



Agenda Item Details

Meeting	Dec 01, 2025 - *School Board Meeting Agenda w/Leasing Mtg Agenda 6:00 PM
Category	L. Consent - Business Services
Subject	4. Approval of the Comprehensive Support Grant (CSG), 2025-26
Type	Action (Consent)
Fiscal Impact	Yes
Dollar Amount	1,994,386.80
Budgeted	Yes
Budget Source	If approved and awarded, the grant will provide \$1,994,386.80 for program costs (including \$85,517.35 in indirect costs). There is no additional direct cost to the District.
Recommended Action	Approval of the Comprehensive Support Grant (CSG) requesting \$1,994,386.80 for program costs (including \$85,517.35 in indirect costs) and no additional direct cost to the District. Approval authorizes the Superintendent to execute related documents when required by funder and to approve normal and customary accounting, bookkeeping, and payroll processes to maintain continuity of federal and state grant expenditures during fiscal year changes and other technical transitions. Any processes so approved by the Superintendent will represent best practices, and will conform to funding agency regulations.

The program provides funds that will be allocated to Local Educational Agencies (LEAs) to serve public district and charter Title I schools implementing comprehensive and targeted support and improvement activities under section 1111(d) of the Elementary and Secondary Education Act (ESEA), in alignment with Goal 1 of the Florida State Board of Education's K-20 Strategic Plan.

There is 1 PDF attached.

[Contact Person: Sarah Cox, Executive Director, Business Services]

[25_26 CSG FINAL -- SIGNED.pdf \(1,325 KB\)](#)

Motion & Voting

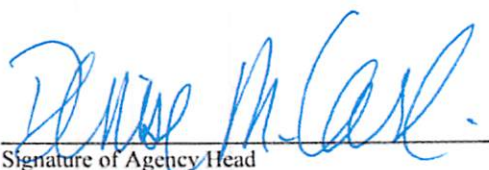
Approval of the Consent Items, exclusive of pulled items (if applicable).

Motion by Samuel Fisher, second by Vanessa Chaviano.

Final Resolution: Motion Carried

Yea: Samuel Fisher, Melisa Giovannelli, William Ribble, Debbie Jordan, Armor Persons, Jada Fleming, Vanessa Chaviano

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0735	A) Program Name: Comprehensive Support Grant (CSG), 2025-26 TAPS NUMBER: 25A487	DOE USE ONLY Date Received Project Number (DOE Assigned)						
B) Name and Address of Eligible Applicant: The School District of Lee County 2855 Colonial Blvd. Fort Myers, Florida 33966								
C) Total Funds Requested: \$1,994,386.80 DOE USE ONLY Total Approved Project: S	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"> Contact Name: Leta Dietz Smith Fiscal Contact Name: Lori Tant </td> <td style="width: 40%;"> Telephone Numbers: (239) 335-1548 (239) 337-8225 </td> </tr> <tr> <td> Mailing Address: 2855 Colonial Blvd. Fort Myers, Florida 33966 </td> <td> E-mail Addresses: letaddi@leeschools.net lorimt@leeschools.net </td> </tr> <tr> <td> Physical/Facility Address: 2855 Colonial Blvd. Fort Myers, Florida 33966 </td> <td> UEI number: FNEXH7MVBH64 FEIN number: F596000701 </td> </tr> </table>		Contact Name: Leta Dietz Smith Fiscal Contact Name: Lori Tant	Telephone Numbers: (239) 335-1548 (239) 337-8225	Mailing Address: 2855 Colonial Blvd. Fort Myers, Florida 33966	E-mail Addresses: letaddi@leeschools.net lorimt@leeschools.net	Physical/Facility Address: 2855 Colonial Blvd. Fort Myers, Florida 33966	UEI number: FNEXH7MVBH64 FEIN number: F596000701
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Physical/Facility Address: 2855 Colonial Blvd. Fort Myers, Florida 33966	UEI number: FNEXH7MVBH64 FEIN number: F596000701							
CERTIFICATION I, Denise M. Carlin, Superintendent, as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited. Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application. E)  Signature of Agency Head Superintendent _____ Title 11/6/2025 Date								



**Comprehensive Support Grant
2025-2026**

**Bureau of School Improvement
The School District of Lee County**

Purpose

These funds will be used to directly support the improvement of outcomes in district schools with underperforming subgroup(s) that have performed below 41% for 6 consecutive years and contributed to the school's Comprehensive Support and Improvement (CSI) designation.

Funds will be allocated to Local Educational Agencies (LEAs) to serve public district and charter Title I schools implementing comprehensive and targeted support and improvement activities under section 1111(d) of the Elementary and Secondary Education Act (ESEA), in alignment with Goal 1 of the Florida State Board of Education's K-20 Strategic Plan found at <http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml>.
<https://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml>

Directions

Substantially approvable applications, along with the DOE100A and DOE101 must be submitted to the Florida Department of Education (FDOE) through the Comprehensive Support Grant ShareFile folder:

DistrictNumber_DistrictName_xxA487_submit by November 15th, 2025 by 5:00 PM Eastern Time.

The project effective date will be the date that the DOE100A is received within the Office of Grants Management meeting conditions for acceptance or the budget period specified in the Federal Award Notification, whichever is later.

Assurances

Check the box to indicate adherence to the assurance.

Assurance 1: Request for Applications

☒ The LEA shall follow the intent and requirements of the Comprehensive Support Grant as outlined in the Request for Application (RFA).

Assurance 2: General Terms, Assurances and Conditions

☒ The LEA must have a signed statement by the agency head certifying applicant adherence to the FDOE's *General Terms, Assurances, and Conditions for Participation in Federal and State Programs*.

Assurance 3: Risk Analysis

☒ The LEA Must have a Risk Analysis (DOE 610) on file with the Florida Department of Education in order to apply for the Comprehensive Support Grant.

Assurance 4: Supplement, not Supplant

☒ The LEA Shall ensure that each school the LEA will serve must receive all of the state and local funds it would have received in the absence of these supplemental funds.

Assurance 5: Alignment of Activities

☒ The LEA shall ensure the schools receiving funds are implementing a comprehensive support and improvement plan.

Assurance 6: Instructional Programs

- ☒ The LEA shall ensure implementation of evidence-based instructional programs.

Assurance 7: Deliverables and Monitoring

- ☒ The LEA shall ensure that the deliverables for monitoring are prepared and submitted as required by the FDOE Universal Monitoring System. The Bureau of School Improvement (BSI) reserves the right to do desktop or on-site monitoring of each school site and LEA.

Assurance 8: Adherence to K-12 ESEA Common Federal Program Guidance

- ☒ The LEA assures that they will comply with the K-12 ESEA Common Federal Program Guidance.

