

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

TIF General Competition

CFDA # 84.374A

PR/Award # S374A120090

Grants.gov Tracking#: GRANT11189208

OMB No. , Expiration Date:

Closing Date: Jul 27, 2012

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Assurances Non-Construction Programs (SF 424B)	e6
3. Disclosure Of Lobbying Activities (SF-LLL)	e8
4. ED GEPA427 Form	e9
<i>Attachment - 1 (1235-GEPA_revised)</i>	e10
5. Grants.gov Lobbying Form	e11
6. Dept of Education Supplemental Information for SF-424	e12
7. ED Abstract Narrative Form	e13
<i>Attachment - 1 (1234-Project_abstract)</i>	e14
8. Project Narrative Form	e15
<i>Attachment - 1 (1238-LifeSchool_TIF_FINAL)</i>	e16
9. Other Narrative Form	e54
<i>Attachment - 1 (1237-Appendices)</i>	e55
10. Budget Narrative Form	e106
<i>Attachment - 1 (1236-Lifeschools_TIF_budget_narrative_FINAL)</i>	e107
11. Form FaithBased_SurveyOnEEO-V1.2.pdf	e110
12. Form ED_524_Budget_1_2-V1.2.pdf	e112

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- Preapplication
 Application
 Changed/Corrected Application

* 2. Type of Application:

- New
 Continuation
 Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

07/27/2012

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

LifeSchool of Dallas

* b. Employer/Taxpayer Identification Number (EIN/TIN):

75-2722521

* c. Organizational DUNS:

1758862610000

d. Address:

* Street1:

950 S. I-35 E

Street2:

* City:

Lancaster

County/Parish:

* State:

TX: Texas

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

75146-0000

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Jennifer

Middle Name:

* Last Name:

Wilson

Suffix:

Title:

Chief Financial Officer

Organizational Affiliation:

* Telephone Number:

972-274-7930

Fax Number:

* Email:

Jennifer.wilson@lifeschools.net

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.374

CFDA Title:

Teacher Incentive Fund

*** 12. Funding Opportunity Number:**

ED-GRANTS-061412-001

* Title:

Office of Elementary and Secondary Education (OESE): Teacher Incentive Fund (TIF): TIF General Competition CFDA Number 84.374A

13. Competition Identification Number:

84-374A2012-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Life School Teacher Incentive Initiative

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="908,000.00"/>
* b. Applicant	(b)(4)
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Jennifer Wilson</p>	<p>* TITLE</p> <p>Superintendent</p>
<p>* APPLICANT ORGANIZATION</p> <p>LifeSchool of Dallas</p>	<p>* DATE SUBMITTED</p> <p>07/27/2012</p>

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

6. * Federal Department/Agency:

7. * Federal Program Name/Description:

CFDA Number, if applicable:

8. Federal Action Number, if known:

9. Award Amount, if known: \$

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix: * First Name: Middle Name:
* Last Name: Suffix:

Title: Telephone No.: Date:

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Optional - You may attach 1 file to this page.

GEPA_revised.pdf

Delete Attachment

View Attachment

STATEMENT OF EQUITABLE ACCESS

General Education Provisions Act (GEPA 427)

Life School will ensure equitable access or participation in project activities across all potential barriers (gender, race, national origin, color, disability, or age). In order to meet the needs of students, teachers and any other program beneficiaries with disabilities or special needs, special education personnel will collaborate with district administrators and planning team members in order to accommodate various needs. All information disseminated by this project will be made available in a variety of formats for participants with varying disabilities and/or special needs. All school buildings are handicapped accessible.

Life School will also make use of current technologies to ensure that materials relating to this initiative are made available to persons who are visually-impaired, hearing impaired and learning disabled.

Life School fully subscribes to the purposes and principles of GEPA and is committed to equal opportunity and equal access for all. Life School does not discriminate on the basis of gender, race, national origin, disability, color, age or homelessness status. Special efforts will be made to encourage persons from diverse backgrounds (e.g., older citizens, persons of color, persons of diverse ethnic backgrounds, etc.) to become involved in the project team.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

*** APPLICANT'S ORGANIZATION**

LifeSchool of Dallas

*** PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE**

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

*** SIGNATURE:**

*** DATE:**

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
	Jennifer		Wilson	

Address:

* Street1:	950 S. I-35 E
Street2:	
* City:	Lancaster
County:	
* State:	TX: Texas
* Zip Code:	75146
* Country:	USA: UNITED STATES

* Phone Number (give area code) Fax Number (give area code)

972-274-7900	
--------------	--

Email Address:

--

2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

--

Please attach an explanation Narrative:

--	--	--	--

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Life School Dallas—a single, eligible charter school LEA—is requesting \$908,000 in funding under the *Main Teacher Incentive Fund* (TIF) competition to support the Life School Teacher Performance initiative, which will provide differentiated levels of compensation for effective teachers, principals and qualifying professional staff. The total five-year funding request is \$4,540,000. Life School will provide \$866,130 in matching funds over the five years. The goal of this initiative is to develop, implement and evaluate a teacher and principal performance-based compensation system (PBCS) that uses valid and reliable measures of student achievement as a primary indicator of effective teacher and principal performance. Project objectives include: establishing support and commitment for the PBCS; adopting differentiated levels of compensation; improve the capacity of our educators; implement a fair, rigorous and objective process to evaluate teacher and principal performance; improve students' academic achievement in core subject areas; and by the end of year one, at least 60% of qualifying personnel will be eligible for a performance-based bonus. Our PBCS is based on student growth supported by objective data on student performance as well as observation-based assessments of teacher and principal performance at multiple points in the year, carried out by project leadership team members trained in using objective evidence-based rubrics for observation, aligned with professional teaching standards. This initiative will target three high Life School campuses, each of which is a high needs school with more than 50% of students qualifying for free and reduced lunch. Student growth will be measured by annual State of Texas Assessments of Academic Readiness (STAAR) testing, a value-added measure of student growth. Life School is a first-time applicant to the TIF competition (competitive preference priority 4). Our project also qualifies for Competitive Preference Priority 5 in that in year five of the project we will implement a salary structure (for teachers and principals) that is based on educator effectiveness.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

Table of Contents

Need for project 2

Evaluation criteria..... 5

 (a) A Coherent and Comprehensive Human Capital Management System (HCMS)..... 6

 (b) Rigorous, Valid, and Reliable Educator Evaluation Systems..... 12

 (c) Professional Development Systems to Support the Needs of Teachers and Principals..... 21

Identified Through the Evaluation Process 21

 (d) Involvement of Educators..... 25

 (e) Project Management 26

 (f) Sustainability..... 37

Need for project

Life School began in 1998 to serve students and families in southern Dallas. It is through the vision of the Chancellor and founder, Dr. Tom Wilson, that Life School opened its doors with 15 faculty and staff members serving 266 students at the Oak Cliff campus.

Since its inception over a decade ago, Life School has experienced substantial increases in enrollment without any form of advertisement. Testimonies from parents to friends, neighbors, and co-workers have fueled rapid growth. Today, Life School serves about 4,000 students at five locations across the Dallas (Texas) region. Dr. Wilson's vision was to provide a quality education and give parents an educational choice regardless of a parent's ability to pay. He envisioned a tuition-free school with the quality of an expensive private school. After enactment of charter school legislation, Dr. Wilson realized that a charter school was the avenue to fulfill this vision. Through the help of friends, educators and other professionals the charter was drafted and approved by the TEA in the spring of 1998, and the doors opened only a few months later in August 1998. Life School seeks to develop leaders with the necessary skills to achieve success in the 21st century. Through character training, strong academics and parent involvement Life School will be successful in fulfilling its mission.

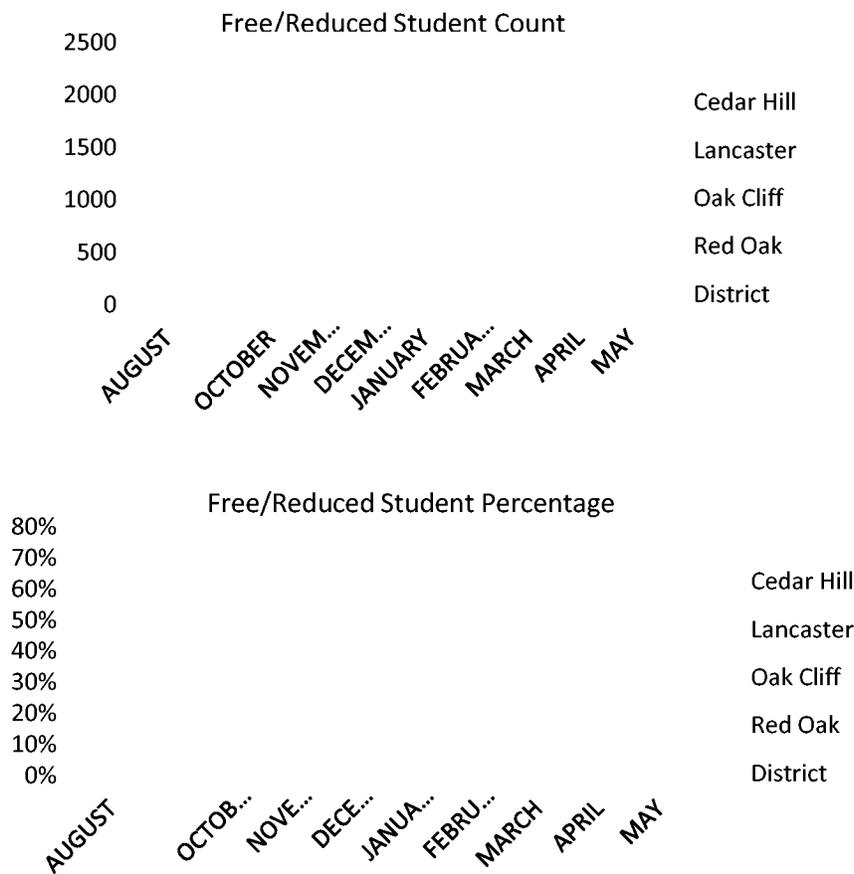
Our proposed Teacher Incentive Fund (TIF) initiative will serve our three high-poverty campuses: Lancaster (grades K-6); Oak Cliff (grades K-12); and Cedar Hill (grades K-5).

Community	Poverty (Texas = 18.4%)	Median Household Income (MHI) ¹	Percentage of adults with high school diploma (Texas = 70.6%)
Lancaster	13.4%	\$47,154	46.1%
Oak Cliff	19.5%	\$44,654	29.10%
Cedar Hill	6.0%	\$63,727	89.80%

¹ Texas Median Household Income = \$51,507; U.S. MHI = \$54,595

The information presented in the table above does not paint a true picture of the true grim economic situation faced by many of the families we serve. Many of the students attending the targeted schools live in an area known as Southern Dallas (population 516,270), which is one of the most impoverished areas of Dallas. In fact, nearly 50% of the households in Southern Dallas live in poverty (Institute for Urban Policy Research, University of Texas--Dallas). Also, in Southern Dallas more than 40% of adults over the age 18 do not have a high school diploma.

As such, more than one-half of our students at each of the targeted schools qualify for free and reduced lunch: Lancaster (63.23%); Oak Cliff (69.47%); and Cedar Hill (53.80%). The graphics below illustrate the overall trend in the ever-increasing poverty status of our students.



Student demographic data for each of the targeted schools is shown below.

School	Demographics
Lancaster	Black (70%); Hispanic (17%); White (12%); Asian/Pacific Islander (<1%)
Oak Cliff	Black (66%); Hispanic (29%); White (4%); Asian/Pacific Islander (1%)
Cedar Hill	Black (65%); Hispanic (21%); White 10%; Other (4%)

Student achievement

In comparison to their more affluent peers, students at the three targeted schools struggle academically. Of the three campuses, only Lancaster made Adequate Yearly Progress (AYP) in the last year. However, Lancaster is not on track to make AYP for this year and is marked for improvement. Academic achievement of our students is shown below.

Campus	English/Language Arts (ELA)	Mathematics
Lancaster	95.5%	90.5%
Oak Cliff	84.7%	78.4%
Cedar Hill	84.3%	82.0%

Teacher turnover: The rate of teacher turnover at the targeted schools considerably higher than the teacher turnover rate for the State of Texas. This is indicative of district difficulties in attracting and retaining high quality educators.

	2010-2011	2009-2010	2008-2009
Teacher Turnover Rate - District	26.10%	22.00%	28.30%
Teacher Turnover Rate - State	11.90%	11.80%	14.70%

Strategies to address the deficiencies: With the assistance of \$908,000 in year one (\$4,540,000 over five years) in Department of Education funds per year for five years, Life School—an eligible qualifying charter school and local education agency—will launch its Teacher Incentive Initiative. Life School will provide \$130,538 in matching funds in year one (\$866,130 over five years). We are applying under the ‘General TIF’ category. Our project meets both **Absolute Priority 1** in that its Human Capital Management System is an LEA-wide system with Educator Evaluation Systems at the Center as well as **Absolute Priority 2** in that our approach includes an LEA-wide Educator Evaluation System that is based on Student Growth. In addition, Life School qualifies for **Competitive Preference Priority 4 (10 points)** in that it is a new applicant that has not previously received a TIF award. Each of the schools to be served by this initiative is a high-need school (**Requirement 3a**). Documentation of this high-need status is included in the appendices (**Requirement 3b**). Additional information regarding the degree to which our proposal addresses the program requirements, absolute priorities and competitive priority is included in the appendices in the ‘Requirements Chart.’ Our project also qualifies for **Competitive Preference Priority 5 (20 points)** in that Life School will implement a salary structure based on effectiveness for both teachers and principals by year five of the project. **Additional information about the degree to which this project addresses the Program Requirements, Absolute Priorities and Competitive Priorities is provided in the Requirement Table and the Appendices.**

Evaluation criteria

(a) A Coherent and Comprehensive Human Capital Management System (HCMS)

In accordance with the program guidelines the Life School organizational environment embraces a Human Capital Management System (HCMS) that places significant weight on the outcomes of the teacher and principal evaluations as outlined in Section (b) below. The HCMS is overseen and managed by Scott Fuller, the Life School Chief of Staff. The Life School HCMS is the framework through which our human resources are managed. The Life School HCMS is responsible for the attraction, selection, training, assessment, and rewarding of employees, while also overseeing organizational leadership and culture, and ensuring compliance with employment and labor laws.

Alignment to the LEA’s vision of instructional improvement: The Life School HCMS is inherently integrated into our organizational culture and consequently, our vision of instructional improvement (**Absolute Priority 1.1**). The mission of Life School is to train students to become leaders with life skills for the twenty-first century by establishing strong academics, character training, and a parenting program. New Life School teachers learn about this mission—and the HCMS that supports achievement of this mission—through a day-long orientation session (onboarding).

