe that student growth and performance measures should align to the school level metrics and measures. An aligned path between the two is the key to school’s success in using data with instructional best practices. All the measures identified in the student academic growth section comprehensively aggregate to some of the key school-wide metrics and measures. The measures include student performance on nationally normed assessments (elementary and high school), school culture and climate, attendance, graduation and college success. It is also strategically aligned with the school level metrics on the CPS School Quality Rating Policy.

The table below provides the benchmarks that we have chosen from the School Quality Rating Policy that in good approximation align with the student growth and attainment benchmarks discussed in the section on student growth and attainment that follows.

|  |  |
| --- | --- |
| **Elementary School Performance Indicators** | |
| Elementary School Performance Indicators | 4 points |
| 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 will 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 a more 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. Like CPS, we will measure ourselves based on the percent of students making typical growth. We set our annual growth targets equal to the highest performing schools in the Pershing Network.

However, achieving the average growth of typical peers does not ensure preparedness for post-secondary success if a student comes to us below grade level. 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.” We believe we can meet a very aggressive target of 70% making catch up growth due to our personalized approach to instruction. In high school, we will measure students making expected gains on EPAS like CPS and also measure the percent of students making catch up growth to college readiness.

| **Academic Growth Measures** | | | | **Goal/Target** | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Benchmark** | **Measure** | **Grade**  **Level** | **Reviewed** | **13-14**  **6-9th** | **14-15**  **6-10th** | **15-16**  **6-11th** | **16-17**  **6-12th** | **17-18**  **6-12th** | **Steady State** |
| Typical growth | NWEA:  Reading & Math | 7-8 | Annually | 70% | 75% | 75% | 75% | 75% | 75% |
| “Catching-up” growth  to 50th NPR | NWEA:  Reading & Math | 7-8 | Annually | 65% | 70% | 70% | 70% | 70% | 70% |
| Expected gain | EXPLORE, PLAN, ACT | 8-12 | Annually | 70% | 75% | 75% | 75% | 75% | 75% |
| “Catching-up” growth  to college readiness | EXPLORE, PLAN, ACT | 8-12 | Annually | 65% | 70% | 70% | 70% | 70% | 70% |

**Academic Attainment**

Academic attainment measures are often gatekeepers to post-secondary options and thus we will monitor them closely. The table below shows a significant increase in goals and targets based on starting our first schools with 7-9th 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. Based on the distribution of Pershing data, 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. We believe that with an incoming group of students similar to this population we can move 72% to high school ready by the end of 8th grade. These students will still require “catch up growth” in high school in order to meet our benchmarks. Thus, targets for “college ready” increase from the EXPLORE to PLAN to ACT as we catch students up. We set the overall expectation for ACT at 21, which aligns with college readiness. When reading the table below the numbers grow by 7% each year from on-track to College Readiness on the EXPLORE to on-track for College Readiness on the 12th grade ACT. The numbers represent a significantly faster rate of growth than other high performing charter high schools and we know that they are very aggressive. However, 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 that 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 colleges course have minimum requirements set by the program.) Because we believe that communication and influencing skills are critical for post-secondary success, student writing will be assessed based on grade-specific, school-wide writing rubrics and teachers will grade one another’s student writing to ensure inter-rater reliability.

We will monitor 4-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. These are the best measures that we can think of currently to evaluate post-secondary success. 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 would 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** | **15-16**  **9th** | **16-17**  **7,9, 10** | **17-18**  **7-11th** | **18-19**  **7-12th** | **19-20**  **7-12th** | **Steady State** |
| “On-track” for HS Readiness (all students) | NWEA MAP: Reading & Math | 7-8 | Annually |  | 53% | 62% | 72% | 72% | 72% |
| Students Eligible to take Selective Enrollment Exams (all students) | ISAT Stanine (5th) | 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% | 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% | 80% |
| Graduation Rate\* |  | 12 | Annually | NA | NA | NA | 100% | 100% | 100% |
| 4 year College Acceptance Rate |  | 12 | Annually | NA | NA | NA | 100% | 100% | 100% |
| Retention rate from 1st year to 2nd year in college – comparison by ethnicity |  | PS | Annually | NA | NA | NA | NA | NA | (X times state avg.)[[10]](#footnote-10) |
| Bachelor’s Degree Attainment (5th year) |  | PS | Annually | NA | NA | NA | NA | NA | TBD |

**Participation**

In participation, we want to closely track and monitor student acceptance and transfers to selective enrollment schools. We believe in student choice and want students to attend his/her best fit school. 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 intend to 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** | **15-16**  **9th** | **16-17**  **7,9, 10** | **17-18**  **7-11th** | **18-19**  **7-12th** | **19-20**  **7-12th** | **Steady State** |
| Attendance Rate |  | 7-12 | Monthly | 97% | 97% | 97% | 97% | 97% | 97% |
| Student Retention Rate[[11]](#footnote-11) |  | 7-12 | Annually | 90% | 92% | 92% | 92% | 92% | 92% |
| Students transferring to SE schools |  | 7-12 | Annually |  | 10% | 18% | 18% | 15% | 15% |

**Habits of Mind**

Student independence and ownership over learning is a key component in the Intrinsic Model. Thus, we will measure each student’s capacity for autonomy and perseverance over time. The Hope Survey measures student perceptions of autonomy, belongingness and goal orientations as well as their resulting engagement in learning and disposition toward achievement. The Hope Survey will be used to diagnose whether or not our school culture has the components that encourage higher levels of engagement in learning. We will also create rubrics to assess each student’s growth as a learner and measure progress across this continuum. Digital portfolios will be used for student reflection in student-led conferences with parents and teachers.

In order to self-advocate, students must clearly understand the requirements for success. We will 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.

Because we believe so strongly in the importance of student autonomy and ownership over learning, we will 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[[12]](#footnote-12).

| **Habits of Mind Measures** | | | | **Goal/Target** | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Benchmark** | **Measure** | **Grade**  **Level** | **Reviewed** | **15-16**  **9th** | **16-17**  **7,9, 10** | **17-18**  **7-11th** | **18-19**  **7-12th** | **19-20**  **7-12th** | **Steady State** |
| Demonstrate age/grade-level appropriate levels of Belongingness, Autonomy, Goal Orientation | Hope Survey | All | Annually w/initial entry admin. | TBD | TBD | TBD | TBD | TBD | TBD |
| Demonstrate appropriate meta-cognition | Digital Portfolio Reflections | All | Bi-annually | TBD | TBD | TBD | TBD | TBD | TBD |
| Demonstrate grade-level appropriate college knowledge | Intrinsic Rubric,  EXPLORE Career Survey | 7-12 | Bi-annually | 90% | 95% | 100% | 100% | 100% | 100% |
| Demonstrate age/grade-level appropriate autonomy for learning | Intrinsic Rubric | 7-12 | Bi-annually | 70% | 75% | 80% | 85% | 90% | 90% |

***b. Student Assessment Plan:***

*(i) 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 and include a table that details specific diagnostic, benchmark/interim, and summative assessments that will be used for each grade level, as well as the timing of their administration (please see pp. 15-16 of the Answer Manual for sample Assessment Tables).*

*(ii) The proposal narrative should: explain the rationale for selecting or developing the identified assessments; describe each assessment's purpose, design and format; demonstrate the validity and reliability of any non-standardized assessments; note alignment of assessments with state standards and/or Common Core State Standards, where applicable; and identify who will be responsible for administering the assessments.*

Student assessment and response to data will drive the Intrinsic Schools model. We believe it is critical to constantly monitor both mastery of grade-level standards and progress on personalized learning plans - 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.

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. In order to maintain a focus on post-secondary success at middle school level, we have all students take a practice Explore in both 7th and 8th grades. 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 will have 1:1 technology devices, teachers will be able to 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. When we have multiple schools, content-area teachers will also collaboratively write end of course exams.

The Hope Assessment and Intrinsic-developed rubrics to assess students’ college knowledge and autonomy will be essential to tracking progress toward our mission of preparing 21st century learners, who drive their own post-secondary experience. This survey data will be reviewed by all levels of the organization (teachers, principal, CMO, Board).

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment Purpose | Tool | Grade | Source | Frequency |
| Diagnostic | NWEA MAP | 7-11[[13]](#footnote-13) | Purchased | 3x per year |
| Content Assessments | All | Teacher created | Weekly |
| ACCESS | 7-8 | State | Annually |
| EXPLORE[[14]](#footnote-14) | 7-9 | ACT | Annually |
| PLAN | 9-10 | ACT | Annually |
| Practice ACT | 11 | Retired exams/GAINS | Annually |
| Check for mastery of grade-level skills and content | Online “exit tickets” | All | Teacher created | 2x week |
| Performance Tasks | All | Teacher created | 6-8x per year |
| Writing Assessment | All | CERCA rubrics | At least weekly |
| Check for mastery of skills and content toward personalized learning plan | End of lesson assessment | All | Embedded in online content | Daily |
| Online “exit tickets” | All | Teacher created | Varies |
| Summative | ISAT/PARCC | 7-8 | State | Annually |
| Course Final Exam/Capstone Projects | All | Teacher created – common across Intrinsic Schools | 2 per year per course |
| EXPLORE | 8-9 | State | Annually |
| PLAN | 9-10 | ACT/State | Annually |
| ACT | 12 | ACT | Annually |
| AP Exams | 10-12 | AP | Annually |
| Defense of 12th grade Capstone | 12 | Teacher-led | Annually |
| Habits of Mind | Hope Survey | 7-12 | Purchased | Annually |
| Observational Rubrics to measure student autonomy | 7-12 | Intrinsic Developed | Quarterly |

***c. Data-Driven Programs and Instruction:*** *(i) Describe how instructional leaders and teachers will administer, collect and analyze the results of diagnostic, formative, benchmark/interim, and summative assessments to inform programmatic and instructional planning decisions and make adjustments to curricula, professional development, and other school components. This response should clearly explain the roles and responsibilities of the instructional leadership team in overseeing teachers’ progress toward helping students meet their identified goals, as well as specify the formalized processes and supports that will enable teachers to reflect on student progress and adjust their instruction accordingly.20 (ii) Please explain how the school will continually communicate with parents and students about academic achievement and progress.*

The Intrinsic School model is built upon the use of data to personalize instruction for students. Data will be used to constantly inform the progress of individual students and the school as a whole. We will use the following structures to review results and make adjustments to our programs.