Subgroup: English Language Learners

Narrative

1. Provide a rationale that explains what is identified as a critical need from the school data that was reviewed.

N/A

2. State the specific measurable outcome the school plans to achieve.

3. Describe the funded activities that will be implemented to address English Language Learners.

Activity 1	

Subgroup: Economically Disadvantaged Students

Narrative

1. Provide a rationale that explains what is identified as a critical need from the school data that was reviewed.

N/A

2. State the specific measurable outcome the school plans to achieve.

3. Describe the funded activities that will be implemented to address Economically Disadvantaged Students

Activity 1	

Subgroup: Students with Disabilities

Narrative

1. Provide a rationale that explains what is identified as a critical need from the school data that was reviewed.

A comprehensive review of school performance data, including the 2024-25 Florida School Accountability Report, Federal Index trends, and progress monitoring outcomes, identified Students with Disabilities (SWD) as a persistently underperforming subgroup. For six consecutive years, the SWD subgroup has not met the required federal index threshold, resulting in the Comprehensive Support designation for 27 schools, including two charter schools. Further analysis of SIPs, classroom observation trends, and stakeholder feedback identified several root causes contributing to this persistent underperformance: inconsistent implementation of Tier II and Tier III supports, variability in collaboration between general education and ESE teachers, and limited availability of accessible instructional materials, and targeted professional learning. Additionally, staffing shortages and high turnover in specialized instructional roles have created inconsistencies in service delivery and data-based progress monitoring.

2. State the specific measurable outcome the school plans to achieve.

By the end of the grant period (July 31, 2026), the district will decrease the average subgroup Federal Index across the 27 qualifying schools from 27 schools below 41 % to 0 schools below 41%.

3. Describe the funded activities that will be implemented to address Students with Disabilities

Activity 1	The Foundations of Coaching Academy (To equip instructional coaches with the mindsets and skills to effectively implement the GROW model (Goal, Reality, Options, Will) as their core framework for building teacher capacity and improving student outcomes.)
Activity 2	Consultant Contract, The Bailey Group MTSS/504 Review (attached)
Activity 3	Consultant Contract, The Bailey Group ESE Review (attached)
Activity 4	Development of a Math Intervention Tracking System (To create a core tool to track the extra math support students receive and verify its outcomes. This tool will be a place to view intervention students in one platform, log intervention sessions, and track math goals.)
Activity 5	504 & MTSS Compliance Surge Initiative (To address the current backlog of outstanding and outdated 504 and MTSS documentation.)
Activity 6	Consultant Contract, The Bailey Group Comprehensive Instructional Review
Activity 7	Learner's Summit (High-quality professional learning that focuses on isolated training sessions specific to the targeted subgroup.)
Activity 8	Targeted Student Intervention Funding (An allocation to identified schools to target instruction for SWD subgroup.)
Activity 9	Consultant Contract, ESI for Recruitment of qualified ESE teachers (attached)
Activity 10	Allocation to two participating charter schools

Subgroup: Hispanic Students

Narrative

1. Provide a rationale that explains what is identified as a critical need from the school data that was reviewed.

N/A

2. State the specific measurable outcome the school plans to achieve.

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3. Describe the funded activities that will be implemented to address Hispanic Students.

Activity 1	

Subgroup: Black/African American Students

Narrative

1. Provide a rationale that explains what is identified as a critical need from the school data that was reviewed.

N/A

2. State the specific measurable outcome the school plans to achieve.

3. Describe the funded activities that will be implemented to address Black/African American Students.

Activity 1	

Subgroup: White Students

Narrative

1. Provide a rationale that explains what is identified as a critical need from the school data that was reviewed.

N/A

2. State the specific measurable outcome the school plans to achieve.

3. Describe the funded activities that will be implemented to address White Students.

Activity 1	

Acknowledgement

The district verifies the information in this form and confirms that they have collaborated with the school.

Name and title of person responsible for completion and submission of the application
Dr. Denise M. Carlin, Superintendent
Contact information: email, phone number
Superintendent@leeschools.net; (239) 334-1102
Date submitted to BSI
November 14, 2025
Superintendent Signature (or authorized representative)

Budget

Please use the DOE101 form (available on CIMS) to include *all* initiatives being requested from the narrative lines above. The line items may be separated by school or combined at the district level by function and object codes.

A) The School District of Lee County
 Name of Eligible Recipient
 B)
 Project Number (DOE Use Only)

TAPS Number
25A487

FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

(1) Function	(2) Object	(3) Account Title & Narrative	(4) Posi	(5) Amount	Project Name
6400	120	Supplemental pay for teachers/coaches @ average \$50/hr x 4 hrs x 100 coaches		\$ 16,437.00	Foundations of Coaching
6400	210	Retirement @ 14.03%		\$ 2,307.00	Foundations of Coaching
6400	220	FICA @ 7.65%		\$ 1,256.45	Foundations of Coaching
6400	510	Supplies -- printed materials, paper, pencils, folders, pens		\$ 1,000.00	Foundations of Coaching
6100	310	Bailey Group MTSS/504 Review Proposal		\$ 52,500.00	Bailey Group -- MTSS/504 Review
5200	310	Bailey Group ESE Review Proposal		\$ 90,000.00	Bailey Group -- ESE Review
6300	120	Supplemental pay for teachers @ average \$50/hr x 2,000 hours		\$ 41,091.00	Math Intervention Tracking System
6300	210	Retirement @ 14.03%		\$ 5,765.00	Math Intervention Tracking System
6300	220	FICA @ 7.65%		\$ 3,140.00	Math Intervention Tracking System
6300	120	Supplemental pay for teachers @ average \$50/hr x 15 hrs x 200 teachers		\$ 123,275.00	504 & MTSS Compliance Surge
6300	210	Retirement @ 14.03%		\$ 17,296.00	505 & MTSS Compliance Surge
6300	220	FICA @ 7.65%		\$ 9,431.00	506 & MTSS Compliance Surge
6300	510	Supplies -- copy paper		\$ 1,000.00	507 & MTSS Compliance Surge
6300	519	Supplies -- toner		\$ 1,000.00	508 & MTSS Compliance Surge
6100	310	Bailey Group Comprehensive Instructional Review		\$ 280,000.00	Bailey Group -- Comprehensive Instructional Review
6400	120	Supplement pay for attendees @ \$25/hr training rate x 1,200 participants x 18 hours		\$ 445,940.00	The Learner's Summit
6400	210	Retirement @ 14.03%		\$ 62,565.00	The Learner's Summit
6400	220	FICA @ 7.65%		\$ 34,115.00	The Learner's Summit
6400	310	Consultant Contract(s) for Keynote Speakers/Presenters -- Chris & Nik Nikic, Jordan Zimmerman (FDLRS), FLDOE, Florida Inclusion Network		\$ 20,000.00	The Learner's Summit
6400	120	Supplemental pay for training development @ average \$50/hr x 15 teachers x 40 hrs		\$ 31,328.00	The Learner's Summit
6400	210	Retirement @ 14.03%		\$ 5,612.00	The Learner's Summit
6400	220	FICA @ 7.65%		\$ 3,060.00	The Learner's Summit
6400	360	Facility Rental for the Event -- local hotel (TBD) to include ball room and meeting rooms for breakout sessions		\$ 60,000.00	The Learner's Summit
6400	510	Supplies -- printed materials, paper, pencils, folders, pens		\$ 30,000.00	The Learner's Summit

