

# UNITED WE BRAND™

Helen C. Peirce School of International Studies  
88 POV Presentation  
April 8, 2019

88/BRAND  
PARTNERS

## THE 88 WORKFLOW



Our process provides tangible evidence that is used to guide the development of both the **Brand Strategy (Step 2)** and the **Brand Identity (Step 3)**.

## THIS 88 POV PROVIDES

- A summation of the work accomplished in Step 1.
- Our team's assessment of the key insights and opportunities for the Peirce brand.
- An updated project plan for the remainder of the project, including approval timelines and final deliverable handoff.

Our diagnostic began by assessing the health of the Helen C. Peirce School of International Studies brand.

- We reviewed Peirce's existing marketing and the communications from other 'competitive' schools. This material included recent school flyers and email communications, social media and the school's current website.
- We held three group workshops with key stakeholders including teachers, students representing most of the classrooms in the school (Student Council), and a parent group comprised of representatives of the LSC, POF, POP, PSO, BAC, and the PAC.



## Our diagnostic began by assessing the health of the Helen C. Peirce School of International Studies brand.

- We **conducted intake sessions** with Peirce administrative staff and also with several individuals who would be able to provide a different perspective because of their relationship with Peirce.

Lori Zaimi / Principal of Peirce School

Dr. Talyia Riemer / Assistant Principal & MYP IB Coordinator

Kimberly Lebowitz / PYP IB Coordinator

Mary Beck / Principal of Senn High School

Marcie Byrd / Chicago Public Schools

- In addition, as part of the 2018 Career Day, we **led brand identity exercise with forty 6<sup>th</sup> graders** (now 7<sup>th</sup> graders). This material was included in our analysis.

In total, we received input from  
**over 150 individuals!**

A group of individuals who were open and honest in giving their feedback.

A group of individuals who were excited to be part of the branding process.

# STEP 1: WORKSHOP EXERCISES

## IS/IS NOT

shown is work from both parent and faculty/administration groups

IS

Peirce is...

RESPONSIVE	Staff + teachers generally respond very quickly - and listen well
COLLABORATIVE	Teachers / staff work together + all work with parents feels like we are all part of a team!
AUTHENTIC	What I value probably most of all - no pretentiousness - people are real - doing life together!

Peirce is...

ENGAGED	The teachers are very attuned to kids' needs + great @ keeping them challenged.
DEDICATED	Staff, teachers, + admin are all great @ prioritizing the kids. The teachers I've had have devoted a lot of time + effort into shaping my kids in all kinds of ways.
SUPPORTIVE	Parents are also heard + supported. Everyone I've ever spoken to about my kids have been there for us, above + beyond.

Peirce is...

UNIQUE	Unique - there is nowhere like Peirce with the family-like feel and incredible programs. A Unicorn CPS school!
ENGAGED	Engaged in all areas of student growth
STRONG	Strong IB commitment done with integrity

Peirce is...

CONVENIENT	Close! We've gotten into other schools + chosen to stay.
COMPLEX	Cultures, races, genders, families, etc. So many moving parts
SUPPORTIVE	Any needs we have had, as a family, have been met in a timely fashion + helpful, etc.

IS NOT

Peirce Elementary is not...

CONVENIENT	We have students who travel from far away.
UNIQUE	Although an excellent school I think there is a wealth of excellent CPS schools.
EXPERT	Always more to learn.

Peirce Elementary is not...

FORWARD-LOOKING	Due to CPS I think we have a limited vision as often CPS becomes reactive vs proactive and forward thinking.
EXPERT	Because of our many programs and initiatives we have yet to become the expert on any one program/initiative but rather are always learning/changing.
FOCUSED	Similarly to extend our wealth of programming prevents us to be focused / stay focused

Peirce Elementary is not...

AUTHORITY	Student centered approach Standard based learning environment IB Learning, not the driver Use of collaborative practices Communication between groups
ASTUTE	Believed by all, not focused on separating those that excel from those that don't
COMPLETE	We are working with our own challenges like language while we have made progress we have room to grow so need to think about where we are going, what additional resources/learning are needed for students, parents

Peirce Elementary is not...