|  |  |  |
| --- | --- | --- |
| **Structure** | **Frequency** | **Purpose** |
| Student goal setting | Weekly | * Create student ownership over learning * Monitor progress |
| Collaborative planning meetings among master teachers, special education staff, instructors, and assistant teachers | Weekly | * Review students’ weekly goal-setting sheets and discuss any changes or adjustments that may be needed to meet student needs * Ongoing review of technology resources and analysis of student perseverance and independence * Ongoing support for horizontal and vertical articulation of the curriculum * Review progress monitoring data and review/plan for co-teaching to intensify intervention for struggling student * Prepare and discuss how to structure student-led conferences with specific guidelines for student portfolio reflection and demonstration of mastery |
| Curriculum Coordinator check-in with each Pod | Weekly | * Review of student data * Discuss any additional support needed from outside the Pod for specific students that came out of the teacher collaboration meeting * Determine need for any additional instructional resources |
| End of course review | 2 per year | * Record course reflections based on final student achievement in the course * Record any suggested changes to the course for future years based on what worked/didn’t work |
| Student-led Conferences | 2 per year | * Create student ownership over learning * Engage family in student goals and progress |
| Portfolio Reflection | 2 per year | * Student reflect on his/her progress as a learner * Create a real-time snapshot of student mastery |
| Board Review of Data | Each board meeting | * Monitor school progress * Identify any need for reallocation of resources to better serve students |

***2.4 Curriculum and Instruction***

***a. Curriculum:*** *(i) Provide a brief description of the proposed curricula and supporting materials for each subject and outline the rationale for curriculum development or selection decisions. How will the proposed curricula further the mission of the school? (ii) 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. (iii) Explain how teachers will know what to teach and when to teach it; include the curriculum resources that will support instructional planning (e.g., curriculum maps, scope and sequences, pacing guides, etc.);21 (iv) Describe the curriculum development and revision processes by which school leaders and teachers will evaluate and revise the curricula to ensure its continued effectiveness in driving academic achievement and growth for all students, alignment to state standards, and alignment from grade to grade.*

*• Attach a course scope and sequence by subject for each grade level being proposed. (Please see p. 17 of the Answer Manual for a sample Scope and Sequence for illustrative purposes.)*

*• Attach a curriculum map and/or pacing plan that identifies course outcomes, demonstrates a clear alignment with appropriate state and Common Core State Standards, and illustrates alignment from grade to grade. (Please see p. 17 of the Answer for a sample planning map for illustrative purposes.)*

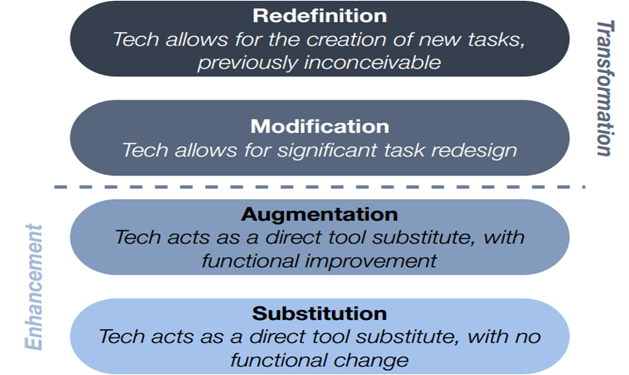
*• Attach a timeline (from authorization through the July prior to opening) that outlines plans to develop curricula for the proposed school prior to school opening. The timeline should specify which individuals will be responsible for completing key tasks at each stage of the process. Indicate how this timeline aligns with teacher hiring and professional development calendars.*

A curriculum defines what students should know (content) and be able to do (skills). In our experience, the most rigorous 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 teacher will create or “curate” materials for students. Our enrollment model allows for master teachers to design curricula to be used by newer teachers in the following years. In addition, because all materials are stored on-line, sharing of materials is automatic.

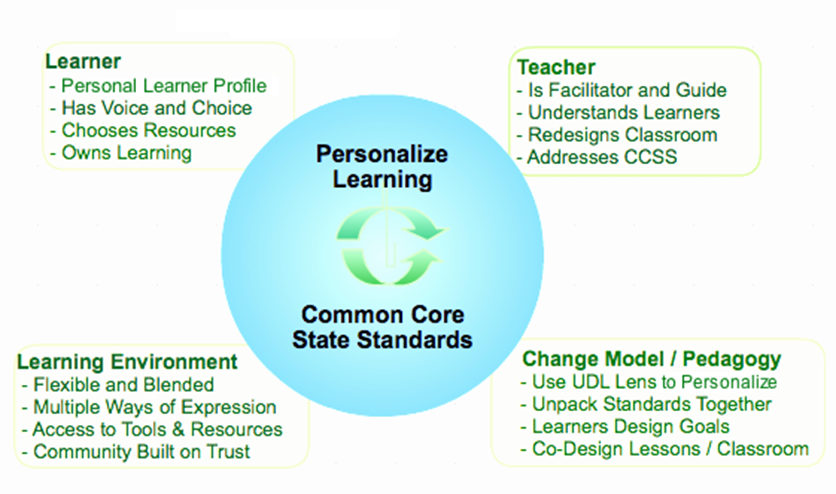
The curriculum, instruction, and assessment at Intrinsic Schools will be meticulously aligned to the Illinois Learning Standards, Common Core State Standards for English Language Arts & Mathematics, Next Generation Science Standards, and the College Readiness Standards (see Curriculum Map Attachment). 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. The proposed 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 (see Scope and Sequence Attachment). Through technology-enabled data collection, our master teachers will routinely assess the effectiveness of the curricula.

According to Richard Elmore, the way to improve student learning at scale is to simultaneously improve the three domains within the Instructional Core – the interdependent relationship between the student, the teacher, and the content.[[15]](#footnote-15) The Intrinsic Schools teaching team will possess both the experience and expertise in delivering a rigorous curriculum through proven and effective instructional strategies. They will create and curate rich learning experiences that will help all students achieve high levels of academic success. We will leverage technology to increase rigor, tailor instruction, and engage students with meaningful learning activities. Elmore also maintains that “task predicts performance.” Thus, we will ensure that all students will have the opportunity to grapple with challenging tasks to improve their critical thinking and problem-solving skills.[[16]](#footnote-16)

In creating, designing, and curating performance tasks, our master teachers will examine the depth of technology integration on spectrum from substitution to redefinition. Ruben R. Puentedura has done extensive research on the role of technology on pedagogical content knowledge (TPCK) and the use of technology in creating student tasks (The SAMR Model – see graphic below). We have seen where technology has been used to strengthen foundational skills, but we believe technology has the potential to extend and deepen learning in ways that have yet to be fully explored. When developing tasks, our teachers will work to both enhance and transform the learning experience for our students.[[17]](#footnote-17)



The Universal Design for Learning (UDL) will guide the design of the curriculum, instruction, and assessment at Intrinsic Schools. Student data and engagement with the content will inform adjustments to future learning experiences. UDL allows teachers to create a flexible learning environment in which students become more active over their learning and progress. Through technology, students will be able to track their own progress. They will become more aware of their metacognitive processes and become co-designers in personalized learning paths. The diagram below shows how personalized learning in the context for the Common Core Era can help students become more autonomous learners, which we believe is critical for college and career success.[[18]](#footnote-18)

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As outlined in our Assessment Plan (Section 1.3), Intrinsic Schools will rigorously measure academic growth, academic attainment, participation and habits of minds. The ACT defines college readiness as, “the level of 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.”[[19]](#footnote-19) Multiple data sources will inform all curriculum-planning at Intrinsic Schools. The curricula will be aligned tightly with assessment measures to adjust learning plans for students as needed to ensure college and career readiness and success.

***b. Instructional Strategies:***

*(i) Describe the instructional strategies that will be implemented at your school to support the education plan, including approaches to classroom management, checks for understanding, etc. Explain how the proposed instructional strategies support the proposed mission, vision, and educational philosophy of the school.*

*(ii) Highlight evidence that the proposed instructional strategies are research-based and have been effective with students similar to those the school expects to serve.*

Intrinsic Schools was designed to meet the diverse learning needs of all students. To this end, we work aggressively to assess student needs, remediate skill deficiencies, and meet the needs of accelerated students. 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. We also continue to build strong collaborative partnerships with next generation schools across the country and share best academic and operational practices. Additionally, in an effort to continuously improve, we review current research on brain-compatible pedagogical methods that best optimize our particular students’ educational experiences and prepare them for rigorous post-secondary endeavors.

**Framework for Teaching and Learning at Intrinsic Schools**

In order 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.
* 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 seek to marry established 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 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, we are implementing a blend of instructional strategies. Each method is briefly described below.

**Strategic Use of Technology for Personalization**

As outlined by Carol Tomlinson[[20]](#footnote-20), instruction can be differentiated in terms of content, process, product, and learning environment to improve student performance. At Intrinsic, we rely heavily on technology to support differentiation. With our one-to-one device initiative, students have access to high quality content anytime and anywhere.

Technology has supported our ability to personalize learning in the following ways:

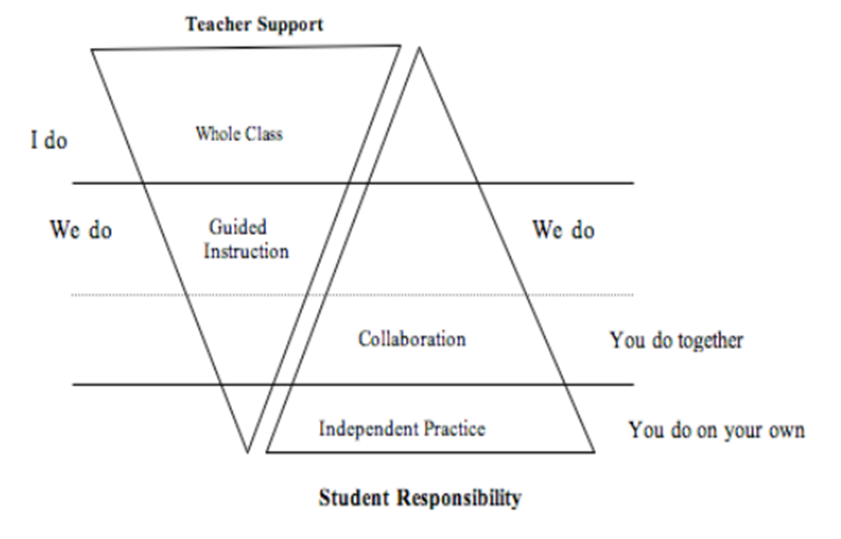
* Varying student to teacher ratios so that students receive small group attention as needed and so that the most effective teachers are impacting the most students
* Varying pacing based on student profile
  + Assigning modules for online programs based on formative assessment data
  + Providing enrichment activities for students that have demonstrated mastery on specific skills
* Building background knowledge and strengthening foundational skills according to the needs of each individual student
  + 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
* Offering choice and access to information on virtually all topics
* Increasing peer to peer collaboration
* Increasing rigor through content creation and enabling students to share instructional strategies with peers (Bloom’s Taxonomy: Application, Analysis, Synthesis)
* Allowing students to accelerate and take specialized, online courses and/or student-created independent studies.

