JACKSON
PUBLIC SCHOOLS
Transforming lives through excellent education

RFP 2026-02-26

Title: Professional Development and Coaching Support for School and/or District Leaders and Administrators

Issue Date: Tuesday, January 20, 2026

Submission Deadline: Wednesday, February 11, 2026

Time: 10:00 a.m. (Central Standard Time)

Office at 601-973-8582 for assistance. Questions regarding proposal specifications are to be addressed to the Project Administrator listed in the proposal.

The Board of Trustees of the Jackson Public School District (hereafter referred to as "JPSD") is soliciting sealed, written formal Requests for Proposals (RFP) from qualified vendors (hereafter referred to as "Vendor") for the purchase of furniture, equipment, supplies, materials, labor or services as outlined in the following specifications. Sealed RFP shall be received by JPSD, in the Business Office of the Jackson Public Schools, 662 South President Street, Jackson, Mississippi, until the time specified on the RFP Opening Schedule (front page of the formal RFP document), at which time all RFP shall be publicly opened and read aloud. Neither dating of the RFP form nor placing the RFP in the mail by this date shall meet legal requirements; the formal RFP document must be **received in the Business Office** of the Jackson Public School District on or before the date and time stated.

JPSD reserves the right to reject any and all RFPs received and to waive any and all informalities. Vendors are encouraged to very carefully read all sections of this RFP document prior to submitting an RFP proposal. Any agreement generated due to an award may be terminated by the District without cause upon one week's prior notice to vendor.

The vendor must provide a current copy of their company's Certificate of Insurance with Workers Compensation and General Liability Coverage. Jackson Public School District requires coverage for not less $1,000,000.00 dollars. JPSD must be listed as an insurer under the coverage provided. It is imperative that this insurance is maintained throughout the duration of the contract. This coverage must be submitted and kept on file with JPSD.

It is the basic philosophy of JPSD to extend to all responsible Vendors equal consideration and the assurance of unbiased judgment in determining whether their product or service meets specifications and the educational needs of the school district. JPSD shall fairly evaluate all formal RFP proposals submitted and base all decisions on the "lowest and best" RFP concept, purchasing only those products and/or services which meet the specifications as written. All decisions rendered shall strive to achieve the greatest value from every tax dollar expended. JPSD shall make no discrimination based on race, color, creed, religion, or national origin, in either the product evaluation process or in transacting business with Vendors or Vendor representatives.

The advertising and publishing of this RFP has met all legal requirements (Mississippi Code of 1972, Annotated, §31-7-13), hence the requirement to offer public notice of the intent of JPSD to solicit RFPs via this RFP document has been satisfied.

This document is to serve as an invitation to all qualified vendors to extend to JPSD an offer for the sale of all products and/or services specified herein. It is the purpose of this RFP document to clearly define "open" and "competitive" product or service rfp specifications. All items on this RFP are to be **as specified or JPSD approved equal**.

Addendum: Vendor shall acknowledge the receipt of all addendums which were issued during the course of this RFP. If specified in the text of the addendum, in addition to acknowledging receipt of the addenda below, the addenda may require additional information required for the RFP (e.g., pricing), in which case the Add RFP Addendum shall not only be acknowledged below but shall be completed and attached to the RFP at the time the RFP proposal is submitted. Receipt of the following Addendum issued during the course of this formal RFP is hereby acknowledged:

It is acknowledged that this rfp proposal consists of the following sections: **PROPOSAL FORM**, **INSTRUCTIONS AND CONDITIONS**, **SPECIFICATIONS** and any **ADDENDUM** (if applicable). The Addendum chart is located on page 33.

Net Prices

In all cases, prices quoted are to be net including all applicable discounts. A separate price shall be offered for each item and not in combination with other items (unless the grouping of items is otherwise allowed as defined in the specifications). Unit price shall prevail in case of a conflict between unit and total price (extension); written price shall prevail in case of a conflict between written and enumerated pricing. Vendors are instructed to **round off all unit pricing and extensions to the nearest whole cent, i.e., round the pricing to two places to the right of the decimal point only.** JPSD will only accept pricing, which is stated in this manner. All items for which pricing is submitted which is other than two places to the right of the decimal shall be accepted; however, all digits beyond a whole cent (more than two places to the right of the decimal) shall be ignored in the RFP analysis process and the unit price indicated on the purchase order shall be to the nearest whole cent for each item involved.

Payment and Invoicing

Unless otherwise indicated in the detailed specifications of this RFP document, JPSD shall make remittance in a **single lump sum** payment **following satisfactory delivery of all items** listed on the purchase order or following satisfactory performance (final inspection) of all services as specified in the contract. JPSD remits by "completed purchase order" only; remittance shall not be made upon receipt of partial shipments or performance, or the receipt of invoice for same, but only after all items included on the purchase order or contained in the contract are delivered and/or satisfied.

It is mutually understood that invoices submitted against Multi-Year or Open Purchase Orders, remittances are processed based on the contracted scheduled agreement prior to the purchase order being generated. Only **Multi-Year** and **Open Purchase Orders** have multiple invoices received for remittance for payment. Professional Services, materials and other such services; invoices are submitted for payment in intervals following satisfactory delivery of ALL services and /or performance of ALL services indicated in the contracted agreement between said vendor and JPSD for that time period, following inspection if applicable. Any freight/shipping cost that may be incurred for tangible items, such as books, pamphlets, handouts, materials needed for presentations, etc. must be included in the total price proposal price submitted if and applicable.

Performance Penalty

The Vendor is subject to a 10% penalty on this agreement for the **2025-2026** school year if the academic objectives of this agreement are not satisfied. The District will withhold 10% of the total contract for final payment to be made after the academic objectives are satisfied.

Default and Delays

Upon failure of the Vendor to deliver all of the items ordered or to render service, within the time set or allowed, the successful Vendor shall be considered in default, in which case JPSD reserves the right to terminate the purchase order or contract and to purchase similar supplies, services, or furniture and equipment, on the open market or secure the manufacture, delivery, and installation thereof by contract or otherwise. The Vendor shall be charged with any cost occasioned by JPSD whether the said cost is the same as originally accepted or any excess cost.

Damage to School Property

Any damage or loss to JPSD property as a result of any action by the Vendor in the delivery, execution or performance of any item or service stated in these specifications shall be repaired or replaced with the satisfaction of designated JPSD personnel, at the Vendor's cost, within a reasonable time.