PIONEER	We are not the first IB or CPS school Not the first MYP or PYP program
CONSISTENT	The parent involvement consistently does not always represent all families + all students
EXPERT	We are life long learners We don't just operate, we nurture the growth mindset.

### ORGANIZATION

Helen C. Peirce School of International Studies

### PROJECT

Brand Development / 88 POV

### DATE

April 9, 2019

88/BRAND PARTNERS

shown is work from the parent workshop.


# HOT/NOT

# STEP 1: WORKSHOP EXERCISES

## HOT/NOT

shown is work from the  
faculty and administrator  
workshop.

**NOT**



1. Slimy
2. Midtown Tunnel
3. disorganized
4. dizzy
5. veins
6. end of time

**NOT**



1. hot-to-baby: it also looks pink, busy
2. too mushy
3. school is a nice place and relaxing and people
4. slacker what's ending
5. alone and in her
6. censoring - ink technology

**NOT**




1. hand not appearing in stages
2. chaotic / volcano erupting
3. Blind
4. coming from within
5. too matching on
6. looks from steel not enough intensity

**NOT**



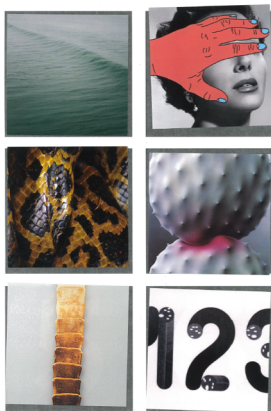
1. binding
2. Sour
3. explosive
4. blind
5. (I like this) (rough)
6. snake-skin

**NOT**



1. sadness looks like his way out of nature and then I can't see
2. close her eyes so she can't see
3. MChambers looks like it would hurt you
4. 100% like it would hurt you
5. too plain
6. distract you

**NOT**



1. Lonely, lost
2. Blind, restrictive
3. Cold
4. Bitchy, lust
5. Boring, distrust
6. Repetitive

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# STEP 1: WORKSHOP EXERCISES

## HOT/NOT

shown is work from the 2018 Career Day attended by 6<sup>th</sup> graders (7<sup>th</sup> graders today)

### HOT

1. Peace is art.
2. Peace is disagree.
3. Peace has choices.
4. Peace is colorful.
5. Peace is hard.
6. Peace is good.

1. Peace is green.
2. Peace is brutal.
3. Peace is family.
4. Peace is eye made.
5. Peace is a part of something bigger.
6. Peace is a ladder.

1. Peace is like home.
2. A community.
3. Fresh.
4. Healthy.
5. Different.
6. Cooperative.

Tavner

1. Family.
2. It is.
3. Techno legs.
4. Stagnant.
5. People.
6. Expansion.

### NOT

1. Your inner voice.
2. Your inner voice at best just.
3. There's more on all eggs.
4. We found more on the danger.
5. Peace, which is a higher, but is bad.
6. How is there danger.

1. Smiles.
2. Expanding.
3. A long road.
4. Opened.
5. A community.
6. A Trip.

1. AKA. Fun of peace.
2. AKA. Fun of your days.
3. Cold on the outside, warm on the inside.
4. Fun of people, you get your peace.
5. Confusing.
6. Soft, sensitive, peace.

1. Gladful.
2. The long trip.
3. Humble.
4. Clean water.
5. Dangerous.
6. Simple.

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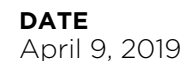
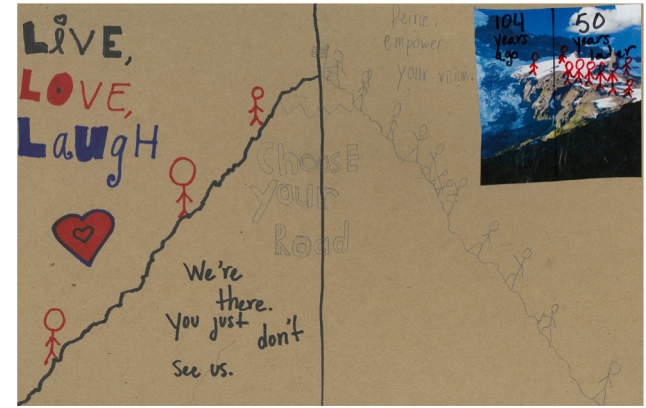
#### DATE