Life School Human Capital Management System: The Life School Human Capital Management System is outlined in our Employee Handbook. This 112-page document outlines all aspects of our HCMS, including the underlying principles that are its foundation. The HCMS is overseen and managed by the Life School Human Resources Director, who reports to Charles Pulliam, Director of Development. Additional information about our HCMS (**Absolute Priority 1.1**) is provided below:

- **The range of human capital decisions based on the educator evaluation systems described in the application:** The following human capital decisions are made based on our current educator evaluation system:

 - Staffing Levels – Number of educator resources are determine Life School’s ability to perform its mission with excellence
 - Training and Development – Educator effectiveness determines a full range of training and development strategies
 - District / Campus Improvement Plans (DIP / CIP) Development – Educator effectiveness drives response to results analysis and help to determine short and long range organization goals
 - Recruiting and Selection – Applicant sources are monitored to determine effectiveness of educators who come from each source
 - Compensation & Benefits – Educator effectiveness drive organization to set extremely competitive C&B target

- **The weight given to educator effectiveness when human capital decisions are made:** Under our current policies, 50% is the weight given to educator effectiveness when human capital decisions are made. Under the revised plan, using information (e.g., exemplary, recognized, etc.) generated from the educator evaluation system, the weight given to educator effectiveness will exceed 50% **(Absolute Priority 1.2)**.

- **Previous experience and feasibility of proposed HCMS:** Life School has been serving the Dallas community for more than 14 years as an open enrollment charter school. In 1995, the Texas Legislature authorized the creation of charter schools to

provide an alternative to traditional public schools. Open-enrollment public schools are public schools with the flexibility to adapt to meet the educational needs of their students. Leaders of the schools are permitted greater freedom in managing the schools, which allows them to encourage teachers to create individualized lesson plans to meet their students' specific needs. Through creating individualized lesson plans, open-enrollment charter schools strive to promote greater student achievement. In exchange for some autonomy, open-enrollment charter schools have specific accountability requirements, and must meet state-mandated teaching standards. All of our HCMS policies reflect our mission, which is "to train leaders with life skills for the twenty-first century by establishing strong academics, character training, and a parenting program." Since its inception over a decade ago, Life School has experienced substantial increases in enrollment without any form of advertisement. Testimonies from parents to friends, neighbors, and co-workers have fueled rapid growth. Today, Life School serves over 3500 students at four campuses. Life School prioritizes academics through providing qualified teachers, effective teaching strategies, continual professional development, a safe and orderly learning environment, and vertically and horizontally aligned curriculum. Our proposed updated HCMS—which includes our revised educator evaluation system and the new performance-based compensation system—is highly feasible. First and foremost, the overall project has been collaboratively designed with extensive involvement by educators, principals, support personnel and administrators. Furthermore, our existing HCMS is already closely aligned to our enhanced vision for our organizational and educational environment. Implementation of these

initiatives will be supported through ongoing, job-embedded professional development, leadership opportunities for teachers and a commitment from Life School leadership to sustain this initiative beyond the five-year grant period.

- **LEA-level policies relating to the use of educator effectiveness as a factor in human capital decisions:** As a private Charter School run by a dedicated group of educators committed to the sustained success of our students, educators, principals and support personnel, Life School has the flexibility to adapt its policies as necessary to ensure achievement of our organizational mission. Given that educator effectiveness already plays a highly significant role in the range of HCMS decisions made at Life School, we do not have any policies that will inhibit implementation of the educator evaluation system described below. As part of this initiative, our LEA-level policies will be reviewed and updated (**Absolute Priority 1.4**) to reflect both the revised educator evaluation system as well as the performance-based compensation system.
- **Teacher unions:** Life School does not have a teacher union, and thus no letter of support from a body representing teachers for the purpose of collective bargaining will be found in the appendix to this application (**Requirement 2c**).

(iv) Leadership commitment to implementing the described HCMS, including all of its component parts: Life School leadership is fully committed to implementing the described HCMS, including each of its components. Evidence of this commitment is included in the appendices.

(v) Proposed performance-based compensation system: Our proposed performance-based compensation system (PBCS) is shown below.

	Teacher/Other Professionals (162 positions)	Principal (4 positions)	Instructional Support Staff (18 positions)	All Other Support Personnel (41 positions)
Academic Performance Targets:				
90% passing or a 10% increase for STAAR reading	\$300		\$150	
90% passing or a 10% increase for STAAR writing	\$300		\$150	
90% passing or a 10% increase for STAAR math	\$300		\$150	
90% passing or a 10% increase for STAAR social studies	\$300		\$150	
90% passing or a 10% increase for STAAR science	\$300		\$150	
Campus rating equivalent to Recognized	\$500	\$2,000	\$250	\$200
Campus rating equivalent to	\$500	\$2,000	\$250	\$200

Exemplary (in addition to \$500 for Recognized)				
Student Performance Targets:				
Student attendance of 98%	\$250	\$250	\$125	\$50
Four-year completion rate of 90%	\$250	\$250	\$125	\$50
Teacher Performance Targets:				
Performance Evaluation	\$500	\$500	\$500	\$500
Teacher/Professional performs leadership role	\$500			
	\$4,000	\$5,000	\$2,000	\$1,000
To be eligible to receive PBCS funds, staff member must also meet or exceed expectations on evaluation as it relates to:				
1) Demonstrating support of Life School Mission - Leadership, Character, Parent Involvement				
2) Demonstrating support of Life School Quality Standards - Safety, Integrity, Professional, Data Informed, Innovative				
3) Community Involvement				
4) Learning and Development				

(b) Rigorous, Valid, and Reliable Educator Evaluation Systems

(1) Evaluation rubric with at least three performance levels:

The Life School educator evaluation rubric will be based on the State of Texas rubric for educators, which fully meets the requirements of **Absolute Priority 2**. First, evaluations are conducted annually (**Absolute Priority 2.1**) and include multiple observations throughout the year (**Absolute Priority 2.2.i**). The State of Texas model utilizes four performance levels (**Absolute Priority 2.2**), all of which are based on Student Growth at the classroom level (**Absolute Priority 2.2.ii**). The educator evaluation rubric will be integrated into our existing evaluation system, which includes additional criteria (**Absolute Priority 2.2.iii**). These additional factors are described in the section that follows. The rubric and associated criteria for achieving each performance level—each of which is based on student growth—are shown below (**Absolute Priority 2.3**).

Performance level	Achievement criteria
Exemplary (highly effective)	Exemplary is the highest possible rating of the Texas Education Agency's accountability system. To achieve this rating, at least 90 percent of the tested students must pass each subject area and the district or campus must meet the standards for the Exemplary rating on the completion and dropout indicators.
Recognized (effective)	Recognized is the second highest possible rating of the Texas Education Agency's accountability system. Districts, campuses and classrooms must have at least 75 percent of the students tested pass each subject or demonstrate sufficient Required Improvement.

<p>Academically Acceptable (developing)</p>	<p>Academically Acceptable is the third highest possible rating of the Texas Education Agency's accountability system. The term Academically Acceptable refers to both the Academically Acceptable and the Alternative Education Accountability (AEA) Academically Acceptable ratings.</p>
<p>Academically Unacceptable (unsatisfactory)</p>	<p>Academically Unacceptable is the lowest possible rating of the Texas Education Agency's accountability system. A school, district, or teacher with this rating is subject to interventions and sanction specified in Chapter 39 of the Texas Education Code.</p>

Life School will integrate this evaluation rubric into our educator evaluation system within 90 days of the project start (**Absolute Priority 2.4**).

Student growth model based on research and best practices: The Life School student growth model is based on the State of Texas Assessments of Academic Readiness (STAAR™), along with a statistical approach known as Student Growth Percentiles (SGP). Using SGP Life School leaders are able to report the yearly academic progress of schools, teachers and students. SGPs measure the degree to which a student has learned compared to his or her academic peers. Academic peers are students who have similar initial STAAR test scores. SGP allows educators to see whether a student has progressed similar to, greater than, or less than comparable students. Comparing students to other students with similar scores supports a more accurate view of growth in that the comparison takes into account each student's starting point.

SGP measures the rate of change students make in relation to their academic peers. This rate of change is reported as a percentile from 1 to 99. Higher percentiles indicate more

growth; lower percentiles show less progress. Much like in other normative scales, the 50th growth percentile suggests average.

Several states have adopted the model including Colorado, Massachusetts, Indiana and Arizona. These states are using SGP to better capture changes in student achievement at the school and district level. These states have also incorporated SGP into either their federal or state accountability systems. The statistical process behind SGP, developed by Damian Betebenner at the National Center for the Improvement of Educational Assessment, compares individual student progress against their academic peers, specifically those with the same test scores in prior years. SPGs allow for reports that show multiple components of information that are a more accurate representation of student learning. Information includes: each student's test results for a specific year; growth since the prior year's test; and growth in comparison to students with similar performance histories. In presenting each student's performance in relation to state proficiency categories, SGPs can show whether a student is on track to reach or maintain proficiency, or is at risk of not remaining proficient. The SGP model is useful to a variety of education stakeholders because results can be aggregated to multiple levels—class, grade, school, district—and those results may be used to address a variety of questions including (but not limited to): child growth rate in relation to state standards; the degree to which the child's growth rate is similar to that of other students; and student growth in relation to the typical student's growth, among many others.

(3) High-quality plan for multiple teacher and principal observations: This section provides information regarding Life School's plans for carrying out multiple, valid, reliable teacher and principal evaluations throughout the year. Evaluations are conducted by the following personnel

- Evaluates Chief Academic Officer (CAO)

- Evaluates Principals & Director of Curriculum & Instruction (DCI)

- Formal & Informal Teacher Evaluations

- Informal Teacher Evaluations

Evaluator credentials are shown in the following graphic.

Superintendent	Bachelors Degree	TAC 100 District Leadership	Org. Leadership & Strategy
CAO	Master in Education Administration PHD (in progress)	PDAS Certified Trainer; Superintendent & Principal Certifications Multiple teacher certs.	Academic Excellence
DCI	Bachelors in Elem. Education Masters in Education Administration PHD (in progress)	Professional development trainer Curriculum Auditor	Teacher Development and Performance Curriculum Development and Effectiveness
Principals	Bachelors and/or Masters Degrees	Principal Certs. PDAS training	Campus Leadership

Our performance measurement and evaluation timeline is shown below.

LifeSchool of Dallas Performance Measurement Timeline



Self Measurement

Campus staff will have the opportunity to measure personal performance against established goals and LS Mission and Culture Statements.

CO Performance Measurement

Central Office Executives, Directors, Support Staff, (including Facilities).

Campus Goals / Plans

- 1st week – Dev. goals
- 2nd week – Approve goals
- 3rd week – Start School

Note: After annual "Life Launch" event and before school officially starts.

Performance Measurement

Performance measurement meetings to be completed NLT May 31st of each year.
Note: *Self Measurement for CO staff to be completed*

CO & Principals Annual Goals / Plans

Post Leadership Advancement Seminar and driven by research and district vision, mission, and culture statements.

Mid Year Touch Point

Evaluate progress toward established goals and objectives. Make adjustments if needed.



LifeSchool of Dallas Performance Plan Development Timeline



Plan Execution / Monitor

Campus Staff should execute and monitor plans, without making adjustments (emergency exception). Outcomes should be tracked and documented in preparation for Touch Point.

Mid Year Touch Point

Evaluate progress toward established goals and objectives. Make adjustments if needed. **Note:** *Strategic Vision should be distributed to Directors for review and analysis.*

Development / Research

Educators are encouraged to rest during summer breaks. However, individual commitment to professional development and best practices research are crucial components to maintaining industry leadership and to effective planning and goal setting.

Strategic Vision Planning

Executives (**Annual Executive Planning Retreat**) should develop high-level strategies and vision. Mission Statement should be reevaluated for effectiveness.

Personal Performance Measurement

Employees are encouraged to conduct self measurements in order to track progress toward goals and LS Mission. Data will be used for annual performance measurement.

Campus Plan Distribution

Principals are encouraged to distribute campus plans and vision to staff prior to August. Staff members are expected to plan in support of campus vision.



The Life School teacher evaluation process is based on Texas' Professional Development and Appraisal System (PDAS), which includes multiple methods of observation in order to evaluate every teacher on all standards and to obtain a comprehensive understanding of each teacher's

areas of strength and challenge. PDAS is Texas' approved instrument for appraising its teachers and identifying areas that would benefit from staff development. Cornerstones of the process include a minimum of one 45-minute observation and completion of the Teacher Self-Report form. PDAS includes 51 criteria within eight domains reflecting the Proficiencies for Learner-Centered Instruction adopted in 1997 by the State Board for Educator Certification (SBEC). The domains are:

- Active, Successful Student Participation in the Learning Process
- Learner-centered Instruction
- Evaluation and feedback on Student Progress
- Management of Student Discipline, Instructional Strategies, Time/Materials
- Professional Communication
- Professional Development
- Compliance with Policies, Operating Procedures and Requirements
- Improvement of All Students' Academic Performance
- Included in the appraisal system are Instructional Leadership Development (ILD) and Administrator Appraisal.

By outlining a comprehensive system that is guided by the domains above, the PDAS provides a valid, consistent observational tool. Interrater reliability is further assured through state-conducted training for PDAS evaluators. In addition, PDAS requires that new teachers and teachers new to a district receive an orientation. In addition, the PDAS Teacher Manual is provided to all teachers. Campus principals oversee the teacher observation process, which includes:

- Formal classroom observations:

- There will be a minimum of two formal observations per school year
- Formal observations are announced and scheduled in advance with the teacher
- The first formal observation is completed during the first half of the school year; the second is completed during the second half of the school year
- All formal observations include a pre-observation conference and a post-observation conference
- Pre-observation and post-observation conferences
 - The pre-observation conference happens within one to two days prior to the observation. This conference provides the opportunity for the teacher to describe the context and plans for the class session and to provide initial artifacts
 - The post-observation conference takes place as soon after the observation as possible and no later than one week after the observation. This conference provides the opportunity for the evaluator to provide feedback, discuss areas for improvement, and create a professional development plan
- Informal “walkthrough” observations
 - There are a minimum of five informal observations during the school year
 - Informal observations are unannounced, with each observation lasting for 5 to 15 minutes
 - Informal observations are used as a means to inform instructional leadership functions of the school administrator by providing quick checks of teacher performance and feedback on that performance
- A review of artifacts
 - Artifacts include existing materials only; teachers do not create artifacts solely for

the purpose of the artifact review

- Lesson plans are required for the artifact review. Teachers must submit their lesson plan to their evaluator at least 24 hours prior to the pre-observation conference

(4) The participating LEA has experience measuring student growth at the classroom level, and has already implemented components of the proposed educator evaluation systems: With a more than 14-year history of service to the community Life School has extensive experience measuring student growth. Each campus conducts annual STAAR testing as required by Texas law and measures student growth each semester using objective measures including standardized assessments, test scores and report cards. All of the standardized tests proposed by Life School as measures of student growth are valid and reliable measures. All tests were developed by highly reputable state, academic, and private educational agencies. As an NCLB-mandated test, the STAAR test must show degrees of validity and reliability.

(5) Proposed teacher evaluation system: The Life School teacher evaluation system is based on the following components:

- **Mission support:** What is the teacher's ability to use a balance of creativity, innovation, traditional pedagogy, technology, and personal experience to ensure the academic excellence and student success?
- **Professional development:** What outcomes and accomplishments demonstrate teacher's education thought leadership; individual growth and development; training and professional development; and the ability to share ideas, coach, and train others?
- **Stakeholder management:** What skills does the teacher demonstrate that are indicative

of excellence at it relates parent involvement and communication, student development and achievement, community involvement, peer collaboration, and support of district leadership?