Guarantee

Each Vendor, by presenting a rfp under these specifications, binds himself to make it positive that all goods are fully up to the standards set by the specifications. Should it be discovered within a reasonable period of time from the date of purchase order or contract that such goods or services are not up to standard, JPSD shall have the right to have such goods or services replaced by others conforming to the standard requirements and the entire expense be borne

by the Vendor. The Vendor shall agree to guarantee and warrant all equipment provided as a result of this RFP for a period equal to the stated guaranty/warranty in the specifications. All such warranties shall provide coverage as indicated in the specifications.

Acceptance and Award of RFP Proposals

The Vendor's RFP proposal, once submitted and accepted as a valid RFP by JPSD, shall be deemed by both parties to constitute a legal and binding offer on the part of the Vendor to sell to JPSD as per the terms of the RFP specifications, all products and/or services contained therein. RFP proposals are subject to acceptance by JPSD at any time within forty-five (45) calendar days following the RFP opening date. Consequently, all price quotations shall be effective for a minimum of forty-five (45) calendar days and a maximum period as indicated in the specifications. All RFPs must be valid for the effective dates stated in the specification, if applicable.

The award of contract shall be made to the Vendor responsible whose RFP, conforming to the specifications, is deemed to be the most advantageous to JPSD, price and all other factors considered. The Vendor acknowledges the right of JPSD to reject the RFP, in part or in total, if the Vendor fails to submit the data required in the specifications, or if the rfp is in any way incomplete or irregular. Under no circumstances may a Vendor deliver, install, or perform any service as specified in these specifications without written authorization from JPSD (i.e., a duly issued purchase order or signed contract). All RFPs shall be approved by the Board of Trustees prior to the final award.

The Vendor shall be issued a purchase order document, which shall be deemed acceptance of the RFP proposal offer made by the Vendor, for all items and/or services approved by the Board of Trustees and awarded as a result of this RFP. However, if in the opinion of JPSD, a contract document is required to authorize the award of the RFP, Vendor agrees to sign and execute all such contract documents as required in the written specifications. NOTE: If Vendor policy requires that JPSD sign Vendor contract documents, a sample of all such documents shall be included with the RFP proposal and shall become a part of the Vendor's RFP proposal.

All awards are based on the availability of funding. In the event of a reduction of funds, this award can be rescinded at any time.

Hard Copy Instructions for Submission

- Responses, once completed, should be placed in an opaque, sealed envelope.
- On the outside of the envelope, list the Company's name/address, RFP number, title, opening date and addressee information as they appear in the RFP proposal so that the response may be accurately delivered and registered upon receipt. A designated official who is a legal representative of the Company must list the required signatures that were noted prior to submitting sealed proposal.
- Failure to comply with the above submittal instructions will cause proposals not to be registered or cataloged to the appropriate file or received timely. The original documents must be displayed in front of all copies submitted by interested parties.
- Please submit Original RFP Documents in the Format Outlined along with Two (2) Copies and any Documentation submitted with the Proposal when Mailed or Hand Delivered.

Please submit the proposal when mailed or hand delivered to

Jackson Public School District
Business Office
Attn: Michele Mays/Tequia Odom
662 S. President Street
Jackson, MS 39201

- Any proposal not received by the stated deadline/time will not be considered and/or opened. The proposal will be returned to the Vendor at the Vendor's expense.

- The District accepts no liability for late submissions due to the actions of the United States Postal Service, Federal Express, United Parcel Service, or any other delivery methods.

Page (33): Cover page is to be placed on the front of the vendors submitted proposal. In the event this page is not displayed when the opening of proposal occurs; it will not be acknowledged or allowed to be presented or evaluated. Place this page on the very front of the submitted documents. This is required on all submitted proposals whether mailed, hand delivery or electronically Uploaded. The submitted proposal must be signed by an authorized official to bind the offeror to the proposed provisions.

All the other required forms to include in the proposal are listed starting at Page (26).

Proposals received after the due date and time will NOT be considered. Incomplete proposals will not be accepted in the evaluation process and will not be returned for revisions. No faxed or emailed copies will be accepted. The Proposal Cover Page is located on page (33) of this document

Performance Dates:

- 1st Advertise: 20 January 2026 (Clarion)
- 2nd Advertise: 27 January 2025 (Clarion)
- Pre-bid Conference: 28 January 2026 (ZOOM)
- Final Date for Questions: 30 January 2026
- Answers to Questions: 03 February 2026
- Bid Opening Day: 09 February 2026 for RFP 2026-01-26 by 10:00 A.M.
- Bid Opening Day: 11 February 2026 for RFP 2026-02-26 by 10:00 A.M.
- Vendors may be notified of Board Review and Potential Award after the Bid Date

Questions: All questions must be submitted in writing to delesh@jackson.k12.ms.us. All questions and answers will be posted online on:
https://docs.google.com/document/d/1QLZR8_2qimtckSHTu_n_cNu9E1DCJqVlsBk3w5L6UlA/edit?usp=sharing

Project Administrator:

Jackson Public School District
Office of School Support
662 S. President Street
Jackson, MS 39201
Dr. Rejeeni Clay, Executive Director
Phone: 601-960-9707
Email: rclay@jackson.k12.ms.us

Professional Development and Coaching Support for School and/or District Leaders and Administrators

Proposal

1.0 Introduction

All training must be aligned with the standards of the Mississippi Department of Education, the Mississippi College and Career Readiness Standards, and the Jackson Public School District's Instructional Coaching Framework. The professional development provided to administrators/district leaders must provide the tools needed to prepare their staff and students for state-mandated tests, high school completion and post-secondary education.

The Jackson Public School District's instructional philosophy is to ensure maximum learning takes place in a safe and positive environment. Administrators/district leaders serve as positive role models, mentors, and contributing team members who adhere to, and enforce, district and school policy. Administrators/district leaders will use the district's instructional delivery model to ensure effectiveness and consistency. Our district is committed to innovative teaching and learning which is deeply embedded in our Core Values of Equity and Excellence

Instruction is learner-centered and focused on the goal of mastering the curricula of the district, which is aligned to state standards and frameworks. Important elements of quality instruction include, but are not limited to, implementation of the district curricula, teaching to the objectives, utilizing effective methods of delivery, assessing, re-teaching, and providing expanded opportunities in the learning process.