April 9, 2019

88/BRAND  
PARTNERS

shown is work from the student group representing most of the classrooms at Peirce (Student Council)

**ORGANIZATION**  
Helen C. Peirce School of International Studies



# STEP 1: WORKSHOP EXERCISES

## VISION BOARDS

"Help me understand what Peirce will be like in 50 years."

shown is work from the student group representing most of the classrooms at Peirce (Student Council)



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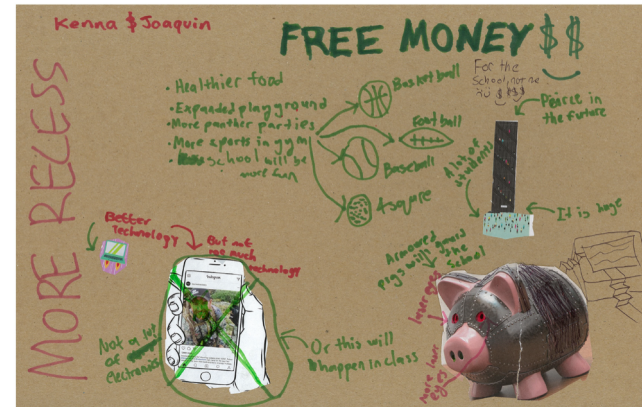
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**ORGANIZATION**  
Helen C. Peirce School of International Studies

**DATE**  
April 9, 2019

88/BRAND  
PARTNERS



What follows are the key insights gained from our interviews, workshops and analysis that have informed the recommendations shared in this POV.

1. Throughout our discussions, participants shared a very positive perception of the school. However, when specifically probed, **potentially desirable attributes were identified as areas that Peirce does not own at this time.**



*"Peirce is a unicorn CPS school."*

- Student Participant

*"Everyone knows that Peirce is awesome!!"*

- Student Participant

*"I can go on and on about how wonderful this school is and all of it would be true, but we can't be great at everything. We need to figure out what we want to be good at and work to get there."*

- Parent Participant

*"The bigger challenge is how a school can be an unique environment and have an unique personality and all the ways things work, while being governed by a body that has to create some sort of homogeny across. How do those two things balance out?"*

- Intake Session

Throughout our work in Step 1, we identified three key factors and four elements of the brand that cannot be changed that impact the Peirce brand development effort. We took time to understand how these factors may influence your audience's relationship to the new brand.

1. There is complex web of relationships between Peirce and IB, Senn, CPS, the community and more.

- IB Program—Working within the established IB standards while educating students to Peirce's mission.
- CPS—Sharing similar goals but occasionally different visions and, of course, constraints.
- Senn—Connection through the IB Program and the role(s) that the school(s) play in the Andersonville community.
- Community—Peirce's position as a community institution, among the neighborhood, businesses, etc.

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2. Although Pierce's student population is getting larger and the students more diverse, there is an ever-growing split happening with both the student and parent population.

Peirce prides itself on being an open and inviting school and, for a variety of reasons, that's true. There does, however, continue to be challenges at Peirce where the divide between audiences continues to grow. There are several things to consider:

- How do these multiple different groups relate to the school and what things are important that Peirce provides to them?
- What are the best (most effective, preferred) ways we, as a wider Peirce community, can best communicate that either is universally understood and motivating or what ways do those strategies need to be different.
- In what ways can this new Brand Strategy and Brand Identity allowing the Peirce family see themselves in the new brand and feel it represents who they are and how they see the school in an authentic way.