As mentioned earlier, data informs our instructional decisions. Technology allows us to review data to differentiate curricular choices for our students. Though all Intrinsic students will graduate with at least two years of the same World Language, we know that some ninth-grade students may need more Reading Support in English before pursuing competency is another language. Our team built a comprehensive data profile for each student, which included 8th grade Spring NWEA Reading score, 8th grade Reading and English EXPLORE scores, 8th grade ISAT Reading score, and 9th grade Fall NWEA Reading score, to determine each student’s eligibility for World Language. Students who take World Language are participating in a pilot with The Middlebury Interactive Program. The program allows us to combine online learning with face-to-face instruction to provide students with a customized learning experience. Similarly, our Reading Support teacher provides targeted support to strengthen students’ foundational skills, which is informed by NWEA and online reading intervention progress monitoring data. As a result, our intervention strategy allows students to access core curriculum for a rigorous learning experience.

In our model, Intrinsic students and teachers act as partners and technology is the fuel to design personalized learning pathways. When combined with the expertise of master 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.

**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 and independent practice. Students receive assignments through our learning management system, CANVAS but also have them reinforced by the classroom teacher as needed. On-line tools such as ThinkCerca and Gobstopper help to scaffold reading and writing assignments for students. ThinkCerca provides templates and support for students to write evidence based arguments and Gobstopper allows teachers to annotate any text with questions, prompts or video to support the reading. The graphic below illustrates the gradual release of responsibility as defined by the work of Doug Fisher and Nancy Frey that guides this strategy.[[21]](#footnote-21)



**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 many students, we have redefined “whole class” as shown in the graphic above 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.[[22]](#footnote-22) The basic cadence of the mini-lesson is captured in the graphic above. However, it is important to note that teachers use more inquiry-based and inductive teaching methods to activate background knowledge and to 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 Rotations**

Ongoing and frequent feedback among the teacher and student and/or among peers is a key driver of the structure of a given lesson. Small group rotations are based on students’ learning needs. Hence, the groupings are homogeneous and are intended to provide explicit skill instruction and clarify any misconceptions. For example: after reviewing content assessment data, the Algebra teacher found that ten students were having difficulty solving linear equations in the form: . 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. During this type of guided instruction, students receive support from the teacher and peers. In small group rotations, students typically work together, but all students are responsible for an individual product to submit for feedback.

**Collaborative Group Work**

We believe students have the capacity to dramatically extend each other’s learning. 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 2 to 6 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. Thus, 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.

**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)[[23]](#footnote-23), 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.”[[24]](#footnote-24)

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 publish 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.[[25]](#footnote-25)

**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[[26]](#footnote-26) in our planning, the curriculum is framed around essential questions that spark curiosity and are relevant to students’ lives. As we grow, our master teachers will work with newer teachers to maintain horizontal and vertical articulation to reinforce skills and increase rigor.

We have established a school-wide standards-based grading structure. As a result, our students have a clear understanding of constitutes mastery across content areas. Our teacher teams meet regularly and are organized into two broad categories – Humanities and STEM. The special education and intervention staff work with the content teams to discuss how to best support students with disabilities and/or learning difficulties. 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 at previous schools depended on the use of common language when discussing student work and giving students meaningful feedback. Thus, we have created common writing and presentation rubrics 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 students’ cognitive and metacognitive skills in preparing our students to be college and career ready.

**Alignment with Professional Development and Assessments**

As outlined in our professional development plan, teachers have common planning time by POD weekly and also have three hours of professional development time each Friday. Instructional strategies are discussed and supported during these times based on needs identified during observations by the principal, curriculum coordinator or peers. In addition, teachers receive support and coaching on instructional strategies in real-time from the curriculum coordinator who will 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 and NWEA and EPAS data and are provided coaching time with the data strategist to do so.

*(iii) Describe any specific supports or requirements for implementing specific instructional strategies (e.g., co-teaching or aides, technology, physical space requirements, etc). Discuss how teachers will use different methods of instruction to meet the needs of all students, highlighting the three areas below.*

In addition to teacher-driven differentiation, Intrinsic Schools uses several digital content providers to help meet the needs of diverse students. The digital content that follow are used to provide interventions and acceleration to students depending on their specific skill gaps and areas of mastery.

**Reading Plus** is a common core aligned silent reading intervention program for middle and high school students that is designed to accelerate students’ learning potential. Reading Plus utilizes leveled narratives and informational texts to develop the skills necessary to meet Common Core State Standards. Reading lessons are designed to meet each students’ individual needs to support students in the development of their comprehension and fluency.

**IXL** is a computer adaptive bank of math problems that are aligned to the Common Core State Standards and the NWEA MAP test. Question banks are large and multi-dimensional to allow student to learn through the modality that best suits them and to ensure that students demonstrate mastery in a holistic manner.

**ST Math®** is a secondary intervention program that has proven 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.[[27]](#footnote-27)

**eSpark** uses iPads to help develop individualized learning paths (“playlists”) for students. eSpark uses NWEA data to pinpoint their unique learning strengths and areas for development. Both assessment data and survey data (from student, teacher, and parent) data is used in customizing an individualized learning plan. Progress can be seen in real time on their dashboard, which reports student growth across apps. Effectiveness studies have shown that with eSpark, Illinois students see dramatic gains of 3.5 times more growth.

*a.* ***Assessing Student Needs:*** *Describe the anticipated performance levels and academic needs of the students you intend to serve. Discuss how the school will assess all students upon enrollment and how these assessments will inform instructional planning for the school year.*

Each student at Intrinsic Schools will have a personalized learning plan 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.

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.

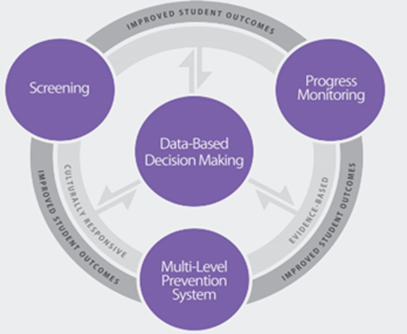
Research-based progress monitoring tools will be used to track students' academic performance and growth. Academic progress will be monitored with increasing frequency as students receive additional tiered interventions (typically: Tier 1 – every ten weeks; Tier 2 – every two weeks; Tier 3 – every week). Teacher teams will 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) will be reviewed. The intent is to always narrow the gap between these two lines that we refer to as “catch-up” growth (see Section 1.3).

*b.* ***Remediation:*** *Describe how your education program will identify and meet the needs of all students who require remediation, including those who are below grade level, through specific instructional strategies, programs, services, and supports. Describe the level of growth expected in student achievement from these programs. Note: ‘Remediation strategies’ does not refer to services to support students with Special Education needs and students who are English Language Learners (ELL); the intent of this question is to describe supports for the underperforming general education population.*

Intrinsic Schools was designed in order to meet the needs of all students. We will aggressively work to assess student needs, remediate skill deficiencies (and monitor catch-up growth per section 1.3) and meet the needs of accelerated 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[[28]](#footnote-28)*

Differentiating regular classroom instruction (RtI Tier 1) is critical to the success of RtI implementation. As outlined by Carol Tomlinson[[29]](#footnote-29), instruction should be tailored in terms of content, process, product, and learning environment to improve student performance. However, this a challenging task for even the most talented and well-meaning teacher.

Intrinsic Schools will rely heavily on technology to support differentiation. Technology will support our ability to implement this RtI approach in many ways including:

* Varying student to teacher ratios so that students receive small group attention as needed and so that the most effective teachers are impacting the most students
* Varying pacing based on student profile
* Building background knowledge and strengthening foundational skills
* Allowing students to receive instruction through their preferred modalities
* Offering choice and access to information on virtually all topics
* Increasing peer to peer collaboration
* Increasing rigor through content creation and enabling students to share instructional strategies with peers (Bloom’s Taxonomy: Application, Analysis, Synthesis)
* Allowing students to accelerate and take specialized, online courses and/or student-created independent studies

The flexibility of our model will allow for fluid movement so students receive the most appropriate intervention to meet their specific learning needs. All progress monitoring data will be collected, analyzed, and recorded on each student’s personalized learning plan. If a student is not responding to the current intervention, the intervention will be intensified in one or more of the following ways: 1) Increased frequency, 2) Increased duration, 3) More specificity in the deficient skill area, and/or 4) Decreased group size. The principal and/or curriculum coordinator will continually verify that interventions are implemented with fidelity. Furthermore, we will 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 will contact the family. Parents are involved in the fabric of the schools and given the information and tools necessary to support their children.

*c.* ***Accelerated Learning:*** *Describe how your education program will identify and meet the needs of accelerated students through specific programs, services, and supports. Describe the level of growth expected in student achievement from these programs.*

Students who demonstrate above grade level mastery will have the autonomy to pursue extended learning opportunities in addition to being accelerated by on-line adaptive programs. In mathematics, accelerated students will have the option to begin the year in the most appropriate course in the sequence (see Scope and Sequence Attachment) either via a live seat or an online course. In literacy, science and history acceleration will 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.”[[30]](#footnote-30)

We also will 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.[[31]](#footnote-31) Intrinsic students will also have access to AP Courses (see Scope and Sequence Attachment) 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 (see Graduation Policy). Each Intrinsic student will have a personalized learning plan. Therefore, students will receive personalized college counseling, starting their freshman year. Our college counselor will help students gain access to the most engaging and rigorous programs. Based on interests and academic data, students will be matched to the most appropriate extended learning experience in the form of summer programs and internships.

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 A. P. 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.

***c. Specialized Instruction:*** *Articulate how the curriculum/educational program of the proposed school will meet the needs of all enrolled students, including students with disabilities, students who are English Language Learners (ELL), and students who are homeless. Discuss how course scope and sequence, daily schedule, staffing plans, instructional strategies, and available student supports will be flexible and adjusted to support these student populations. Answers to the following questions should specifically discuss unique and supplemental ways for serving these populations and should not simply restate the CPS policies regarding specialized populations.*

***i.*** *Explain how the proposed school will identify and meet the needs of students with , including curricula and instructional programs/practices to accommodate this group.*

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 CPS average of 12.9% students with disabilities. We will 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 will 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 their learning experience. We will seek support from the district and its related service providers in order to best serve the needs of our students and adhere to the 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 will 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 will be flexible to best meet the needs of our students. Through analysis of progress monitoring and observational data, we will systematically assess the least restrictive environment (LRE) as outlined in each IEP. As needed, we will determine whether the current setting is educationally beneficial for each student. Our learner-driven model will seek 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 will be available to students, their families, and staff. Weekly goal-setting in response to performance data and teacher feedback will be a common practice for students across content areas and grade levels. Teams of teachers will 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 will extra support throughout various times during year (see Section 2.4d). 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 2.4b) will be infused throughout the student’s daily experience. This hybrid approach of leveraging technology with the highest quality pedagogy will provide students with full access to a variety learning experiences (see Section 2.4). As described in Section 2.1g, we will 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 curriculum coordinator and/or principal will be the lead administrator, who will be overseeing communication with families, the school’s RtI Plan, appropriate and effective specialized support services, and IDEA compliance. Though there will be a team lead, we will 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 1.5, our staff, including special education teachers, content-specific teachers, instructors, assistant teachers, curriculum coordinator, and principal, will 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:

* Gathering instructional resources
* Study current research-based instructional strategies that best support students with disabilities
* Family outreach and/or student socio-emotional support
* Review student data (including writing samples and other assessment data)
* Review students’ weekly goal-setting sheets and discuss any changes or adjustments that may be needed to meet student needs
* Review co-teaching best practices
* Review effectiveness of LRE

When necessary, we will 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). In the case, when the student performs both below the *level* evidenced by peers and shows a learning *rate* substantially below that of peers **and** the provision of special education must result in improved growth, a student may 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. Workshops will be provided to parents informing them of their procedural rights and safeguards and the IEP process in the student’s first year of special education eligibility. 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 2.1d, 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 finding 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.