The purpose of this document is to outline a plan of activities and strategies to focus the efforts of the district in achieving instructional success as defined by the state's accountability model. The activities described will clearly outline and support district efforts to: (1) implement meaningful and consistent professional learning and coaching opportunities for school administrators and district-level administrators and support staff based on clearly defined needs.; (2) increase data-driven decision-making.

Goals of Professional Development

The goals of implementing the Standards for Professional Learning are to outline the characteristics of professional learning that lead to the following:

Effective teaching practices.

Supportive leadership.

Improved student results.

Results-driven, high-quality professional development activities.

JPS staff is committed to encouraging and supporting all leaders in their continuous effort to grow professionally. Professional development should serve as a bridge that connects where novice and experienced educators are now to where they need to be to meet the new challenges of preparing students for the 21st-century workplace, advancing levels of technology, and increasing accountability for student achievement.

Professional learning and development are needed to ensure that all administrators/district-level leaders, school-level leaders, and instructional staff keep abreast of the current best practices to impact instruction significantly. The JPS Professional Development Plan (PDP) encourages and supports certified and classified personnel in their continuous effort to grow professionally.

Project Overview

Services must include an instrument to measure the effectiveness of the services performed, relative to the amount of the investment in the services.

The Lead Partner(s) must provide a data analysis of professional development session outcomes, and coaching implementation assessments, and provide a detailed plan of how it will improve implementation of services.

The Lead Partner(s) must demonstrate sufficient staffing, experience, knowledge, and capability to carry out the work. Each consultant must have a valid Mississippi License and/or professional credentials to work with administrators/district leaders and instructional leaders.

Jackson Public Schools is requesting that each interested vendor prepare a response to this proposal in the following manner:

- Based upon desired **Measurable Goals** and **Scope of Work** prepare a detailed proposal that outlines how your organization will support Jackson Public Schools to implement Process Standard 20 of the Mississippi Public School Accountability Standards.

- The following areas of support must be addressed in your proposal as it pertains to administrator and instructional leaders, professional development and training:
    - Deliver the District's curriculum and program/course specific curriculums, using effective, proven strategies for the students;
    - Assess student learning and growth with a variety of program/course specific assessments as well as classroom, district, and state assessments;
    - Use assessment data to drive instructional decisions;
    - Implement the professional learning activities outlined in the District's Professional Learning Plan;
    - Communicate strengths and weaknesses of program/course implementation to administrators/district leaders, administrators, and others as appropriate.
    - Describe in detail how the instructional process includes differentiated instruction and the MTSS Process;
    - Coordinate with the Office of Teaching & Learning to include all delivered professional development in the district's database system.

Additionally, as the proposal is developed, the Lead Partner must specifically address how their organization will support the desired outcomes and explicitly focus the proposal on content area support and coaching for kindergarten – 12th grade, coaching support for administrators/leaders around positive classroom culture and management, and/or leadership coaching support for central office executive team members and mid-level managers:

- Services must include an instrument to measure the effectiveness of the support services performed, relative to the amount of investment in the services; and
- The Lead Partner(s) must provide professional learning/coaching session feedback assessments and reports; and
- The vendor must offer CEUs or SEMI credits to participants following state continuing education guidelines.

- Lead Partner(s), with an academic comprehensive professional services division, will be sought to serve as instructional support for administrators/district leaders and instructional leaders within the Jackson Public School District to provide extensive support of the Jackson Public Schools' implementation of the Instructional Management System (Standard 20.1) from the current Mississippi Public School Accountability Standards;

- The school district meets the following instructional management requirements {Miss. Code Ann. §§ 37-3- 49(2) (a-c) and 37-3-49(5)} (7 Miss. Admin. Code Pt. 3, Ch. 41, R. 41.1);

- The school district implements an instructional management system that has been adopted by the school board and includes, standards and frameworks required in the curriculum frameworks approved by the State Board of Education that are available to all administrators/district leaders in each school;

- The instructional management system includes a tiered instructional model in accordance with (7 Miss. Admin. Code Pt. 3, Ch. 41, R. 41.1), including academic interventions, behavioral interventions, and Literacy-Based Promotion Act requirements;

- Lead Partner(s) must provide support to administrators in establishing a vision for a strong learning environment that will encourage teacher growth and retention in addition to driving a culture of continuous improvement using an evidence-based model;

- Lead Partner(s) must provide support to schools' administrators/district leaders and instructional leaders on how to employ 21st-century instructional strategies using an evidence-based model;

- Lead Partner(s) must also have the ability to offer onsite, online, and print resources for educators;

  - The Lead Partner(s) must provide individualized coaching sessions that are one-to-one;

  - The Lead Partner, administrators/district leaders, and instructional leaders must interact at least biweekly; sustained throughout the school year;

  - The Lead Partner coaching is focused on a specific content and administrators/district leaders are coached on their practices within the context of their essential functions;

- The Lead Partner(s) must interact and plan with the administrator throughout the *JPSD Instructional Coaching Framework* coaching cycle and before delivering support services;

- The Lead Partner(s) must provide feedback around instruction, classroom management, and/or classroom/school culture, and facilitating learner (administrator, instructional leader) self-reflection and growth;

- The Lead Partner must debrief with the administrator within two (2) days of providing support sessions and coaching;

- Lead Partner(s) must provide in-classroom coaching and support for administrators/district leaders and instructional leader with the development and use of JPS teaching and learning systems and the *JPS Instructional Coaching Framework*;

- Lead Partner(s) must develop and maintain coaching and support schedules that reflect the differentiated needs of learners;

- The Lead Partner(s) must assist administrators/district leaders with resources, materials, tools, and information to support planning, classroom instruction, management, and culture;

- Lead Partner(s) must make instructional presentations to the district and school-level leadership teams. This may be in-person or virtual; and

- The daily rate for job-embedded professional development is $1,500.00 per day. A day constitutes eight hours of services. The district may secure from 100 to 2,000 days of service, based on need and the availability of funds.

Declaration of an Emergency (local, state, national)

In the event of a local, state, or national emergency, the lead partner must be able to provide teacher support and/or professional development virtually. A virtual session is 4-5 hours, and the consultant must have 10 – 25 participants in the virtual session.