Our recommendation is to **help the wider Peirce family understand the process that was executed, allowing for input from a variety of sources, most specifically with the students.**

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3. The wide-ranging demands of the many different organizations at Peirce who represent the school can lead to inconsistencies in the institution of the visual brand—an evolved brand will require policing to ensure that guidelines and standards are always adhered to.

Sub-brands may include:

- MYP/PYP/etc.
- Parent and community groups
- Social and extracurriculars
- Others

Throughout our work in Step 1, we identified three key factors and four elements of the brand that cannot be changed that impact the Peirce brand development effort. We took time to understand how these factors may influence your audience's relationship to the new brand.

4. In any branding project, there are aspects of the brand that are not up for revision. The following are brand elements that must be kept in mind during the rebrand.

- School name cannot change.
- The school mascot, the Panther, cannot be changed.
- The logo needs to be provided in a variety of forms. A critical logo in the Peirce system is the Peirce logo locked up with the IB logo (very specific brand standards for IB have been provided for us as a guide).
- In addition to the master logo and brand elements, a sub-brand architecture will be required to accommodate a variety of school, parent organizations and other groups associated with Peirce.

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**Outside of these parameters, 88 has been given the approval to explore new branding elements for the school.**

**The Brand Strategy & Identity will be provided with options that are close in, more moderately represented and an option that pushes the concept further out.**

What follows are the key insights gained from our interviews, workshops and analysis that have informed the recommendations shared in this POV.

2. There is a shared belief that **Peirce is not widely known for its IB program (educational excellence).**

- Some feel that there is a lack of awareness outside of the school (and potentially even in the school).
- Participants shared that the school lacks a clear and concise explanation of the program and how it benefits the students.
- They say, *"Without this clarity Peirce is just another CPS school."*

*"If you don't get what IB is and why it's important for our kids, then we are just another CPS school."*

*If we do nothing more than finding a way to make this program easily understood, then we can talk about what truly makes Peirce unique."*

- Facility/Administrator Participant

*"I had to actually go in and inquire about it (IB program)."*

- Parent Participant

*"I don't see it (IB Program). I don't feel it. It's not articulated in any of the materials I see."*

*I am involved, but I don't see it, and it's not communicated. Until we figure this out, we are just another Chicago school."*

- Parent Participant

What follows are the key insights gained from our interviews, workshops and analysis that have informed the recommendations shared in this POV.

3. While there is recognition of the considerable changes over the last few years, **some say that Peirce is no different than other school offering on the north side.**

*"Although we are an excellent school, I think there is a wealth of excellent CPS schools."*

- Facility/Administrator Participant

*"We are limited by the vision of CPS."*

- Parent Participant

*"We have to decide if we are going to have our future decided for us or if we are going to do it ourselves."*

- Parent Participant

*"There are really fantastic things going on here, darn in! We just need to let people know."*

- Facility/Administrator Participant

What follows are the key insights gained from our interviews, workshops and analysis that have informed the recommendations shared in this POV.

4. Some believe that **the school is too fragmented** (with students, parents and, to some extent, with faculty) with its close-knit culture, **allowing for subgroups to form**, resulting in **keeping those not 'in the know' feeling left out.**

*"It seems to be the same people [parents] doing everything. I end up feeling bad that I'm not helping,, but it seems to be covered so I just let them handle it."*

- Parent Participant

*"Our parent volunteers are incredibly loyal and hard working. Sometimes I worry that they are going to get burned out."*

- Facility/Administration Participant

*"I have no idea how I would begin to volunteer. All school events have a tornado of parents running left and right. I have no idea how they know what to do."*

- Parent Participant

What follows are the key insights gained from our interviews, workshops and analysis that have informed the recommendations shared in this POV.

5. Over the recent past and for a variety of reasons, **branding elements including the logo have been adapted and redesigned.**

- Many of these elements were developed by individuals who are still a part of the Peirce family and potentially are still invested in their work.



What follows are the key insights gained from our interviews, workshops and analysis that have informed the recommendations shared in this POV.

