



East Tallahatchie

CONSOLIDATED SCHOOL DISTRICT

REQUEST FOR PROPOSAL

Marvell Hudson
Superintendent, East Tallahatchie School District
662-647-5524

PROJECT NAME:

**Proposal for Professional Development Services for the Core Courses
(ELA, Math, Science, and Social Studies)
Exceptional Education, Leadership, MTSS,
Student Tutorials Support, ACT, and Social Emotional Learning**

**East Tallahatchie School District
411 East Chestnut Street
Charleston, MS 38921**

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jroberson@etsdk12.org

REQUEST FOR PROPOSAL

Professional Development Services in the Core Courses (ELA, Math, Science, Social Studies)

Exceptional Education, MTSS, Student Tutorials Support, ACT, and Social Emotional Learning

Charleston, Mississippi

I. Introduction

East Tallahatchie School District requests that your company make a proposal for Professional Development services in the Core Courses (ELA, Math, Science, Social Studies, Expectational Education, MTSS, and SEL) for grades K-12. This Professional Development services in the Core Courses (ELA, Math, Science, Social Studies, Exceptional Education, MTSS, Student Tutorials Support, ACT, and Social Emotional Learning) would involve the services of the teachers in each individual school (one elementary school, one middle school, and one high school) and working directly 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 the Core Courses (ELA, Math, Science, Social Studies, Exceptional Education, MTSS, Student Tutorials Support, ACT, and Social Emotional Learning) for grades K-12. These Professional Development services would involve the services of teacher coaching and student tutorials in each individual school (one elementary school, one middle school, and one high school) .

Section 1.02 Management

Mr. Marvell Hudson, Superintendent and/or Ms. Jasmine Roberson, Federal Programs Director will be managing this project.

Section 1.03 Contact Information

Please contact Ms. Jasmine Roberson for questions about the proposal submission details and/or project details:

Phone: 662-647-5524
Fax: 662-647-3720
E-mail: jroberson@etsdk12.org

II. The Proposal

Section 2.01 Mission

East Tallahatchie School District seeks Professional Development services in the Core Courses (ELA, Math, Science, and Social Studies) Exceptional Education, MTSS, Student Tutorials Support, ACT, and Social Emotional Learning for grades K-12. These Professional Development services would involve teacher coaching and student tutorial in each individual 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 ACT 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. 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
- Co-teaching Model Support
- Vertical Alignment among Subjects and Grade Bands
- MTSS Data Collection and Referrals
- Social Emotional Learning Supports and Strategies
- Compliance Technical Assistance for Expectation Education
- Modeling and Coaching for Teachers
- Small Student Group Tutorials

- Expectational Education Support (Inclusion and Self-Contained)
- Using data to become a Successful School and District
- Support teacher 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.
- Work with students after the first nine weeks/first benchmark/term 1
- Conduct "Boot Camps" for students in tested grades for ELA, Math, Science, and Social Studies.
- Work in conjunction with Academic Coach and Interventionists in implementing evidence based instructional strategies.
- Assist teachers, Interventionists, and 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 Expectational Education teachers with/model effective co-teaching in a general education classroom setting.
- Assist Expectational Education 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 2023/2024 school year MAAP assessment.
- 10-20% increase in Reading/English proficiency on the 2023/2024 school year MAAP assessment .
- 10-20% increase in Science proficiency on the 2023/2024 school year MAAP assessment.
- 10-20% increase in math all growth on the 2023/2024 school year MAAP assessment.
- 10-20% increase in Reading all growth on the 2023/2024 school year MAAP assessment.
- 10-20% increase in math bottom 25% growth on the 2023/2024 school year MAAP assessment.
- 10-20% increase in Reading bottom 25% growth on the 2023/2024 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

Service Delivery: Teacher coaches will support teaching and learning by serving/working as a classroom supporter, resource provider, assessment and data coach, and curriculum and instructional specialist. 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

- Using the College and Career Readiness Standards for ELA, mathematics, social studies, and science, teachers will utilize updated guidance from various resources to learn how to better integrate and teach the Standards. Teachers will also review current instructional practices and assess the effectiveness of the practices in light of the requirements of the College and Career Readiness Standards.
- The College and Career Readiness Standards require a crucial shift within ELA, mathematics, social studies, and science instruction as determined by the Critical Areas of Focus and Content Emphases by Cluster for each grade level. Teachers will examine the critical areas and major clusters across grade levels to discover both the connection and progression of related standards. Teachers will examine progress-monitoring resources to assist with tracking of student progression toward mastery within the Critical Areas of Focus and Content Emphases by Cluster.
- Developing fluency is one of the requirements of the College and Career Readiness Standards for ELA, mathematics, and science (all content areas). To prepare students to have both accuracy and speed, a flexible understanding must be developed within students instead of defaulting to “skill and drill” procedures. Coaches will review several strategies that can be used to assist teachers with the incorporation of conceptual understanding tasks and flexible thinking strategies within the classroom to build a solid foundation within the student.
- Coaches will explain the progression of the College and Career Readiness Standards across grade levels. Coaches will aid teachers in studying the standards to better understand the depth of the skills and concepts expected for specific grade levels. Teachers will connect grade specific standards and understand research-based strategies that ensure an appropriate succession of skills across grade levels. Teachers should leave the services with the tools needed to create instructional goals to ensure the standards are addressed appropriately in each grade.

Section 2.03 Contractor Requirements

The Contractor shall have a proven track record in professional development 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, 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, social studies, 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	May 12, 2023
Second Advertisement	May 17, 2023
Deadline for Proposals	May 23, 2023 at 2:00 p.m.
Bid Proposal Opened	May 24, 2023
Presentation Date (if applicable)	May 24, 2023
Notification of Award	May 31 ,2023
Project Start Date	June 9, 2023 (pending board approval)

Project End Date	June 30, 2024
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NOTICE TO PROPOSERS

The East Tallahatchie School District (ETSD) 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:

Jasmine Roberson
411 East Chestnut Street
Charleston, MS 38921

with the offeror's name and address and proposal number (**RFP #2023-2024 –ETSD PROFESSIONAL DEVELOPMENT – ELA, MATH, SOCIAL STUDIES, EXPECTATION EDUCATION SCIENCE, MTSS, STUDENT TUTORIALS, ACT AND SOCIAL EMOTIONAL LEARNING**)

Proposals will be received to the office no later than 2:00 PM, May 23, 2023. Proposals will be opened on May 23, 2023. 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. ETSD 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.

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, or fax with an email to confirm receipt. 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, or fax with an email to confirm receipt.

**The Professional Development requested will be from June 9, 2023 – June 30, 2024.
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 mailed or dropped off at the East Tallahatchie School District.