Service Provider(s) Requirements

- A written plan outlining how the organization will improve outcomes for students and adult learners;
- A written plan outlining how the body of work will be accomplished, inclusive of goals and outcomes. Specific goals and the instrument used to determine adequate growth should be outlined;
- An evidence-based framework/model and resources for increasing the instructional capacity of administrators/district leaders, JPS instructional leaders, administrators, and or executive

leadership;

- Written reports including participant feedback and implementation assessments to the superintendent, specified district-level administrators, building level administrator; and
- Quarterly, on-site implementation briefings with the superintendent and appropriate district-level personnel.
- Participate in Focused Instructional Team meetings with administrators/district leaders, instructional leaders, and leaders to use students 'and adult learner data to guide instructional changes to plan and implement high-quality instruction for students with diverse needs;
- Develop and improve administrators/district leaders/instructional leaders /administrators' instructional practice; and
- Develop and improve instructional leaders /administrators' capacity by increasing their understanding of identifying and implementing evidence-based practices to meet the needs of staff, students, administrators/district leaders, and instructional leaders. Jackson Public Schools is requesting that each interested vendor prepare a response to this proposal in the following manner:

    - Based upon desired **Measurable Goals** and **Scope of Work** prepare a detailed proposal that outlines how your organization will support Jackson Public Schools to fully implement Process Standard 20 of the Mississippi Public School Accountability Standards.

- The following areas of support must be addressed in your proposal as it pertains to instructional leaders and administrator professional development and training:
    - Deliver the District's curriculum, using evidence-based, proven strategies for the students;
    - Use performance data to drive instructional decisions;
    - Implement the District's Instructional Management System with fidelity;
    - Implement the professional learning activities outlined in the district's and/or school's Professional Learning Plan;
    - Implement instructional coaching following the *JPSD Instructional Coaching Framework*; focusing on self-reflection, collaborative observation and walkthrough, collaborative lesson planning, instructional strategy role play, and examining student work.
    - Support administrators with an evidence-based model for leadership;
    - Support instructional leaders using an evidence-based model;
    - Describe in detail how the instructional process includes differentiated instruction and the MTSS Process;
    - Provide a model that includes the components for face-to-face, blended model, and virtual support;
    - Communicate strengths and weaknesses to administrators/district leaders, administrators, and others as appropriate; and
    - Coordinate with the Office of Teaching & Learning to include all delivered professional development in the district's database system.

- Additionally, as you prepare your proposal, the Lead Partner must address how your organization will support the desired outcomes as stated below to achieve the following desired outcomes:
    - Services must include a quantified evaluation plan outlining valid data that will be used to measure the effectiveness of the services performed, relative to the amount of the investment in the services; and
    - Services that require administrators/district leaders to self-reflect, to review and evaluate students' work samples and to analyze data to improve instruction, i.e., projects, performance tasks, etc.

Other Considerations

The district reserves the right to enter a 3-year contract with a vendor, based on the vendor's ability to demonstrate its organization's ability to achieve the aforementioned goals.

Also, the vendor must agree to attend district data/partner meetings at least 7 times a year or as needed to address specific concerns.

Coaching Support for School Administrators

Scope of work

JPSD is seeking several vendors that can provide support to leadership coaching to school administrators. The support must be embedded in an evidenced-based framework that includes the *JPSD Instructional Coaching Framework*. This coaching framework must have a measurable impact on participants. The proposal should consist of the combination of strategies listed below.

The vendor needs to provide principal coaching services to implement a school leadership development model that engages current school principals in a continuous and sustained reflective self-inquiry process designed to develop leadership capacity, and the focus should be on preparing educators to become transformational leaders committed to systemic schoolwide improvement efforts and social justice who can work effectively in diverse and challenging contexts.

The Scope of Work includes the following:

- Build leadership and change management skills of school leaders;
- Focus on building cultural competence of administrators/district leaders;
- Focus on addressing disempowering teacher mindsets;
- Provide site-based, job-embedded coaching support to administrators/district leaders in the areas of classroom culture and classroom management. Classroom management methods must be able to be implemented by all administrators/district leaders in all subjects and grade levels;
- The program must be research- and evidence-based with demonstrated results;
- Provide access to coaching support by other means, including workshops and/or online access;
- Focus on select instructional strategies that research shows to be effective in improving academic achievement;
- Train and coach administrators/district leaders in the implementation of instructional strategies that increase the rigor to support teacher capacity and student achievement and reach all students;

- Implement strategies that will improve academic and behavioral outcomes;
- Assess current levels of performance and design a comprehensive plan with the principal to lead the school toward a culture of feedback and growth of teacher capacity with instructional pedagogical strategies;
- A clear description of the coaching cycles proposed following the JPSD Instructional Coaching Framework, including a demonstration of continuous improvement.
- Results and data from coaching cycles must be available in real-time for Jackson Public School District staff, school administrators, and district administrators.
- Have a plan for the gradual release of support from vendor to district to ensure sustainability.
- Implement systems of feedback following the JPSD Instructional Coaching Framework aligned to teacher needs, with an emphasis on the sustainability of newly learned classroom management and instructional strategies;
- Support school leaders in creating a common language that communicates consistency, high academic expectations, and equitable school culture for all students;
- Be well-versed in the areas of K-12 leadership development and coaching;
- Be proficient with best teaching, leadership, and appraisal practices; promote self-reflection focused on increasing teacher capacity to align instruction to state standards, district curricula, assessments, and improve student achievement.
- Participate in Data Team meetings with administrators/district leaders and leaders to reflect on instructional practices, measure the effect instruction has had on student learning, and implement insights gained from the meetings to improve administrators/district leaders' performance.
- Develop administrators and administrators/district leaders' pedagogical knowledge in the area of classroom culture and management.