5100	120	Supplemental pay @ average \$50/hr x approximately 16 weeks for 4 hrs/week x 3 teachers @ 25 eligible schools		\$ 205,457.00	CSG Targeted Student Intervention Funding
5100	210	Retirement @ 14.03%		\$ 28,826.00	CSG Targeted Student Intervention Funding
5100	220	FICA @ 7.65%		\$ 15,718.00	CSG Targeted Student Intervention Funding
5200	310	ESI Consultants for Recruitment of ESE teachers		\$ 260,750.00	ESI Consultant
5100	394	Allocation to Charter School (North Nicholas)		\$ 30,000.00	Charter
5100	394	Allocation to Charter School (Coronado)		\$ 30,000.00	Charter
7200	790	Indirect Cost		\$ 85,517.35	Indirect
				C) TC \$ 1,994,386.80	

Instructions

Budget Narrative Form

This form should be completed based on the instructions outlined below, unless instructed otherwise in the Request for Proposal (RFP) or Request for Application (RFA).

A. Enter Name of Eligible Recipient

B. (DOE Use Only)

Column 1 (Fun School Districts Only:

Use the four digit function codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

Column 2 (Obj: School Districts:

Use the three digit object codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

Community Colleges:

Use the first three digits of the object codes listed in the Accounting Manual for Florida's Public Community Colleges.

Universities & State Agencies:

Use the first three digits of the object codes listed in the Florida Accounting

Other Agencies:

Use the object codes as required in the agency's expenditure chart of accounts.

Column 3 All Applicants:

count Title: Use the account title that applies to the object code listed in accordance with the agency's accounting system.

Narrative: Provide a detailed narrative for each object code listed. For example:

- Salaries - describe the type(s) of positions requested. Use a separate line to describe each type of position. OPS is defined as compensation paid to persons, including substitute teachers not under contract, who are employed to provide temporary services to the program.
- Professional/Technical Services - describe services rendered by personnel, other than agency personnel employees, who provide specialized skills and knowledge.
- Contractual Services and/or Inter-Agency Agreements - provide the agency name and description of the service(s) to be rendered.
- as conference(s), in district or out of district, and out of state. Do not list individual names. List individual position(s) when travel funds are being requested to perform necessary activities.
- Capital Outlay - provide the type(s) of items/equipment to be purchased with project funds.
- Indirect Cost - provide the percentage rate being used. Use the current approved rate. (Reference the DOE Green Book for additional guidance regarding indirect cost.)

Column 4 (FTE) Must be completed for all Salaries and Other Personal Services:

of position) number of positions to be funded. Determine FTE by dividing the standard number of weekly hours (e.g., 35 hours) for the type of position (e.g., teacher aide) into the actual work hours to be funded by the project.

Column 5 (Amount): Provide the budget amount requested for each object code.

C. Total - Provide the total for Column (5) on the last page. Amount must be the same as requested.



Lee County School District
Proposal for
Comprehensive Instructional Review
October 14, 2025



BAILEY
EDUCATION GROUP, LLC

Contents

Part 1 Vendor Profile.....2

Bailey Executive Leadership/Ownership Team 4

Part 2 Program Narrative / Scope of Work 5

Part 3 Research.....8

Part 4 Budget.....10

Part 1 Vendor Profile



Bailey Education Group's (Bailey) mission to improve the lives of all children is accomplished through data-driven analysis, training, coaching, modeling, and continual monitoring and adjusting to ensure success. Bailey recognizes and embraces the tenets of community proficiency, and our coaches are representative of the communities in which we work. Because of their own professional and personal experiences, Bailey coaches are consistently successful in working in a variety of settings.

Bailey Education Group, LLC, located at 201 Park Court Suite B, Ridgeland, MS 39157, was founded in October 2007 by Gary Bailey, AIA. Gary's business experience in school improvement is without peer in Mississippi, having founded and operated other successful education companies. Today with over 20 years' experience in the industry, he serves as president and owner.

Pat Ross serves as Chief Executive Officer. Pat has served as a public educator for more than 30 years. His education experience includes teacher, coach, assistant principal, principal, Superintendent, Deputy State Superintendent, and Education Policy Advisor to Governor Phil Bryant. Pat currently oversees all operations for Bailey Education Group and is specifically focused on providing leadership development academies, retreats, and one-on-one coaching sessions with school leaders.

Hank Bounds, PhD, serves as Vice President of Strategy and Business Development. Hank brings a wealth of district, state, and national experience to Bailey Education Group having served as a principal, local superintendent, State Superintendent of Education, Commissioner of the Mississippi Institutions of Higher Education, and President of the University of Nebraska. In 2019 Dr. Bounds retired from Nebraska and returned to our area to continue to serve children.

Andy Parker, PhD, serves as Vice President of Operations and Support. Andy Parker is an energetic, motivational leader and speaker who has been teaching students and leading schools and districts for the past 30 years. His background in high school English and his passion for supporting those in leadership roles propelled him to write his book, *Building Brilliant Schools: What GREAT Leaders Do Differently*, which was published in 2021. The book quickly became an international bestseller. His companion workbook, *50 Tools to Build Brilliant Schools* is now available.

Tanisha Washington serves as Vice President of Educational Services. Tanisha is a passionate and purpose-filled educator with over 22 years of experience in various sectors of education. Outside of the general education classroom, she has served in the capacity of Director of Curriculum, Academic Curriculum Coach, Curriculum Coordinator, Special Education Manager, Interventionist, School Test Coordinator, LSC Chairperson, among other titles outside the scope of regular classroom educator.

Bailey Executive Leadership/Ownership Team



Gary Bailey, AIA
President and Owner



Pat Ross
CEO



Hank Bounds, Ph.D.
Vice President of Strategy & Business Development



Tanisha Washington
Vice President of Educational Services



Andy Parker, Ph.D.
Vice President of Operations

Part 2 Program Narrative / Scope of Work

Professional Services: Comprehensive Instructional Review

Bailey Education Consultants will conduct a Comprehensive Instructional Review of a representative sampling of the school district. The Bailey Education Instructional Review is based upon artifact and data analysis, the Bailey Education Comprehensive Classroom Effectiveness Tool along with interviews at the district and school levels. The intent of this review is to aid the district in identifying strengths and growth opportunities to ensure alignment of expectations and clarification of assumptions.