***ii.*** *Explain how the proposed school will meet the needs of students in at-risk situations, including but not limited to homelessness, low achievement, poverty, behavioral issues, truancy, drugs, pregnancy, and emotional issues.*

Intrinsic Schools will employ a social worker who will be directly responsible for meeting the needs of students in at-risk situations, including but not limited to homelessness, low achievement, poverty, behavioral issues, truancy, drugs, pregnancy, and emotional issues.  She/he will be responsible for working with the student, parents and external social service agencies to ensure that the student has the supports that she/he needs to remain an actively engage in school and participate in Intrinsic’s program.  The social worker will lead professional development sessions for all staff regarding the sensitive and inclusive treatment of students in at-risk situations and will work with the student and parents to develop a plan for retaining the student at Intrinsic.

Intrinsic Schools will monitor compliance with applicable laws as they pertain to at-risk students.  For homeless students in particular, 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.

***iii.*** *Explain how the proposed school will identify and meet the needs of ELL students, including curricula and instructional programs/practices to accommodate this group.*

*• Attach a completed ISBE Special Education Certification form.22*

The curriculum and structure at Intrinsic Schools are well suited to address the specific needs of ELL students.  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,”[[32]](#footnote-32) early identification of the specific needs of ELLs will be key in personalizing instruction.  Parents of incoming students will be asked to identify their child’s home language on their enrollment forms.  Our multi-faceted approach to parent involvement (see Section 2.1g) will also give teachers insight into the cultural and linguistic background of students and will provide direct dialogue and feedback between teachers and parents so parents can truly be partners in their children’s education.[[33]](#footnote-33)

In improving 21st century literacy skills for all Intrinsic students, our teachers will employ research-based and proven strategies as defined by Quality Teaching for English Leaners (QTEL)[[34]](#footnote-34):

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

Our professional development sessions (see Section 2.5b) will give teachers up-to-date research and new strategies to meet the needs of ELL students.  In our planning year, we will 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, will inform our work in helping ELLs achieve high academic standards.  Weekly goal setting will help teachers and students track academic progress in all content areas, but a special emphasis will placed on effectively moving the ELL student to fluent English proficient status.  As mentioned earlier, Intrinsic students will use and create with technology to enhance their reading, speaking, listening, writing, and presenting skills across disciplines and grade levels.  Our focus on mastery and depth will provide ELLs the time and space to simultaneously increase their language fluency, comprehension, and content knowledge.

***d. School Calendar/Schedule:*** *(i) Describe how innovations in the proposed school calendar and daily schedule will be utilized and how they will enhance student achievement. Note: If proposing a longer school day/year, please describe how your team has budgeted for overtime pay for faculty and staff, as appropriate. (ii) Describe how a typical teacher’s days will be structured, explicitly explaining times devoted to the core teaching assignments, planning, and other activities as applicable (such as before or after school electives, remediation, lunch duty, advisory group, etc.). (iii) Describe how a typical student’s day will be structured.*

*• Attach the proposed school calendar and daily schedule using the school calendar template*

*• Attach sample teacher and student schedules for a typical week*

**School Calendar**

The Intrinsic Schools calendar will mirror the CPS calendar with the exception of the three weeks of teacher induction (the induction is marked as teacher institute days on the attached calendar). It will include:

* 180 days of instruction
* 4 professional development days
* 2 student-parent-teacher conference days

**Daily and Weekly Schedule**

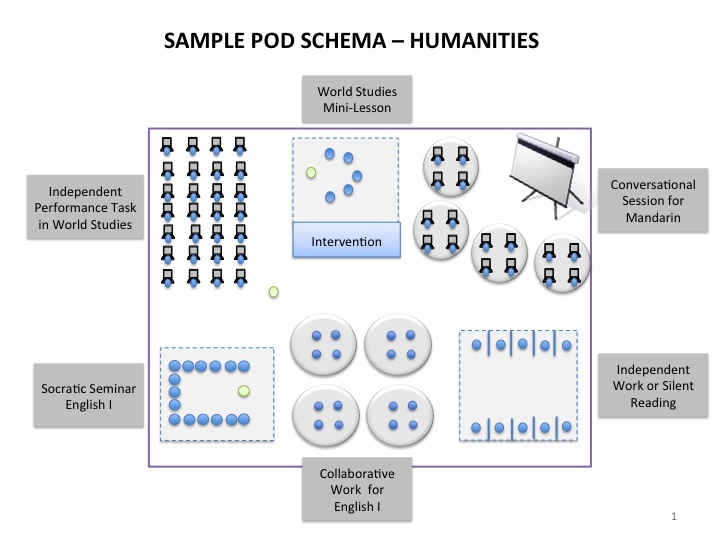
The daily schedule at Intrinsic Schools will run from 8:30-4:10 Monday through Thursday and 8:30-12:50 on Fridays with additional before and after school programs. Our schedule is based on a traditional block schedule with 100 minutes of core classes every other day and 50 minutes both of an elective intervention/extension daily. Students attend each class for 30 minutes on Friday.

Our physical structure allows for increased collaboration and inter-disciplinary work. Classes are scheduled so that students spend roughly 50% of their day in the Humanites pod and 50% in the STEM pod. Students in a pod will be engaged in a variety of activities ranging from individualized, on-line 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/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.

Our weekly schedule was created based on practices that our master teachers deem critical to student success.  Students attend community meeting each Monday that designed to motivate students and set expectations for the week.  As part of the weekly cycle, students will set weekly goals that drive how they spend the flexible portions of their time within each block.

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 to- ward 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.

Below is one example a how pod might look in action

****

***2.5 Talent Management***

***a. Recruitment and Staffing:*** *(i) Discuss the rationale for the proposed staffing numbers and structure outlined in the attached five-year school staffing model and organizational chart and cite teacher-student ratios for each type of teaching position. Describe the roles and responsibilities of each of the instructional and non-instructional positions listed in the attached school-level organizational chart. These descriptions should align with the attached job descriptions. (ii) Describe your Design Team’s strategy, process, and timeline for recruiting and hiring the proposed school’s teaching staff. Include the selection criteria, planned mix of experienced and new teachers, and any unique considerations needed to support your school design. Ensure that the teacher hiring timeline aligns with the curriculum development and professional development timelines. (iii) 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.*

*• Attach a school staffing model that lists all instructional and non-instructional staff positions over the school’s first five years of operation that clearly reflects the school’s proposed growth strategy. (Note: Please see p. 21 of the Answer Manual for a sample School Staffing Chart.)*

*• Attach a school-level organizational chart that presents the lines of authority and reporting within the school and clearly delineates the roles and responsibilities of staff members over the school’s first five years of operation.*

*• Attach comprehensive job descriptions for all instructional and non-instructional positions listed in the staffing plan.*

*• Attach resumes for any identified candidates not serving on the Design Team; all resumes should be clearly labeled with the positions in which these candidates are proposed to serve.*

**STAFFING STRUCTURE**

The staffing structure at Intrinsic is designed with multiple goals in mind. First, there must be adequate staff to provide critical relationships between adults and students. Second the model must value the expertise and experience of master teachers both in role and compensation. Master teachers must be able to mentor newer teachers via co-teaching. Finally, the model must be financially sustainable on public funds at capacity.

Per the question, we have included teacher to student ratios. However, it is important to note that we believe developing the right structures and routines to support differentiation is far more relevant to personalization than overall ratios. We believe min-lessons and direct instruction on specific skills should happen in intimate groups where each student receives very personalized support and feedback. Advisories also need to be small enough for the teacher to develop close relationships with both students and families. Facilitation of things like on-line intervention programs can occur in larger groups.

**Staffing at steady state**

**Leadership** – Each school has a principal. A resident principal serves at each campus while training to become a principal. The curriculum coordinator is shared across schools.

**Teachers and Assistants** – Our staffing plan allows most teachers to teach only one course at a time. This is important since teachers are creating most of their content and need to be able to focus on a single course. Teachers see all students in a grade level thus ensuring consistent expectations for all students. At steady state, we have 36.5 teachers serving 911 students resulting in a ratio of 1 teacher for every 25 students (including special education teachers). In addition, steady state budgets for 16 teacher assistants – thus dramatically lowering the adult to student ratio in the classroom to be 1 to 18. Differentiated roles and co-teaching allow for increased flexibility and more personalization. Teachers assistants provide support in pods, pull small groups for mini-lessons and support on-line intervention programs.

**Front Office** – At steady state, each school has a tech coordinator, office manager and clerk. The intent is to keep this team lean but to be very responsive to the needs of parents and families.

**Security and custodians** - Each school has two security guards and two custodians. The security team manages arrival and dismissal and is present throughout the day. The custodial staff is lean but sufficient for our facility size.

**Student support staff** – Each school has one college counselor and one social worker. The college counselor must provide tools and information for teachers that will ultimately have the deepest relationship students in support of the college application process. The social worker leads the student support team that tracks the status of individual students performance and the results of any interventions as well as working directly with students.

**Staffing during enrollment growth**

We believe in staffing heavily during year one, both by number of adults and by experience level. For example, our school one opened with 9 teachers (including SPED) for 186 students. In addition to the school-based staff, CMO team members take on some roles during a school’s initial year. For example, each member of the CMO provides assistance to one advisory.

**RECRUITMENT**

The Intrinsic model is built upon the expertise of master teachers. Thee are teachers with deep subject-matter expertise, a record of driving student outcomes, leadership among their colleagues, and at least five years of teaching experience.

