



## West Bolivar Consolidated School District

P.O Box 189, Rosedale, MS 38769

Phone: (662) 759-3525 Fax: (662) 759-6316

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### REQUEST FOR PROPOSAL

**L'Kenna Whitehead**  
Superintendent, West Bolivar Consolidated School District  
662-759-3525

**PROPOSAL REQUEST:**  
**Professional Development Services**  
**ELA, Math, Science, Leadership, ACT, ACT WorkKeys**

**West Bolivar Consolidated School District**  
**P.O. Box 189**  
**Rosedale, MS 38769**  
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**Board of Trustees:**

*Kenneth Bell (Dist. 1), VACANT (Dist. 2), Keith Thomas (Dist. 3), Rose Tate (Dist. 4) & Jacqueline Lloyd (Dist. 5)*

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**REQUEST FOR PROPOSAL**  
**Professional Development Services in**  
**ELA, Math, Science, Leadership, ACT, ACT WorkKeys**

**Rosedale, Mississippi**

**I. Introduction**

**West Bolivar Consolidated School District (WBCSD)** is located in Bolivar County, Mississippi, serving the communities of Rosedale, Shaw, and Benoit. WBCSD requests that your company make a proposal for Professional Services in ELA, Math, Science, Leadership, ACT, ACT WorkKeys. These Professional Services would involve services for the teachers/leadership in each individual school (2 elementary, and 2 high schools) and working with the students. The following proposal request will outline the goals and detail the format you should use to submit your proposal. Please read the timeline carefully. In order for your proposal to be considered, your proposal must meet our deadlines included in the timeline under Section 2.02.

**Section 1.01 Location**

Your bid is for Professional Development services in ELA, Math, and Science, Leadership, ACT, and ACT WorkKeys for grades K-12. These Professional Development services would involve the services of teacher/leadership coaching and student tutorials in each individual school (two elementary schools and two high schools).

**Section 1.02 Management**

Kandique Birge, Federal Programs Director and the Curriculum Director will be managing this project.

**Section 1.03 Contact Information**

Please contact Kandique Birge, for questions about the proposal submission details and/or project details:

Phone 662-759-3525

Email:[kbirge@wbcsdk12.org](mailto:kbirge@wbcsdk12.org)

**II. The Proposal**

**Section 2.01 Mission**

West Bolivar Consolidated School District seeks Professional Development Services in ELA, Math, Science, Leadership, ACT, ACT WorkKeys for grades K-12. These Professional Services would involve teacher/leadership coaching and student tutorials in each school site by using the Learning Forward Professional Learning Standards and the Mississippi Educator Professional Growth Standards and Rubric and Mississippi Professional Growth System (PGS).

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## **Section 2.02 Proposal Specifications**

The consultant's coaches will work with teachers and administrators to build capacity and produce positive results by aligning instructions with expectations of the MAAP Assessment (Focus Standards) ACT, ACT WorkKeys, and PGS. The coaches will customize support for teachers and leadership through individualized professional growth plans. Focus will be on:

- Formative and Summative Assessment Creation
- Data-Driven Decision Making and Differentiated Instruction
- Pacing and Curriculum Alignment for College and Career-Ready Standards
- Lesson Plan Development and Instructional Delivery
- 21<sup>st</sup> Century Technology Integration in the Classroom
- Reading and Writing Across Content Areas
- ELA and Math Performance Tasks and Scoring Rubrics
- Student Engagement and Motivation
- Higher Order Questioning and Problem Solving
- Extending Learning Time and Differentiated Learning for the Lowest 25% of Students
- Teacher Development/Classroom Environment and Behavior Management
- Subject Area Test Preparation/Teacher Support
- Learning Forward Professional Learning Standards
- Specialized support for School Improvement Schools
- Monthly Evaluation of services by District
- Modeling Effective Instruction
- Differentiated Instruction
- Vertical Alignment among Subject and Grade Bands
- Modeling and Coaching for Teachers
- Small Student Group Tutorials
- Using data to become a Successful School and District
- Support Teachers and Students with ACT strategies

### **Focus Specifications:**

- Assist teachers with/model instruction and re-teaching of focus standards that are below expectations/did not meet expectations at both the grade level and student level.
- Provide evidence-based instructional strategies and classroom pacing for MS College and Career Readiness standards that are specific to the deficits of students.
- Assist teachers with/model higher-order questioning skills, problem-solving/critical thinking, and formative assessments in the classroom.
- Evidence-based Leadership Coaching that results in the improvement of instructional effectiveness.
- Assist teachers with/model for teachers/ differentiation of classroom instruction based on the grade as a whole and individual student performance on the MAAP assessment/progress monitor/benchmark assessments.
- Build the capacity of teachers with/model analysis and use of data to prepare and guide instruction at the grade and student levels.
- Conduct "Boot Camps" for students in tested grades for ELA, Math, and Science.
- Work in conjunction with Academic Officers/Interventionists in implementing evidence-based instructional strategies.
- Assist teachers with debunking the standards and vertical alignment in Math, ELA, and Science.