Artifact Review to include, but not limited to:

- Master Schedules
- Strategic Plan
- Instructional Framework
- School Continuous Improvement Plans
- Accountability Data
- Teacher Professional Learning Plans
- Demographic Data
- Most recent teacher, student, and parent surveys
- District and/or school pacing guides, curriculum maps/guides, lesson plan expectations, etc.
- Schedule or plan for teacher evaluation
- Teacher observation data
- Schedule, plans, and tools for instructional rounds.
- Schedule, plans, and tools for MTSS, RTI, and PBIS.
- Schedule, plans, and tools for school leadership teams, collaborative leadership, content teams, and vertical planning.

On-site Review, Observations, and Interviews to include, but not limited to:

- Artifact analysis and review
- District Office and/or Regional Interviews (Superintendent, Curriculum Coordinators, Federal Programs Coordinator, Special Education/Student Services Coordinator, etc.)
- Classroom Observations
- Principal and Assistant Principal Interviews
- Teacher Panel Interviews (to include a diverse range of teachers who are not on the School Leadership Team; various grade levels, content areas; including fine arts, Career and Technical Education, special education, world languages, physical education, school counselor, etc.)
- Instructional Coach Interviews
- Student Interviews (to include a diverse group of students)
- Analysis of results of classroom observations and interviews
- Determine strengths, opportunities, and recommendations
- Review Teams consensus

- Compile results into a draft version of the *Bailey Education Instructional Review Executive Summary*
- Debrief with the Superintendent or designee.

Two to Three Weeks Post-Audit:

- Review Team Leader will submit the Instructional Audit Executive Summary document to the Superintendent or designee.

Criteria for Review:

The Bailey Education Instructional Review Team utilizes various resources based on research and best practices. The following indicators provide the basis for this review:

Indicator: High Expectations

Descriptors:

- Leadership teams set and communicate clear expectations for academic achievement and student success.
- Cultivated vision emphasizes high expectations for all students, fostering a belief in their ability to excel.
- Leaders articulate and model a vision of high expectations for student learning and behavior.
- Leadership teams develop and communicate a shared understanding of high expectations for all students.
- Alignment of rigorous and challenging curriculum standards that set high academic expectations for all students.
- Professional learning to support teachers in creating a classroom environment that encourages a growth mindset and resilience.
- Encourage teachers to set ambitious learning goals for students and differentiate instruction to meet diverse needs.
- Establish systems that recognize and celebrate student achievements and efforts.
- Allocate resources strategically to support initiatives that raise expectations and improve student outcomes.
- Provide additional support and interventions for students who may need extra help in meeting high expectations.
- Align professional learning resources to enhance teacher effectiveness in setting and achieving high expectations.

Indicator: Effective Practices

Descriptors:

- Leadership teams foster a collaborative culture, emphasizing collective responsibility for student success.
- Establish and communicate a clear, compelling vision for improvement that engages all stakeholders in the school community.
- Ensure leaders at all levels are actively involved in the improvement process and model effective leadership practices.
- Collaboratively create and maintain a vision that prioritizes safety, high academic standards, and continuous improvement.

- Implement evidence-based instructional strategies aligned with student needs, fostering a commitment to ongoing improvement.
- Regularly assess student progress and adjust instructional practices accordingly to ensure differentiation.
- Foster a guaranteed and viable curriculum that emphasizes essential content and skills for all students.
- Facilitate professional learning communities that encourage collaboration and shared responsibility for instructional improvement.
- Establish strong relationships with students, families, and the community to enhance overall school engagement.
- Implement systems for addressing behavioral issues and promoting a safe, respectful, and supportive learning environment.
- Optimize resource allocation to support instructional priorities, ensuring accessibility for all students.
- Align resources, including time and personnel, with instructional priorities and improvement initiatives.
- Regularly assess the effectiveness of resource allocation and adjust based on student outcomes.

Indicator: Instructional Practices

Descriptors:

- Leaders model and communicate the importance of high-quality instruction as a core component of achieving the school's vision.
- Emphasize the role of leadership in supporting and advancing effective instructional practices through ongoing professional learning.
- Implement instructional practices aligned with student needs and achievement goals.
- Ensure instructional practices are based on current research and evidence.
- Foster a data-driven approach, regularly assessing the impact of instructional practices on student learning outcomes.
- Encourage the use of research-based instructional strategies aligned with the school's curriculum standards.
- Support teachers in incorporating formative assessment and timely feedback to adjust instructional practices based on student needs.
- Ensure that technology and other resources are aligned with instructional goals and the needs of teachers and students.
- Promote a high-quality rigorous curriculum, ensuring that all students have access to essential content.
- Encourage professional learning communities to facilitate ongoing collaboration and instructional improvement.

Indicator: Culture and Climate

Descriptors:

- Leaders establish programs and initiatives that promote the well-being of the whole child, resilience, and a growth mindset.
- A culture that fosters a sense of community and promotes shared responsibility.
- Systems for recognizing and celebrating positive behaviors and achievements that contribute to a positive culture shift.
- A culture that values the well-being of both students and staff, emphasizing the importance of relationships and a supportive community.
- Cultivate a culture of collective responsibility for student success.

- Establish systems for addressing behavioral issues and promoting a safe, respectful, and supportive climate.

Service Delivery, Debarment, and Contractual Agreement: Bailey's coaches will support current and aspiring school leaders by serving as a resource provider, assessment and data coach, and curriculum and instructional specialist. Service delivery includes onsite (job-embedded) and virtual training, coaching, modeling, consultation, and technical assistance. Additionally, staffing of the project can be adjusted at any time by request of the school, district or by Bailey if goals are not being met. Our client retention rate is very high with no debarment over the past decade serving schools across the country. This agreement between the school district and Bailey will become effective when signed by both parties and will terminate on the earlier of the date contractor completes the services required by this contractual agreement, or the date a party terminates the contract. With reasonable cause, either client or contractor may terminate this agreement, effective immediately upon giving written notice, due to reasonable cause that violates any of the material of this agreement with the quality of work outlined.

Program Management and Communication

Bailey Project Managers evaluate and manage work with support from the Bailey Leadership team. Student and teacher performance data are analyzed and evaluated to identify strengths, as well as areas of concern. ensures all services are provided with evidence-based fidelity with a focus on achieving district and school level goals. Coaches debrief with the principal or designees and submit a detailed work report for each day of service. Qualitative and quantitative program evaluation are continuous. Qualitative data are gathered and shared weekly through e-mailed summary reports. Quantitative data are gathered and organized from available universal screening, progress monitoring, and benchmark assessments. The project manager and school leadership regularly review student and teacher data to evaluate effectiveness, discuss overall strengths/concerns, make recommendations, and create next steps.

Part 3 Research

Long recognized as a premier education service provider, Bailey Education Group is pleased to provide evidenced based research for our professional learning and coaching services by demonstrating a statistically significant effect on student outcomes, as well as a strong alignment to what works best in professional learning.