Desired Measurable GOALS:

By partnering with a proven provider to offer the above professional services for administrators and administrators/district leaders serving identified JPS At-Risk Schools, Jackson Public Schools aims to achieve the following outcomes:

A. Improving at least one performance level on the PGS for administrators; **OR**;
B. Improvement on at least five standards as outlined on the PGS; **OR**

MDE PGS Combined Rubric

C. Significant student achievement progress: **Schools** i**ncrease** the number of students' scores in Levels 4 and 5 by at least 5% **and/or** increase schools' accountability ratings as determined by the Mississippi Department of Education's Performance Accountability System

Instructional leaders will be able to:

- Model lessons and align instruction with the curriculum to meet the needs of all students;
- Provide support to instructional staff and administrators using the *JPSD Instructional Coaching Framework*;

- Effectively use coaching protocols to provide meaningful, evidence-based feedback to instructional staff and administrators focused on effective instruction, classroom management, and increasing teacher capacity;
- Work with administrators/district leaders and leaders to collect and analyze student data, diagnose instructional, management, and/or culture needs; and identify evidence-based strategies for improving classroom culture and student achievement.
- Participate in bi-weekly data meetings and assist in developing instructional next steps for administrators/district leaders;
- Develop a daily schedule and provide timely/real-time feedback to administrators/district leaders and
- Conduct building-level professional development for instructional staff.

Coaching Support for Central Office Executive Team Members and Mid-Level Managers

Scope of work

JPSD is seeking several vendors that can provide support to leadership coaching to executive and mid-level team members. The support must be embedded in an evidenced-based framework that includes the ***JPS Central Office Leadership Framework***. This coaching framework must have a measurable impact on participants. The proposal should consist of the combination of strategies listed below.

- Lead Partner must have experience in coaching principal supervisors and/or mid-level management and/or central office staff;
- Lead Partner must provide a comprehensive framework/model for coaching support that utilizes the **CORE^2 -** ***JPS Central Office Leadership Framework***;
- A blended approach to coaching must take place i.e., in-person or virtual;
- The partner must be able to normalize practices according to professional responsibilities;
- The partner must be able to provide support in the major content area for grades K -12;

CORE2 Guidelines

- The partner must build capacity within team members;
- Participate in Focused Instructional Team meetings with administrators/district leaders, instructional leaders, and leaders to use students' data to guide instructional changes to plan and implement high-quality instruction for students with diverse needs;
- Develop and improve administrators/district leaders/instructional leaders /administrators' instructional practice and
- Develop and improve administrators/district leaders/instructional leaders /administrator's instructional leadership capacity by increasing their understanding of identifying and implementing evidence-based practices to meet the needs of students, administrators/district leaders, and instructional leaders.
- If applicable, the partner must provide a Trainer of Trainer model for participants to be able to facilitate sessions with other district staff;

- The partner must have the ability to support the analyzing of data on a district level and be able to provide next steps for instructional improvement;
- Partner must provide meaningful and timely feedback using JPS forms and protocols to participants within a 24 to 48-hour timeframe; and
- The partner must be willing to plan and outline with participant goals and next steps to coaching following JPSD protocols.

Desired Measurable GOALS:

Partnering with a proven provider to offer the above professional services for administrators and administrators/district leaders serving Jackson Public Schools aims to achieve the following outcomes. Growth and development of Central Office Executive Team Members and Mid-Level Managers will be based on individual administrator performance using the ***JPS CORE² Framework***:

A. Improving at least one performance level on the ***JPS CORE²*** performance appraisal rubric for administrators; **OR**;
B. Overall Performance Ratings ≥ **3**; **OR**
C. Significant student achievement progress: **Schools** i**ncrease** the number of students' scores in Levels 4 and 5 by at least 5% **and/or** increase schools' accountability ratings as determined by the Mississippi Department of Education's Performance Accountability System

CORE2 Guidelines

Administrators will be able to:

- Define measurable and realistic instructional goals for student learning. This must be done by grade level and/or content area based on baseline date, i.e., MAAP, universal screener data, diagnostic assessment;
- Provide meaningful feedback to instructional staff according to the Mississippi Educator Professional Growth System;
- Prioritize instructional support to administrators/district leaders i.e., lead partner, instructional coaching, etc.;
- Provide support to administrators/district leaders using the ***JPSD Instructional Coaching Framework***;
- Effectively use coaching protocols to provide meaningful, evidence-based feedback to administrators/district leaders focused on effective instruction, classroom management, and increasing teacher capacity;
- Work with instructional staff to collect and analyze student data, diagnose instructional, management, and/or culture needs; and identify evidence-based strategies for improving classroom culture and student achievement.
- Improve the culture and climate of the building. A pre and post-assessment/analysis must be done, to include input from students, staff, and parents: and
- Conduct bi-weekly Focused Instructional Team meetings to inform instructional next steps.

Professional Development and Coaching Support for School and/or District Leaders and Administrators

Scoring Rubric

Project Description	Maximum Number of Points	Points Earned
Measurable goals and a detailed instrument to quantify effectiveness of leadership coaching and services.	12	
Detailed implementation plan (including projected timeline) using research-based strategies and relevant data focused on developing and improving leadership capacity and increasing student success. Plan must focus on the standards, skills and best practices needed to improve the schools' accountability ratings (as defined by the Mississippi Department of Education's Performance Accountability System).	10	
Specific system of feedback following *JPSD Instructional Coaching Framework* inclusive of instructional staff and school and district leadership.	10	
Explicit strategies to improve academic and learning behavior outcomes within the district's MTSS framework.	8	
Vendor's capacity to adequately provide the services outlined in the RFP is provided.	10	
Describe the vendor's minimum qualifications for the staff delivering the program activities during plan implementation, as outlined in the RFP.	10	
Record of success as evidenced in improved academic content outcomes for students in JPSD or other school districts.	10	
Analysis of JPSD specific content outcomes- identifying strengths and needs using relevant data.	10	
Alignment to JPSD key academic initiatives as outlined in the RFP.	10	
Ongoing professional growth opportunities for certified school and/or district instructional personnel.	10	
Total	**100**	

Advanced Academic Programs Courses

● *AP/Pre-AP* ○ *Visual/ Performing Arts* ○ *Montessori* ○ *Early College*

○ *APAC* ○ *Arts Integration*

Project Description	Maximum Number of Points	Points Earned
Product is evidence-based.	10	
Product alignment to the AP/Pre-AP standards for secondary students	10	
Product provides student-centered courses that emphasize key critical thinking, research, time-management, collaboration, and speaking and listening skills that students need for college-level work.	10	
Product is designed to prepare students for challenging college learning or careers.	10	
Product details program specific professional learning and coaching opportunities for teachers.	10	
Alignment with additional requirements outlined in the RFP.	10	
Provisions for program evaluation and alignment to reporting requirements outlined in the RFP.	10	
Record of success as evidenced in improved academic outcomes and or program completion for students.	10	
Total	**80**	

