

PROPOSAL COVER SHEET**Educational Consulting Services****Vendor Information**

Name and Title

Courtney Jones | CEO, Lead Strategist

Company Name

Courtney Jones, LLC

Submission Date

March 31, 2025

Phone Number

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Fax Number

N/A

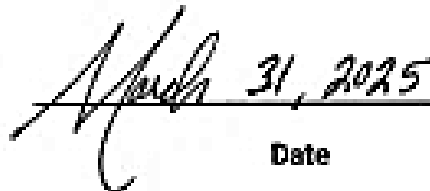
Mailing Address

209 Elm DriveJackson, MS 39212

By my signature below, I hereby represent that I am authorized to and do bind the offering vendor to the provisions of the attached proposal. The undersigned offers and agrees to perform the specified personal and professional services in accordance with provisions set forth in the Request for Proposals (RFP). Furthermore, the undersigned fully understands and assures compliance with the Conditions of Solicitation and Standard Terms and Conditions contained in the RFP. The undersigned is fully aware of the evaluation criteria to be utilized in vendor selection for approval. I further certify that Courtney Jones, LLC is an authorized dealer in good standing of the products/services included in the proposal submitted in response to the RFP.



Authorized Signature



Date

|| COURTNEY JONES, LLC

II. Coaching/Mentoring Experience and Strategies

Experience

In-service Teacher Coaching: As a secondary mathematics instructor and department co-chair, serving as a new teacher mentor/coach provided opportunities to:

- Develop curriculum for new teacher essentials based on school culture.
- Cultivate learning communities tailored in response to new teacher experiences, misconceptions, and perceptions.
- Assess and monitor progress regarding new teacher needs to meet school and district goals.
- Offer observational learning sessions to justify recommended practices/strategies, provide practical engagement, and offer instant feedback.

Mathematics Consultant: As an education consultant, servicing K-12 teachers afforded opportunities to:

- Provide job-embedded professional development for instructional staff in Mathematics, including but not limited to instructional coaching, live coaching, data coaching, assessment coaching, lesson planning, explicit modeling, scaffolding, and meaningful use of resources.
- Provide leadership through collaboration, research-based Mathematics instructional strategies, strategic problem-solving, internalizing mathematical practices, and classroom management.
- Analyze data points and assist with identifying learning strengths and gaps among students and teachers to correlate student achievement and teacher effectiveness.
- Facilitate teacher-centered development regarding teacher math identity, bias, self-efficacy, and equitable approaches to student growth.
- Facilitate professional development and one-to-ones regarding content data, behavioral data, and data-driven decision-making.
- Facilitate teacher training concerning teacher and student-centered SMART goals.
- Develop strategic success plans regarding intellectual preparation, facilitating effective instruction, progress monitoring, student accountability, and data-driven instructional revisions.

Math Coaching Specialist: As a mathematics coaching specialist, leading high-dosage tutoring initiatives and training included:

- Training tutors and interventionists on effective Tier 2 instructional support, utilizing data systems for decision-making, providing equitable instructional experiences, exercising asset-based approaches to teaching and learning, and establishing and participating in collaborative feedback environments.

- Facilitating data reviews with tutors, interventionists, and administrators to maintain alignment, clarity, and fidelity.
- Effectively managing relationships for transparent, healthy, and professional partnerships toward maximizing teacher and student impact and growth.
- Provide ongoing training, assessment, and feedback specific to the needs of tutors, teachers, interventionists, and administrators for meaningful service to students.

Strategies

- **Strengths-based coaching** (Ippolito, 2010; Snyder et al., 2015; Mraz, Algozzine, & Watson, 2008; Wehby et al., 2012)
- **Frequent, Targeted Feedback (Feedback-rich communities)** (Scheeler et al., 2004; Solomon et al., 2012)
- **Practical engagement (instructional modeling and role play)**(Kim et al., 2011; Kretlow, Cooke, & Wood, 2012; Neuman & Wright, 2010)
- **Data-driven decision-making (data collection, analysis, and interpretation)** (North Carolina Teacher Academy, 2005; Blankstein, A. M., 2004)
- **Collaborative community-building** (Neuman & Wright, 2010; Walpole, McKenna, Uribe-Zarain, & Lamitina, 2010; Shannon, Snyder, & McLaughlin, 2015)
- **Gradual release of responsibility (*I do, We do, You do*)** (Levy, E., 2007; Fisher, D., & Frey, N., 2008)