Under ESSA, schools have been given the flexibility to choose school improvement interventions that: 1) provide a compelling and sufficient evidence-base for their impact on student outcomes; 2) meet the needs of the school, based on a thoughtful and thorough needs assessment; and 3) define a method for follow-up to track and monitor successful implementation.

A statistically significant effect means that the change was not due to chance. Effect sizes expressed in standard deviations are used to measure the effect, with Cohen's d (1988) being the most widely used. When using Cohen's d for considering effects, $d = .2$ is small, $d = .5$ is medium, and $d = .8$ is considered large. Although ESSA has not

set minimal standards for this measure, the What Works Clearinghouse (WWC) recognizes .25 and higher as statistically significant.

Bailey's work is validated by the work of Timperley, Wilson, Barrar, and Fung (2007) who found 72 studies that assessed the effects of professional learning on student outcomes. Based on their meta-analysis of these studies, the overall effect on student outcomes was $d = .66$, validating that professional learning has a medium to large effect on student outcomes and is significantly higher than the minimal standards of the WWC's ($d = .25$). Timperley and his colleagues used effect sizes to identify what works best in professional learning as well. Bailey Education's model has a high correlation to the six themes identified in their work.

Theme 1: Learning opportunities occurred over an extended period. Bailey's service model is continuous and includes data driven analysis, training, coaching, modeling, monitoring and adjustments. Bailey's service delivery is aligned to the seven key focus areas established by Learning Forward in their Professional Learning Standards: Learning Communities, Leadership, Resources, Data, Learning Designs, Implementation and Outcomes.

Theme 2: Involvement of experts was more related to success than in-school initiatives. Bailey's trainers and coaches are experts in their field of work and must have a record of improving student outcomes with professional learning. Bailey trainers and coaches are supported by a Leadership Team and Project Managers who engage them in continuous learning to ensure they are updated and prepared to deliver what works best in professional learning.

Theme 3: Teacher engagement during the learning process. Bailey's model is job embedded and engages teaching staff throughout the process; data driven analysis, training, coaching, modeling, and monitoring and adjustments.

Theme 4: Effects of student outcomes were a function of professional learning. Bailey trainers and coaches rely heavily on identified teacher needs and the impact of professional learning on student outcomes. Available data sources are continually used to monitor the effectiveness of professional learning based on student outcomes.

Theme 5: Professional learning communities and teachers communicating with teachers. Bailey's work is anchored to the seven key focus areas recognized in Learning Forward's Professional Learning Standards, one of which is Professional Learning Communities (PLC). Bailey's service model serves as a guide for the establishment and engagement in PLC's. Bailey's fee waived resources made available through Drop Box enhance and encourage teachers to communicate with other teachers using the customized resources and tool kits.

Theme 6: School leadership supports professional learning. Leadership is one of the seven key focus areas recognized by Learning Forward and as such is critical to professional learning through professional learning. Bailey coaches work closely with school leadership to: 1) develop a plan customized to school and teacher needs; 2) engage school leadership in the learning process with teachers; and 3) follow-up to monitor and track the effectiveness of implementation and its impact on student outcomes.

Part 4 Budget

BUDGET NARRATIVE

The budget narrative below addresses the cost per day per consultant for Bailey Education Group. An individual plan can be devised based on the needs of each school and their student performance and teacher/leader capacity.

Bailey Education Group will provide services of a comprehensive instructional review at a daily rate of \$2,500.00 per day per coach. This rate is all-inclusive of costs. Materials and deliverables to include a comprehensive executive summary provided to the district.

Lee County Public Schools:

25 School Sampling **Note: Distribution of Regions may be adjusted to meet the needs of the District and the Review Teams.*

- Instructional Audit Review Teams
 - 4 Review Team Members 1 Day at District Office – Artifact Reviews and Data Analysis = 4 Billable Days
 - 4 Review Team Members (25 Days on site / 1 Day at 25 Schools) = 100 Billable Days
- 2 Team Members x 4 Days of Final Analysis, Consensus and Executive Summary Report = 8 Billable Days

Total Number of Days for Project **112 Days**

Total Cost of Project **\$280,000**

Includes all Expenses and Travel Costs

Proposal Submitted By:



Bailey Education Group, LLC

10/14/2025

Gary Bailey

Date

Proposal Accepted By:

Lee County School District Florida

Date

Purchase Order information, please include PO or specify when returning this signed page to invoice@baileyarch.com how the PO will need to be broken out for invoicing and contact invoices will need to be sent to monthly.

Printed Name _____

Email for Invoices _____



Lee County School District
Proposal for
MTSS/PS-RtI and Section 504 Review
October 15, 2025



BAILEY
EDUCATION GROUP, LLC

Contents

Part 1 Vendor Profile.....2

Bailey Executive Leadership/Ownership Team 4

Part 2 Program Narrative / Scope of Work 5

Part 3 Research.....8

Part 4 Budget.....11

Part 1 Vendor Profile



Bailey Education Group's (Bailey) mission to improve the lives of all children is accomplished through data-driven analysis, training, coaching, modeling, and continual monitoring and adjusting to ensure success.

Bailey Education Group, LLC, located at 201 Park Court Suite B, Ridgeland, MS 39157, was founded in October 2007 by Gary Bailey, AIA. Gary's business experience in school improvement is without peer in Mississippi, having founded and operated other successful education companies. Today with over 20 years' experience in the industry, he serves as president and owner.

Pat Ross serves as Chief Executive Officer. Pat has served as a public educator for more than 30 years. His education experience includes teacher, coach, assistant principal, principal, Superintendent, Deputy State Superintendent, and Education Policy Advisor to Governor Phil Bryant. Pat currently oversees all operations for Bailey Education Group and is specifically focused on providing leadership development academies, retreats, and one-on-one coaching sessions with school leaders.

Hank Bounds, PhD, serves as Vice President of Strategy and Business Development. Hank brings a wealth of district, state, and national experience to Bailey Education Group having served as a principal, local superintendent, State Superintendent of Education, Commissioner of the Mississippi Institutions of Higher Education, and President of the University of Nebraska. In 2019 Dr. Bounds retired from Nebraska and returned to our area to continue to serve children.

Andy Parker, PhD, serves as Vice President of Operations and Support. Andy Parker is an energetic, motivational leader and speaker who has been teaching students and leading schools and districts for the past 30 years. His background in high school English and his passion for supporting those in leadership roles propelled him to write his book, *Building Brilliant Schools: What GREAT Leaders Do Differently*, which was published in 2021. The book quickly became an international bestseller. His companion workbook, *50 Tools to Build Brilliant Schools* is now available.