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Advanced Academic Programs Courses

○ *AP/Pre-AP* ● *Visual/ Performing Arts* ○ *Montessori* ○ *Early College*

○ *APAC* ○ *Arts Integration*

Project Description	Maximum Number of Points	Points Earned
Product is evidence-based.	10	
Product is aligned to the Academic/Performing Arts standards that represent the foundation of the National Standards for the Arts and the Mississippi Visual and Performing Arts Framework.	10	
Product offers a visual and performing arts program that is designed to develop the interests and talents of students in the arts and enhance the academic discipline through an interdisciplinary approach that stresses creativity, artistic expression, self-discipline, critical thinking skills, and an appreciation for cultural diversity.	10	
Product provides a pre-professional arts program based on a rigorous written, sequential curriculum to prepare students for the next level in the arts whether university, apprenticeship, or professional experience.	10	
Product details program specific professional learning and coaching opportunities for teachers/instructors.	10	
Alignment with additional requirements outlined in the RFP.	10	
Provisions for program evaluation and reporting requirements outlined in the RFP.	10	
Record of success as evidenced in improved academic outcomes and or program completion for students.	10	
Total	**80**	

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Advanced Academic Programs Courses

○ *AP/Pre-AP* ○ *Visual/ Performing Arts* ● *Montessori* ○ *Early College*

○ *APAC* ○ *Arts Integration*

Project Description	Maximum Number of Points	Points Earned
Product is evidence-based.	10	
Product alignment to state and national standards and Montessori design principals such as prepared environments, specifically designed learning materials and learning processes, observation, and learner independence.	10	
Product reflects rigorous state and national curriculum that balances attention to intellectual, physical, and emotional development while focusing on helping all learners develop to their full potential.	10	
Product emphasizes development of concepts moving from concrete to abstract, visuals and materials PLUS individualized learning that respects student's innate interests and capacity to learn by doing.	10	
Product details program specific professional learning and coaching opportunities for teachers.	10	
Alignment with additional requirements outlined in the RFP.	10	
Provisions for specific program evaluation and reporting requirements outlined in the RFP.	10	
Record of success as evidenced in improved academic outcomes and or program completion for students.	10	
Total	**80**	

Advanced Academic Programs Courses

○ *AP/Pre-AP* ○ *Visual/ Performing Arts* ○ *Montessori* ● *Early College*

○ *APAC* ○ *Arts Integration*

Project Description	Maximum Number of Points	Points Earned
Product is evidence-based.	10	
Product alignment to the standards for a high school diploma and credits toward a two-year associate degree.	10	
Product is structured to provide successful, challenging, and meaningful experiences for students and intended to enable students to pursue post-secondary education and a career path. Flexible and innovative coursework with an applied learning focus in a challenging and supportive environment.	10	
Product offers students the opportunity to earn a high school diploma, meet university entrance requirements, and take college courses for which they receive college units through dual enrollment.	10	
Product details program specific professional learning and coaching opportunities for teachers.	10	
Alignment with additional requirements outlined in the RFP.	10	
Provisions for program evaluation and alignment to reporting requirements outlined in the RFP.	10	
Record of success as evidenced in improved academic outcomes and or program completion for students.	10	
Total	**80**	

Advanced Academic Programs Courses

- ● *AP/Pre-AP*
- ○ *Visual/ Performing Arts*
- ○ *Montessori*
- ○ *Early College*
- ● *APAC*
- ○ *Arts Integration*

Project Description	Maximum Number of Points	Points Earned
Product is evidence-based.	10	
Product provides a challenging program of study in language arts, math, science, and social studies that accelerates students in order to prepare them for college coursework and (Advanced Placement) in their final years of high school.	10	
Product is aligned to the Academic/Performing Arts (APAC) standards that represent the foundation of the National Standards for the Arts and the Mississippi Visual and Performing Arts Framework.	10	
Product provides a pre-professional academic or arts program based on a rigorous written, sequential curriculum to prepare students for the next level in academics or the arts whether university, apprenticeship, or professional experience.	10	
Product details program specific professional learning opportunities and coaching for teachers/instructors.	10	
Alignment with additional requirements outlined in the RFP.	10	
Provisions for program evaluation and reporting requirements outlined in the RFP.	10	
Record of success as evidenced in improved academic outcomes and or program completion for students.	10	
Total	**80**	

Advanced Academic Programs Courses

○ *AP/Pre-AP* ○ *Visual/ Performing Arts* ○ *Montessori* ○ *Early College*

○ *APAC* ● *Arts Integration*

Project Description	Maximum Number of Points	Points Earned
Product is evidence-based.	10	
Product is aligned to the Mississippi College Career Readiness Standards. Art techniques are used to access standards and curriculum.	10	
Product emphasizes the integration of visual and performing arts into all aspects of a school's curriculum.	10	
Product provides an approach to teaching that employs art as a vehicle for learning. Students are engaged in dual learning objectives as they engage in the creative process to explore connections between art forms and other subject areas to gain greater cross-cutting understandings	10	
Product details program specific professional learning and coaching opportunities for teachers/instructors.	10	
Alignment with additional requirements outlined in the RFP.	10	
Provisions for program evaluation and reporting requirements outlined in the RFP.	10	
Record of success as evidenced in improved academic outcomes and or program completion for students.	10	
Total	**80**	

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Computer Science Education Program

Project Description	Maximum Number of Points	Points Earned
Product is evidence-based.	10	
Product alignment to Mississippi College-and Career-Readiness Standards for computer science and designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers and allowing students to compete in the global economy.	10	
Product includes cross-curricular instruction between computer science and other content areas, explore ways to integrate computer science instruction, and practice coding skills.	10	
Product is developmentally appropriate and dedicated to student success, which includes improving student achievement in science, equipping citizens to solve complex problems, and establishing fluent communication skills within a technological environment	10	
Product details program specific professional learning and coaching opportunities for teachers.	10	
Alignment with additional requirements outlined in the RFP.	10	
Provisions for program evaluation and alignment to reporting requirements outlined in the RFP	10	
Record of success as evidenced in improved academic outcomes for students.	10	
Total	**80**	

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Health and Physical Education Program