6. Though the name of the school and its mascot are quickly identified, **there is little recall of other brand elements** (tagline, color palette, tone, messaging).



What follows are our recommendations for the guiding the next phase of development for Peirce's brand strategy and identity.

Our proposed workflow for brand development accomplishes the following:

⇒ **Capture the true essence of the school.**

Many shared that when you walk into the school that you know it's different from other schools. How do we capture that idea so that a person not familiar with Peirce does not have to step into the school to feel a connection.

⇒ **Connect the four areas of focus in a way that is clearly communicated and understood universally.**

- **Inclusivity & Openness**
- **Educational Excellence**
- **Commitment to our Community and the Wider World**
- **Our Investment in the Whole Person**

In both visual and verbal communication we need to focus on a simpler and clearer way.

⇒ **Pump up and energize the student, faculty, parent and community to either learn more or take time to learn again why Peirce is a thriving, vital part of this community.**

If we do this, we've met our goal.



## Positioning Platform

A clear statement of differentiation, what you alone can provide to your audience, and how they benefit.

Supported by 2-3 statements of proof. Answers the question: What makes your statement credible?

Provides a foundation for all brand expression.

## Brand Personality

The intrinsic traits that inform the brand identity development and future expression.

## Message Platform

The key messages that will anchor your brand and ensure consistent and compelling communications.

## Brand Architecture

A framework for managing the inter-relationships between sub-brands and a master-brand.



## Logo(s)

Your primary visual brand asset—anything from a wordmark to an abstract symbol.

## Tagline

A short, audience-facing phrase that captures your brand essence, personality and positioning.

## Color Palette & Typography

A primary and secondary system of color and typeface that keeps your brand cohesive and differentiated.

## Voice Attributes

The distinctive and memorable tone in which you speak to your audience.

## Imagery System

How your brand is represented through the use of photography, illustration, iconography and other visual cues.

## DELIVERABLES - Brand Standards Guide

A reference document containing usage.

“I think we all tell a similar story but we all tell it in different ways. I just want to know that we all, when we’re out meeting new families or talking to community members, we’re reflecting who we are and why this place is so great all in the same way.”

- Lori Zaimi / Principal of Peirce School

The 88 creative team will ensure that all recommendations for evolving the Peirce brand meet the following criteria:

## Relevant

Create a connection

## Authentic

Be true to who we are, always

## Focused

Have a clear purpose

## Consistent

Maintain across all channels

## Simple

Make it easy to understand

## Adaptable

Modify without losing our essence

## Distinctive

Leverage our uniqueness

**Our proposed Brand Identity System will inform all aspects of Peirce's brand expression.**

## **CREATE A VERBAL AND VISUAL SYSTEM THAT ALLOWS FOR:**

- A strong, comprehensive and relevant brand that is consistent, yet flexible.
- Modularity of elements and application across various communication tactics.
- Organization within a clear brand architecture, so everything has a place and a reason to be.
- Visual cues (icons, photography, illustration) as needed to help communicate clearly.
- A professional tone that speaks to the current Peirce family and supporters, as well as those who have yet to know our school.

## STEP 2 - DEFINE THE BRAND STRATEGY

Brand Strategy Development (7 days)

Approval of the Brand Strategy (April 22)

## STEP 3 - DEFINE THE BRAND IDENTITY

Brand Identity Concepting (7 days)

Presentation of the Brand Strategy and Brand Identity Concepts - (April 22)

Approval of the Brand Identity (April 24)

Refinement of the Brand Identity (3 days)

Presentation of final (April 26)

Approval in Writing (April 29)

Development of the Brand Standards Guide (2 weeks)

Delivery of the Brand Standards Guide (1 day)

## PRODUCTION OF THE NEW BRAND

Deliver all brand elements to the appropriate vendor (April 29)



**Brand Launch - May 17, 2019**

THE RIGHT **PARTNERSHIP**  
MAKES ALL THE DIFFERENCE.

88/BRAND  
PARTNERS