Tanisha Washington serves as Vice President of Educational Services. Tanisha is a passionate and purpose-filled educator with over 22 years of experience in various sectors of education. Outside of the general education classroom, she has served in the capacity of Director of Curriculum, Academic Curriculum Coach, Curriculum

Coordinator, ESE Manager, Interventionist, School Test Coordinator, LSC Chairperson, among other titles outside the scope of regular classroom educator.

Bailey Executive Leadership/Ownership Team



Gary Bailey, AIA
Owner, Managing Partner, Chief of Marketing and Sales



Pat Ross
Owner, President



Hank Bounds, Ph.D.
Owner, Chief Operating Officer



Tanisha Washington
Chief Executive Officer



Andy Parker, Ph.D.
Owner, Vice President of Talen Development, and Louisiana State Director

Part 2 Program Narrative / Scope of Work

Professional Services: Exceptional Student Education Review

Bailey Education Consultants will conduct a review of the district's Multi-Tiered System of Support (MTSS), Problem-Solving/Response to Intervention (PS-RtI), and Section 504 processes across a representative sample of schools. This review will include an analysis of artifacts and data, use of the Bailey Education Classroom Effectiveness Tool, and interviews at both the district and school levels. The purpose is to help the district identify strengths and areas for growth, ensuring alignment of expectations and consistency in MTSS, PS-RtI, and Section 504 implementation.

Artifact Review to include, but not limited to:

- MTSS Implementation Plan(s): District & school-level plans that outline how MTSS/PS-RtI is structured: tiers, roles/responsibilities, timeline.
- 504 Accommodation Plan(s)
- Evidence of alignment between district/school policy and Florida Rule 6A-6.0331).

On-site Review, Observations, and Interviews to include, but not limited to:

- Artifact analysis and review
 - Universal screening, progress monitoring, and benchmark assessments.
 - Records of MTSS/PS-RtI problem solving meetings: notes, decisions, intervention plans, follow-ups.
 - Academic and behavior data (e.g., attendance, discipline, growth over time).
- Meet with administrators, special education teachers, related service providers, and general educators.
- Intervention Staff Interviews: (District/School, 504 Coordinators/Designees, School Counselors, Nurses, School Psychologists, and Interventionists)
- Analysis of results of classroom observations and interviews
- Determine strengths, opportunities, and recommendations
- Review Teams consensus
- Compile results into a draft version of the *Bailey Education MTSS/PS-(RtI) and Section 504 Review Executive Summary*
- Debrief with the Superintendent or designee.

Two to Three Weeks Post-Review:

- The Review Team Leader will submit the MTSS/PS-RtI and 504 Review Executive Summary document to the Superintendent or designee.

Criteria for Review:

The Bailey Education MTSS/PS-RtI and 504 Review Team utilizes various resources based on research and best practices. The following indicators provide the basis for this review:

Indicator: High Expectations

Descriptors:

- Leadership teams establish and clearly communicate expectations for academic achievement and postsecondary success for all students, including those receiving ESE services.
- A shared vision emphasizes high expectations for every learner, promoting a belief in their ability to achieve at their highest potential.
- School leaders consistently articulate and model high expectations for student learning, behavior, and engagement across all settings.
- Leadership teams build and communicate a common understanding of rigorous expectations for both general education and ESE students.
- Curriculum standards are aligned to ensure rigor, access, and high expectations for all students, including differentiated pathways for various learners.
- Professional development supports educators in fostering classrooms that promote growth mindsets and resiliency.
- Teachers are encouraged to set ambitious yet attainable learning goals, differentiating instruction to meet the varied needs of students with and without disabilities.
- Systems are in place to acknowledge and celebrate student achievements, effort, and progress toward individualized goals.
- Resources are allocated strategically to support initiatives that raise expectations and improve outcomes for all learners.
- Additional supports and interventions are provided to ensure students who need more help are able to meet high expectations and access the full curriculum.
- Professional development resources are aligned to strengthen teacher effectiveness in designing instruction and supports that promote high expectations for every student.

Indicator: Effective Practices

Descriptors:

- Leadership teams cultivate a collaborative culture grounded in shared responsibility for the academic and behavioral success of all students, including those with exceptional needs.
- Develop and communicate a clear vision for continuous improvement that engages students, families, staff, and community stakeholders.
- Ensure leaders at every level actively participate in the improvement process, modeling effective practices that reflect high expectations for all learners.
- Collaboratively establish and sustain a vision that prioritizes student safety, rigorous academic standards, and ongoing schoolwide improvement.
- Implement evidence-based instructional and behavioral strategies aligned with various student needs, fostering continuous growth and achievement.

- Monitor and analyze student progress regularly, making instructional adjustments to provide targeted differentiation and support.
- Maintain a guaranteed and viable curriculum that emphasizes essential skills and standards while ensuring access for students with disabilities.
- Facilitate professional learning communities that promote collaboration, data-driven decision-making, and collective accountability for student outcomes.
- Build strong partnerships with students, families, and the community to strengthen engagement.
- Establish and maintain systems that proactively address behavioral concerns while promoting a safe, respectful, and supportive learning environment for all students.
- Optimize resource allocation to support instructional priorities, ensuring accessibility for all students.
- Align resources, including time and personnel, with instructional priorities and improvement initiatives.
- Regularly assess the effectiveness of resource allocation and adjust based on student outcomes.

Indicator: Instructional Practices

Descriptors:

- Leaders model and communicate the importance of high-quality instruction as essential to fulfilling the school's vision for all learners.
- Highlight the role of leadership in supporting and strengthening effective instructional practices through sustained professional learning opportunities.
- Implement instructional strategies aligned with various student needs and individualized achievement goals.
- Ensure instructional practices are grounded in current research and evidence-based approaches, particularly those shown effective for students with disabilities.
- Promote a data-driven culture by regularly monitoring student progress and evaluating the impact of instructional practices on learning outcomes.
- Encourage the use of research-based instructional strategies that align with curriculum standards and provide access for all students, including those with exceptionalities.
- Support teachers in embedding formative assessments and providing timely feedback to inform instructional adjustments that meet student needs.
- Ensure technology and supplemental resources are equitably aligned with instructional goals and accessible for both teachers and students.
- Promote a rigorous, standards-based curriculum that guarantees access to essential content and skills for all students.
- Foster professional learning communities that encourage collaboration, reflection, and collective responsibility for continuous instructional improvement.

Indicator: Culture and Climate

Descriptors:

- Leaders develop programs and initiatives that prioritize the whole child by promoting well-being, resilience, and a growth mindset for all learners.
- Implement systems that recognize and celebrate positive behaviors, accomplishments, and milestones to encourage a schoolwide culture of success.

- Nurture a culture that supports the well-being of both students and staff, emphasizing positive relationships, collaboration, and a supportive community.
- Cultivate collective responsibility among staff, families, and stakeholders for ensuring student success and achievement.
- Establish proactive systems for addressing behavioral challenges while promoting a safe, respectful, and supportive learning environment for every student.