Project Description	Maximum Number of Points	Points Earned
Product is evidence-based.	10	
Product alignment to Healthy Schools Act, Mississippi Contemporary Health Framework, and the Mississippi Physical Education Framework.	10	
Product includes all dimensions of health, including, but not limited to, community/environmental health, consumer health, disease prevention and control, human growth and development, nutrition, family life, safety and first aid, personal health, mental health, and drug abuse prevention. The students should also gain an understanding about the importance of participation in physical activity	10	
Product is dedicated to providing a continuum of basic health and physical fitness information and skills to enhance individual health that begins while children are young and continues through youth and reinforces positive behaviors to be sustained throughout adulthood.	10	
Product details program specific professional learning and coaching opportunities for teachers.	10	
Alignment with additional requirements outlined in the RFP.	10	
Provisions for program evaluation and alignment to reporting requirements outlined in the RFP	10	
Record of success as evidenced in improved academic outcomes for students.	10	
Total	**80**	

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STEAM Education Program

Project Description	Maximum Number of Points	Points Earned
Product is evidence-based.	10	
Product's multidisciplinary alignment addresses state and national standards and the ISTE Standards and reinvents learning by promoting collaboration across disciplines to develop projects or challenges.	10	
Product includes an approach to teaching and learning that combines science, technology, engineering, the arts, and math to guide student inquiry, discussion, and problem-solving.	10	
Product includes activities that use data to address real-world issues, helps students apply higher-order thinking skills to open-ended problems, and allows students to design and innovate.	10	
Product details program specific professional learning and coaching opportunities for teachers.	10	
Alignment with additional requirements outlined in the RFP.	10	
Provisions for program evaluation and alignment to reporting requirements outlined in the RFP	10	
Record of success as evidenced in improved academic outcomes for students.	10	
Total	**80**	

PROPOSAL FORM

Board of Trustees
Jackson Public School District
Jackson, Mississippi

Ladies and Gentlemen:
I/We, propose to furnish and deliver all items and/or to perform all services according to all sections of this rfp document (Proposal Form, Instructions and Conditions, detailed written Specifications, and Addendum if applicable) and in the quantities at the indicated prices, as called for in the document(s). All quantities indicated have been checked very closely, and both unit price and total price (where requested) have been submitted with the understanding that we shall be responsible for making complete and satisfactory delivery accordingly, within the time frame agenda (if applicable).

All items contained in this RFP shall be as specified or JPSD approved equal. For any item(s) proposed which is other than as specified, a complete and detailed cut and description for each item(s) must accompany the rfp, if the item(s) is to be considered. Please carefully read each section of this RFP.

Acceptance of Proposals:
The Jackson Public School District reserves the right to:

- Have sole discretion to waive minor irregularities in proposals. A minor irregularity is a variation from the proposal that does not affect the proposal or gives one offeror an advantage or benefit not enjoyed by other offerors or adversely impacts the interests of the school district.
- Accept the "lowest and best" RFP which in their judgment assures JPSD the product(s) or service(s) having the best performance and the highest level of function, quality, and value.
- Not accept the lowest priced proposal. Proposals that do not comply with the requirements stated within this RFP subject to disqualification. Proposals that do not meet the deadline date/time will be returned to the vendor unopened.
- Request additional information or conduct discussions with one or more respondents after the RFP deadline; to secure a final selection to award RFP should such action be in the best interest of JPSD.

I/WE UNDERSTAND AND AGREE THAT NEITHER THE AWARD OF THIS RFP TO ME/US BY THE DISTRICT'S BOARD OF TRUSTEES NOR RECEIPT BY ME/US OF A NOTICE OF ACCEPTANCE OF THIS RFP SHALL CONSTITUTE THE MAKING OF A CONTRACT BETWEEN JPSD AND ME/US, WHICH SHALL BE CONDITIONED UPON THE EXECUTION BY BOTH JPSD AND ME/US OF A FORMAL, WRITTEN AGREEMENT.

RESPECTFULLY SUBMITTED,

COMPANY _____

ADDRESS _____

PHONE _____ FAX _____

E-MAIL ADDRESS _____

PRINTED SIGNATURE __ _____

WRITTEN SIGNATURE _____

TITLE _____

DATE _____

CIRCLE THE OPERATING STATUS OF YOUR BUSINESS AS INDICATED:

WOMAN OWNED NON-MINORITY MINORITY WOMAN AND MINORITY

Acknowledgment of Addendum(s)

Addendum Number		Date	
Addendum Number		Date	
Addendum Number		Date	
Addendum Number		Date	

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REQUEST TO ADD VENDOR

Post Office Box 2338 - Jackson, Mississippi 39225-2338
Email form to mmays@jackson.k12.ms.us or todom@jackson.k12.ms.us | Fax to (601-960-8967

School/Department Requesting Vendor Addition _____

To be completed by Vendor: Please complete all sections:

Will your company accept purchase orders? ☐Yes ☐No

Note: As an approved Vendor, you agree not to accept any order from JPS without an approved purchase.

Orders taken and completed without a Purchase Order will be considered a Donation to JPS.

Are you an employee of the Jackson Public School District? ☐Yes ☐No

PRODUCT LINE: _____

Parent Company Name: _____ Doing Business As (DBA) Name: _____

Parent Company Tax #: _____ D/B/A Federal Tax ID/Social Security #: _____

Physical Address: _____ City _____ State _____ Zip-code _____

Remittance Address: **(If Different):**

Address: _____ City _____ State _____ Zip-code _____

Contact Person: _____ Phone: (_____) _____

Fax: (_____) _____ Email Address: _____

Select One: This information will be used to track purchases from minority vendors.

Minority Code: ☐Woman & Minority ☐ Minority ☐Non-Minority ☐Woman
Type of Entity: ☐Individual/Sole Proprietor ☐Corporation ☐Partnership ☐Other

Submitted By: Signature _____ Date _____

ADDITIONAL INFORMATION REQUIRED: The following forms must be submitted
☐ IRS W-9 Form Request for Taxpayer Identification Number and Certification

FOR INTERNAL USE ONLY
Vendor Number: _____ 1099: ☐Yes ☐No

Completed By: _____ Date: _____

☐ Certificate of Liability Insurance for not less than $1,000,000 as stated in Mississippi Code Section § 31-7-13(v)

Proposal Cover Page

VENDOR INFORMATION

Name and Title _____

Company Name_____Date_____

SUBMISSION COVER SHEET AND CONFIGURATION SUMMARY

By my signature below, I hereby represent that I am authorized to and do bind the offeror to the provisions of the attached proposal. The undersigned offers and agrees to perform the specified personal and professional services in accordance with provisions set forth in the Request for Proposals. Furthermore, the undersigned fully understands and assures compliance with the Conditions of Solicitation and Standard Terms and Conditions contained in the RFP. The undersigned is fully aware of the evaluation criteria to be utilized in vendor selection for approval. I further certify that _____ is an authorized dealer in good standing of the products/services included in the proposal submitted in response to the RFP.

