



CLARKSDALE MUNICIPAL SCHOOL DISTRICT

WE DO WILDCAT THINGS... THE WILDCAT WAY!

REQUEST FOR PROPOSAL

**Dr. Toya Harrell-Matthews
Superintendent, Clarksdale Municipal School District
662-627-8500**

PROJECT NAME:

Professional Services in the Core Courses (ELA, Math, Science, and Social Studies) Exceptional Education, MTSS, Student Tutorials Support, ACT, ACT WorkKeys, EL, and Social Emotional Learning for grades K-12.

Clarksdale Municipal School District

526 S. Choctaw St.

Clarksdale, Mississippi 38614

PH: 662-627-8500 FAX: 662-351-0531

tmatthews@cmsd.k12.ms.us

krharris@cmsd.k12.ms.us

REQUEST FOR PROPOSAL

Professional Services in the Core Courses (ELA, Math, Science, and Social Studies) Exceptional Education, MTSS, Student Tutorials Support, ACT, ACT WorkKeys, EL, and Social Emotional Learning for grades K-12. Clarksdale, Mississippi

I. Introduction

Clarksdale Municipal School District requests that your company make a proposal for Professional Services in the **Core Courses (ELA, Math, Science, and Social Studies) Exceptional Education, MTSS, Student Tutorials Support, ACT, ACT WorkKeys, EL, and Social Emotional Learning for grades K-12.** These Professional Services would involve **services** for the teachers in each individual school (four elementary schools, one middle school, and two 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 Services, ACT WorkKeys, and ACT for grades K-12.
 - PreK-2
 - 3rd-4th
 - 5th-6th
 - 7th-8th
 - 9th-12th
- Leadership
- Data
- MTSS
- Summer Enrichment

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

Section 1.02 Management

Dr. Toya Harrell-Matthews, Superintendent and/or Dr. Kristi Harris, Federal Programs Coordinator will be managing this project.

Section 1.03 Contact Information

Please contact Dr. Toya Harrell-Matthews or Dr. Kristi Harris for questions about the proposal submission details and/or project details:

Phone: 662-627-8500

Fax: 662-624-9405
E-mail: tmatthews@cmsd.k12.ms.us
krharris@cmsd.k12.ms.us

II. The Proposal

Section 2.01 Mission

Clarksdale Municipal School District seeks Professional Services in the Core Courses (ELA, Math, Science, and Social Studies) Exceptional Education, MTSS, Student Tutorials Support, ACT, ACT WorkKeys, EL, and Social Emotional Learning 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), LASLinks, 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:

- 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

- English Language Proficiency Test (ELPT)/ the DRC LAS Links Assessment
- 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.
- 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 Coaches and Interventionists in implementing evidence-based instructional strategies.
- Assist teachers, Interventionists, and the MTSS team with properly implementing MTSS guidelines and documentation as well as Social Emotional Learning
- Assist teachers with debunking the standards and vertical alignment in Math, ELA, Social Studies, and Science
- Assist the Expectational 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 2024/2025 and 2025/2026 school years MAAP assessments.
- 10-20% increase in Reading/English proficiency on the 2024/2025 and 2025/2026 school years MAAP assessments.
- 10-20% increase in Science proficiency on the 2024/2025 and 2025/2026 school years MAAP assessments.
- 10-20% increase in math all growth on the 2024/2025 and 2025/2026 school years MAAP assessments.
- 10-20% increase in Reading all growth on the 2024/2025 and 2025/2026 school years MAAP assessments.
- 10-20% increase in math bottom 25% growth on the 2024/2025 and 2025/2026

- school years MAAP assessments.
- 10-20% increase in Reading bottom 25% growth on the 2024/2025 and 2025/2026 school years MAAP assessments.
 - 10-20% increase in the number of students who pass the Subject Area Assessment for School Years 2025 and 2026
 - 3-5 point increase on overall assessment on the ACT for the 2025 and 2026 School Years
 - 10% Proficiency on the LASLink Assessment for the 2025 and 2026 School Years
 - Increased the number of effective and constructive feedback communications by 10% for each year
 - Increase teacher performance ratings by 20% as measured by classroom observation and student assessments for each year
 - Develop and implement a data-driven action plan with progress reports showing a 15% improvement in targeted areas (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.
- **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 ACTWorkKeys 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 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, ensuring decisions are made with integrity, fairness, and accountability.

Section 2.03 Contractor Requirements

The Contractor shall have a proven track record in professional services 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, 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 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 timetable. This timetable is subject to change by the managers of this project.

Milestone	Date
Requests for Proposals Advertisement	August 21, 2024
Second Advertisement	August 28, 2024
Deadline for Proposals	August 30, 2024, by 2:00 p.m.
Bid Proposals Opened	September 2, 2024
Presentation Date (if applicable)	September 2, 2024
Notification of Award	September 6, 2024
Project Start Date	September 9, 2024
Project Completion Date	June 30, 2025

NOTICE TO PROPOSERS

The Clarksdale Municipal School District (CMSD) 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

Dr. Kristi Harris
Office of Federal Programs
526 S. Choctaw Street
Clarksdale, MS 38614 or

P. O. Box 1088
Clarksdale, MS 38614

with the offeror's name and address and proposal number (**RFP #2024-2026 –CMSD PROFESSIONAL SERVICES – ELA, MATH, SOCIAL STUDIES, EXPECTATION EDUCATION SCIENCE, MTSS, STUDENT TUTORIALS, ACT, ACT WorkKeys, EL, AND SOCIAL EMOTIONAL LEARNING**)

Proposals will be received at the office no later than 2:00 PM, August 30, 2024. Proposals will be opened on September 2, 2024.

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. CMSD 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.

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 September 20, 2024 – February 1, 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 mailed or dropped off at the Clarksdale Municipal School District.

Score Sheet

CMSD Professional Services - ELA, Math, Social Studies, Exceptional Education, Science, MTSS, Student Tutorials, ACT, ACT WorkKeys, EL, and Social Emotional Learning.

For Clarksdale Municipal School District and each school site in CMSD.

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 has at least 3 References
			Professional Services impact on improved practices, student outcomes, and learning culture
			Work with students starting in the 1st semester

			Conduct “Boot Camps” for students in tested grades for ELA, Math, Science, and Social Studies.
			Work in conjunction with Reading, Math, Science, EL Coaches, and Administrators in implementing evidence-based instructional strategies.
			Total # of Points (30 Points Available)

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