Beyond their classroom duties, master teachers will also be responsible for coaching other Intrinsic teaching staff and conducting and facilitating staff professional development. Moreover, especially as Intrinsic grows and expands during its foundational years, master teachers will be integrally involved in refining and evolving its model and curriculum. To identify and recruit master teachers, Intrinsic will rely on its deep relationships with prestigious, reputable education organizations including those listed in the table below.

|  |  |
| --- | --- |
| **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 English** | Michael Blades |
| **National Council for Teachers of Mathematics** | Ami Gandhi |
| **National Science Foundation** | Aracelys Rios |
| **National Board for Professional Teaching Standards** | Ami Gandhi |
| **University Teacher Education Program (UTEP)** | Ami Gandhi |
| **Trained Montessori Teachers (various)** | TBD |
| **Teach For America alumni (TFA)** | Melissa Zaikos |
| **The Broad Foundation** | Melissa Zaikos |

For teaching positions outside of master teachers, Intrinsic will hire a mix of new and experienced teachers. These will be recruited via the organizations mentioned above, referrals from colleagues, traditional job fairs, and 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, in the fall of each year, Intrinsic will host a “Fab Lab” event to attract innovative teachers. Fab Labs will be daylong workshops for teachers to team up and design new learning experiences that can be implemented in their schools. 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 at “Fab Lab” event 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) |
| **May** | * Target for all hiring to be complete for the following year |

**HIRING**

Because of our focus on master teachers who can train and coach other instructors, Intrinsic Schools will require all master teacher candidates to include a Teaching Portfolio as a part of the application process. Those applying to be master teachers will be expected to submit all components of the Portfolio. All other teaching positions are asked to submit relevant portions, as detailed below.

|  |  |  |
| --- | --- | --- |
| **Teaching Portfolio Requirements** | | |
| **Component** | **Notes** | **Required of…** |
| 1. **Resume** | * If resume includes components below, please denote clearly | All |
| 1. **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 |
| 1. **Demonstration of School Leadership** | * To be considered for the master teacher position, Intrinsic expects candidates to have served in leadership capacity at their current and previous schools * This could be demonstrated via evidence of leadership on school committees, information on professional development sessions conducted, formal coaching roles, etc. | Master teacher candidates required  Reviewed for all candidates |
| 1. **Display of Technology Integration** | * Intrinsic expects that master teachers are using technology in their existing classrooms * Evidence could include a link to a teacher website, sample student work or on-line student product. | All |
| 1. **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 |
| 1. **TeacherMatch Survey** | * All teachers will take the TeacherMatch Survey * Results will be compared to teachers with outstanding student growth to predict teacher effectiveness | All |
| 1. **References** | * Intrinsic Schools will work with candidates to ensure confidentiality * Candidates are asked to submit 2-3 references * At least one of these references is required to be from a family of a student | All – except for family/student reference for first-time teachers |
| 1. **Essay** | * Candidates are asked to submit a brief essay describing what they see as the benefits and anticipated challenges with the Intrinsic model | All |

If candidates advance after review of their application, they will be invited to spend a day at the school. The first half of the interview will provide an opportunity to tour the school and observe existing 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 half of the process will consist of two different panel interviews. To ensure that students have a voice in key decisions at the school, the first panel will be made up of student leaders. The second will be an adult interview panel made up of the hiring committee. The panel will include the Curriculum Coordinator, Principal and Master Teachers. The CEO will participate on the hiring committee as time permits.

Until Intrinsic Schools is large enough to necessitate HR staff, all hiring decisions will flow through Ms. 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 |
| 1. **Position Analysis** | * Create/update job descriptions * Create interview rubric / candidate evaluation tool for each open position |
| 1. **Source Candidates** | * Job site postings * Job fairs * External partner discussions (see section 1.5 for specific list of partners) |
| 1. **Initial Screen: Resume & Teaching Portfolio Review** | * Review resume and all relevant portions of teaching portfolio (detailed above) |
| 1. **Day at Intrinsic & Panel Interview** | * 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   + Student panel interview   + Adult panel interview |
| 1. **Roundtable** | * CEO and all hiring committee members meet to discuss rubric scores and give qualitative input * Make decision to Hire / Reject |
| 1. **Notification** | * If rejecting, send notification letter * If hiring, complete reference checks and send offer letters |
| 1. **Onboarding** | * Complete CPS requirements for background check / fingerprinting * Complete orientation and all other onboarding paperwork/procedures |

We plan to source and interview teachers collectively across schools in our network. Master teachers will lead the process for their subject area 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 master teachers that work together across schools. Principals will be involved throughout the process and have the final recommendation to the CEO, but that recommendation will be based heavily on input from the master teachers.

**COMPENSATION**

We have developed the Intrinsic Schools compensation system after conducting extensive research into the Chicago charter school employment market and have pegged our salaries and benefits package to accomplish three goals:

* Attract, develop and retain the best teachers to build a pipeline of teacher leaders
* Reward overall performance and the success of the Intrinsic model
* Develop a culture of appreciation and professionalism

To accomplish these goals we have:

* Pegged our starting salaries to be in line with or above other charter schools
* Established Master teacher salaries far above the charter norms to attract top teachers
* Created a teacher career path to motivate development and growth

Salary ranges:

* The salary range for master teachers is $80,000 to $100,000 with an average salary of $90,000.
* The salary range for teachers is $45,000 to $65,000 with an average salary of $55,000
* The salary for teacher aides average $30,000
* All other positions are pegged to exceed the 50% percentile for other charter schools

Benefit rates were established to align with the average benefits for other charter schools.

***b. Professional Development:*** *(i) 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 driving and facilitating PD opportunities. Identify opportunities for teacher collaboration and mentorship. (ii) Describe how the PD topics will be identified and how the PD plan (including both internal and external PD opportunities) will be driven by data to improve teaching and learning as well as school performance (iii) Describe the process for evaluating the efficacy of the PD.*

*• Attach a professional development calendar.*

Student achievement is inextricably linked to teacher quality. Professional development at Intrinsic Schools will be designed to cultivate instructional talent and build capacity. The overall goal is to develop and retain the best teachers, nurture a culture of ongoing professional learning and collaboration, and build a pipeline for teacher leaders.

The Intrinsic plan for professional development is based partly on the research of Douglas Reeves, from the Center for Performance Assessment, on performance in high poverty schools. Reeves studied "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.

Among these highly successful schools, Reeves found five common practices, and the professional development goals at Intrinsic will aim to build and reinforce these techniques.

1. A focus on academic achievement
2. Clear curriculum choices
3. Frequent assessment of student progress and multiple opportunities for improvement
4. An emphasis on nonfiction writing
5. Collaborative scoring of student work (evidence-based argumentation across grade levels and content areas)

We do not expect that this school will necessarily be 90% free or reduced lunch or 90% minority. 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.”[[35]](#footnote-35) Therefore, our collaborative planning and PD activities stem from this research. The table below outlines our structures and for professional development.

|  |  |
| --- | --- |
| **PD Structure** | **Description** |
| **Summer Independent Curriculum Planning** | * Master teachers are offered a small stipend to work independently to revise and upload their course materials into the learning management system * Master teachers meet with new teachers to introduce them to the curriculum * New teachers are given curriculum from courses developed by master teachers with the freedom to adjust as long they retain the pacing to standards |
| **Summer Collaborative Planning** | * 3 weeks for all teachers; Led by master teachers that will attend part-time and use the rest of the time for independent curriculum planning * See section on induction for topics |
| **Weekly collaborative planning by POD (includes SPED teachers)** | * 90 minutes per week * Coordination of weekly schedule and assignments * Curriculum refinement across subjects (STEM, Humanities) |
| **Weekly collaborative planning for all teaches** | * 3 hours every Friday * Review students’ weekly progress and discuss any changes or adjustments that may be needed to meet student needs * Ongoing review of technology resources and analysis of student perseverance and independence * Ongoing support for horizontal and vertical articulation of the curriculum * Prepare for and discuss how to structure student-led conferences with guidelines for student portfolio reflection and demonstration of mastery * Sharing of strong instructional practices * Collective review of student writing to norm use of common rubrics |

**Support for instructional strategies**

Because of our co-teaching approach and open classrooms, it will be easy for the principal and curriculum coordinator to see each teacher teach multiple times a week. Support will be provided by the curriculum coordinator or appropriate outside source for any needs related to instructional strategies. These will be different than in most schools because our model demands very little “lecture” style teaching.

**Teacher Collaboration and Mentorship**

In addition to support from the principal and curriculum coordinator, new teachers will be matched with master or experienced teachers for each pod. Thus new teachers will be able to refine instructional strategies while teaching because their co-teaching partner will be in the same physical space. Finally, our instructional model is flexible enough to allow teachers to observe one another for short periods on a frequent basis.

**On-going support from data strategist**

The data strategist will help teachers with any data needs. Seventh - ninth-grade teachers will be supported with tools for aligning to NWEA’s Descartes continuum of skills. At high school, she will support both EPAS and data related to content assessments from Illuminate. Her time will be allocated based on the differentiated needs of teachers.

**Outside conference and visits**

Our budget includes $1,000 per teacher to attend conferences or visit other schools. Master teachers will be given full control over their individual budgets. Newer teachers will be guided towards options that best meet their development needs as identified by the principal or curriculum coordinator.

**c. Teacher Induction:** Describe the induction program for new and existing teachers. Discuss how this program will prepare teachers to deliver the proposed curriculum, utilize instructional strategies, and differentiate instruction. Include the number of hours/days of PD to be included in the induction program.

New teacher induction will occur during the three weeks before school begins. This development is designed to orient new staff members to the professional culture, norms, and existing systems and structures of operation. This initial workshop will kick off a comprehensive, cohesive, multi-year professional development program to support teachers on strengthening and honing upon their pedagogical content skills in the context of a technology-enabled, student-centered learning model.

At Intrinsic Schools, new teachers (instructors) will primarily be responsible for: contributing to core curriculum; curating banks of differentiated instructional activities; closely monitoring student data and intervening/accelerating based on data; providing timely feedback to students and parents on students’ progress toward mastery via technology; and delivering instruction. To assist them in successfully executing these action items, all new teachers will work collaboratively with a designated mentor (master) teacher. Mentor (master) teachers will provide ongoing support on organizational logistics, as well as observe teaching practice and provide feedback throughout the year

|  |  |
| --- | --- |
| **PD Structure** | **Description** |
| **Planning support between new and master Teachers** | * New teachers will meet with master teachers for 2-3 times between hire and mid-July * New teachers will teach courses designed by master teachers but be able to make adjustments to some content |
| **Summer Collaborative Planning** | * 3 weeks of collective staff development and planning led by master teachers and the admin team (30 hours per week) * Topics include:   + Norming of expectations for student academic outcomes   + Formal training on technical tools, as needed   + Review of incoming student data and development of basic RTI plans   + Mastery-based grading   + Review of common writing rubrics and beginning of development of inter-rater reliability   + Curriculum mapping across subjects and development of master schedule of performance tasks   + Introduction and practice of instructional strategies   + Case studies on student behavior to ensure consistent response from all staff |

***d. Professional Culture:*** *Describe the professional culture of the new school, how the school will establish and maintain this culture, how it will contribute to staff retention, and how the school will assess success. Discuss how faculty and staff will be involved in school-level decisions and in developing new initiatives.*

We hope to create a professional culture in our school that is philosophically aligned with the mission of our school and that inspires staff to go beyond compliance and into engagement and empowerment.

