



NORTH PANOLA SCHOOL DISTRICT

470 Highway 51 North, Sardis MS 38666
OFFICE: 662.487.2305

REQUEST FOR PROPOSAL

2026 - 2027

“Creating Your Legacy”

Dr. Wilner Bolden, III
Superintendent, North Panola School District

PROJECT NAME:

Proposal for Student Tutorials and Professional Development Services for the
Core Courses (ELA, Math, and Science),
Leadership, ACT, and ACT WorkKeys

North Panola School District

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REQUEST FOR PROPOSAL

Student Tutorials and Professional Development Services in the Core Courses
(ELA, Math, Science), Leadership, ACT, and ACT WorkKeys



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I. Introduction

North Panola School District requests that your company make a proposal for Professional Development services and student tutorial services in the Core Courses (ELA, Math, Science), Leadership, ACT, and ACT WorkKeys for grades K-12. These Professional Development and student student tutorial services in the Core Courses (ELA, Math, Science), Leadership, ACT, and ACT WorkKeys would involve the services of the teachers in each individual school (two elementary schools, one middle school, and one high school). 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 and student tutorial services in the Core Courses (ELA, Math, Science), Leadership, ACT, and ACT WorkKeys for grades K-12. These Professional Development services would involve the services of teacher and leadership coaching in each individual school (two elementary schools, one middle school, and one high school).

Section 1.02 Management

Ms. Coretta Miller, Director of Academics and Student Support and/or Mrs. Kawanda P. Beamon, Federal Programs Director will be managing this project.

Section 1.03 Contact Information

Please contact Mrs. Kawanda Beamon for questions about the proposal submission details and/or project details:

Phone: 662-487-2305

E-mail: kbeamon@northpanolaschools.org

II. The Proposal

Section 2.01 Mission

North Panola School District seeks Professional Development service and student tutorial services in the Core Courses (ELA, Math, Science), Leadership, ACT, and ACT WorkKeys for grades K-12. These Professional Development services would involve teacher and leadership coaching in each individual school site by using the Learning Forward Professional Learning Standards, the Mississippi Educator Professional Growth Standards and Rubric and Mississippi Professional Growth System (PGS). Additionally, it would involve student tutorial services in each individual school site and are aligned with the MS College and Career Readiness standards.

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
- 21st 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
- Extended 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 Subjects and Grade Bands
- Modeling and Coaching for Teachers
- Using data to become a Successful School and District
- Support teacher and students with ACT strategies

Teacher 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.
- 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 "intense work sessions" with students in tested grades for ELA, Math, Science.

Tutorial Focus Specifications

The contractor shall provide tutorial services that include the following instructional expectations:

- Provide intensive instruction and re-teaching of priority standards identified through district benchmark assessments, progress monitoring, and MAAP performance data.
- Deliver evidence-based instructional strategies specifically designed to address identified student learning deficits in English Language Arts, Mathematics, and Science.
- Utilize diagnostic, benchmark, formative, and summative assessment data to develop individualized instructional plans for students.
- Differentiate instruction based on individual student needs, grade-level expectations, and assessment results.
- Provide explicit instruction using scaffolded learning techniques to accelerate student mastery of grade-level standards.
- Incorporate higher-order questioning, problem-solving, critical thinking, and academic discourse throughout tutorial sessions.
- Integrate reading, writing, vocabulary, and literacy strategies across all content areas.
- Provide intensive support for students identified as at-risk of not meeting proficiency on state assessments.
- Utilize small-group instruction to maximize student engagement and individualized support.
- Implement research-based intervention strategies that address unfinished learning and close achievement gaps.
- Conduct targeted assessment preparation sessions for students in tested grades, including MAAP, ACT, and ACT WorkKeys readiness activities.
- Monitor student progress throughout the tutorial program and adjust instructional strategies based on student performance.
- Maintain accurate records of student attendance, instructional activities, assessment results, and progress toward established goals.
- Collaborate with school administrators, instructional staff, and district personnel to ensure tutorial instruction aligns with classroom instruction and district instructional priorities.
- Provide instructional resources and learning materials that support student achievement and reinforce classroom instruction.
- Establish measurable student learning goals and monitor progress toward mastery throughout the duration of tutorial services.