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- Evidence based Leadership Coaching that results in the improvement of instructional effectiveness and management.
  - Provide overall leadership support to administrators and district leaders.

### **EXPECTED OUTCOMES:**

- 10-20% increase in math proficiency on the 2026-2027 school year MAAP assessment.
- 10-20% increase in Reading/English proficiency on the 2026-2027 school year MAAP assessment.
- 10-20% increase in Science proficiency on the 2026-2027 school year MAAP assessment.
- 10-20% increase in math all growth on the 2026-2027 school year MAAP assessment.
- 10-20% increase in Reading all growth on the 2026-2027 school year MAAP assessment.
- 10-20% increase in math bottom 25% growth on the 2026-2027 school year MAAP assessment.
- 10-20% increase in Reading bottom 25% growth on the 2026-2027 school year MAAP assessment.
- 10-20% increase in the number of students who pass the Subject Area Assessment for School Year 2026.
- 3-5 point increase on overall assessment on the ACT district assessment.
- 10-20% increase in the number of students who score above Bronze on the ACT WorkKeys assessment.
- Increased number of effective and constructive feedback communications by 10%.
- Increase teacher performance ratings by 20% as measured by classroom observation and student assessments.
- Develop and implement a data-driven action plan with progress reports showing a 15% improvement in targeted (instructional and administrative decisions) for each year
- 10% improvement in resource allocation efficiency, as assessed by budget and staffing reviews
- Increase stakeholder engagement by 25% measured through surveys and attendance at school events.

**Service Delivery:** Teacher coaches will support teaching and learning by serving/working as classroom supporters, resource providers, assessment and data coaches, and curriculum and instructional specialists. Service delivery will include services, coaching, modeling, co-teaching, consultation, and technical assistance. Coaches will debrief with the principal or designee and submit a detailed work report for each day of coaching.

Leadership coaches will support teaching and learning by serving/working as a resource provision, assessment and data coach, and building management coach. Service delivery will include services, coaching, modeling, consultation, and technical assistance. Coaches will debrief with the Federal Programs Director, Director of Curriculum & Instruction, Superintendent and/or designee and submit a detailed work report for each day of coaching.

### **Learning Outcomes**

- **Deepened Content Expertise:** Educators will advance their understanding of the Mississippi College and Career Readiness Standards (MCCRS) in Mathematics, English Language Arts (ELA), Science, and History to enhance their instructional effectiveness and support student achievement.

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- **Implementation of Evidence-Based Instructional Practices:** Educators will adopt and integrate research-based instructional strategies that are aligned with the MCCRS to elevate teaching quality and student outcomes in preparation for the ACT and ACT WorkKeys assessments.
  - **Strategic Data Utilization:** Educators will effectively analyze and utilize assessment data to inform instructional practices and target areas for student improvement, with a focus on elevating performance on the ACT and ACT WorkKeys.
  - **Alignment of Curriculum and Assessment:** Educators will ensure that lesson plans and assessments are aligned with the MCCRS, optimizing instruction to support students' preparedness for the ACT and ACT WorkKeys examinations.
  - **Enhanced Test Preparation:** Educators will acquire and apply effective test preparation strategies specifically designed for the ACT and ACT WorkKeys, focusing on the content areas of Mathematics, ELA, and Science.
  - **Promotion of Student Engagement:** Educators will implement strategies to increase student engagement and motivation, thereby improving performance on college and career readiness assessments.
  - **Development and Use of Formative Assessments:** Educators will design and utilize formative assessments to continuously monitor and address students progress, ensuring instructional adjustments meet individual learning needs.
  - **Differentiated Instruction:** Educators will refine their skills in differentiating instruction to cater to diverse student needs, thereby enhancing overall readiness for all State assessments.
  - **Collaboration and Best Practices Sharing:** Educators will engage in collaborative efforts to share and adopt best practices for teaching the MCCRS and preparing students for standardized testing.
  - **Reflective Professional Growth:** Educators will engage in reflective practices to evaluate their effectiveness in implementing MCCRS and preparing students for assessments, fostering ongoing professional development and instructional improvement.
  - **Enhanced Instructional Leadership:** Refine and advance leadership capabilities in guiding and supporting high-quality teaching practices that align with the Mississippi Professional Growth System (MPGS) Standards.
  - **Strategic Vision and School Improvement:** Acquire skills to formulate and implement strategic initiatives for school improvement, consistent with MPGS guidelines.
  - **Data-Driven Decision Making:** Develop proficiency in leveraging data to inform strategic decisions, monitor progress, and drive enhancements in student outcomes, in line with MPGS.
  - **Community and Stakeholder Engagement:** Strengthen skills in building and sustaining robust partnerships with parents, community members, and stakeholders to foster student success.
  - **Effective Communication:** Enhance communication strategies to ensure clarity, transparency, and effectiveness within the school environment.
  - **Cultural Competency and Equity:** Promote and implement practices that ensure an inclusive and equitable educational environment, addressing the diverse needs of all students as emphasized in MPGS.
  - **Conflict Management and Resolution:** Acquire advanced techniques for managing and resolving conflicts among staff, students, and parents to maintain a positive and productive school climate.
  - **Change Management:** Develop expertise in leading and managing transitions in policies, curricula, and educational standards, ensuring alignment with MPGS requirements.