Our proposed teacher evaluation system will include the three components above as well as a fourth—student growth—which will account for more than 50% of the evaluation score.

(6) Principal evaluation system: Our current principal evaluation system includes three components and is shown below:

- **Mission management:** How does the executive’s strategy, vision, management, and decision making demonstrate adherence to and support of the Life School mission?
- **Stakeholder management:** What outcomes and accomplishments demonstrate the executive’s stakeholder commitment: parents, students, community, government, private funders, and/or public school system?
- **Operational management:** How does executive’s management of resources and human capital help broaden operational capacity and demonstrate adherence to LS Culture statements?

Our proposed principal evaluation system will include the three components above as well as a fourth—student growth—which will account for more than 50% of the evaluation score. We will also introduce ‘establishment and sustainment of a collaborative school culture focused on continuous improvement’ into the evaluation matrix under the ‘stakeholder management’ category.

Supporting the academic needs of special student populations: A District Coordinator oversees Life School’s overall approach towards supporting the academic needs of special student populations. At the school level, we have certified specialists to ensure that the needs

of special student populations are met at the individual level. This is accomplished through the use of a Response to Intervention (RTI) model. The evaluation model for both teachers and principals includes components that assess the degree to which the academic needs of special student populations are being met.

(c) Professional Development Systems to Support the Needs of Teachers and Principals Identified Through the Evaluation Process

(1) Use the disaggregated information generated by the proposed educator evaluation systems to identify the professional development needs of individual educators and schools: Our current teacher and principal evaluation system provides performance-related information across multiple domains. Under our new evaluation system, a fourth component—student academic performance and growth—will be added. Professional development will be targeted towards each principal and teacher based upon students’ academic performance, as well as the results of the formal and informal observations, PDAS results, discussions with the Life School leadership, surveys and results of student standardized testing.

(2) Provide professional development in a timely way: An introductory training session will be conducted for all teachers and principals at the targeted campuses within the first 60 days of the project period. Professional development and training will be provided quarterly thereafter.

(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices: Life School embraces the Teacher Leader Model Standards,² which provide school-based, job-embedded opportunities for our educators to transfer new knowledge into instructional and leadership practices. The seven domains of the Teacher Leader Model Standards are shown below, along with how these standards are integrated into our school culture.

² www.teacherleaderstandards.org

Domain	Examples of Life School integration
Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning	Life School facilitates a culture that models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning
Domain II: Accessing and Using Research to Improve Practice and Student Learning	The Life School educational culture facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning
Domain III: Promoting Professional Learning for Continuous Improvement	Life School provides our educators with regular opportunities to participate in research-based professional development training. This commitment is evidenced through our recent engagement of the Disney Institute to provide leadership training for our educators
Domain IV: Facilitating Improvements in Instruction and Student Learning	Life School is a carefully designed program for children and youth which empowers them through education, self-efficacy and fosters the ability to make positive personal decisions
Domain V: Promoting the Use of Assessments and Data for School and District Improvement	Life School is a proponent of new and innovative education solutions which allow for quantitative assessment and has the capability of being adapted for use in many other educational settings

<p>Domain VI: Improving Outreach and Collaboration with Families and Community</p>	<p>Strong parent participation makes Life School unique with parenting seminars and parent-teacher update sessions scheduled regularly throughout the school year. Parents partner with teachers and administrators in their children’s development.</p>
<p>Domain VII: Advocating for Student Learning and the Profession</p>	<p>Life School teachers have regular opportunities to share information with colleagues within and beyond the school environment regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning</p>

In addition, Life School leadership has recently (Spring 2012) agreed to engage the renowned Disney Institute to provide Leadership Development training for our educators (schedule to be determined). As one of the most recognized names in professional development, the Disney Institute approach supports an organization’s transformation journey through discovery, execution, and sustainment.

Lastly, to further facilitate the transfer of knowledge into instructional leadership practices, Life School has implemented Professional Learning Communities at all of our campuses. Through PLCs, our educators share a vision, work and learn collaboratively, visit and review other classrooms, and participate in decision making as leaders. The benefits to the staff and students include a reduced isolation of teachers, better informed and committed teachers, and academic gains for students. Overall the professional learning community is seen as a powerful staff-development approach and a potent strategy for school change and improvement.¹ As part

of their involvement in PLCs the teams determine areas in which additional learning could be helpful and read articles, attend workshops or courses, or invite consultants (e.g., Disney Institute) to assist them in acquiring necessary knowledge or skills. In addition to the regular meetings, participants observe one another in the classroom and conduct other job-related responsibilities.

(4) Provide professional development that is likely to improve instructional and leadership practices, and is guided by the professional development needs of individual educators as identified in paragraph (c)(1) of this criterion: As previously noted, the provision of professional development and training will be guided the individual needs of educators as determined through a multi-faceted assessment process. Each educator will develop an individualized professional development plan. Areas of weakness will be addressed and areas of strength will be supported, perhaps through asking teachers to take on leadership roles in training other teachers. Life School will use a combination of in-district, out-of-district, and on-line resources to provide ongoing, job-embedded professional development to its teachers and principals. Life School will create individualized professional development plans for teachers and administrators. Professional development will also be provided in collaboration with our current partners, including (but not limited to):

- Our day-long intensive teacher ‘on-boarding’ process, which is designed to familiarize Life School teachers with our school’s key educational and organizational management philosophies.
- Region 10: This resource provides school districts and charter schools in the northeast Texas area with professional development, programs, and services designed to improve student achievement and school district efficiency. The purposes of Education Service

Center Region 10, in partnership with its client school districts and charter schools, are to: 1) Support Region 10 school district, campus, and charter school initiatives for improving both excellence and equity in student achievement [TEC ~ 8.002 (1)]; 2) Enhance the efficiency, effectiveness, and economy of educational programs across the region [TEC ~ 8.002 (2)]; and 3) Encourage the fulfillment of statewide initiatives [TEC ~ 8.002 (3)] congruent with the individual missions of public school districts and charter schools in the region. Their offerings currently include workshops such as Marzano's Formative Assessments, English Language Proficiency Standards Training, Guided Reading, the Texas Math and Science Diagnostic System, Response to Intervention, and others.

- Teach for America: This national organization offers intensive training, support and career development that helps these leaders increase their impact and deepen their understanding of what it takes to close the achievement gap.

(d) Involvement of Educators

(1) The application contains evidence that educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be extensive during the grant period: Life School educators were actively involved in the development of our proposed performance-based compensation system. Their input and feedback were solicited through ongoing one-on-one and group meetings. Life School teachers will continue to be extensively involved in all aspects of project implementation throughout the grant period and beyond. Evidence of this involvement, their support and their commitment to continued involvement is included in the appendices.

(e) Project Management

(1) Clearly identifies and defines the roles and responsibilities of key personnel:

Charles Pulliam, Chief Development Officer will serve as Project Director, devoting approximately 40% of his time towards carrying out project activities. Key roles and responsibilities of the Project Director (job description is included in the appendices) and other key project personnel (Advisory Council) are outlined in the table below. The Project Director will report directly to Scott Fuller, Chief of Staff and will meet weekly with Mr. Fuller to discuss project progress. The full Advisory Council will meet monthly.

Name	Project role	Time dedicated	Minimum Qualifications
Project Director	Plans, directs, and coordinates activities of project to ensure that goals or objectives of project are accomplished within prescribed time frame and funding parameters; reviews project proposal or plan to determine time frame, funding limitations, procedures for accomplishing project, staffing requirements, and allotment of available resources to various phases of project; establishes work plan and staffing for each phase of project, and arranges for recruitment or assignment of project personnel	40% (.40 FTE)	Bachelor's Degree

Chief Operating Officer	Provide operational oversight and advisory regarding Information Management & Technology, mass communications, and internal and external marketing used to attract, recruit, and retain high performing educators	15% (.15 FTE)	Bachelor's degree
Chief Financial Officer	Financial accountability and advisory role. Finance will ensure funds are managed and distributed with fidelity.	10% (.10 FTE)	Bachelor's degree Financial Management expertise
Academics Director	Will serve in consultative capacity and will ensure continuous improvement and excellence as it relates to curriculum, administration, instruction, and educator development.	30% (.30 FTE)	Master's Degree PDAS training Teaching Certifications Principal Certs.
Information Management	Function as a technical advisor and will support technical needs associated with software and/or other forms of technologies being employed in support of educator performance strategies.	10% (.10 FTE)	Bachelor's Degree Valid Technical Certifications (if applicable) PDAS training
Principals	Lead educator by providing time and	10% (.10)	Bachelor's

	resources required to ensure excellence in teacher performance.	FTE)	Degree Principals certification PDAS training
Teachers	Serve as committed implementers of Academic strategies. In addition, educators will serve on the Advisory Council and participate in all professional development and training sessions	10% (.10 FTE)	Bachelor's degree Valid Teaching certificates PDAS Training
Evaluator	Oversee and manage evaluation component in order to ensure a data-driven project management approach and a process of continuous improvement	Contract	Published PhD-level researcher

Project goals, objectives and performance measures: The primary goal of this teacher incentive initiative is to implement a sustainable teacher and principal performance-based compensation system that uses valid and reliable measures of student achievement as a primary indicator of effective teacher and principal performance, thereby increasing the number of highly effective teachers and principals at the targeted campuses. Project objectives are shown below.

Objective	Description	Performance measure
1	By the end of year one, establish and adopt the differentiated levels of compensation (as described in this proposal) that will serve to recruit and retain	Annual surveys; teacher, principal and support personnel evaluations

	<p>effective teachers and principals in our high-need schools. Benchmarks: Full implementation in all years of the grant</p>	
<p>Objective 2</p>	<p>By the end of year one, the capacity of teachers and principals in targeted schools will be raised to positively impact student achievement levels through the provision of professional development and training activities. Benchmarks: 80% of participants will indicate the acquisition of new knowledge and skills (as measured by pre- and post-participation surveys) during the first year of the project period; 90% in year two; 100% in years three, four and five</p>	<p>Annual surveys; teacher, principal and support personnel evaluations; professional development and training post-participation surveys</p>
<p>Objective 3</p>	<p>By the end of year one, establish and implement a fair, rigorous and objective process to evaluate teacher and principal performance by using valid and reliable measures of student achievement and other measures tied to student achievement, multiple times throughout the school year. Benchmarks: Full implementation during each year of the grant</p>	<p>Annual surveys; teacher, principal and support personnel evaluations</p>
<p>Objective 4</p>	<p>By the end of year one, 60% of eligible teachers will qualify for incentive payments. Additional benchmarks: 80% in year two and 100% in years three, four and five</p>	<p>Teacher evaluations; district records</p>

Objective 5	By the end of year one, 60% of eligible Principals will qualify for incentive payments. Additional benchmarks: 80% in year two; 100% in years three, four and five	Principal evaluations, district records
--------------------	---	---

Project timeline: A proposed project timeline is shown below.

Activity and milestone	Responsible party	Timeline
Year one		
Disseminate press release of award to Board of Directors, community	Project Director	9/12
Ensure that all fiscal accountability and grant program compliance instruments are in place (e.g., separate account codes to track grant funds, etc.)	Project Director (PD)	9/12
Present information on the purpose and benefits of the project at faculty meetings and stakeholder meetings	Advisory Council (AC); PD	9/12
Present revised HCMS policy, which reflects the addition of the PBCS, to the Board for approval, acceptance and implementation	PD; AC; Board	9/12
Calendar all monthly Advisory Council meetings; arrange for automated “reminder” emails to be sent to alert members of meetings	PD	9/12 - ongoing
Assess student performance data; survey teachers and principals to identify and prioritize educators’ professional development and	PD; AC	10/12

training needs; notify trainers		
Obtain signed and executed contracts with all consultants/contractors, including deliverables and timelines.	PD	10/12
Review and refine evaluation plan as appropriate; schedule monitoring visits; schedule teacher, principal and support personnel reviews; execute evaluation plan.	Evaluator; AC; PD	10/12
Collect baseline student performance data; survey teachers and principals to identify and prioritize educators' professional development and training needs	PD; AC; Teachers; Evaluator	10/12
Confirm professional development calendars with trainers. Arrange for training assessments, materials, and handouts to begin to be uploaded on the project website	PD	10/12
Ensure that baseline data is gathered and available for each performance indicator	PD	10/12
Finalize teacher leadership role descriptions, deliverables, and timelines with principals and stakeholders	PD	10/12
Present introductory training session for educators, principals, administrators and support personnel to facilitate buy-in and ensure effective communication of program goals, objectives and expectations	PD; AC; Consultants	11/12
Review and finalize annual sustainability plan. Ensure adjustments are made to plan so that resources are in place to meet annual cash and in-kind match requirements	AC	12/12

Formally introduce the new educator evaluation system and performance-based compensation system	PD; AC; School leaders	12/12
Work with Database Specialist to ensure that the mechanism to track professional development hours, training assessments, and leadership roles are in place; ensure all personnel are trained on how to use the database system; arrange for the database system to produce quarterly reports that project if (and to what degree) each benchmark is being met; review reports with Advisory Council to determine if quarterly benchmarks are being met; ensure monthly Advisory Council meetings are continually held and are resulting in budget oversight, data-driven refinements to the program, and improvements towards meeting project goals, objectives, and outcomes; annual professional development schedule is executed for teachers and principals; year two plans final; follow-up student assessments are conducted; surveys administered	PD; AC; Evaluator	12/12 – 9/13
Prepare and disseminate quarterly programmatic and financial reports; share with the Advisory Council, teachers and principals to help with “data-driven-decision-making” in the classroom and throughout the district	PD; Evaluator	1/13; 4/13; 7/13
Annual programmatic and financial report is prepared and disseminated	PD; Evaluator	10/13
Year two		
Adjustments to program are made based on feedback received from	PD; AC	10/13

year one		
Baseline student achievement data is collected	PD; AC; Evaluator; Teachers	10/13
Professional development and training schedule is finalized	PD; AC	10/13
Professional development and training schedule is executed	PD; AC; Consultants	11/13 – ongoing
Quarterly programmatic and financial reports are disseminated	PD; Evaluator	Quarterly
Remainder of project activities are carried out	PD; AC	Ongoing
Years three through five		
Repeat steps of year two while working with the Advisory Council, trainers, the database specialist, and evaluator to improve program services and offerings based on the data that is collected. In year four, the final structure of an educator salary structure (for teachers and principals) based on educator effectiveness will be developed and approved by LEA leadership. The educator salary (teachers and principals) structure based on effectiveness will be implemented in year five	PD; AC; Consultants; Evaluator	10/14 – 9/17

Project evaluation

A rigorous research design will be used to evaluate our incentive initiative. The evaluation will serve the following purposes:

- Accountability:** Produces evidence that the program is fulfilling its projected goals,

objectives, and outcomes as committed;

☑ **Program Management:** Monitors the routines of program operations - guiding short-term corrections and planning for the future;

☑ **Efficiency:** Streamlines service delivery; enhances coordination of program services; ensures activity timeline projections are met;

☑ **Sustainability:** Provides evidence as to whether or not the program merits continued expenditures of resources; and

☑ **Replicable:** Defines and documents the best practices of the program, which can be used to streamline replication of this initiative in other schools in the future.