In the beginning, our school staff will be a very small, close-knit group of individuals working as a team in developing an innovative, scalable, and sustainable school model. We will have ample opportunity to give and receive informal feedback. We will also build formalized systems to survey staff on their attitudes, beliefs, level of satisfaction, and needs. Teacher surveys, retention rates, and student surveys will be used to gauge the success of our work in creating a professional culture that is intrinsically motivating and rewarding. Consistent monitoring and focus on staff morale will limit staff turnover and significantly contribute to a positive professional culture.

In his book, *Drive*, Daniel Pink describes the term “in flow.” He says, “In flow, people lived so deeply in the moment, and felt so utterly in control, that their sense of time, place, and even self melted away.”[[36]](#footnote-36) Our work environment will encourage people to be present, enjoy their work, learn, and share with one another. We hope our staff models this for our students and it becomes the “Intrinsic Way” of learning.

It is also critical that the Intrinsic culture is rooted in a strong ethical foundation. Most large districts do have a Code of Professional Conduct/Ethics in place. We found these documents to be a list of actions in order to be in compliance with policy or law (most statements say what people should not be doing).

According to the Association of American Educators, there are four basic areas relating to the professional culture of a school. These include ethical treatment: 1) toward students, 2) toward the work of educators, 3) toward colleagues, and 4) toward the community.[[37]](#footnote-37) Building from this framework, following document would serve as a draft copy of the Intrinsic Schools Educator Code of Ethics that would be published in our faculty handbook (see Draft Document below). Once we have identified and hired our master teachers to describe what the Code looks like in action, we will devote a day to how to prevent/deal with Code violations. This full day of professional development would provide staff a chance to discuss or expand and improve upon this Code. The day would also be interspersed with fun, team-building activities facilitated by motivational speakers and culture-building consultants. The intent would be to motivate, inspire, energize, and build collegiality among the staff. This day would set the tone for future meetings and underscore the continuous need for and value of communication and collaboration in ensuring positive outcomes for our students.

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).

We believe this process helps create ownership, buy-in, and responsibility within a school community and increases the probability of success of school change initiatives.

**INTRINSIC SCHOOLS EDUCATOR CODE OF ETHICS – DRAFT**

**Ethical Conduct toward Our Students**

As educators, we have a profound obligation to promote the academic and socio-emotional well-being of our students and our greater school community.

* **We will show respect, reverence, and consideration when interacting with students.**
* **We will be just, fair, and unbiased in resolving issues involving our students.**
* **We will make decisions that are in the best interest of our students.**
* HAIM GINOTT: *“I've come to the frightening conclusion that I am the decisive element in the classroom. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or de-humanized.*

**Ethical Conduct toward Our Profession**

We shall hold ourselves to the highest standards in providing a world-class education and learning environment for our students.

* **We will use sound judgment in planning and preparing our lessons.**
* **We will continuously seek out opportunities for professional growth and learn new & effective instructional practices.**
* **We will maintain integrity and strive for excellence in our work.**
* FISH PHILOSOPHY: *Catch the Energy – Release the Potential, Be There, Play, Make Their Day, Choose Your Attitude[[38]](#footnote-38)*

**Ethical Conduct toward Our Colleagues**

Collaboration is the key to success. Our work environment will be energetic, dynamic, and conducive to growing the organization as well as the individuals that make up our organization.

* **We will show respect, reverence, and consideration when interacting with colleagues.**
* **IMPROV RULES for encouraging collaborative creativity: *Listen Actively, Support One Another, Take a Risk, Build on Each Other’s Ideas, Create a Safe Environment for New Ideas, Trust One Another, Dare to be Spontaneous, All Contributions are Important***

**Ethical Conduct toward Our Parents, Families, and Community**

It is our collective responsibility to educate our children. We will work in partnership with our families and external partners to build a school that is the beacon of our community.

* **We will show respect, reverence, and consideration when interacting with parents, families, and community.**
* **We will communicate purposefully and frequently with parents, families, and community.**

***e. Evaluation:*** *Discuss how school leadership will monitor and evaluate faculty and staff performance. Describe the processes, protocols, framework/criteria, and/or tools that will be used for conducting evaluations, delivering feedback, and coaching teachers. Cite any evidence or existing research supporting the effectiveness of utilizing the specified approach. Specify who is responsible for overseeing these procedures.*

*• Attach any documents related to teacher evaluation, including evaluation frameworks/criteria, evaluation policies, and sample evaluation forms.*

In keeping with the collaborative and dynamic culture of Intrinsic Schools, faculty and staff evaluation will be characterized not only by formal evaluations from school leadership but also ongoing peer feedback / coaching and individually crafted growth goals.

As mentioned above, in its inaugural years, Intrinsic school staff will be a very small, close-knit group of individuals comprising school leaders and master teachers. This group is currently working together to develop a formal rubric for teacher evaluation which will be used across all Intrinsic Schools.

Our starting point will be the four domains set forth in Charlotte Danielson Framework for Teaching:

|  |  |
| --- | --- |
| **Domain 1: Planning and Preparation** 1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 1c Setting Instructional Outcomes 1d Demonstrating Knowledge of Resources 1e Designing Coherent Instruction 1f Designing Student Assessments | **Domain 2: Classroom Environment** 2a Creating an Environment of Respect and Rapport 2b Establishing a Culture for Learning 2c Managing Classroom Procedures 2d Managing Student Behavior 2e Organizing Physical Space |
| **Domain 4: Professional Responsibilities** 4a Reflecting on Teaching 4b Maintaining Accurate Records 4c Communicating with Families 4d Participating in a Professional Community 4e Growing and Developing Professionally 4f Showing Professionalism | **Domain 3: Instruction** 3a Communicating With Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment in Instruction 3e Demonstrating Flexibility and Responsiveness |

Intrinsic is cognizant that our model is non-traditional and therefore even Danielson’s domains and rubrics, while proven and used extensively, will need to be tailored to fit our school. For example:

1. **Planning and Preparation** – This will be a particularly iterative process as school leadership and master teachers build and refine the school model and curriculum. Planning and preparing instruction will require a particularly high degree of comfort with technology, as well as the ability to manage students engaged in varied activities simultaneously.
2. **Classroom Environment** – Intrinsic’s classroom environment will be built with a pod structure to enable a heavy focus on technology and encourage student independence. This inherently creates a different culture of learning, and the classroom space itself will look different than traditional schools. Intrinsic teaching staff will need the ability to manage this type of classroom and be able to create space to motivate each student to take ownership of their learning and education.
3. **Instruction** – Instruction at Intrinsic will require teachers to be comfortable engaging and communicating with students via technology. They will need to be able to adapt traditional pedagogical methods to the heavy use of technology within a pod-structured classroom.
4. **Professional Responsibilities** – Intrinsic’s model is centered on the idea that teachers are the key drivers of success. As such, Intrinsic’s approach to professional responsibilities will be intentionally collective and primarily directed by teaching staff.

Intrinsic teachers will also be encouraged and empowered to take ownership of their growth and development, setting individual personal goals to be shared with both peers and school leaders. Progress towards these goals will be assessed throughout the year – facilitated and tracked by the peer coaching mentioned above.

Professional development will primarily be planned, guided, conducted by Intrinsic’s internal teaching staff. Intrinsic firmly believes that teachers possess subject matter knowledge, pedagogical knowledge, and most importantly, pedagogical content knowledge and therefore can serve as an immense source of knowledge for their peers.

Moreover, one of Intrinsic’s core development strategies is to hire and retain master teachers so that all teaching staff will have ongoing peer coaching and resources throughout the year from instructors who have years of experience and deep content knowledge in their subject areas.

Teachers will be given two formal evaluations each year, which will be conducted by the Principal with input from the school’s master teachers and resident principal. While this official and formally documented communication only happens twice a year, Intrinsic Principals are expected be in classrooms observing teaching and culture every day. Given this, any statements made in the formal evaluation document should not be a surprise to Intrinsic teachers and instead should be the culmination of ongoing dialogue throughout the year, both with peers and school leaders.

***Section 3: Operational Capacity***

*This section should clearly describe school operations and governance. If a management organization (MO) will be providing school management services, this section should clearly articulate all aspects of the relationship between the MO and the proposed school’s board. Responses should clearly provide evidence to demonstrate that the team can successfully open and manage a high-quality school. Responses should reference requested attachments as appropriate.*

***3.1. General Operations***

***a. Operational Plan, Goals, and Metrics:*** *Explain how non-academic services will be managed once your 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 (sample goals and metrics tables can be found on pp. 24-25 of the Answer Manual). Discuss how these metrics will be used to monitor progress and impact corrective actions. Identify who is responsible for overseeing progress.*

Non-academic services will be managed both at the CMO and school levels depending on the nature of the activity. For example:

* Financial and compliance related services will be managed by the CMO’s Director of Finance and Operations (DFO)
* Fundraising services will be managed by the CMO’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 CMO’s CEO or designee

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Operational Goals** | | | | | | | | |
| **Goal** | | **Metric** | **Area** | **Owner** | **FY16** | **FY17** | **FY18** | **FY19** | **FY20** |
| **Balanced Budget** | | Financial Statement | Finance | DFO | Meet | Meet | Meet | Meet | Meet |
| **Cash Reserve** | | Financial Statement | Finance | DFO | 30 days cash | 30 days cash | 30 days cash | 30 days cash | 30 days cash |
| **Variance to Budget** | | Monthly Financial Reports | Finance | DFO | +/- 10% | +/-7.5% | +/- 5% | +/- 5% | +/- 5% |
| **Development Target** | | Financial Statements | Finance | CEO | $300K |  |  |  |  |
| **No Material Weakness in controls or compliance** | | Audit | Finance/  Compliance | DFO | Meet | Meet | Meet | Meet | Meet |
| **% of Teachers Retained** | | Staffing Information | Staffing | Principal | 75% | 75% | 80% | 80% | 80% |
| **Teacher Net Promoter Score\*** | | Survey | Staffing | Principal | 60  % | 62.5  % | 65  % | 67.5% | 70  % |
| **Student Demand** | | # of applicants per seat | Community | CEO and Principal | 1.5 | 1.5 | 2 | 2 | 2 |
| **Parent Net Promoter Score\*** | | Survey | Community | Principal | 60  % | 62.5  % | 65  % | 67.5% | 70  % |
| **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 |

\* Net Promoter Score® is customer loyalty metric developed by Bain & Company. NPS asks the question, “Would you recommend us to a friend or colleague?” on a ten-point scale, and scores the percentile based on the formula [Promoters (9,10) – Detractors (0-6)].