Service Delivery, Debarment, and Contractual Agreement: Bailey’s coaches will provide support to current and aspiring school leaders by serving as resource providers, data and assessment coaches, and curriculum and instructional specialists with an emphasis on meeting the needs of students with disabilities. Service delivery will include onsite, job-embedded professional learning as well as virtual training, coaching, modeling, consultation, and technical assistance. Staffing for this project may be adjusted at the request of the school, district, or Bailey if goals and outcomes for students with exceptionalities are not being met. Bailey maintains a strong record of client retention with no debarments in more than a decade of providing services to schools and districts nationwide. This agreement between the school district and Bailey will become effective upon signature by both parties and will remain in effect until either (a) the contractor has fulfilled all services outlined in the agreement, or (b) either party terminates the contract. With reasonable cause, either the district (client) or Bailey (contractor) may terminate this agreement immediately upon written notice if there is a violation of any material provision or if the quality of services delivered does not meet the standards described in this agreement.

Program Management and Communication

Bailey Project Managers evaluate and manage work with support from the Bailey Leadership team. Student and teacher performance data are analyzed and evaluated to identify strengths, as well as areas of concern. ensures all services are provided with evidence-based fidelity with a focus on achieving district and school level goals. Coaches debrief with the principal or designees and submit a detailed work report for each day of service. Qualitative and quantitative program evaluation are continuous. Qualitative data are gathered and shared weekly through e-mailed summary reports. Quantitative data are gathered and organized from available universal screening, progress monitoring, and benchmark assessments. The project manager and school leadership regularly review student and teacher data to evaluate effectiveness, discuss overall strengths/concerns, make recommendations, and create next steps.

Part 3 Research

Long recognized as a premier education service provider, Bailey Education Group is pleased to provide evidenced based research for our professional development and coaching services by demonstrating a statistically significant effect on student outcomes, as well as a strong alignment to what works best in professional development.

Under ESSA, schools have been given the flexibility to choose school improvement interventions that: 1) provide a compelling and sufficient evidence-base for their impact on student outcomes; 2) meet the needs of the school, based on a thoughtful and thorough needs assessment; and 3) define a method for follow-up to track and monitor successful implementation.

A statistically significant effect means that the change was not due to chance. Effect sizes expressed in standard deviations are used to measure the effect, with Cohen's d (1988) being the most widely used. When using Cohen's d for considering effects, $d = .2$ is small, $d = .5$ is medium, and $d = .8$ is considered large. Although ESSA has not set minimal standards for this measure, the What Works Clearinghouse (WWC) recognizes .25 and higher as statistically significant.

Bailey's work is validated by the work of Timperley, Wilson, Barrar, and Fung (2007) who found 72 studies that assessed the effects of professional development on student outcomes. Based on their meta-analysis of these studies, the overall effect on student outcomes was $d = .66$, validating that professional development has a medium to large effect on student outcomes and is significantly higher than the minimal standards of the WWC's ($d = .25$). Timperley and his colleagues used effect sizes to identify what works best in professional development as well. Bailey Education's model has a high correlation to the six themes identified in their work.

Theme 1: Learning opportunities occurred over an extended period. Bailey's service model is continuous and includes data driven analysis, training, coaching, modeling, monitoring and adjustments. Bailey's service delivery is aligned to the seven key focus areas established by Learning Forward in their Professional Learning Standards: Learning Communities, Leadership, Resources, Data, Learning Designs, Implementation and Outcomes.

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Part 4 Budget

BUDGET NARRATIVE

The budget narrative below addresses the cost per day per consultant for Bailey Education Group. An individual plan can be devised based on the needs of each school and their student performance and teacher/leader capacity.

Bailey Education Group will provide services for a comprehensive MTSS/PS-RtI and 504 review at a daily rate of \$2,500.00 per day per coach. This rate is all inclusive of costs. Materials and deliverables to include a comprehensive executive summary provided to the district.

Lee County Public Schools:

15 School Sampling **Note: Distribution of Regions may be adjusted to meet the needs of the District and the Review Teams.*

- MTSS/PS-RtI and 504
 - 3 Review Team Members 1 Day at District Office – Artifact Reviews and Data Analysis = 3 Billable Days
 - 3 Review Team Members (4 Days on site / 1 Day at 15 Schools) = 12 Billable Days
 - 3 Team Members x 2 Days of Final Analysis, Consensus and Executive Summary Report = 6 Billable Days

Total Number of Days for Project **21 Days**

Total Cost of Project **\$ 52,500**

Includes all Expenses and Travel Costs

Proposal Submitted By:



Gary Bailey

Bailey Education Group, LLC

10/15/2025

Date

Proposal Accepted By:

Lee County School District Florida

Date

Purchase Order information, please include PO or specify when returning this signed page to invoice@baileyarch.com how the PO will need to be broken out for invoicing and contact invoices will need to be sent to monthly.

Printed Name _____

Email for Invoices _____



Lee County School District
Proposal for
Exceptional Student Education (ESE) Review
October 2, 2025



BAILEY
EDUCATION GROUP, LLC

Contents

Part 1 Vendor Profile.....	2
Bailey Executive Leadership/Ownership Team	4
Part 2 Program Narrative / Scope of Work	5
Part 3 Research.....	8
Part 4 Budget.....	11

Part 1 Vendor Profile



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Coordinator, ESE Manager, Interventionist, School Test Coordinator, LSC Chairperson, among other titles outside the scope of regular classroom educator.

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Gary Bailey, AIA
Owner, Managing Partner, Chief of Marketing and Sales



Pat Ross
Owner, President



Hank Bounds, Ph.D.
Owner, Chief Operating Officer



Tanisha Washington
Chief Executive Officer



Andy Parker, Ph.D.
Owner, Vice President of Talen Development, and Louisiana State Director

Part 2 Program Narrative / Scope of Work

Professional Services: Exceptional Student Education Review

Bailey Education Consultants will conduct an Exceptional Student Education (ESE) Review of a representative sampling of the school district. The Bailey Education ESE Review is based upon artifact and data analysis, the Bailey Education Classroom Effectiveness Tool along with interviews at the district and school levels. The intent of this review is to aid the district in identifying strengths and growth opportunities to ensure alignment of expectations and clarification of assumptions.

Artifact Review to include, but not limited to:

- Special education rosters, and **service delivery models**.
- Gather IEP samples across grade levels and disability categories.
- Examine staffing patterns, caseloads, and schedules for compliance and efficiency.