Life School intends to contract with a highly qualified, doctorate level researcher to implement the evaluation framework described below. Our potential third-party evaluation team will be led by Dr. Greg Muller, a Ph.D. level researcher with extensive background in program evaluation. Dr. Muller has worked with Life School leadership to plan and develop assessment and evaluation protocols, procedures, timelines and areas of responsibility. Dr. Muller (CV attached) is highly experienced in planning and implementing comprehensive formative and summative evaluation frameworks and has worked extensively in evaluating education-focused programming. Selection of the third-party evaluator and any other contractors will be conducted in full compliance with the procurement guidelines outlined in the program guidelines. In coordinating the evaluation effort, the researcher will work closely with project leadership and the Advisory Council to implement a plan of action that streamlines the collection of data (both quantitative and qualitative) that contribute to the reporting of if we accomplished – and to what degree of effectiveness and efficiency – the program’s goals, objectives, activities and performance measures. The evaluator will prepare quarterly programmatic and financial progress

reports, which will be reviewed by the Project Director, Life School leadership and the Advisory Council. Information and performance feedback from these reports will not only provide multiple feedback loops, but will serve as a basis for refining, strengthening and improving the project approach as appropriate, in order to ensure an ongoing process of continuous improvement.

Data to be collected	Measurement tool	Frequency of collection
Student academic growth (aggregated)	STAAR, quizzes, test results, school report cards	Baseline established at beginning of grant.
Academic performance of students belonging to sub-groups (disaggregated)	STAAR, quizzes, test results, school report cards	Follow-ups administered in accordance with state testing schedule; data summarized quarterly
School-wide academic growth	STAAR	Annually
Classroom-level teacher performance data	The District’s formal appraisal system, structured classroom observations	A formal appraisal is conducted annually; classroom observations will be conducted bi-monthly
Principal/key administrator performance data	STAAR scores, formal appraisal system as well as surveys administered to parents, teachers and support personnel	Once per semester

Overall effectiveness of the initiative	Results of annual needs survey conducted at each campus	Conducted at the end of each school year
Professional development data (e.g., needs assessment, number and types of professional development sessions held, length of sessions, number of participants, topics discussed, skills and knowledge acquired, etc.)	Surveys (needs assessment, post-participation, annual), sign-in records, training logs, school records, student achievement data)	Upon notification of funding and continuously thereafter

Our evaluation plan will also track and report information relating to the following performance measures:

- **Measure 1:** The number of teachers and principals, who are rated at the highest level, at least effective, and not effective, as measured by the district’s evaluation system and the number who are not rated.
- **Measure 2:** The number of teachers teaching in a high-need field or subject, such as teaching English learners, students with disabilities, or STEM, who are rated at the highest level, at least effective, and not effective, as measured by the district’s evaluation system and the number who are not rated.
- **Measure 3:** The number of teachers and principals who were rated at the highest level, at least effective, and not effective, as measured by the district’s evaluation system, and the

number who were not rated, in the previous year and who returned to serve in the same high-need school in the LEA.

- **Measure 4:** The number of school districts participating in a TIF grant that use educator evaluation systems to inform the following human capital decisions: recruitment; hiring; placement; retention; dismissal; professional development; tenure; promotion; or all of the above.:

Life School agrees to participate in any national evaluation program(s) as required by the Department of Education.

(f) Sustainability

Life School is committed to a performance based compensation system. Each year funds available for compensation increases are determined based on projected revenues and available budget. The district will commit at least 5% of the funds available for pay increases to support the performance based compensation system in the first year, 10% in the second year, 12% in the third year, and 15 % in the fourth and fifth years. The ultimate goal is to move to a compensation system that is primarily focused on performance. Life School is rated Superior under the Financial Integrity Rating System of Texas (FIRST). The district has seen a steady increase in students since the school opened in 1998. The district expects approximately 4,200 students for the 2012-2013 school year, which a significant increase from 3,900 in 2011-2012. Life School is taking a proactive approach to resource generation. The district has reached out to over 120 foundations, corporations and philanthropists to fund needs associated with the district's strategic plan. Funds received will offset costs in the general fund so that funds can be re-directed to compensate staff. Additionally, we are seeking financial donors/partners who share our performance based compensation philosophy to ensure sustainability of the program.

In any case however, Life School leadership is committed to sustaining the performance-based compensation system and the educator salary structure based on effectiveness and will fund these components through its general operating budget.

¹Hord, S. M. (1997 b). Professional Learning Communities: Communities of Continuous Inquiry and Improvement. Southwest Educational Development Laboratory

Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.

Appendices

Application reference chart

Documentation of high need schools

Charter School documentation

Memorandum of Understanding (not applicable)

Commitment letters

Indirect cost rate (not applicable)

Logic model

Organizational chart

Observation tool

Project director job description

Resumes

APPENDIX 2 – Application Reference Charts Instructions:

These charts are provided to help applicants ensure that their applications address all of the priorities and requirements – as any application that does not do so is ineligible for funding for the 2012 competitions. These charts will be used by Department staff when screening applications.

Applicants should complete and include these charts as an attachment with their application. Go to <http://www2.ed.gov/programs/teacherincentive/applicant.html> to download a Microsoft Word version of this template. Fill out the Word document and submit it as a PDF attachment with your application.

Please indicate your eligibility classification

Instructions: Check the eligibility classification that applies to your application.

Applications from a single entity:

In the case of a single applicant that is an LEA, check this box.

LEA

Group Applications:

Group applications involve two or more eligible entities. In the case of a group application, check the box that describes the eligibility classification of all of the applicants. Select only one box.

2 or more LEAs

One or more SEAs and one or more LEAs

One or more nonprofit organizations and one or more LEAs (no SEA)

One or more nonprofit organizations and one or more LEAs and one or more SEAs

Instructions

Instructions: In each column of the table below, please specify where your application discusses each priority or requirement -- including each provision that applies to each priority or requirement. For information, descriptions, or assurances included in the project narrative, please complete both 1) the Title of the Section(s) or Subsection(s) and 2) the relevant Page Number(s) where this matter is discussed. Otherwise, please indicate the Attachment in which it is discussed.

Please identify every section, page, and/or attachment in which the priority or requirement is discussed. More than one section, subsection, page, or attachment may appear in each cell.

Absolute Priority 1

Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Absolute Priority 1: HCMS To meet this priority, the applicant must include, in its application, a description of its LEA-wide HCMS, as it exists currently and with any modifications proposed for implementation during the project period of the grant.	A Coherent and Comprehensive Human Capital Management System (HCMS)	6 -9	Not applicable
(1) How the HCMS is or will be aligned with the LEA's vision of instructional improvement;	A Coherent and Comprehensive Human Capital Management System (HCMS)	6 -9	Not applicable
(2) How the LEA uses or will use the information generated by the evaluation systems it describes in its application to inform key human capital decisions, such	A Coherent and Comprehensive Human Capital Management System (HCMS)	7	Not applicable

<p>as decisions on recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure, and promotion;</p>			
<p>(3) The human capital strategies the LEA uses or will use to ensure that high-need schools are able to attract and retain effective educators</p>	<p>A Coherent and Comprehensive Human Capital Management System (HCMS)</p>	<p>7 - 9</p>	<p>Not applicable</p>
<p>(4) Whether or not modifications are needed to an existing HCMS to ensure that it includes the features described in response to paragraphs (1), (2), and (3) of this priority, and a timeline for implementing the described features, provided that the use of evaluation information to inform the design and delivery of professional development and the award of performance-based compensation under the applicant's proposed PBCS in high-need schools begins no later than the third year of the grant's project period in the high-need schools listed in response to paragraph (a) of <u>Requirement 3--Documentation of High-Need Schools</u>.</p>	<p>A Coherent and Comprehensive Human Capital Management System (HCMS)</p>	<p>9</p>	<p>Not applicable</p>

Absolute Priority 2			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Absolute Priority 2: Educator Evaluation Systems</p> <p>To meet this priority, an applicant must include, as part of its application, a plan describing how it will develop and implement its proposed LEA-wide educator evaluation systems. The plan must describe-</p>	(b) Rigorous, Valid, and Reliable Educator Evaluation Systems	12- 20	Not applicable
(1) The frequency of evaluations, which must be at least annually;	Same	12-20	Not applicable
(2) The evaluation rubric for educators that includes at least three performance levels and the following--	Same	12-20	Not applicable
(i) Two or more observations during each evaluation period;	Same	12-20	Not applicable
(ii) Student growth, which for the evaluation of teachers with regular instructional responsibilities must be growth at the classroom level; and	Same	12-20	Not applicable
(iii) Additional factors determined by the LEA;	Same	12-20	Not applicable
(3) How the evaluation systems will generate an overall evaluation rating that is based, in significant part, on student growth; and	Same	12-20	Not applicable

(4) The applicant's timeline for implementing its proposed LEA-wide educator evaluation systems.	Same	13	Not applicable
--	------	----	----------------

Absolute Priority 3			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Absolute Priority 3: STEM Plan (if applicable). To meet this priority, an applicant must include a plan in its application that describes the applicant's strategies for improving instruction in STEM subjects through various components of each participating LEA's HCMS, including its professional development, evaluation systems, and PBCS. At a minimum, the plan must describe—	Not applicable	Not applicable	Not applicable
(1) How each LEA will develop a corps of STEM master teachers who are skilled at modeling for peer teachers pedagogical methods for teaching STEM skills and content at the appropriate grade level by providing additional compensation to teachers who—	Not applicable	Not applicable	Not applicable

(i) Receive an overall evaluation rating of effective or higher under the evaluation system described in the application; (ii) Are selected based on criteria that are predictive of the ability to lead other teachers; (iii) Demonstrate effectiveness in one or more STEM subjects; and (iv) Accept STEM-focused career ladder positions;	Not applicable	Not applicable	Not applicable
(2) How each LEA will identify and develop the unique competencies that, based on evaluation information or other evidence, characterize effective STEM teachers;	Not applicable	Not applicable	Not applicable
(3) How each LEA will identify hard-to-staff STEM subjects, and use the HCMS to attract effective teachers to positions providing instruction in those subjects;	Not applicable	Not applicable	Not applicable
(4) How each LEA will leverage community support, resources, and expertise to inform the implementation of its plan;	Not applicable	Not applicable	Not applicable
(5) How each LEA will ensure that financial and nonfinancial incentives, including performance-based compensation, offered to reward or promote effective STEM teachers are adequate to attract and retain persons with strong STEM skills in high-need schools; and	Not applicable	Not applicable	Not applicable
(6) How each LEA will ensure that students have access to and participate in rigorous and engaging STEM coursework.	Not applicable	Not applicable	Not applicable

Competitive Preference Priority 4			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Competitive Preference Priority 4: New and Rural Applicants (if applicable) To meet this priority, an applicant must provide at least one of the two following assurances, which the Department accepts:			
(a) An assurance that each LEA to be served by the project has not previously participated in a TIF-supported project.	Need	5	Not applicable
(b) An assurance that each LEA to be served by the project is a rural local educational agency (as defined in the NIA).	Not applicable	Not applicable	Not applicable

Competitive Preference Priority 5			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Competitive Preference Priority 5: An Educator Salary Structure Based on Effectiveness (if applicable). To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant's project period a salary structure	Need	5	Appendices

based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--	Not applicable	Not applicable	Appendices
(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;	Not applicable	Not applicable	Appendices
(b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and	Not applicable	Not applicable	Appendices
(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-	Not applicable	Not applicable	Appendices

Requirement 1			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Requirement 1: Performance-Based Compensation for Teachers, Principals, and Other Personnel. In its application, an applicant must describe, for each participating LEA, how its proposed PBCS will meet the definition of a PBCS set forth in the NIA.	A Coherent and Comprehensive Human Capital Management System (HCMS)	9-11	Not applicable
<input type="checkbox"/> Design Model 1 or 2	Same	9-11	Not applicable
<input type="checkbox"/> PBCS Optional Features			

Requirement 2			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Requirement 2: Involvement and Support of Teachers and Principals In its application, the applicant must include-- (a) Evidence that educators in each participating LEA have been involved, and will continue to be involved, in the development and implementation of the PBCS and evaluation systems described in the application;</p>	Involvement of Educators	25	Appendices
<p>(b) A description of the extent to which the applicant has educator support for the proposed PBCS and educator evaluation systems; and</p>	Involvement of Educators	25	Appendices
<p>(c) A statement indicating whether a union is the exclusive representative of either teachers or principals in each participating LEA.</p>	A Coherent and Comprehensive Human Capital Management System (HCMS)	9	Not applicable

Requirement 3			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Requirement 3: Documentation of High-Need Schools. Each applicant must demonstrate, in its application, that the schools participating in the implementation of the TIF-funded PBCS are high-need schools (as defined in the NIA), including high-poverty schools (as defined in the NIA), priority schools (as defined in the NIA), or persistently lowest-achieving schools (as defined in the NIA). Each applicant must provide, in its application--	Need	2-3	Appendices (documentation of high need schools)
(a) A list of high-need schools in which the proposed TIF-supported PBCS would be implemented;	Need	2-3	Appendices (documentation of high need schools)
(b) For each high-poverty school listed, the most current data on the percentage of students who are eligible for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act or are considered students from low-income families based on another poverty measure that the LEA uses (see section 1113(a)(5) of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (20 U.S.C. 6313(a)(5))). <i>[Data provided to demonstrate eligibility as a high-poverty school must be school-level data; the Department will not</i>	Need	2-3	Appendices (documentation of high need schools)

<i>accept LEA- or State-level data for purposes of documenting whether a school is a high-poverty school; and</i>			
(c) For any priority schools listed, documentation verifying that the State has received approval of a request for ESEA flexibility, and that the schools have been identified by the State as priority	Not applicable	Not applicable	Not applicable

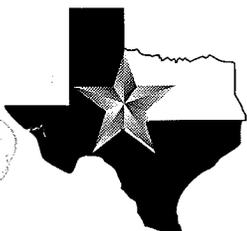
Documentation of high need schools:

School	Grades served	Free and reduce lunch rate
Lancaster	K-6	63.23%
Oak Cliff	K-12	69.47%
Cedar Hill	K-5	53.80%

Received by LS
certified mail
7-21-03 -mm

TEXAS EDUCATION AGENCY

1701 North Congress Ave. ★ Austin, Texas 78701-1494 ★ 512/463-9734 ★ FAX: 512/463-9838 ★ <http://www.tea.state.tx.us>



Felipe T. Alanis
Commissioner of Education

July 15, 2003

To: The Charter Holder of Life Charter

Subject: Charter Renewal

I am pleased to inform you that the charter renewal is approved for Life Charter for a term of ten years with a contract ending date of July 31, 2013. After renewal, the contract for the charter shall consist of the following:

- all statements, assurances, commitments and representations made by Charter Holder in its application for charter, attachments or related documents, to the extent consistent with the aforementioned;
- the representations and assurances made by the charter holder in the original request for application under the standard application system;
- the original contract for charter, as signed by the charter holder and the State Board of Education;
- any condition, amendment, modification, revision or other change to the charter adopted or ratified by the State Board of Education or the commissioner; and
- the final and complete renewal application, on file with the Division of Charter Schools, including any revisions required by the agency in such areas as Legal, Special Education, Financial Audits and the Division of Charter Schools, and including any amendments to the charter made via the renewal application.

