



## **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 in the Core Courses (ELA, Math, Science, and Social Studies), Technology, Leadership, Instructional Support Services, Exceptional Education, English Language Learners, Multi-Tiered Systems of Support (MTSS), Student Tutorials Support, ACT, ACT WorkKeys**

**West Bolivar Consolidated School District**

**P.O. Box 189**

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### **Board of Trustees:**

*Kenneth Bell (Dist. 1), Charlie Jackson (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 the Core Courses (ELA, Math, Science, and Social Studies), Technology, Leadership, Instructional Support Services, Exceptional Education, English Language Learners, Multi-Tiered Systems of Support (MTSS), Student Tutorials Support, ACT, ACT WorkKeys**

**Rosedale, MS**

### **I. Introduction**

**West Bolivar Consolidated School District (WBCSD)** is located in Bolivar County, Mississippi, serving the communities of Rosedale, Shaw, and Benoit. The district includes four school campuses: McEvans Elementary School, Shaw High School, West Bolivar Elementary School, and West Bolivar High School. The district serves a total student enrollment of approximately 880 students. WBCSD requests that your company make a proposal for Professional Services in the **CORE Courses (ELA, Math, Science, and Social Studies), Technology, Leadership, Instructional Support Services, Exceptional Education, English Language Learners, Multi-Tiered Systems of Support (MTSS), Student Tutorials Support, ACT, ACT WorkKeys**. These Professional Services would involve **services** for the **teachers** in each individual school (2 elementary, and 2 high schools) and working with the **students**. The Leadership and Data coaching **will be provided to the district leaders**. 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 can be specific for Professional Services in the following grade and subject:

- Core Courses (ELA, Math, Science, and Social Studies) EL, Exceptional Education, ACT, and ACT WorkKeys for grades K-12.
  - K-2<sup>nd</sup>
  - 3<sup>rd</sup>-6<sup>th</sup>
  - 7<sup>th</sup>-8<sup>th</sup>
  - 9<sup>th</sup>-12<sup>th</sup>
- Technology
- Leadership

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- MTSS
  - Summer Enrichment

These Professional Services would involve services for the teachers and working with the students in each individual school (2 elementary schools, and 2 high schools) as well as, the administrators. You can send a proposal for a specific area or grade if you so choose.

### **Section 1.02 Management**

L’Kenna Whitehead, Superintendent and/or the Federal Programs Director will be managing this project.

### **Section 1.03 Contact Information**

Please contact Shelia Brown, Federal Programs Director and/or Precious Redmond, Director of Curriculum for questions about the Proposal submission details and/or project details:

Phone 662-759-3525

Fax: 662-759-6316

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

[predmond@wbcsdk12.org](mailto:predmond@wbcsdk12.org)

## **II. The Proposal**

### **Section 2.01 Mission**

West Bolivar Consolidated School District seeks Professional Services in the Core Courses (ELA, Math, Science, and Social Studies), Technology, Leadership, Instructional Support Services, Exceptional Education, English Language Learners, Multi-Tiered Systems of Support (MTSS), Student Tutorials Support, ACT, ACT WorkKeys for grades K-12. These Professional Services would involve teacher 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.

### **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) and MAAP-A Assessment, ELPA21, ACT, and ACT WorkKeys, and also providing suggestions for instructions for students with an IEP or 504 plan. The coaches will customize support for teachers through individualized professional growth plans. The focus will be on:

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- 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
  - Evaluation services by District
  - Modeling Effective Instruction
  - Differentiated Instruction
  - Co-teaching Model Support
  - Vertical Alignment among Subject and Grade Bands
  - MTSS Data Collection and Referrals
  - Compliance/Technical Assistance for Exceptional Education
  - Modeling and Coaching for Teachers
  - Small Student Group Tutorials
  - ELPA21 Assistance (if needed)
  - Exceptional Education Support (Inclusion and Self Contained)
  - Using data to become a Successful School and District
  - Support Teachers and Students with ACT and ACT WorkKeys 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.