The Intrinsic Schools CMO 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 the school leadership, the CMO 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.

***b. Start-up Plan:*** *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 is responsible for overseeing completion of the task, and identify deadlines for the completion of each task.*

The proposed school is a replication of Intrinsic’s first school that opened this fall. 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.

In addition, as this school will be co-located with the first Intrinsic school in the 2015-2016 school year, the facility portion of this plan is targeted for occupancy in fall 2016.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category | Task/Activity | Owner | Timeline | Cost |
| Facility | Identify site for second school | Director of Finance and Operations (DFO) | 10/2013 – 3/2014 | N/A |
| Facility | Negotiate facility purchase | DFO | 3/2014 –9/2014 | $25,000 |
| Facility | Secure facility financing | DFO | 7/2014 – 12/2014 | N/A |
| Facility | Complete architectural plans for new facility | DFO | 10/2014 –1/2015 | Included in total construction budget of $10M |
| Facility | Zoning and permitting | DFO | 1/2015 – 5/2015 | Included in total construction budget of $10M |
| Facility | Construction | DFO | 6/2015 – 6/2016 | Included in total construction budget of $10M |
| Staff Hiring | Host “Fab Lab” | Principal & CEO | 10/2014 –11/2014 | N/A |
| Staff Hiring | Cultivate teacher relationships | Principal & CEO | 10/2014 -12/2014 | N/A |
| Staff Hiring | Launch full hiring process | Principal & CEO | 1/2015 |  |
| Staff Hiring | Conduct full hiring process (see section 2.5.a) | Principal & CEO | 1/2015-5/2015 | $10,000 |
| Staff Hiring | Target for all hiring to be completed | Principal & CEO | 5/2015 | NA |
| Student Recruitment | Launch student recruitment campaign (see section 3.1.c) | Principal and CMO Staff | 09/2014 | NA |
| Student Recruitment | Attend high school fairs and student recruitment events | Principal and CMO Staff | 9/2014-6/2015 | Negligible |
| Student Recruitment | Make presentations to elementary school students and counselors | Principal and CMO Staff | 9/2014-3/2015 | NA |
| Student Recruitment | Hold information sessions for 8th grade counselors | Principal and CMO Staff | 9/2014-3/2015 | NA |
| Student Recruitment | Hold open houses | Principal and CMO Staff | 9/2014-3/2015 | NA |
| Student Recruitment | Hold student lottery | Principal and CMO Staff | 3/2015 | NA |
| Student Recruitment | Notify parents of admission status | Principal and CMO Staff | 3/2015 | NA |
| Student Recruitment | Register students | Principal and CMO Staff | 4/2015-8/2015 | 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. As such no board development activities are planned for the launch of our second school. | | | |

***c. Student Recruitment, Application, and Enrollment****: (i) Discuss strategies to recruit your targeted student population. How will the school attract and retain students with disabilities, students with Individualized Education Plans (IEPs), English Language Learners (ELL), and students in temporary living situations? (ii) 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, how the proposed school will conduct its lottery if over-subscribed, and how students will register once enrolled. Explain how you will ensure that these policies are in compliance with the Charter School Law and Illinois School Code, where applicable. (Note: Please see page 25 of the Answer Manual for recruitment, application, and enrollment guidelines.)*

*Attach copies of application and registration forms.*

Intrinsic Schools was highly successful in our recruitment efforts for our first school. We received approximately 650 applications for 186 seats despite the fact that we did not have a permanent facility and had a limited timeframe with which to recruit students.

Our recruitment plan for the proposed school will follow the practices we used for the first school. Specifically, we will:

* Reach out to area elementary schools and establish relationships with the 8th grade counselors
  + Host information sessions for counselors
  + Request their assistance in setting up presentations to 8th grade students and parents
  + Hold informational meetings for students and parents
* Attend high school fairs and student recruitment events such as the New Schools Expo
* Hold open houses for 8th grade students and their families

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.

***d. Transportation:*** *Briefly describe how the school will meet the transportation needs of its students, including low-income and at-risk students.*

*• Attach a transportation plan. (Note: Please see pp. 25-26 of the Answer Manual, which outlines guidelines for submitting a transportation plan that meets the requirements of the Illinois Charter Schools Law.)*

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.

***e. ADA Compliance:*** *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 and include a complete version of the ADA Compliance Table provided found on p. 26 of the Answer Manual. (Note: For additional information on ADA compliance requirements, please see the ADA Guidelines & Services document located in the Resources Section of the ONS website, http://cps.edu/NewSchools/Pages/Process.aspx .)*

Intrinsic Schools has developed all necessary policies and procedures in place to ensure that we are fully ADA compliant. These policies will be overseen by the CEO and the Director of Finance & Operations and informed by HR professionals and the school’s lawyers.

**ADA Compliance Table**

|  |  |
| --- | --- |
| **ADA 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 | Director of Finance and Operations |
| **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 | Director of Finance and Operations |
| **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 | Director of Finance and Operations |

***3.2 Governance Model***

***a. Governance Structure****: (i) Describe the structure of the governing Board at the proposed school. (If an existing Chicago replicator, describe how the structure of the Board will adapt to support the additional grade configurations or the new school/campus.) Identify any proposed Board committees or advisory councils and explain their role, planned membership, and reporting structure as they relate to the governing Board and school leadership. (ii) Clearly articulate the procedures that the Board will utilize to continually monitor academic, financial, and operational aspects of the school. (iii) How will the Board evaluate the performance of the school leader. (iv) Specify where and how frequently the Board plans to meet.*

*• Attach a board calendar*

*• Attach board bylaws*

*• If applicable, attach proof of filing for 501(c)3 status by the applying entity.*

The Intrinsic Schools Board of Directors holds ultimately responsible for the operation, fiscal health and academic achievement of all of the Intrinsic Schools. The Board is composed of a minimum of 3 and a maximum of 8 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 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 will implement the following working committees over the upcoming school year. The work described below was conducted by the board as a whole during Intrinsic’s start-up phase.

* **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 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.
* **Operational 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 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.
* **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.

The Board will meet six times per year at the Intrinsic school building.

***b. Organizational Chart:*** *Provide a narrative description of the attached comprehensive organizational chart, which should clearly describe the lines of authority and reporting structure of the school leadership, management organization, and any school advisory bodies or parent/teacher councils (if applicable) to the governing board. Explain the rationale for this proposed structure.*

*• Attach a comprehensive organizational chart that clearly shows lines of authority and accountability, including the Board, MO (if applicable), and network and/or school leadership.*

As shown in the Intrinsic Schools organizational chart, the Board of Directors directly oversee the CEO of Intrinsic Schools, Melissa Zaikos. Melissa, in turn, oversees both the CMO staff and the principals of each Intrinsic school. This structure establishes clear lines of authority and responsibility for all staff.

***c. Board Experience:*** *CPS expects that by the time of Tier 1 proposal submission, Design Teams will have identified at a minimum the proposed Board Chair, Vice Chair, and Treasurer.24 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.*

*• Attach the résumés of any Board members who have already been identified in the appendix. Label each résumé as “Governing Board member\_[proposed position].” (Note: Resumes are also requested in Section 2.2.a. Roles and Demonstrated Experience. Applicants do not have to submit multiple copies of resumes. However, please note that resumes must be submitted at a minimum for the Board Chair, Vice Chair, and Treasurer and should be labeled as such.)*

The Intrinsic School’s 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.

**Matt Moog -** Moog is the Founder & CEO of Wavetable Labs a digital business incubator, Founder & CEO of Viewpoints.com, a leading provider of consumer reviews, and the Founder of BuiltInChicago.org, an online community for digital technology entrepreneurs in Chicago. Previously Moog spent ten years at CoolSavings.com where he served as VP of Sales, EVP of Sales and Marketing, and President & CEO. Prior to CoolSavings, Moog worked for Microsoft for five years in business development helping to launch MSN in 1995. In addition to serving as a board member for Intrinsic Schools, Moog serves as the Vice Chair of Chicago Public Media, on the board of YPO Chicago where he is the education chair, on the board of Francis Parker School where he is the treasurer, and on the board of VASCO Data Security a publicly company. Moog was named to Crain’s Tech 50 in 2013 and in 2011 and to Crain’s 40 under 40 in 2005.  He has been nominated for the Ernst & Young Entrepreneur of the Year Award for both CoolSavings and Viewpoints.

**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 Bachelors Degree in Economics from Dartmouth College.

***d. Board Development*** *(i) 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)). (ii) Provide a plan for recruiting a governing board representing the diverse skill sets required for 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. (iii) Specify the process by which board members have been selected and will be in the future.*

As described above, Intrinsic Schools has a robust board with extensive experience across a wide range of professions. They possess a skill set that has severed Intrinsic well during its first year of operation and we are confident that they have the skills, resources, and networks to continue strong oversight and governance of our growing organization. We do, however, recognize that our board does not have the ethnic diversity that we desire. As such we are actively recruiting one or two minority board members. The board includes a professional educator but does not include a parent or community member.

***e. Conflicts of interest:*** *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.*

*• Attach a code of ethics that includes a formal conflict of interest policy and specifies procedures for implementing the policy.*

The Board of Directors has a comprehensive conflict of interest policy (see attachment) that guides Board members in identifying and addressing and actual or perceived conflicts of interest. At this time the Board does not have any existing actual or perceived conflicts of interest.

***f. Board Transition, Training, and Self-Evaluation:*** *(i) 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. (ii) Describe any orientation or ongoing training that Board members will receive, including a timeline for training and topics to be addressed. (iii) Explain how the Board will evaluate its own effectiveness on an ongoing basis.*

The Board of Directors provided high-level guidance to the design team in the creation of this proposal. As we are an existing school, our board has already transitioned from the founding board to the working board.

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.  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.

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.  The Board will measure its performance on many levels, including the academic, operational and financial performance of the organization and schools, as well as the extent to which Board members: (1) possess and can articulate knowledge of the schools and their mission, (2) attend Board and committee meetings and actively participate in discussion and decision-making, (3) make financial decisions that support organizational and school viability and long-term success, (4) set policies and procedures that promote effective school operations and student achievement, (5) understand and evaluate the metrics and performance data regarding student achievement, (6) spend their time on strategic and forward-looking matters rather than reacting to emergencies, (7) work well with the CEO and effectively and appropriately execute their role of oversight (versus management), (8) assist the organization and management in outreach on behalf of and fundraising for the organization, (9) utilize their expertise and make introductions to their networks, where appropriate, on behalf of the organization, and (10) contribute financially to the organization.