Note that a contract term that conflicts with any state or federal law or rule is superseded by the law or rule to the extent that the law or rule conflicts with the contract term. By continuing to operate past the ending date of the original charter, the charter holder indicates its agreement to the contract for the charter as described above.

Please know that the efforts of those who have contributed to the school's successes are appreciated. I look forward to hearing of the school's accomplishments in its new term.

Sincerely,

(b)(6)

Robert Scott
Chief Deputy Commissioner

July 23, 2012

Ms. Jennifer Wilson
Life School Charter School
950 South I-35E
Lancaster, TX 75146

Dear Ms. Wilson:

I am happy to take this opportunity to provide you with this letter expressing leadership support of Life School's application for funding under the Main Teacher Incentive Fund competition.

This initiative will provide performance-based compensation for teachers and principals at three high-need Life School campuses. This letter also serves to confirm that the leadership of Life School was involved in the development of the project approach, looks forward to continued involvement throughout all aspects of its implementation and will continue to support the performance-based compensation system beyond the federal funding period.

The proposed performance-based compensation system will be based on student growth supported by objective data on student performance as well as observation-based assessments of teacher and principal performance at multiple points in the year, carried out by evaluators trained in using objective evidence-based rubrics for observation, aligned with professional teaching standards.

We look forward to participating in this important and worthwhile initiative.

Best regards,

A handwritten signature in black ink that reads "Brent Wilson". The signature is written in a cursive style with a long horizontal flourish at the end.

Brent Wilson
Superintendent

July 23, 2012

Ms. Jennifer Wilson
Life School Charter School
950 South I-35E
Lancaster, TX 75146

Dear Ms. Wilson:

I am happy to take this opportunity to provide you with this letter expressing leadership support of Life School's application for funding under the Main Teacher Incentive Fund competition.

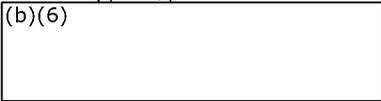
This initiative will provide performance-based compensation for teachers and principals at three high-need Life School campuses. This letter also serves to confirm that the leadership of Life School was involved in the development of the project approach, looks forward to continued involvement throughout all aspects of its implementation and will continue to support the performance-based compensation system beyond the federal funding period.

The proposed performance-based compensation system will be based on student growth supported by objective data on student performance as well as observation-based assessments of teacher and principal performance at multiple points in the year, carried out by evaluators trained in using objective evidence-based rubrics for observation, aligned with professional teaching standards.

We look forward to participating in this important and worthwhile initiative.

Best regards,

(b)(6)



Scott Fuller
Chief of Staff

July 25, 2012

Ms. Jennifer Wilson
Life School Charter School
950 South I-35E
Lancaster, TX 75146

Dear Ms. Wilson:

I am happy to take this opportunity to provide you with this letter expressing leadership support of Life School's application for funding under the Main Teacher Incentive Fund competition.

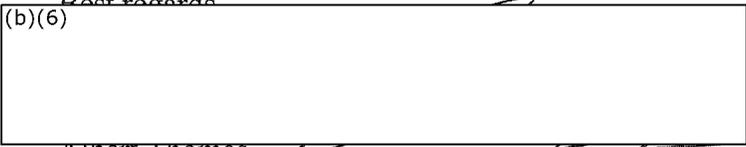
This initiative will provide performance-based compensation for teachers and principals at three high-need Life School campuses. This letter also serves to confirm that the leadership of Life School was involved in the development of the project approach, looks forward to continued involvement throughout all aspects of its implementation and will continue to support the performance-based compensation system beyond the federal funding period.

The proposed performance-based compensation system will be based on student growth supported by objective data on student performance as well as observation-based assessments of teacher and principal performance at multiple points in the year, carried out by evaluators trained in using objective evidence-based rubrics for observation, aligned with professional teaching standards.

We look forward to participating in this important and worthwhile initiative.

Best regards,

(b)(6)

A large rectangular box with a black border, used to redact the signature of Albert Thomas. The text "(b)(6)" is written in the top-left corner of the box.

Albert Thomas
Principal

July 25, 2012

Ms. Jennifer Wilson
Life School Charter School
950 South I-35E
Lancaster, TX 75146

Dear Ms. Wilson:

I am happy to take this opportunity to provide you with this letter expressing my support of Life School's application for funding under the Main Teacher Incentive Fund competition.

The *Life School Performance Pay* initiatives will provide performance-based compensation for teachers, principals and professional staff. In addition to demonstrating teacher commitment to the project, this letter also serves to confirm that teachers were involved in the development of the project approach and look forward to continued involvement throughout all aspects of its implementation.

The proposed performance-based compensation system will be based on student growth supported by objective data on student performance as well as observation-based assessments of teacher and principal performance at multiple points in the year, carried out by evaluators trained in using objective evidence-based rubrics for observation, aligned with professional teaching standards.

We look forward to participating in this important and worthwhile initiative.

Best regards,

(b)(6)

Andrew Duzyk
Social Studies Teacher

July 25, 2012

Ms. Jennifer Wilson
Life School Charter School
950 South I-35E
Lancaster, TX 75146

Dear Ms. Wilson:

I am happy to take this opportunity to provide you with this letter expressing my support of Life School's application for funding under the Main Teacher Incentive Fund competition.

The *Life School Performance Pay* initiatives will provide performance-based compensation for teachers, principals and professional staff. In addition to demonstrating teacher commitment to the project, this letter also serves to confirm that teachers were involved in the development of the project approach and look forward to continued involvement throughout all aspects of its implementation.

The proposed performance-based compensation system will be based on student growth supported by objective data on student performance as well as observation-based assessments of teacher and principal performance at multiple points in the year, carried out by evaluators trained in using objective evidence-based rubrics for observation, aligned with professional teaching standards.

We look forward to participating in this important and worthwhile initiative.

Best regards,

(b)(6)

Jeremy LaRue
Science Teacher

July 25, 2012

Ms. Jennifer Wilson
Life School Charter School
950 South I-35E
Lancaster, TX 75146

Dear Ms. Wilson:

I am happy to take this opportunity to provide you with this letter expressing my support of Life School's application for funding under the Main Teacher Incentive Fund competition.

The *Life School Performance Pay* initiatives will provide performance-based compensation for teachers, principals and professional staff. In addition to demonstrating teacher commitment to the project, this letter also serves to confirm that teachers were involved in the development of the project approach and look forward to continued involvement throughout all aspects of its implementation.

The proposed performance-based compensation system will be based on student growth supported by objective data on student performance as well as observation-based assessments of teacher and principal performance at multiple points in the year, carried out by evaluators trained in using objective evidence-based rubrics for observation, aligned with professional teaching standards.

We look forward to participating in this important and worthwhile initiative.

Best regards

(b)(6)

Chris Bogle
Physical Education Teacher

July 25, 2012

Ms. Jennifer Wilson
Life School Charter School
950 South I-35E
Lancaster, TX 75146

Dear Ms. Wilson:

I am happy to take this opportunity to provide you with this letter expressing my support of Life School's application for funding under the Main Teacher Incentive Fund competition.

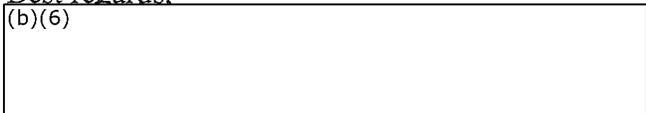
The *Life School Performance Pay* initiatives will provide performance-based compensation for teachers, principals and professional staff. In addition to demonstrating teacher commitment to the project, this letter also serves to confirm that teachers were involved in the development of the project approach and look forward to continued involvement throughout all aspects of its implementation.

The proposed performance-based compensation system will be based on student growth supported by objective data on student performance as well as observation-based assessments of teacher and principal performance at multiple points in the year, carried out by evaluators trained in using objective evidence-based rubrics for observation, aligned with professional teaching standards.

We look forward to participating in this important and worthwhile initiative.

Best regards,

(b)(6)



Scott Thrush
Physical Education Teacher

July 25, 2012

Ms. Jennifer Wilson
Life School Charter School
950 South I-35E
Lancaster, TX 75146

Dear Ms. Wilson:

I am happy to take this opportunity to provide you with this letter expressing my support of Life School's application for funding under the Main Teacher Incentive Fund competition.

The *Life School Performance Pay* initiatives will provide performance-based compensation for teachers, principals and professional staff. In addition to demonstrating teacher commitment to the project, this letter also serves to confirm that teachers were involved in the development of the project approach and look forward to continued involvement throughout all aspects of its implementation.

The proposed performance-based compensation system will be based on student growth supported by objective data on student performance as well as observation-based assessments of teacher and principal performance at multiple points in the year, carried out by evaluators trained in using objective evidence-based rubrics for observation, aligned with professional teaching standards.

We look forward to participating in this important and worthwhile initiative.

Best regards,

NAME (b)(6)
TITLE *Counselor*

July 25, 2012

Ms. Jennifer Wilson
Life School Charter School
950 South I-35E
Lancaster, TX 75146

Dear Ms. Wilson:

I am happy to take this opportunity to provide you with this letter expressing my support of Life School's application for funding under the Main Teacher Incentive Fund competition.

The *Life School Performance Pay* initiatives will provide performance-based compensation for teachers, principals and professional staff. In addition to demonstrating teacher commitment to the project, this letter also serves to confirm that teachers were involved in the development of the project approach and look forward to continued involvement throughout all aspects of its implementation.

The proposed performance-based compensation system will be based on student growth supported by objective data on student performance as well as observation-based assessments of teacher and principal performance at multiple points in the year, carried out by evaluators trained in using objective evidence-based rubrics for observation, aligned with professional teaching standards.

We look forward to participating in this important and worthwhile initiative.

Best regards,

NAME (b)(6)
TITLE 4th Math Teacher.

July 25, 2012

Ms. Jennifer Wilson
Life School Charter School
950 South I-35E
Lancaster, TX 75146

Dear Ms. Wilson:

I am happy to take this opportunity to provide you with this letter expressing leadership support of Life School's application for funding under the Main Teacher Incentive Fund competition.

This initiative will provide performance-based compensation for teachers and principals at three high-need Life School campuses. This letter also serves to confirm that the leadership of Life School was involved in the development of the project approach, looks forward to continued involvement throughout all aspects of its implementation and will continue to support the performance-based compensation system beyond the federal funding period.

The proposed performance-based compensation system will be based on student growth supported by objective data on student performance as well as observation-based assessments of teacher and principal performance at multiple points in the year, carried out by evaluators trained in using objective evidence-based rubrics for observation, aligned with professional teaching standards.

We look forward to participating in this important and worthwhile initiative.

Best regards,

NAME	(b)(6)
TITLE	Principal

July 25, 2012

Ms. Jennifer Wilson
Life School Charter School
950 South I-35E
Lancaster, TX 75146

Dear Ms. Wilson:

I am happy to take this opportunity to provide you with this letter expressing leadership support of Life School's application for funding under the Main Teacher Incentive Fund competition.

This initiative will provide performance-based compensation for teachers and principals at three high-need Life School campuses. This letter also serves to confirm that the leadership of Life School was involved in the development of the project approach, looks forward to continued involvement throughout all aspects of its implementation and will continue to support the performance-based compensation system beyond the federal funding period.

The proposed performance-based compensation system will be based on student growth supported by objective data on student performance as well as observation-based assessments of teacher and principal performance at multiple points in the year, carried out by evaluators trained in using objective evidence-based rubrics for observation, aligned with professional teaching standards.

We look forward to participating in this important and worthwhile initiative.

Best regards,

(b)(6)

S. DeWayne Parker, M.Ed.
Principal

July 25, 2012

Ms. Jennifer Wilson
Life School Charter School
950 South I-35E
Lancaster, TX 75146

Dear Ms. Wilson:

I am happy to take this opportunity to provide you with this letter expressing leadership support of Life School's application for funding under the Main Teacher Incentive Fund competition.

This initiative will provide performance-based compensation for teachers and principals at three high-need Life School campuses. This letter also serves to confirm that the leadership of Life School was involved in the development of the project approach, looks forward to continued involvement throughout all aspects of its implementation and will continue to support the performance-based compensation system beyond the federal funding period.

The proposed performance-based compensation system will be based on student growth supported by objective data on student performance as well as observation-based assessments of teacher and principal performance at multiple points in the year, carried out by evaluators trained in using objective evidence-based rubrics for observation, aligned with professional teaching standards.

We look forward to participating in this important and worthwhile initiative.

Best regards

(b)(6)

Stephanie Colwell, M.Ed.
Assistant Principal

July 25, 2012

Ms. Jennifer Wilson
Life School Charter School
950 South I-35E
Lancaster, TX 75146

Dear Ms. Wilson:

I am happy to take this opportunity to provide you with this letter expressing my support of Life School's application for funding under the Main Teacher Incentive Fund competition.

The *Life School Performance Pay* initiatives will provide performance-based compensation for teachers, principals and professional staff. In addition to demonstrating teacher commitment to the project, this letter also serves to confirm that teachers were involved in the development of the project approach and look forward to continued involvement throughout all aspects of its implementation.

The proposed performance-based compensation system will be based on student growth supported by objective data on student performance as well as observation-based assessments of teacher and principal performance at multiple points in the year, carried out by evaluators trained in using objective evidence-based rubrics for observation, aligned with professional teaching standards.

We look forward to participating in this important and worthwhile initiative.

Best regards,

(b)(6)

Susan Sayen
5th Grade Science

July 25, 2012

Ms. Jennifer Wilson
Life School Charter School
950 South I-35E
Lancaster, TX 75146

Dear Ms. Wilson:

I am happy to take this opportunity to provide you with this letter expressing my support of Life School's application for funding under the Main Teacher Incentive Fund competition.

The *Life School Performance Pay* initiatives will provide performance-based compensation for teachers, principals and professional staff. In addition to demonstrating teacher commitment to the project, this letter also serves to confirm that teachers were involved in the development of the project approach and look forward to continued involvement throughout all aspects of its implementation.

The proposed performance-based compensation system will be based on student growth supported by objective data on student performance as well as observation-based assessments of teacher and principal performance at multiple points in the year, carried out by evaluators trained in using objective evidence-based rubrics for observation, aligned with professional teaching standards.

We look forward to participating in this important and worthwhile initiative.

Best regards,

(b)(6)

Stephanie Graham
5th Grade ELA

July 25, 2012

Ms. Jennifer Wilson
Life School Charter School
950 South I-35E
Lancaster, TX 75146

Dear Ms. Wilson:

I am happy to take this opportunity to provide you with this letter expressing leadership support of Life School's application for funding under the Main Teacher Incentive Fund competition.

This initiative will provide performance-based compensation for teachers and principals at three high-need Life School campuses. This letter also serves to confirm that the leadership of Life School was involved in the development of the project approach, looks forward to continued involvement throughout all aspects of its implementation and will continue to support the performance-based compensation system beyond the federal funding period.

The proposed performance-based compensation system will be based on student growth supported by objective data on student performance as well as observation-based assessments of teacher and principal performance at multiple points in the year, carried out by evaluators trained in using objective evidence-based rubrics for observation, aligned with professional teaching standards.