The tutorial program shall include, but not be limited to, the following components:

- Diagnostic assessment and identification of individual student learning needs
- Individualized and small-group instruction based on student performance data
- Direct instruction aligned to MAAP assessed standards and district priority standards
- Targeted intervention for students performing below grade level and the lowest 25% of students
- Formative assessments and ongoing progress monitoring
- Data-driven instructional planning and intervention
- Reading comprehension and vocabulary development
- Writing instruction across content areas
- Mathematics conceptual understanding, procedural fluency, and problem-solving
- Science content reinforcement and academic vocabulary development
- Higher-order thinking, critical thinking, and problem-solving activities
- Student engagement and academic motivation strategies
- Test-taking strategies and assessment readiness for MAAP, ACT, and ACT WorkKeys
- Extended learning opportunities to accelerate academic growth
- Integration of educational technology to enhance student learning
- Frequent communication with school administrators regarding student progress
- Monthly progress reports submitted to the district
- Collaboration with classroom teachers to reinforce classroom instruction
- Compliance with all district policies and procedures regarding tutorial services

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 U.S. History 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
- 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.
- 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 areas (instructional and administrative decisions).

Service Delivery:

Teacher coaches and tutors will support teaching and learning by serving/working as a classroom supporter, tutor, resource provider, assessment and data coach, and curriculum and instructional specialist. Service delivery will include tutorial services, coaching, modeling, co-teaching, consultation, and technical assistance. Coaches will debrief with the principal or principal 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 tutorial services, coaching, modeling, consultation, and technical assistance. Coaches will debrief Assistant Superintendent, Superintendent and/or Superintendent 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.
- **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, 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.
- **Development and Use of Formative Assessments:** Educators will design and utilize formative assessments to continuously monitor and address student 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 the ACT and ACT WorkKeys assessments.

- **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 by 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

Section 2.02 Proposal Specifications – Student Tutorial Services

The contractor shall provide comprehensive, evidence-based student tutorial services designed to accelerate academic achievement and improve student performance on the Mississippi Academic Assessment Program (MAAP), ACT, ACT WorkKeys, and

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 3rd party. The contractor must be able to access, analyze, and interpret all available data.

The Contractor must provide **at least three 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 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 timetable. This timetable is subject to change by the managers of this project.

Milestone	Date
Request for Proposal Advertisement	July 1, 2026
Second Advertisement	TBD if necessary
Deadline for Proposals	July 6, 2026 at 3:00 p.m.
Bid Proposal Opened	July 7, 2026
Presentation Date (if applicable)	July 8, 2026 (virtual)
Notification of Award	July 8, 2026
Project Start Date	August - September 2026 pending board approval
Project End Date	June 30, 2027

NOTICE TO PROPOSERS

The North Panola School District is soliciting competitive proposals for the services per the specifications stated elsewhere in this solicitation document. Proposals shall be submitted in person or mailed to:

Kawanda P. Beamon
470 Highway 51 North
Sardis, MS 38666

with the offeror's name and address and proposal number **(RFP #2026-2027 –North Panola School District PROFESSIONAL DEVELOPMENT AND STUDENT TUTORIALS – ELA, MATH, LEADERSHIP, ACT AND ACT WorkKeys**

Proposals will be received to the office no later than 3:00 PM, July 6, 2026. Proposals will be opened on July 7, 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 to be received and time-stamped at the above location on or before the published date and time shown on the RFP. North Panola School District will not be responsible for mail delivered from the post office. Vendors must submit sealed proposals with any material required by this RFP by the time and date specified. This RFP will not be distributed in paper form. All distributions will be through the District website and/or local newspaper bulletins.

The RFP contains 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. The RFP contains 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.

The Professional Development requested will be from August 2026 – June 30, 2026. The number of days of professional development and student tutorials per school will be based on individual school needs and individual school budgets.

SUBMISSION OF PROPOSALS. The offerer 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 mailed or dropped off at the North Panola School District Office #1 located in Sardis, MS.

SCORE SHEET

Proposals for Professional Development services for the Core Courses for North Panola School District and for each individual school site in NPSD.

Rating:

0 = Not present in Proposal

2 = Average – as stated in the Proposal

1 = Poor – 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 product or service
	Adaptation and customization 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 or projects
	Coaching effectiveness through personalized and motivational support.
	Vendors has at least 3 References
	ACT certified personnel available, if applicable
	Consultants available has at least 5 years of experience in related services
	Professional development and student tutorials 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)

Signature of Evaluator

Date