***3.3. Management Organizations (MOs)***

***\*Not Applicable***

***Section 4: Economic Soundness***

*This section should provide an overview of the financial projections for the proposed school, including additional financial resources that may be needed for start-up and beyond, as well as a description of financial control systems. This section should also clearly articulate a viable facility plan that can be implemented by the proposed opening date.*

***4.1. School Budget***

***a. Financial Forms:*** *Complete the budget workbook. Instructions are provided on the first tab of the budget workbook. Please note that all assumptions should be clearly detailed in the budget workbook. If the space on the Excel worksheet is insufficient for any given budget line, please include an explanation in the budget narrative. Financial forms that do not include assumptions will be considered incomplete. (Note: if an existing national operator, please see additional budget requests in Section 5: Existing National Charter Management Organizations)*

*• Attach an Excel version of the complete budget workbook for the proposed school.*

See completed budget form attachment

***b. Budget Narrative:*** *Include a budget narrative that provides a high-level summary of 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. The narrative should include descriptions of revenue and expenditure estimates. If applicable, provide supplemental assumptions and/or explanations for budget line items as necessary (if the assumptions are clearly detailed in the budget workbook, there is no need to repeat them here).*

Budget Highlights

The Intrinsic Schools six year budget projection is a conservative and realistic financial roadmap for the launch of our second school. The budget has been informed by our experience over the last two years as we opened our first school. The cumulative cash surplus will create a significant cash reserve for the school that will grow to over $2.8M by the end of the 5th year and Intrinsic Schools will maintain a reserve of more than 30 days cash at all times.

The budget reflects the Intrinsic Schools mission and vision by allocating resources that closely align to the educational program. For example, the compensation structure and staffing plan reflect a strategic decision to highly compensate master teachers as they will have significant responsibilities related to the design and delivery of the content. Furthermore, they will serve as mentors to new teachers and will work several additional weeks each year. Another example is Intrinsic School’s significant ongoing investment in technology resources for students and faculty including:

* $450 per new student and $200 per returning student to create a 1:1 chromebook environment for all students and staff
* $200 per pupil per year for software and content licenses
* An initial investment of $150,000 over the first three years to create a LAN that will support the technology use
* Sufficient funds to ensure Internet connectivity of 50mbps in year one growing to 200mbps in year five.

Major Revenue Assumptions

* The budget utilizes the established CPS formulas for the majority of the revenue assumptions.
* We utilize the CPS District for Free and Reduced Price lunch counts as there was no available option for the Northwest Side
* E-Rate revenue represents 90% of the telecommunications and Internet and the computer network equipment expenses for every year after year-one.
* Student fees will be $100 per pupil. We have budgeted a collection rate of 75%.
* Fundraising revenue will total $400,000 over the first two 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 the design team’s depth of knowledge related to historic financial norms for Chicago charter schools as well as significant research into actual costs.

Wages

* The compensation structure intentionally sets salaries at highly competitive rates in comparison to other Chicago charter schools. As described above, the master teacher salary takes into account their critical role in the successful implementation of our educational program. The teacher salary of $55,000 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 1% annually even though the 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

* As we have not yet identified our facility for the proposed school, we based the facility expense assumptions on the structure of our facility agreement for the first school’s permanent site. We are currently working with Canyon Agassi to purchase and renovate our first school building. Canyon Agassi will purchase the facility, renovate it and lease it back to us for $1,500 per pupil. We then have the option to take out Canyon Agassi 3-5 years after we take occupancy of the building. We believe that this is a conservative estimate for the facility expense for our second site as we will be in a much stronger position to negotiate the terms for developing school two than we were for school one.

Other

* We have included a contingency of 3% of per pupil revenues to ensure sufficient funds for unanticipated expenses.

***c. Development Plan:*** *Include a discussion of additional revenue needed to maintain financial viability, including detailing 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 need to raise a total of $400,000 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 approximately $5M in donations and pledges to support the launch of five schools by 2018. Major donors include:

Charter School Growth Fund $2.5M

Jim and Karen Frank Foundation $1.0M

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

Project Impact $ 20K

OSA Foundation $ 10K

***4.2. Financial Controls***

***a. Financial Monitoring:*** *Describe plans to ensure fiscal soundness and legal compliance for the proposed school. Specifically, address the financial monitoring process that the Board will use to receive updates on the school’s financial position. Who is responsible for directly managing and overseeing the school’s budget? Please note that Illinois Charter School Law (105 ILCS 5/27A-5(f)) requires charter schools to submit an annual audit of school finances conducted by an outside, independent contractor.*

*• Attach a listing of all financial reports generated, including frequency of generation, and responsible party.*

*• If available, attach fiscal policies for the organization.*

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 Director of Finance and Operations (DFO). The DFO 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 Financial Reporting Attachment).

The Director of Finance and Operations (DFO) for the CMO is be directly responsible for all aspects of the school’s finances and maintains all financial records. The DFO oversees purchasing, accounts payable, payroll, budgeting, financial reporting, and developing and implementing financial systems. The DFO reports to the CEO and is the staff liaison to the Finance Committee of the Board. The DFO, Brian Kates, is a highly qualified individual with significant experience in financial management and accounting.

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.

Intrinsic Schools is still in the process of developing a comprehensive fiscal management handbook. As such, we are not attaching financial policies at this time.

***4.3. Facilities***

***Please note: All applicants are encouraged to identify an independent facility.***

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

*• If proposing an independent facility, attach a proposed timeline for securing that facility and completing necessary renovations to make the facility suitable for school by the proposed opening date.*

We have not yet identified the permanent facility for our second school. We are in the process of working with our real estate brokers to identify suitable options for the second building. Please note that we intend to collocate the proposed school with Intrinsic’s first school for one year. As such we will not move the second school into its permanent facility until FY17.

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

*• Attach detailed space requirements for the proposed school(s) (e.g. square footage, number and type of classrooms, amenities, etc.), including any special features required to properly implement the proposed model.*

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

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

*materials:*

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

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

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

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

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

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

*a. The scope of work to be completed;*

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

*c. A project timeline for any necessary renovations; and*

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

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

As we have not yet identified the facility for the second school we have not attached the items listed above. Instead we have attached the architectural plans for our first school building to provide a point

1. Wagner, Tony, and Robert A. Compton. *Creating Innovators: The Making of Young People Who Will Change the World.* New York: Scribner, 2012. Print. [↑](#footnote-ref-1)
2. "Carol Dweck on Success." http://thebrowser.com/interviews/carol-dweck-on-success [↑](#footnote-ref-2)
3. Elliot, Christopher M. *Redefining No Excuses, 4.0 Schools*. Consulting Paper. March 10, 2012. Print. [↑](#footnote-ref-3)
4. "How American Pays for College 2012." https://www1.salliemae.com/NR/rdonlyres/75C6F178-9B25-48F5-8982-41F9B3F35BF6/0/HowAmericaPays2012.pdf [↑](#footnote-ref-4)
5. Wormelli, Rick. "Movin' Up to the Middle". http://www.ascd.org/publications/educational-leadership/apr11/vol68/num07/Movin'-Up-to-the-Middle.aspx [↑](#footnote-ref-5)
6. Weissberg, Roger P. "Strategies to Support Social, Emotional, and Behavioral Needs of Students." *University of Illinois at Chicago*, Address. LA, New Orleans. 11 Mar. 2011. Web. [↑](#footnote-ref-6)
7. “Identifying Victims of Bullying: Use of Counselor Interviews to Confirm Peer Nominations” by Victoria Phillips and Dewey Cornell in *Professional School Counseling*, February 2012 (Vol. 15, #3, p. 123-131) [↑](#footnote-ref-7)
8. Conditional growth index compares growth between students performing at different points on the achievement distribution and across grades and subject areas. The Z-score provides context for how much growth a student shows compared to the growth projections. Expressed as a standard deviation unit, a CGI score of zero indicates the same amount of growth as projected. It is calculated by dividing the growth index by standard deviation of the growth. [↑](#footnote-ref-8)
9. College Readiness benchmarks are determined by ACT to be 13 in English, 17 in Math, 16 in Reading and 18 in Science. [↑](#footnote-ref-9)
10. Illinois Higher Education Board data [↑](#footnote-ref-10)
11. 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. [↑](#footnote-ref-11)
12. http://www.sas.upenn.edu/~duckwort/images/Grit%20JPSP.pdf [↑](#footnote-ref-12)
13. NWEA will also be given to all 9-11th grade students whose most recent NWEA score was below the 8th grade 50th percentile. [↑](#footnote-ref-13)
14. All EPAS tests are reviewed by subject area and skill based on item analysis [↑](#footnote-ref-14)
15. "Improving The Instructional Core." http://www.acsa.org/MainMenuCategories/ProfessionalLearning/ LeadershipCoaching/Coach-Resources/Imp-Instr-Core.aspx [↑](#footnote-ref-15)
16. Diane Briars. "Tools and Strategies for Considering Instructional Materials for Implementing the CCSS." http://www.lsri.uic.edu/ccss/ccss\_bo\_briars.pdf [↑](#footnote-ref-16)
17. Ruben R. Puentedura, Ph.D. "A Toolkit for Decision Making and Design: TPCK + SAMR." http://hippasus.com/resources/educause2008/Puentedura\_TPCKplusSAMR\_Print.pdf [↑](#footnote-ref-17)
18. Barbara Bray and Kathleen McClaskey. "UDL Guides Personalizing Learning to Meet the Common Core." http://barbarabray.net/2012/06/04/udl-guides-personalizing-learning-to-meet-the-common-core/ [↑](#footnote-ref-18)
19. "College Degree Completion Rates by Race/Ethnicity and College Readiness." http://www.act.org/research/ [↑](#footnote-ref-19)
20. http://www.caroltomlinson.com/ [↑](#footnote-ref-20)
21. [Fisher, D., & Frey, N. (2008).  *Better learning through structured teaching: A framework for the gradual release of responsibility*.  Alexandria, VA: ASCD.](http://www.ascd.org/Publications/Books/Overview/Better-Learning-Through-Structured-Teaching.aspx) [↑](#footnote-ref-21)
22. <http://www.wmich.edu/chemed/documents/TheBrain-FriendlyClassroom.pdf> [↑](#footnote-ref-22)
23. <http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html> [↑](#footnote-ref-23)
24. <http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html> [↑](#footnote-ref-24)
25. <http://ccsr.uchicago.edu/sites/default/files/publications/ACTReport08.pdf> [↑](#footnote-ref-25)
26. <http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf> [↑](#footnote-ref-26)
27. MIND Research Institute. http://www.mindresearch.net/cont/research/landing\_research.php [↑](#footnote-ref-27)
28. http://www.rti4success.org/ [↑](#footnote-ref-28)
29. http://www.caroltomlinson.com/ [↑](#footnote-ref-29)
30. 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 [↑](#footnote-ref-30)
31. <http://www.ctd.northwestern.edu/gll/> [↑](#footnote-ref-31)
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34. "Helping Teachers Reach Adolescent English Learners." http://www.wested.org/cs/tqip/print/docs/qt/home.htm/ [↑](#footnote-ref-34)
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