We look forward to participating in this important and worthwhile initiative.

Best regards,

(b)(6)

NAME
TITLE

Joy Shepherd
Principal

July 25, 2012

Ms. Jennifer Wilson
Life School Charter School
950 South I-35E
Lancaster, TX 75146

Dear Ms. Wilson:

I am happy to take this opportunity to provide you with this letter expressing my support of Life School's application for funding under the Main Teacher Incentive Fund competition.

The *Life School Performance Pay* initiatives will provide performance-based compensation for teachers, principals and professional staff. In addition to demonstrating teacher commitment to the project, this letter also serves to confirm that teachers were involved in the development of the project approach and look forward to continued involvement throughout all aspects of its implementation.

The proposed performance-based compensation system will be based on student growth supported by objective data on student performance as well as observation-based assessments of teacher and principal performance at multiple points in the year, carried out by evaluators trained in using objective evidence-based rubrics for observation, aligned with professional teaching standards.

We look forward to participating in this important and worthwhile initiative.

Best regards,

NAME [REDACTED]
TITLE [REDACTED]
Kindergarten Teacher

July 25, 2012

Ms. Jennifer Wilson
Life School Charter School
950 South I-35E
Lancaster, TX 75146

Dear Ms. Wilson:

I am happy to take this opportunity to provide you with this letter expressing my support of Life School's application for funding under the Main Teacher Incentive Fund competition.

The *Life School Performance Pay* initiatives will provide performance-based compensation for teachers, principals and professional staff. In addition to demonstrating teacher commitment to the project, this letter also serves to confirm that teachers were involved in the development of the project approach and look forward to continued involvement throughout all aspects of its implementation.

The proposed performance-based compensation system will be based on student growth supported by objective data on student performance as well as observation-based assessments of teacher and principal performance at multiple points in the year, carried out by evaluators trained in using objective evidence-based rubrics for observation, aligned with professional teaching standards.

We look forward to participating in this important and worthwhile initiative.

Best regards,

NAME [REDACTED]
TITLE 3rd Grade Teacher

July 25, 2012

Ms. Jennifer Wilson
Life School Charter School
950 South I-35E
Lancaster, TX 75146

Dear Ms. Wilson:

I am happy to take this opportunity to provide you with this letter expressing my support of Life School's application for funding under the Main Teacher Incentive Fund competition.

The *Life School Performance Pay* initiatives will provide performance-based compensation for teachers, principals and professional staff. In addition to demonstrating teacher commitment to the project, this letter also serves to confirm that teachers were involved in the development of the project approach and look forward to continued involvement throughout all aspects of its implementation.

The proposed performance-based compensation system will be based on student growth supported by objective data on student performance as well as observation-based assessments of teacher and principal performance at multiple points in the year, carried out by evaluators trained in using objective evidence-based rubrics for observation, aligned with professional teaching standards.

We look forward to participating in this important and worthwhile initiative.

Best regards,

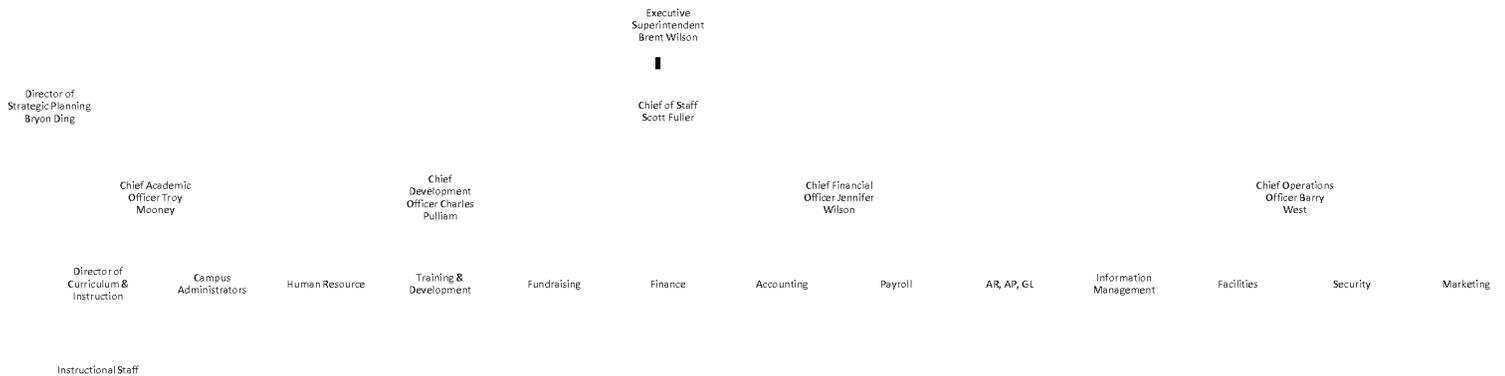
(b)(6)

NAME Amy Johnson
TITLE 1st grade teacher

LOGIC MODEL

INPUTS	ACTIVITIES	OUTPUTS	SHORT TERM OUTCOMES	LONG TERM OUTCOMES
<ul style="list-style-type: none"> • Project Director time • Staff time • Teacher time • Data tracking system • Objective assessment instruments • Professional observations • Performance review matrix • Professional development and training • Performance-based financial incentives 	<ul style="list-style-type: none"> • Professional development and training activities • Teacher evaluations tied to student performance • Principal evaluations tied to student performance • Professional staff evaluations tied to student performance • Multiple observations • Gathering baseline student performance data • Data collection and analysis • Using the evaluation process to facilitate continuous improvement • Awarding of financial incentives 	<ul style="list-style-type: none"> • Number and type of professional development and training sessions conducted • Student academic performance data as measured by STAAR and other objective assessments • Teacher evaluation reports • Principal evaluation reports • Professional staff evaluation reports • Number of financial incentives awarded • Dollar amount of financial incentives awarded • Classification of financial incentive recipients (e.g., teachers, principals, professional staff) 	<ul style="list-style-type: none"> • Teachers, principals and professional staff are equipped with new skills and knowledge with which to engage students in rigorous academic curriculum • Improvements in student achievement in core academic subjects as measured by performance on standardized assessments • Increased satisfaction among teachers, principals and professional staff • Teachers, principals and professional personnel are receiving financial awards based on student performance 	<ul style="list-style-type: none"> • Sustained performance-based compensation system tied to student performance • Improved student Grade Point Averages • Improved student performance in core academic subjects • Increased student graduation rates • Increase in the number of students pursuing a college education • Sustainable shift in the district's approach towards recruiting and retaining effective teachers, principals and professional staff • Reduced turnover rates among teachers, principals and professional staff • Teacher, principal and professional staff compensation levels are on par with similar districts

Life School Senior Management Org. Chart



Name: _____ Appraiser: _____ Date: _____ Campus: _____ Assignment/Grade: _____

Beginning Time: _____ **PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM** Ending Time: _____

- Observation Summary
 Summative Annual Appraisal

Domain I: Active, Successful Student Participation in the Learning Process

	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatis- factory (x 0)	
1. Engaged in learning	1.____	1.____	1.____	1.____	
2. Successful in learning	2.____	2.____	2.____	2.____	
3. Critical thinking/ problem solving	3.____	3.____	3.____	3.____	
4. Self-directed	4.____	4.____	4.____	4.____	
5. Connects learning	5.____	5.____	5.____	5.____	
					TOTAL
SUBTOTAL					

Total: 20 to 25 Exceeds Expectations
 12 to 19 Proficient
 4 to 11 Below Expectations
 0 to 3 Unsatisfactory

Comments: _____

Strengths	Areas to Address

Domain II: Learner-Centered Instruction

	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatis- factory (x 0)	
1. Goals and objectives	1.____	1.____	1.____	1.____	
2. Learner-centered	2.____	2.____	2.____	2.____	
3. Critical thinking and problem solving	3.____	3.____	3.____	3.____	
4. Motivational strategies	4.____	4.____	4.____	4.____	
5. Alignment	5.____	5.____	5.____	5.____	
6. Pacing/sequencing	6.____	6.____	6.____	6.____	
7. Value and importance	7.____	7.____	7.____	7.____	
8. Appropriate question- ing and inquiry	8.____	8.____	8.____	8.____	
9. Use of technology	9.____	9.____	9.____	9.____	
					TOTAL
SUBTOTAL					

Total: 37 to 45 Exceeds Expectations
 23 to 36 Proficient
 7 to 22 Below Expectations
 0 to 6 Unsatisfactory

Comments: _____

Strengths	Areas to Address

Name: _____ Appraiser: _____ Date: _____ Campus: _____ Assignment/Grade: _____

Beginning Time: _____ **PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM** Ending Time: _____

- Observation Summary
 Summative Annual Appraisal

Domain III: Evaluation and Feedback on Student Progress

	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatis- factory (x 0)	
1. Monitored and assessed	1.____	1.____	1.____	1.____	
2. Assessment and instruction are aligned	2.____	2.____	2.____	2.____	
3. Appropriate assessment	3.____	3.____	3.____	3.____	
4. Learning reinforced	4.____	4.____	4.____	4.____	
5. Constructive feedback	5.____	5.____	5.____	5.____	
6. Relearning and re-evaluation	6.____	6.____	6.____	6.____	
					TOTAL
SUBTOTAL					

Total: 25 to 30 Exceeds Expectations
 15 to 24 Proficient
 5 to 14 Below Expectations
 0 to 4 Unsatisfactory

Comments: _____

Strengths	Areas to Address
-----------	------------------

Domain IV: Management of Student Discipline, Instructional Strategies, Time, and Materials

	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatis- factory (x 0)	
1. Discipline procedures	1.____	1.____	1.____	1.____	
2. Self-discipline and self-directed learning	2.____	2.____	2.____	2.____	
3. Equitable teacher-student interaction	3.____	3.____	3.____	3.____	
4. Expectations for behavior	4.____	4.____	4.____	4.____	
5. Redirects disruptive behavior	5.____	5.____	5.____	5.____	
6. Reinforces desired behavior	6.____	6.____	6.____	6.____	
7. Equitable and varied characteristics	7.____	7.____	7.____	7.____	
8. Manages time and materials	8.____	8.____	8.____	8.____	TOTAL
SUBTOTAL					

Total: 34 to 40 Exceeds Expectations
 20 to 33 Proficient
 6 to 19 Below Expectations
 0 to 5 Unsatisfactory

Comments: _____

Strengths	Areas to Address
-----------	------------------

Name: _____ Appraiser: _____ Date: _____ Campus: _____ Assignment/Grade: _____

Beginning Time: _____ **PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM** Ending Time: _____

- Observation Summary
 Summative Annual Appraisal

Domain V: Professional Communication

	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatis- factory (x 0)	
1. Written with students	1.____	1.____	1.____	1.____	
2. Verbal/non-verbal with students	2.____	2.____	2.____	2.____	
3. Reluctant students	3.____	3.____	3.____	3.____	
4. Written with parents, staff, community members, and other professionals.	4.____	4.____	4.____	4.____	
5. Verbal/non-verbal with parents, staff, community members, and other professionals.	5.____	5.____	5.____	5.____	
6. Supportive, courteous	6.____	6.____	6.____	6.____	TOTAL
SUBTOTAL					

Total: 25 to 30 Exceeds Expectations
 15 to 24 Proficient
 5 to 14 Below Expectations
 0 to 4 Unsatisfactory

Comments: _____

Strengths

Areas to Address

Domain VI: Professional Development

	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatis- factory (x 0)	
1. Campus/district goals	1.____	1.____	1.____	1.____	
2. Student needs	2.____	2.____	2.____	2.____	
3. Prior performance appraisal	3.____	3.____	3.____	3.____	
4. Improvement of student performance	4.____	4.____	4.____	4.____	TOTAL
SUBTOTAL					

Total: 16 to 20 Exceeds Expectations
 9 to 15 Proficient
 3 to 8 Below Expectations
 0 to 2 Unsatisfactory

Comments: _____

Strengths

Areas to Address

Name: _____ Appraiser: _____ Date: _____ Campus: _____ Assignment/Grade: _____

Beginning Time: _____ **PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM** Ending Time: _____

- Observation Summary
 Summative Annual Appraisal

Domain VII: Compliance With Policies, Operating Procedures, and Requirements

	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatis- factory (x 0)	
1. Policies, procedures, and legal require- ments	1. _____	1. _____	1. _____	1. _____	
2. Verbal/written directives	2. _____	2. _____	2. _____	2. _____	
3. Environment	3. _____	3. _____	3. _____	3. _____	
					TOTAL
SUBTOTAL					

Total: 13 to 15 Exceeds Expectations
 9 to 12 Proficient
 3 to 8 Below Expectations
 0 to 2 Unsatisfactory

Comments:

Strengths	Areas to Address

Name: _____ Appraiser: _____ Date: _____ Campus: _____ Assignment/Grade: _____

Beginning Time: _____ **PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM** Ending Time: _____

- Observation Summary
 Summative Annual Appraisal

Domain VIII: Improvement of Academic Performance Of All Students on the Campus

	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatis- factory (x 0)	
1. Aligns instruction	1.____	1.____	1.____	1.____	
2. Analyzes state assessment data	2.____	2.____	2.____	2.____	
3. Appropriate sequence	3.____	3.____	3.____	3.____	
4. Appropriate materials	4.____	4.____	4.____	4.____	
5. Monitors student performance	5.____	5.____	5.____	5.____	
6. Monitors attendance	6.____	6.____	6.____	6.____	
7. Students in at-risk situations	7.____	7.____	7.____	7.____	
8. Appropriate plans for intervention	8.____	8.____	8.____	8.____	
9. Modifies and adapts	9.____	9.____	9.____	9.____	TOTAL 1-9
SUBTOTAL 1-9					

Comments: _____

Strengths	Areas to Address

PLUS 10. Campus Performance Rating of:

- A. Exemplary = 4 _____
 Recognized = 2 _____
 Academically Acceptable = 1 _____
 Academically Unacceptable = 0 _____
- B. Meets AYP = 1 _____
 *Needs Improvement = 0 _____
- TOTAL A + B _____

*If needs improvement, list in the spaces below Indicators from page 6.