On-site Review, Observations, and Interviews to include, but not limited to:

- Artifact analysis and review
 - Identify the range of placement options offered (e.g., general education with support, resource, self-contained, separate settings, including Pre-K for varying exceptionalities, units for behavior and students with autism.
 - Determine if the district offers a full continuum as required under IDEA.
 - Analyze how students are placed along the continuum and whether Least Restrictive Environment (LRE) principles are applied.
 - Review academic progress, discipline data, and state assessment performance for students with disabilities.
- Meet with administrators, special education teachers, related service providers, and general educators.
- Observe classrooms to evaluate instructional practices, collaboration, and support delivery.
- Identify patterns or inequities in placement or achievement.
- District Office and/or Regional Interviews (ESE Specialists, Case Managers, IEP Facilitators)
- Analysis of results of classroom observations and interviews
- Determine strengths, opportunities, and recommendations
- Review Teams consensus
- Compile results into a draft version of the *Bailey Education ESE Review Executive Summary*
- Debrief with the Superintendent or designee.

Two to Three Weeks Post-Review:

- Review Team Leader will submit the Exceptional Student Education (ESE) Review Executive Summary document to the Superintendent or designee.

Criteria for Review:

The Bailey Education ESE Review Team utilizes various resources based on research and best practices. The following indicators provide the basis for this review:

Indicator: High Expectations

Descriptors:

- Leadership teams establish and clearly communicate expectations for academic achievement and postsecondary success for all students, including those receiving ESE services.
- A shared vision emphasizes high expectations for every learner, promoting a belief in their ability to achieve at their highest potential.
- School leaders consistently articulate and model high expectations for student learning, behavior, and engagement across all settings.
- Leadership teams build and communicate a common understanding of rigorous expectations for both general education and ESE students.
- Curriculum standards are aligned to ensure rigor, access, and high expectations for all students, including differentiated pathways for various learners.
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- Professional development resources are aligned to strengthen teacher effectiveness in designing instruction and supports that promote high expectations for every student.

Indicator: Effective Practices

Descriptors:

- Leadership teams cultivate a collaborative culture grounded in shared responsibility for the academic and behavioral success of all students, including those with exceptional needs.
- Develop and communicate a clear, vision for continuous improvement that engages students, families, staff, and community stakeholders.
- Ensure leaders at every level actively participate in the improvement process, modeling effective practices that reflect high expectations for all learners.
- Collaboratively establish and sustain a vision that prioritizes student safety, rigorous academic standards, and ongoing schoolwide improvement.
- Implement evidence-based instructional and behavioral strategies aligned with various student needs, fostering continuous growth and achievement.

- Monitor and analyze student progress regularly, making instructional adjustments to provide targeted differentiation and support.
- Maintain a guaranteed and viable curriculum that emphasizes essential skills and standards while ensuring access for students with disabilities.
- Facilitate professional learning communities that promote collaboration, data-driven decision-making, and collective accountability for student outcomes.
- Build strong partnerships with students, families, and the community to strengthen engagement and support all practices.
- Establish and maintain systems that proactively address behavioral concerns while promoting a safe, respectful, and supportive learning environment for all students.
- Optimize resource allocation to support instructional priorities, ensuring accessibility for all students.
- Align resources, including time and personnel, with instructional priorities and improvement initiatives.
- Regularly assess the effectiveness of resource allocation and adjust based on student outcomes.

Indicator: Instructional Practices

Descriptors:

- Leaders model and communicate the importance of high-quality instruction as essential to fulfilling the school's vision for all learners.
- Highlight the role of leadership in supporting and strengthening effective instructional practices through sustained professional learning opportunities.
- Implement instructional strategies aligned with various student needs and individualized achievement goals.
- Ensure instructional practices are grounded in current research and evidence-based approaches, particularly those shown effective for students with disabilities.
- Promote a data-driven culture by regularly monitoring student progress and evaluating the impact of instructional practices on learning outcomes.
- Encourage the use of research-based instructional strategies that align with curriculum standards and provide access for all students, including those with exceptionalities.
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- Ensure technology and supplemental resources are equitably aligned with instructional goals and accessible for both teachers and students.
- Promote a rigorous, standards-based curriculum that guarantees access to essential content and skills for all students.
- Foster professional learning communities that encourage collaboration, reflection, and collective responsibility for continuous instructional improvement.

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Descriptors:

- Leaders develop programs and initiatives that prioritize the whole child by promoting well-being, resilience, and a growth mindset for all learners.
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- Nurture a culture that supports the well-being of both students and staff, emphasizing positive relationships, collaboration, and a supportive community.
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Under ESSA, schools have been given the flexibility to choose school improvement interventions that: 1) provide a compelling and sufficient evidence-base for their impact on student outcomes; 2) meet the needs of the school, based on a thoughtful and thorough needs assessment; and 3) define a method for follow-up to track and monitor successful implementation.

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Theme 4: Effects of student outcomes were a function of professional learning. Bailey trainers and coaches rely heavily on identified teacher needs and the impact of professional development on student outcomes. Available data sources are continually used to monitor the effectiveness of professional development based on student outcomes.

Theme 5: Professional learning communities and teachers communicating with teachers. Bailey's work is anchored to the seven key focus areas recognized in Learning Forward's Professional Learning Standards, one of which is Professional Learning Communities (PLC). Bailey's service model serves as a guide for the establishment

and engagement in PLC's. Bailey's fee waived resources made available through Drop Box enhance and encourage teachers to communicate with other teachers using the customized resources and tool kits.

Theme 6: School leadership supports professional learning. Leadership is one of the seven key focus areas recognized by Learning Forward and as such is critical to professional learning through professional development. Bailey coaches work closely with school leadership to: 1) develop a plan customized to school and teacher needs; 2) engage school leadership in the learning process with teachers; and 3) follow-up to monitor and track the effectiveness of implementation and its impact on student outcomes.

Part 4 Budget

BUDGET NARRATIVE

The budget narrative below addresses the cost per day per consultant for Bailey Education Group. An individual plan can be devised based on the needs of each school and their student performance and teacher/leader capacity.

Bailey Education Group will provide services of a comprehensive ESE review at a daily rate of \$2,500.00 per day per coach. This rate includes all costs. Materials and deliverables to include a comprehensive executive summary provided to the district.

Lee County Public Schools:

15 School Sampling **Note: Distribution of Regions may be adjusted to meet the needs of the District and the Review Teams.*

- ESE Review Teams
 - 3 Review Team Members (1 Day at District Office – Artifact Reviews and Data Analysis) = 3 Billable Days
 - 3 Review Team Members (9 Days on site / 1 Day at 15 Schools) = 27 Billable Days
 - 3 Team Members x 2 Days of Final Analysis, Consensus and Executive Summary Report = 6 Billable Days

Total Number of Days for Project **36 Days**

Total Cost of Project **\$ 90,000**

Includes all Expenses and Travel Costs

Proposal Submitted By:



Bailey Education Group, LLC

10/2/2025

Gary Bailey

Date

Proposal Accepted By:

Lee County School District Florida

Date

Purchase Order information, please include PO or specify when returning this signed page to invoice@baileyarch.com how the PO will need to be broken out for invoicing and contact invoices will need to be sent to monthly.

Printed Name _____

Email for Invoices _____