- **Resource Optimization:** Master the management of school resources, including budgeting, staffing, and facilities, to effectively support and enhance student achievement.
- **Professional Development Facilitation:** Support and drive the professional growth of staff through the implementation of targeted development programs, mentoring, and coaching aligned with MPGS standards.
- **Student Centered Leadership:** Lead with a focus on prioritizing student needs, well-being, and academic success in all leadership endeavors.
- **Ethical Leadership:** Uphold and model ethical leadership practices, ensuring decisions are made with integrity, fairness, and accountability.

### Section 2.03 Contractor Requirements

The Contractor shall have a proven track record in professional service programs for school districts and individual school sites that are quantifiable. The consultant must provide verifiable proof of results in the categories of ELA, Math, Science, ACT, ACT WorkKeys Data, and Leadership (references from districts) and credentials of potential consultants (resumes). Consultants with ACT certifications are preferred. The Contractor must be a provider of professional learning services for districts and individual schools that offer services in ELA, math, and science for benchmark and state assessments, whether in-house, state, or 3<sup>rd</sup> party. The contractor must be able to access, analyze, and interpret all available data.

The Contractor must provide **at least three (3) references** of professional development programs for school districts and individual school sites. The Contractor must, at a minimum, provide the following ongoing job-embedded high quality professional development:

- Experienced- Consultants with at least 5 years of experience and proven success in all-inclusive professional development programs for school districts and individual school sites.

### Section 2.04 Timeline

In order to complete our mission, we have set the following timeline. This timeline is subject to change by managers of this project.

Milestone	Date
Request for Proposal Advertisement	June 24, 2026
Second Advertisement	July 1, 2026
Deadline for Proposals	July 8, 2026 at 3:00 pm
Bid Proposals Opened	July 9, 2026
Presentation Date (if applicable)	July 10, 2026
Notification of Award	July 22, 2026
Project Start Date	August 17, 2026 (pending board approval)
Project End Date	June 30, 2027

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## NOTICE TO PROPOSERS

The West Bolivar Consolidated School District (WBCSD) is soliciting competitive proposals for the services per the specifications stated elsewhere in this solicitation document. Proposals shall be submitted by email to:

Mrs. Kandique Birge, Federal Programs Director  
kbirge@wbcsdk12.org  
Phone: 662-759-3525

with the offeror's name and address and proposal number **(RFP # 2026-2027- WBCSD PROFESSIONAL SERVICES- ELA, MATH, SCIENCE, LEADERSHIP, ACT, AND ACT WorkKeys**

Proposals will be received digitally no later than 3:00 PM on July 8, 2026.

Prices will not be read, nor disclosed in any other manner until the award is made.

Faxed proposals will not be accepted. Proposals must be submitted in sufficient time at the above location on or before the published date and time shown on the RFP. Vendors must submit any and all material required by this RFP by the time and date specified.

The RFP should contain all necessary information to submit a proposal to the District. Please review it carefully, and if specific questions arise, forward them to the email address listed herein, or fax with an email to confirm receipt.

The Professional Services requested will be from August 17, 2026- June 30, 2027.

The number of days of professional development per school will be based on individual school needs and individual school budgets.

**SUBMISSION OF PROPOSALS.** The offeror should propose his/her lowest and best price. All prices shall be entered on the proposal in ink or typewritten. All proposals should be signed, sealed, and **digitally** submitted to the West Bolivar Consolidated School District.

## SCORE SHEET

### Professional Development Services ELA, Math, Science, Leadership, ACT, ACT WorkKeys

For West Bolivar Consolidated School District and each school site in WBCSD.

**Rating:**

*0= Not present in Proposal*

*1= Poor: as stated in the Proposal*

*2= Average: as stated in the Proposal*

*3= Excellent: as stated in the Proposal*

Vendor's Name:	
Score	Description
	Price reasonability given the scope and quality of the product or service.
	Adaptation and customization are to the extent to which strategies are adapted to meet specific needs while maintaining their evidence-based integrity.
	Evidence of successful outcomes or positive in previous school districts or projects
	Coaching effectiveness through personalized and motivational support
	Vendors have at least 3 references
	ACT certified personnel available, if applicable
	Consultants available have at least 5 years of experience in related services
	Professional Services impact on improved practices, student outcomes, and learning culture
	Collaboration and communication contribute to goals and enhancing overall performance
	Total # of Points (27 Points Available)

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Signature of Evaluator

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Date