Participation	Performance	FINAL TOTAL DOMAIN VIII (Sum of 1-10)
Graduation Rate/Attend	Participation & Performance	

Signature of Appraiser: _____ Date: _____
 My appraiser has given me a copy of this Observation Summary Report.
 Signature of Teacher: _____ Date: _____

Observation Summary

Signature of Appraiser: _____ Date: _____
 My appraiser and I have discussed this Summative Annual Appraisal Report.
 Signature of Teacher: _____ Date: _____

Summative Annual Appraisal

**Teacher's 1ST Year on Campus		Teacher's Subsequent Years on Campus	
Total: 37 to 45	Exceeds Expectations	40 to 50	
23 to 36	Proficient	24 to 39	
7 to 22	Below Expectations	8 to 23	
0 to 6	Unsatisfactory	0 to 7	

**Campus performance rating or AYP not scored as per Commissioner's Rules, Ch. 150.1002(1)

AYP Needs Improvement Indicators

1. Reading Performance and/or Participation
 - 1a. Performance Only
 - 1b. Participation Only
 - 1c. Performance and Participation
2. Mathematics Performance and/or Participation
 - 2a. Performance Only
 - 2b. Participation Only
 - 2c. Performance and Participation
3. Graduation Rate
4. Attendance
5. Reading and Mathematics
 - 5a. Reading Performance Only and Math Performance Only
 - 5b. Reading Performance Only and Math Participation Only
 - 5c. Reading Performance Only and Math Performance and Participation
 - 5d. Reading Participation Only and Math Participation Only
 - 5e. Reading Participation Only and Math Performance and Participation
6. Reading Performance Only and Graduation Rate
7. Reading, Mathematics, and Graduation Rate
 - 7a. Reading/Performance, Math/Performance and Graduation Rate
 - 7b. Reading/Performance, Math/Participation and Graduation Rate
 - 7c. Reading/Performance, Math Performance/Participation and Graduation Rate
8. Mathematics and Graduation Rate
 - 8a. Mathematics/Performance and Graduation Rate
 - 8b. Mathematics/Participation and Graduation Rate
 - 8c. Mathematics Performance/Participation and Graduation Rate

Project Director job description

Key tasks

- Plans, directs, and coordinates activities of designated project to ensure that goals or objectives of project are accomplished within prescribed time frame and funding parameters
- Reviews project proposal or plan to determine time frame, funding limitations, procedures for accomplishing project, staffing requirements, and allotment of available resources to various phases of project
- Establishes work plan and staffing for each phase of project, and arranges for recruitment or assignment of project personnel
- Confers with project staff to outline work plan and to assign duties, responsibilities, and scope of authority
- Directs and coordinates activities of project personnel to ensure project progresses on schedule and within prescribed budget
- Reviews status reports prepared by project personnel and modifies schedules or plans as required. Prepares project reports for management, client, or others
- Confers with project personnel to provide technical advice and to resolve problems
- May also coordinate project activities with activities of government regulatory or other governmental agencies
- Responsible for overall quality and management of major projects or programs
- Research current education and training needs
- Oversee budget and ensure financial accountability
- Provide regular programmatic and financial reports for Advisory Council and Kama'aina Kids leadership
- Facilitate staff training
- Supervise program delivery
- Recognize and solve potential problems and coordinate evaluation of project activities with outside evaluator, Advisory Council and project personnel
- Work with Advisory Council to establish operating procedures for project/program. Ensure procedures meet program goals.
- Network with local, state and national agencies for future program development.

Charles E. Pulliam

(b)(6)

Objective: To utilize experiences and teaching skills to have a positive and lasting impact on education and student achievement through, leadership, innovative and relevant teaching, coaching, learning, and collaboration within a vibrant learning environment.

-
- Compensation & Benefits
 - Excellent communication skills
 - Certified Love & Logic Trainer
 - Parental Involvement Strategies
 - Coaching / leadership skills
 - Human Resource and Training Management
 - Collaborative teaching style (PLCs)
 - Performance Measurement
 - Multicultural awareness
 - Behavior Management

Education and Certifications

Secondary Business Education Certification – Region IV – April 2009
(EC-12) Generic Special Education Certification – Region IV - June 2009
4-8 Generalist Certification – Region IV – April 2011
United States Air Force Veteran – Honorable Discharge July 1994
Bachelors of Business Management (Summa Cum Laude) – LeTourneau University
Crisis Prevention Institute (CPI) – Certified
Conversation, Help, Activity, Movement, Participation, and Success (CHAMPS) – Certified Trainer
Love & Logic – Certified Trainer
TAC 100 - Certified Trainer

Technical Skills

MS Office, SEAS, eGradebook, Zangle, Visio, MS Project, Outlook, internet search engines, CSS, PDAS, and HTML

Professional Experience

LifeSchool of Dallas (Central Office)

Chief Development Officer – April 2012 - Present

Director of Human Resources – July 2011 – April 2012

- Leveraged management and leadership skills by successfully leading organization through leadership restructuring
- Managed engagement with Disney Institute to manage organization development and change management efforts
- Investigate employee grievances and issues related to performance reported by campus administration
- Created and served as project manager for the development of compensation strategies to ensure pay structures remain equitable and drove employee performance
- Developed performance measurement framework resulting and adherence to LifeSchool mission
- Drove performance improvements by developing and facilitating district wide training
- Mitigated organizational risk by working closely with legal counsel on investigations, state/federal compliance, policy & procedures, and
- Develop

Katy ISD (Mayde Creek Junior High School –Title I)

Behavioral Specialist / Special Education Department Co-Chairperson – August 2009 – July 2011

- Developed and facilitated professional development and/or parent trainings, classroom management, leadership, parenting, policies, and procedures
- Selected to implement campus behavior management strategy by overseeing the planning and implementation of **Love & Logic** campus wide
- Participated in numerous committees, i.e. Campus Advisory, Title I Budget, Parent Involvement (PI), Advisory Steering, and Response to Intervention (RTI), Instructional Calendar
- Served as campus behavior specialist by assisting teachers with classroom management strategies and with the implementation of behavioral **IEP, FBA, and BIP**
- Functioned as lead coach and manager of the campus Positive Approach to Student Success (**PASS**) program
- Awarded district-wide “**Outstanding First Year Teacher of the Year**” honors by the Katy ISD Superintendent
- Appointed campus **CPI** coordinator / crisis management team

Katy ISD / Alief ISD

Substitute Teacher – March 2009 – June 2009

- Utilized teaching skills and flexibility by teaching multiple subjects in 3rd thru 12th grade classes (Language Arts, PE, Biology, Agriculture, Sped Ed / Resource, etc.)
- Demonstrated patience and ability to connect with students with behavioral issues by working in ISS and alternative learning environments (Alief Learning Center)

Enaxis Consulting L.P. (Management Consulting)

Talent Manager – September 2007 – December 2008

- Delivered presentations to staff and executive level audiences that provided message clarity and achieved listener buy-in
- Leveraged leadership skills and lessened employee grievances by authoring and clearly communicating all policies in a manner supportive of company’s performance and people strategies
- Identified, recruited, and hired extremely marketable students by leading campus recruiting efforts in partnership with top ranked MBA programs

Baker Robbins & Company / Thomson Corporation (Legal Business and Technology)

Director of Recruiting - September 2004 – September 2007

BG (British Gas) Group – Houston (Oil and Gas; Energy; Energy Trading Industries)

Head of HR Administration (1 yr. contract) - September 2003 – September 2004

JDA Professional Services, Inc. (Technology Staffing Industry) - May 2002 – August 2003

Healthlink, Inc. (Hospital operations and Healthcare Technology) - April 2001 – April 2002

Baker Robbins & Company (Legal Business and Technology) - January 1999 – January 2001

Coaching, Awards, and Other Experiences

- Katy ISD Outstanding First Year Teacher Award 2009-2010
- Served as teacher for adult learners for over 10 years
- Recognized in “Who’s Who in Black Houston” for vocational and community successes - 2008
- Volunteered to mentor kids as it relates to life skills and educational opportunities
- Training development and facilitation (classroom management, leadership, behavior management strategies, spectrum disorders, intervention plans and strategies)
- Youth Football, Basketball, and Soccer Coaching – August 1998 – Present

Jennifer Lynn Wilson, CPA

(b)(6)

Education: Texas A&M University
BBA in Accounting

August 1993 to
May 1997

Work Experience:

Duncanville ISD
Chief Financial Officer

May 2007 to
Present

- Responsible for the Accounting, Payroll, Benefits, Risk Management, Purchasing and Warehouse Departments
- Responsible for expenditure and revenue projections and providing sound recommendations to the superintendent and Board of Trustees
- Develop and implement procedures to facilitate effective management of the financial and position control systems
- Develop district budget through collaborative process including the board of trustees, district staff, parents and citizens
- Collaborate with district staff to project student enrollment
- Coordinate district demographic study
- Oversight of annual financial audit
- Oversight of implementation to TEAMS financial software
- Participate in planning and implementation of construction projects
- Coordinate and design professional development opportunities for business department and district support staff
- Participate in the development and implementation of Executive Leadership Team communication Road Show
- Implemented phone and on-line help desk to better respond to staff inquiries
- Effectively communicated with the superintendent, board of trustees and taxpayers to approve the freeport tax exemption
- Assisted in development of district compensation plan
- Coordinated the development and implementation of staffing standards

District Financial Recognitions:

- Maintain Schools FIRST Superior Rating
- Earned ERG Financial Efficiency Rating of #1 in the state for 2009 and #3 in 2010
- Texas Comptroller Leadership Circle Gold Star for Financial Transparency

Duncanville ISD
Director of Financial Services

August 2004 to
April 2007

- Managed the district's cash and investment accounts
- Prepared and submitted federal program expenditure reports
- Estimated and monitored state and local revenues
- Prepared and maintained the district budget
- Prepared financial PEIMS submissions
- Supervised Payroll and Accounts Payable
- Coordinated the annual financial audit
- Implemented and maintained bond accounting system
- Implemented position control file

Duncanville ISD
Accountant/Internal Auditor

November 1999 to
July 2004

- Audited student activity funds
- Prepared and posted daily journal entries
- Prepared monthly financial reports
- Approved purchase orders
- Prepared Comprehensive Annual Financial Report (CAFR)
- Implemented and maintained the capital asset system
- Trained district personnel on budget and accounting issues

Sutton Frost Cary LLP
Staff Accountant

June 1998 to
October 1999

- Performed financial audits
- Performed compliance audits for insurance companies
- Prepared corporate, partnership and individual tax returns

Certifications:

Certified Public Accountant (August 1999 to present)
Certified Texas School Business Specialist (CTSBS)

Leadership:

Property Casualty Alliance of Texas (PCAT) Board Member (2011-Present)
TEAMS Users Group (TUG) Board Secretary (2010-2011), Vice-President (2011-present)
Leadership Southwest Class of 2012

Education

Ph.D., Sociology, Texas A&M University, 2002
M.S., Sociology, Brigham Young University, 1992
B.S., Sociology, Brigham Young University, 1989

Areas of Specialization

Sociology of Deviance, Social Psychology, Family, Grant-Writing and Administration, Program Evaluation

Research, Evaluation & Administration Experience

- 2003-2005 Snow Community Grant Support Office, Director. Established and oversaw a center that offers a wide range of grant-writing support, training and program evaluation services to rural communities, designed to improve the quality of life and promote safe and healthy living. (reasons for leaving: to work from home; to finish my book)
- 1998-2003 School-to-Work Opportunities Project, Snow College, Director. Administration of 1.7m program designed to prepare students for academic and employment success. Responsibilities included instruction, training, staff development, budgeting, reporting, grant seeking, program development and evaluation. (reasons for leaving: to establish a grant support office at Snow College)
- 1991-1998 Public Policy Research Institute, Texas A&M University, Research Assistant. Involved in policy relevant research projects in the public health, technology transfer, and drug-prevention arenas; involved all phases of research, including program evaluation, grant-writing and reviewing, research design, survey instrumentation, data collection, data management, SAS/SPSS/STATA programming, data analysis, report preparation and presentation; and periodic university course instruction. (reasons for leaving: to care for the health of a family member in Utah)
- 1989-1991 *Women's Research Institute, Brigham Young University*, Research Assistant (Dr. Marie Cornwall, thesis chair). Research and administrative duties related to the Adolescent Development Study, a three-year, national study, including survey design, data collection, data analysis, database management, report writing and literature review research (reasons for leaving: graduate school in Texas).

Selected Publications

- Muller, G.O. (2007). *HIGH GLORY: Maximize What You Believe*, Knowbility Press.
- Muller, G.O. (2002-2006) APR – GEARUP Program, Annual Reports submitted yearly to U.S. Department of Education, Washington, D.C.
- Muller, G.O. (2003) APR - 21st Century Learning Centers: Summary Report. Final Report submitted to U.S. Department of Education, Washington, D.C.
- Nader, R., Muller, G.O., Johnson, C. D., & Blakely, C.H. (1999). *Developing Effective University-Community Collaboration Through Grantwriting: The Community Grant*

Support Initiative. In R. Lerner & T. R. Chibucos (Eds.), Serving Children And Families Through Community-University Partnerships: Success Stories. New York: Sage Publications.

- Kotch, J.B., Muller, G.O., & Blakely, C.H. (1999). Understanding the Origins and Incidence of Child Abuse and Neglect. Lead Chapter (ch.1) in T.P. Gullotta & S. McElhaney (Eds.), Preventing Family and Community Violence: Voices vs Violence. New York: Sage Publications.
- Menon, R., Muller, G.O., Jordan, J.A., Bell, M. & Halperin, L. (1997). Juvenile Justice in Texas: Factors Correlated with Processing Decisions (Final Report). Criminal Justice Division of the Texas Governor's Office, Austin, TX.
- Muller, G.O. & Blakely, C.H. (1996). The Graphic Program: A Tool For NSF/IUCRC Evaluators In The Collection And Presentation Of L.I.F.E., Extended L.I.F.E., And Meeting Effectiveness Data. Computer software application and accompanying evaluation instruction pamphlet presented to the National Science Foundation, Washington, D.C.
- Muller, G.O. & Blakely, C.H. (1998) (1997) (1996). Process/Outcome Survey Of Industry, Faculty, And Students At The NSF Industry/Cooperative Research Center In Ergonomics at Texas A&M University. Annual center report to the National Science Foundation, Washington, D.C.
- Blakely, C.H., Menon, R., Jones, D.C., Bell, J.M., Jordan, J. Muller, G.O., Haynes, F.L., and Baez, L.A. (1995). Project BELONG (Building Essential Life Options Through New Goals) 1992-1995. Final report for the Drug-Free Schools and Community Prevention Programs, U.S. Department of Education, Washington, D.C.
- Muller, G.O. and Wolf, A. (1994). Conflict Resolution And Other Mentoring Issues. In Project BELONG Mentoring At-Risk Youth: Training Manual. U.S. Department Of Education, Washington, D.C.
- Menon, R., Johnson, C.D., Messer, I., Blakely, C.H., and Muller, G.O. (1992) Tactics And Technologies Survey: A Summary Report. Final Report Submitted To The Institute For National Drug Abatement Research, Texas A&M University, College Station.
- Carmichael, D.J., Blakely, C.H., and Muller, G.O. (1992). Fiscal Policy Alternatives For Special Program Finance: A Review Of The Literature And Survey Of The States. Final Report Submitted To The Legislative Education Board/Educational Economic Policy Center In Austin, TX.
- Hammond, R.J., and Muller, G.O. (1992). The Late-Life Divorced: Another Look. Journal of Divorce and Remarriage 17, 135-150.