III. Support Checklist of Services

- **Content Expertise:** Providing expertise in Mathematics content.
- **Data-Informed Decision-Making:** Utilizing data analysis to guide strategic decisions.
- **Standards Alignment:** Analyzing and implementing educational standards effectively.
- **Instructional Data Utilization:** Using data to enhance instructional practices.
- **Customized Teaching:** Tailoring instruction to meet diverse student needs.
- **Curriculum Enhancement:** Developing and enhancing educational curricula.
- **Cultural Integration:** Incorporating cultural relevance into educational content.
- **Student Engagement Strategies:** Developing strategies to increase student participation.
- **Instructional Delivery and Lesson Design:** Providing expertise in instructional delivery methods and designing engaging lessons.
- **Integration of Writing Across the Curriculum:** Promoting incorporating writing skills across various subject areas.
- **Facilitation of Mathematical Discussions:** Facilitating meaningful mathematical discourse and discussions.

- **Designing Engaging Virtual Learning Environments:** Creating immersive and interactive virtual learning spaces to enhance student engagement.
- **Implementation of Trauma-Informed Instructional Practices:** Assisting in implementing instructional practices sensitive to trauma and supporting students' emotional well-being.
- **Addressing Educational Needs with Consideration of Poverty:** Developing strategies and approaches to address educational needs while considering the impact of poverty on students and their learning experiences.
- **Administrative Technical Assistance:** Support school and district leaders with data analysis, strategic planning, and implementation.

IV. Goals and Objectives

Courtney Jones, LLC will:

1. **Identify growth areas for targeted math support considering data, priority standards, curriculum, and mode of instruction.**
2. **Develop tailored support and relevant training centered on instructional practices regarding planning, preparation, delivery, and standards-based knowledge.**

Through math instructional and coaching expertise, we understand the importance of practical, relatable learning experiences in achieving a cohesive, purposeful teaching and learning environment for professional and academic growth and overall efficiency. We understand institutions need practical application, not just theory. Most importantly, we understand the power of building meaningful, productive relationships for enhanced value

3. **Facilitate collaborative data reviews to establish accountability, identify and discuss contributing factors, assess and refine planning & instructional practices, and develop strategic next steps/action plans toward success.**

As a consultant and coaching specialist, progress monitoring and data reviews are essential to data-driven decision-making, purposeful planning, and continuous alignment and improvement. These reviews are most effective with interventionists/lead teachers and administrators to disclose the most recent data, identify and discuss trends/patterns, and develop improvement/success plans.

4. **Cultivate equitable, collaborative learning communities through specific feedback and observational learning.**

Effective mentorship and coaching require beginning with the end in mind and considering inclusive practices that address the needs of all learners. We believe that the true value of education lies in the quality of the school experience rather than just school rankings or student ratings. Strategic

approaches to instructional growth and success require an equitable lens to identify and analyze contributing factors and components.

V. Measurable Outcomes and Evaluation

Measurable Outcomes	Evaluation Method	Frequency	Progress Update
Teachers will implement best practices for planning, instruction, and assessment.	Instructional Essentials Rubric Fidelity Rubric	Evaluations vary based on length and frequency of sessions. Evaluations will not exceed 2x per week	Outcomes measured by student performance data may be assessed and presented according to student assessment/benchmark score availability. Outcomes that can be measured without student assessment data will be reported biweekly or monthly, depending on the frequency of sessions.
Teachers will understand how to collect, analyze, and interpret data for effective decision-making.	Student performance data		
Teachers will create student-centered, standards-aligned lessons with fidelity.	Instructional Essentials Rubric Fidelity Rubric		
Teachers will be able to design plans for differentiated instruction.	Instructional Essentials Rubric		
Teachers will employ strengths-and-asset-based approaches to instruction to support cultural relevance, SEL, and self-efficacy.	Instructional Essentials Rubric Fidelity Rubric		
Teachers will understand and implement strategies to promote desired behaviors.	Fidelity Rubric		

VI. Implementation Plans

Teacher learning styles and specific needs will be considered when tailoring individual training/development. Thus, approaches to training/development may vary to maximize impact and teacher-student growth.

VII. Resume and References

Attached