_____ _____
Authorized Signature Date

_____
Printed Signature

CONFIGURATION SUMMARY

Vendor must provide a summary of the main component of the services offered in this proposal using 100 words or less.

ASSURANCES AND SIGNATURE FORM

In submitting this application, I certify that:

1. The organization will comply with applicable federal, state, and local policies and procedures.

2. Services will be provided under the supervision of highly qualified teachers and/or administrators.

3. The organization will maintain professionalism and confidentiality.

4. The organization is fiscally sound and will be able to complete services to the local educational agency.

5. The organization will ensure that the services provided are aligned the Mississippi Curriculum Frameworks and scientifically research based practices.

6. The organization will comply with applicable federal, state, and local health, safety, and civil rights laws.

7. Provisions that subject all individuals employed by or otherwise associated with the approved provider, including volunteers, support staff, etc., who have direct contact with students, to the fingerprint and criminal history record check contained in law, including, Education Laws 305(30), 1125(3), 1604(39), 1604(40), 1709(39), 1709(40), 1804(9), 1804(10), 1950(4)(11), 1950(4)(mm), 2503 (18), 2503(19), 2554(25), 2554(26, 2590-h (20), 2854(3)(a-2), 2854(3)(a-3), and 3035.

8. All services will be secular, neutral, and non-ideological.

9. The organization will provide the local educational agency with information regarding implementation of proposal initiatives in increasing achievement, in a format, and to the extent practicable, a language or other mode of communication such that district personnel, parents / legal guardians, and community members can understand.

The undersigned hereby certifies that I am an individual authorized to act on behalf of the organization in submitting this application and assurances. I certify that all of the information provided herein is true and accurate, to the best of my knowledge. I understand that the discovery of deliberately misrepresented information contained herein may constitute grounds for denying the applicant's request for approval.

Name of Organization

Printed Name of Authorized Representative

Signature of Authorized Representative

Date Signed

INDEPENDENT CONTRACTOR DEBARMENT VERIFICATION FORM

(Please print clearly or type)

***Appropriate signatures shall certify statements below.*

Subgrantee's/Contractor's Name	
Authorized Official's Name	
Complete Address	
Contact Number	
Are you currently registered to do business in the State of Mississippi? (Yes or No) If yes, attach supporting documentation of registration status. If, no please register and provide documentation of registration status. (**State/Other fund requirement)**	

FEDERAL DEBARMENT CERTIFICATION:

CONTRACTOR hereby certifies that at the execution of a contract with the Jackson Public School District (JPS) that the CONTRACTOR is not on the list for federal debarment on www.sam.gov – System for Award Management.

STATE OF MISSISSIPPI REGISTRATION:

CONTRACTOR hereby certifies that at the execution of a contract with the Jackson Public School District (JPS) that the CONTRACTOR is not on the list for debarment on www.sos.ms.gov for doing business with the State of Mississippi or with any Mississippi State Agency.

PARTNERSHIP DEBARMENT CERTIFICATION:

CONTRACTOR hereby certify that all entities who are in partnership through this contract or grant with the Jackson Public School District (JPS) (subcontractors, subrecipients, et al.) are not on the federal debarment list on www.sam.gov – System for Award Management or the State of Mississippi debarment list. Proof of documentation of partnership verification with SAM shall be kept on file and the debarment status shall be checked prior to submission of every contract/subgrant and modification to JPS.

_____

Original Signature of Contractor or Authorized Official *Date*

INDEPENDENT CONTRACTOR DEBARMENT VERIFICATION FORM*

(Please print clearly or type)

***Appropriate signatures shall certify statements below.*

FEDERAL DEBARMENT CERTIFICATION:

Subgrantee's/Contractor's Name	
Authorized Official's Name	
Complete Address	
Contact Number	
Are you currently registered with www.sam.gov (Yes or No) If yes, attach supporting documentation and DUNS number must be Active with open access. **(Federal fund requirement)**	
Are you currently registered to do business in the State of Mississippi? (Yes or No) If yes, attach supporting documentation of registration status. If not, please register and provide documentation of registration status. **(Federal and State/Other fund requirement)**	

CONTRACTOR hereby certifies that at the execution of a contract with the Jackson Public School District (JPS), that the CONTRACTOR is not on the list for federal debarment on www.sam.gov – System for Award Management.

MISSISSIPPI REGISTRATION: CONTRACTOR hereby certifies that at the execution of a contract with the Jackson Public School District (JPS),that the CONTRACTOR is not on the list for debarment on www.sos.ms.gov for doing business with the State of Mississippi or with any Mississippi State Agency.

PARTNERSHIP DEBARMENT CERTIFICATION:

CONTRACTOR hereby certifies that all entities who are in partnership through this contract or grant with the Jackson Public School District (JPS) (subcontractors, subrecipients, et al.) are not on the federal debarment list on www.sam.gov – System for Award Management or the State of Mississippi debarment list. Proof of documentation of partnership verification with SAM shall be kept on file and the debarment status shall be checked prior to submission of every contract/subgrant and modification to JPS.

_____ _____

Original Signature of Contractor or Authorized Official *Date*

Jackson Public Schools Submission Price Page

Bid Proposal: **RFP 2025-01-26**

Bid Title**: SY26-27 Professional Development and Coaching Support for Teachers**

Submission Deadline Date and Time: _____

Participating Vendor Name_____

Address_____

Handwritten Signature_____

Addendums Acknowledge Yes_____ or No _____

Price Per Session _____

If this page is not displayed when the deadline opening date occurs, it will not be acknowledged or allowed to be presented. This applies to all submitted proposals whether mailed, hand delivery or electronically emailed.