Selected Presentations

- Muller, G. O., John, C.R. (October, 2001). Applied Sociology: A Framework For Turning College Student Assignments Into Resume, Network And Community Building

- Opportunities. Presented at the Society for Applied Sociology Meetings, St. Louis, MO.
- Muller, G.O., Olmstead, B., Scott, C., and McGulivary, B. (April, 1999). Strategic Volunteerism: A Unique Strategy for Developing a Resume of Experience. Presented at the Utah Conference on Volunteerism, Salt Lake City, UT.
- Menon R. & Muller, G.O. (August, 1998). Understanding Minority Overrepresentation In The Juvenile Justice Population: Perceptions Of Juvenile Justice Practitioners. Presented At The Annual Meeting Of The American Sociological Association, San Francisco, CA.
- Muller, G.O. (April, 1998). Center Evaluation and Process-Outcome Survey Results for the I/UCR Center in Ergonomics. Presented at the National Science Foundation's I/UCRC Bi-Annual Industry Advisory Board Meetings, San Antonio, TX.
- Muller, G.O., Muller, P.A., Blakely, C.H. & Menon, R. (August, 1997). The effects of mentoring on family environment, adolescent substance use, delinquency, and academic achievement. Presented at the Annual Meeting of the American Sociological Association, Toronto, Canada.
- Hunter, P. & Muller, G.O. (August, 1996). A Preliminary Analysis Of Qualitative Research Focusing On Sexual Abstinence. Presented At The Annual Meeting Of The Sociological Association, New York.
- Muller, G.O., Menon, R., Jordan, J.A., Blakely, C.B., & Muller, P.A. (August, 1996). The Impact Of Mentoring On The Relationship Between Parental Rejection And Parental Monitoring, And Antisocial Behavior. Presented At The Annual Meeting Of The American Sociological Association, New York.
- Blakely, C.H., Johnson, C.D., Jones, D.J., Muller, G.O., & Menon, R. (June, 1996). Mentoring At-Risk Youth: A School-Focused Intervention. Presented At The Annual Meeting Of The Society For Prevention Research. San Juan, PR.
- Muller, G.O. (March, 1995). Mentoring And The Relationship Between Family Environment And Problem Behaviors Among At-Risk Youth. Presented At The Annual Meeting Of The Southwestern Social Science Association, Houston, TX.
- Muller, G.O. & Menon, R. (August, 1995). Family Influences On Peer Associations And Delinquency: A Tale Of Two Constructs. Presented At The Annual Meeting Of The American Sociological Association, Washington, DC.
- Muller, G.O. (March, 1995) Only The Lonely? Non-Affiliation In Voluntary Associations. Presented At The Annual Meeting Of The Southwestern Social Science Association, Dallas, TX.
- Knight, L., Haynes, F.L., Muller, G.O., Glenn, C. Menon, R., & Blakely, C.H. (March, 1995). Mentoring At-Risk Adolescents: Project BELONG (Building Essential Life

Options Through New Goals). Presented At The Annual Meeting Of The National Association Of The National Association Of School Psychologists, Chicago, IL.

Muller, G.O., Blakely, C.H., Haynes, F.L., Menon, R, & Wolf, A. (October, 1994). Family Interaction, Self-Esteem, And Aggressive Attitudes Among At-Risk Adolescents. Presented At The Annual Meeting Of The Mid-South Sociological Association, Lafayette, LA.

Selected Grants

- 2005 Distance Education Grant, funded by U.S. Department of Education (\$200,000)
- 2004 Community Mosquito Abatement, funded by Utah Department of Agriculture (\$25,000)
- 2004 Adult Education and Family Literacy Grant, funded by Utah State Office of Education, (\$50,000)
- 2004 Transportation Enhancement Grant, funded by Utah Department of Transportation (\$250,000)
- 2004 Enhancement of Education Technology Training (EETT) Grant, funded by Utah State Office of Education (\$254,000)
- 2003 Adult Education and Family Literacy Grant, funded by Utah State Office of Education, (\$30,000)
- 2002 Gaining Early Awareness and Readiness for Undergraduate Programs Grant, funded by the U.S. Department of Education (\$2,500,000)
- 2000 21st Century Community Learning Center Grant, funded by the U.S. Department of Education (\$1,503,000)
- 1998 Automated Process/Outcome: A Data Processing Tool for Evaluators, a grant funded by the National Science Foundation (\$7,500).
- 1995 Disproportionate Minority Confinement, a grant funded by the State of Texas Governor's Office (\$100,000).

Selected Consulting and Evaluation

- Ongoing Program Evaluation, Gaining Early Awareness and Readiness for Undergraduate Programs, Sanpete Community
- Ongoing Consulting, Technical Assistance Provider Pool, Office of Juvenile Justice and Delinquency Prevention, Washington, D.C.
- 2001-2003 Consulting, Chair, Utah Department of Workforce Services Western Region Youth Council, Utah Western Region

- 2001-2004 Program Evaluation, 21st Century Community Learning Centers, Sanpete Community
- 1999-2002 Program Evaluation, Extended Year School Program Evaluation, North Sanpete School District and South Sanpete School District
- 2000 (Nov.) Consulting, U.S. Department of Education Safe and Drug-Free Recognition Program Advisory Panel. Phoenix, AZ
- 1999-2002 Program Evaluation, Extended Year School Program Evaluation, North Sanpete School District and South Sanpete School District
- 1995-1998 Program Evaluation, National Science Foundation Center for Ergonomics and National Science Foundation Center for Applied Materials and Devices, Texas A&M University
- 2000-2001 Consulting, Meridian GeoSystems, Inc., Production of demographic maps and reports for major U.S. Corporations
- 2000 (Aug.) Consulting, U.S. Department of Education, Review of GEARUP State Grant Proposals, Washington, D.C.
- 2000 (Nov.) Consulting, U.S. Department of Education Safe and Drug-Free Recognition Program Advisory Panel, Phoenix, AZ.
- 1997 (Aug.) Consulting, U.S. Department of Education SDFSC Program, Review of Effective Programs and Strategies to Prevent Youth Drug Use, Violent Behavior, or Both Grant Proposals, Washington, D.C.
- 1997 (June) Consulting, U.S. Department of Health and Human Services , Substance Abuse and Mental Health Services Administration (SAMSHA), CSAP, Review of Starting-Early-Starting Smart (Primary Health Care and Data Coordinating Centers) Grant Proposals, Washington, D.C.
- 1996 (July) Consulting, U.S. Department of Education, Panel Chair and Reviewer for SDFSC Program Drug and Violence Prevention Demonstration Grants, Washington, D.C.

Professional Associations

American Sociological Association
Society for Applied Sociology

Recent Professional Development

Great Teachers Seminar, Salt Lake Community College (Dec., 2004)

References

Rick Wheeler
Vice President for College Relations
Snow College
Noyes Administration Bldg., Suite 343
Ephraim, UT 84627
(435) 283-7111
rick.wheeler@snow.edu

Craig H. Blakely
Associate Director, Public Policy Research Institute;
Head, Department of Health Policy and Management
Texas A&M University
3000 Briarcrest Drive, Suite 416
Bryan, TX 77802
979-862-2419
blakely@medicine.tamu.edu

Howard B. Kaplan
Distinguished Professor
Department of Sociology
Texas A&M University
College Station, TX 77843-4351
979-845-2411
H-Kaplan@tamu.edu

Brian Olmstead
Director, Programs
South Sanpete School District
39 South Main
Manti UT 84642
brian.olmstead@ssanpete.k12.ut.us

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

Category	Justification/Description	Year one Federal request	Year one match	Year two Federal request	Year two match	Year three Federal request	Year three match	Year four Federal request	Year four match	Year five Federal request	Year five match	Total Federal request	Total match
Personnel	<p>Relates to the achievement of all objectives</p> <p>Project Director to oversee and manage project implementation; provide overall leadership and guidance and ensure that all project activities are carried out on-time, as specified and within the outlined budget. The Project Director will devote approximately 40% of his time towards carrying out project activities. (b)(4)</p> <p>Chief Operating Officer to provide operational oversight and advisory regarding Information Management & Technology, mass communications, and internal and external marketing used to attract, recruit, and retain high performing educators. Will devote approximately 15% effort towards project. (b)(4)</p> <p>Chief Financial Officer to provide fiscal oversight, assist in preparing budgets; review and approve financial reports and ensure overall fiscal accountability and transparency. The CFO will devote approximately 10% effort towards carrying out project activities. (b)(4)</p> <p>The Academics Director will serve in consultative capacity and will ensure continuous improvement and excellence as it relates to curriculum, administration, instruction, and educator development. Will devote approximately 30% of time towards project activities. (b)(4)</p>												
	Total		\$0										
	Fringe												
	Fringe benefits calculated at 25% of base salary (7.65% FICA; 17.35% retirement and health)		\$0										
	Total		\$0										

Travel	<p>Relates to the achievement of all objectives</p> <p>TIF Annual Grantee Meeting: This meeting, which is hosted in Washington, DC will provide technical assistance for our grant site and provide collaboration among all TIF grantees. The total trip will last 1.5 full days. The Project Team (3 persons) will participate at a cost of \$5,700 per year (airfare: \$1,000 per person x 3 = \$3,000); hotel (\$200 per night x 3 nights x 3 persons = \$1,800); per diem (\$100 per day x 3 persons x 3 days = \$900)</p>		\$5,700		\$5,700		\$5,700		\$5,700		\$5,700	\$28,500	\$0
--------	--	--	---------	--	---------	--	---------	--	---------	--	---------	----------	-----

TIF Topical Meeting: This meeting, which is hosted in Washington, DC will provide technical assistance for our grant site and provide collaboration among all TIF grantees. The total trip will last 1.5 full days. The Project Team (3 persons) will participate at a cost of \$5,700 per year (airfare: \$1,000 per person x 3 = \$3,000); hotel (\$200 per night x 3 nights x 3 persons = \$1,800); per diem (\$100 per day x 3 persons x 3 days = \$900)

	\$5,700	\$5,700	\$5,700	\$5,700	\$5,700	\$28,500	
Total	\$11,400	\$11,400	\$11,400	\$11,400	\$11,400	\$57,000	\$0
Equipment							
None							
Total	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Supplies							
Miscellaneous training supplies (e.g., pens, paper, notebooks, workbooks, professional development materials, etc.). Calculated at a cost of \$500 per month x 12 months	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$24,000	\$0
Total	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$24,000	\$0
Contractual							
Relates to the achievement of all objectives							
All contracts will be secured in full compliance with all procurement guidelines as outlined in the program guidelines							
Ongoing professional development for teachers, principals and professional staff. Professional development will enable participants to develop new skills and knowledge regarding evidence-based strategies proven effective in measurably and sustainably improving student academic achievement. The professional development plan is outlined in the proposal narrative. Professional development will be provided on- and off-site. Professional development costs are calculated at \$2,500 per day x 16 days	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000	\$200,000	\$0
Data Collection Specialist to work with project leadership to ensure ongoing collection of valid, reliable and relevant performance feedback and data. Calculated at a cost of \$100 per hour x 908 service hours per year (\$90,800)	\$90,800	\$90,800	\$90,800	\$90,800	\$90,800	\$454,000	\$0
We will contract with a skilled, highly-qualified third party evaluator to ensure ongoing, accurate and objective evaluation and assessment of our progress towards achieving our stated goals and objectives. Additionally, the evaluator will work with the project team to ensure a process of continuous improvement. Calculated at a cost of \$100 per hour x 908 service hours per year (\$90,800)	\$90,800	\$90,800	\$90,800	\$90,800	\$90,800	\$454,000	\$0
Travel for evaluator to conduct one site visit per year. Airfare (\$800); Hotel (5 nights @ \$150 per night); Per diem (6 days @ \$75 per day)	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000	\$0
Total	\$223,600	\$223,600	\$223,600	\$223,600	\$223,600	\$1,116,000	\$0

Other Relates to the achievement of all objectives

Life School has elected to offer the performance-based awards as lump sum payments. This choice was made because our LEA pays fringe benefits on regular hourly or salary wages, not stipends and awards

Incentive payments for teachers and professionals as outlined in project proposal. Includes incentive payments for 145 teachers and 17 related professional positions	\$570,000	\$28,500	\$570,000	\$57,000	\$570,000	\$68,400	\$570,000	\$85,500	\$570,000	\$85,500	\$2,433,900	\$324,900
Incentive payments for principals as outlined in project proposal. Includes incentives for four principals (1 @ Lancaster; 1 @ Cedar Hill and 2 @ Oak Cliff)	\$20,000	\$1,000	\$20,000	\$2,000	\$20,000	\$2,400	\$20,000	\$3,000	\$20,000	\$3,000	\$85,400	\$11,400
Incentive payments for instructional support as outlined in project proposal. Includes incentive payments for 18 instruction support positions	\$36,000	\$1,800	\$36,000	\$3,600	\$36,000	\$4,320	\$36,000	\$5,400	\$36,000	\$5,400	\$153,720	\$20,520
Incentive payments for all other personnel as outlined in project proposal. Includes incentive payments for 41 additional personnel	\$41,000	\$2,050	\$41,000	\$4,100	\$41,000	\$4,920	\$41,000	\$6,150	\$41,000	\$6,150		
Total	\$667,000	\$33,350	\$667,000	\$66,700	\$667,000	\$80,040	\$667,000	\$100,050	\$667,000	\$100,050		
Grand total	\$908,000	\$130,538	\$908,000	\$163,888	\$908,000	\$177,228	\$908,000	\$197,238	\$908,000	\$197,238		
Total Federal request												
Total Performance-Based Compensation System matching funds												
Project total												

(b)(4)
 ||

Survey on Ensuring Equal Opportunity For Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Purpose:

The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

Instructions for Submitting the Survey

If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

Applicant's (Organization) Name:	LifeSchool of Dallas
Applicant's DUNS Name:	1758862610000
Federal Program:	Office of Elementary and Secondary Education (OESE): Teacher Incentive Fund (TIF):
CFDA Number:	84.374

1. Has the applicant ever received a grant or contract from the Federal government?

Yes No

2. Is the applicant a faith-based organization?

Yes No

3. Is the applicant a secular organization?

Yes No

4. Does the applicant have 501(c)(3) status?

Yes No

5. Is the applicant a local affiliate of a national organization?

Yes No

6. How many full-time equivalent employees does the applicant have? (Check only one box).

3 or Fewer 15-50

4-5 51-100

6-14 over 100

7. What is the size of the applicant's annual budget? (Check only one box.)

Less Than \$150,000

\$150,000 - \$299,999

\$300,000 - \$499,999

\$500,000 - \$999,999

\$1,000,000 - \$4,999,999

\$5,000,000 or more

Survey Instructions on Ensuring Equal Opportunity for Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Provide the applicant's (organization) name and DUNS number and the grant name and CFDA number.

1. Self-explanatory.
2. Self-identify.
3. Self-identify.
4. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.
5. Self-explanatory.
6. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.
7. Annual budget means the amount of money your organization spends each year on all of its activities.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this

information collection is **1890-0014**. The time required

to complete this information collection is estimated to average five (5) minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: The Agency Contact listed in this grant application package.

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 02/28/2011

Name of Institution/Organization

LifeSchool of Dallas

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	11,400.00	11,400.00	11,400.00	11,400.00	11,400.00	57,000.00
4. Equipment						
5. Supplies	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00	30,000.00
6. Contractual	223,600.00	223,600.00	223,600.00	223,600.00	223,600.00	1,118,000.00
7. Construction						
8. Other	667,000.00	667,000.00	667,000.00	667,000.00	667,000.00	3,335,000.00
9. Total Direct Costs (lines 1-8)	908,000.00	908,000.00	908,000.00	908,000.00	908,000.00	4,540,000.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	908,000.00	908,000.00	908,000.00	908,000.00	908,000.00	4,540,000.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization LifeSchool of Dallas	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
--	---	--

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	(b)(4)					
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)