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- 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.
  - Work with students after the first nine weeks/first benchmark/term I.
  - Conduct “Boot Camps” for students in tested grades for ELA, Math, Science, and Social Studies.
  - Work in conjunction with Academic Officers in implementing evidence-based instructional strategies.
  - Assist teachers and the MTSS team with properly implementing MTSS guidelines and documentation
  - Assist teachers with debunking the standards and vertical alignment in Math, ELA, Social Studies, and Science
  - Assist the Exceptional Education department/teachers with/model effective co-teaching in a general education classroom setting.
  - Assist the Exceptional Education department/teachers with legal documentation of IEP and 504 plans.
  - Provide overall leadership support to administrators and district leaders.

#### **EXPECTED OUTCOMES:**

- 10-20% increase in math proficiency on the 2025-2026 and 2026-2027 school years’ MAAP assessments.
- 10-20% increase in Reading/English proficiency on the 2025-2026 and 2026-2027 school years’ MAAP assessments.
- 10-20% increase in Science proficiency on the 2025-2026 and 2026-2027 school years’ MAAP assessments.
- 10-20% increase in math all growth on the 2025-2026 and 2026-2027 school years’ MAAP assessments.
- 10-20% increase in Reading all growth on the 2025-2026 and 2026-2027 school years’ MAAP assessments.
- 10-20% increase in math bottom 25% growth on the 2025-2026 and 2026-2027 school years’ MAAP assessments.
- 10-20% increase in Reading bottom 25% growth on the 2025-2026 and 2026-2027 school years’ MAAP assessments.
- 10-20% increase in the number of students who pass the Subject Area Assessment for School Years 2025 and 2026
- 1-3 point increase on overall assessment on the ACT for the 2025 and 2026 School Years

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- 10% Proficiency on the EPLA21 Assessment for the 2025 and 2026 School Years (Currently No EL Students are enrolled)
  - Increased the number of effective and constructive feedback communications by 10% for each year.
  - Increase teacher performance ratings by 15% as measured by classroom observations and student assessment for each year.
  - Develop and implement a data-driven action plan with progress reports showing a 15% improvement in targeted (instructional and administrative decisions) for each year

**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.

### **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.
- **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.
- **Enhance 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, Science, and History.
- **Promotion of Student Engagement:** Educators will implement strategies to increase student engagement and motivation, thereby improving performance on college and career readiness assessments.

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- **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-Drive 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 practice in 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.
  - **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.

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- **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, Social Studies, 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, science, and social studies 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
Requests for Proposals Advertisement	June 16, 2025
Second Advertisement	June 23, 2025
Deadline for Proposals	June 30, 2025
Bid Proposals Opened	July 2, 2025
Notification of Award	July 8, 2025
Project Start Date	July 31, 2025
Project Completion Date	June 30, 2026



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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. Precious Redmond, Director of Curriculum

[predmond@wbcsdk12.org](mailto:predmond@wbcsdk12.org)

Phone: 662-759-3525

with the offeror's name and address and proposal number (**RFP # 2025-2026- WBCSD PROFESSIONAL SERVICES- ELA, MATH, SCIENCE, AND SOCIAL STUDIES, TECHNOLOGY, LEADERSHIP, INSTRUCTIONAL SUPPORT SERVICES, EXCEPTIONAL EDUCATION, ENGLISH LANGUAGE LEARNERS, MULTI-TIERED SYSTEMS OF SUPPORT (MTSS), STUDENT TUTORIALS SUPPORT, ACT, AND ACT WORKKEYS**

Proposals will be received digitally no later than 2:00 PM on June 30, 2025.

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 July 31, 2025- June 30, 2026.

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

WBCSD Professional Services- ELA, Math, Science, and Social Studies), Technology, Leadership, Instructional Support Services, Exceptional Education, English Language Learners, Multi-Tiered Systems of Support (MTSS), Student Tutorials Support, 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
			ACT-certified personnel available, if applicable
			Vendors have at least 3 References

			Professional Services impact on improved practices, student outcomes, and learning culture
			Work with students starting in the 1 <sup>st</sup> semester

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Signature of Evaluator

\_\_\_\_\_  
Date

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