JACKSON
PUBLIC SCHOOLS
Transforming lives through excellent education

RFP 2026-01-26

Title: SY 26-27 Professional Development and Coaching Support for Teachers

Issue Date: Tuesday, January 20, 2026

Submission Deadline: Monday February 09, 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 (18): 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 (11).

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 (18) 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:

Rajeeni Clay-Scott

Rclay@jackson.k12.ms.us

SY26-27 Professional Development and Coaching Support for Teachers

Proposal

1.0 Introduction

All proposed training must be aligned with the standards of the Mississippi Department of Education and the Mississippi College and Career Readiness Standards. The professional development provided to teachers must give them the tools needed to prepare their students for high rates of success on state-mandated tests, increased high school completion, and successful post-secondary education.

The instructional philosophy of the Jackson Public School District is to ensure that maximum learning takes place in a safe and positive environment. Teachers serve as positive role models, mentors, and contributing team members who adhere to, and enforce, district and school policy. Teachers 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 delivery methods, 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 in the proposal will clearly outline and support district efforts to: (1) streamline highly effective instructional programs Grade Pre-Kindergarten – Grade 12; (2) increase data-driven decision making; and (3) implement meaningful and consistent professional learning and coaching opportunities for teachers based on clearly defined needs.

All training must be aligned with the standards of the Mississippi Department of Education and the Mississippi College and Career Readiness Standards. The professional development provided to teachers must give them the tools needed to prepare JPS students for state mandated tests, successful high school completion, and post-secondary education.

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.

Improved student achievement results.

Supportive leadership.

Results-driven, high-quality professional development activities.

Our staff is committed to encouraging and supporting certified and classified personnel in their continuous effort to grow professionally. Professional Development serves as a bridge that connects where prospective and experienced educators are now and where they will need to be to meet the challenges of guiding all students to achieve higher standards of learning and development.

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 teachers in each school;

Professional learning and development are needed to ensure that all 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. Professional

development serves 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.

Content-Area Support and Coaching for Instructional Staff Third Grade – 12th Grade.

Scope of Work

The district desires to contract with Lead Partner(s) to focus on the District's Instructional Management System (Standard 20) of the Mississippi Public School Accountability Standards to build comprehensive English Language Arts, all mathematics, and/or all science content, as well as, systemwide International Baccalaureate implementation at all levels, and high school US history, foreign language, or music instructional capacity that will significantly improve student outcomes in grades 3-12.

The Lead Partner(s) 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).

The Lead Partner(s) must utilize the Mississippi Academic Assessment Program (MAAP), the Mississippi College and Career Readiness Standards, and the Learning Forward's Professional Development Standards, the ***Mississippi Educator Professional Growth System***.

Services must include an approved 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. Also, the services must require instructional staff to review and evaluate students' work samples to improve instruction, i.e., projects, performance tasks, etc.

The Lead Partner(s) must provide data analysis of the tested grades at contracted schools and provide a detailed plan of how the Lead Partner support services will positively increase student achievement and overall school academic outcomes. Projected student achievement and overall school academic outcomes will be explicitly quantified, and periodic data reports will be provided by Lead Partner(s)a minimum of three times per year.

Although the Lead Partner(s) may be assigned to support and coach specific teachers, JPSD is requiring that monthly/bi-weekly meetings be held with the entire staff to discuss instructional strengths and weaknesses, areas for improvement, and to demonstrate instructional strategies that will assist teachers in improving students in the area of growth and proficiency.

The Lead Partner(s) must be willing to normalize instructional practices and support during the service period following the ***JPSD Instructional Coaching Framework***.

Desired Measurable GOALS:

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

A. Schools will i**ncrease** the number of students' scores in specified content areas in the Levels 4 and 5 by at least 5% **OR**

B. Schools will increase schools' accountability ratings as determined by the Mississippi Department of Education's Performance Accountability System; **OR**

C. Schools will **increase** the number of students' scoring Levels 4– 5 in each subgroup in the identified content area(s); **OR**

D. Teachers will increase their overall effectiveness a minimum of one level as determined by the ***JPSD/MDE Professional Growth System***

Teachers will be able to:

- Implement the District's Instructional Management System with fidelity;
- Deliver the District's curriculum, using effective, proven strategies for the students;
- Assess student learning with a variety of classroom, district, and state assessments;
- Collect and analyze student data; diagnose instructional, management, and/or culture needs; and identify evidence-based strategies for improving classroom culture and student achievement.
- Use assessment data to drive instructional decisions;
- Implement the professional learning activities outlined in the District's Professional Learning Plan;
- Communicate strengths and weaknesses to students, parents, administrators, and others as appropriate; and
- Attend professional development activities/session.
- Establish and maintain short-term and long-range goals related to classroom management and culture.

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 capacity to carry out the work. Each consultant must have a valid Mississippi License and/or professional credentials to work with teachers.

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 teacher 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 teachers, administrators, and others as appropriate.
    - Describe in detail how the instructional process includes explicit strategies to improve academic and learning outcomes, including differentiated instruction, within the district's MTSS framework.
    - Coordinate with the Office of Teaching & Learning to include all delivered professional development in the district's database system.
    - Alignment to JPSD key academic initiatives – to develop a robust early literacy campaign; Implement high-quality, developmentally appropriate curriculum; Culturally and socially relevant approaches to instruction; Effective intervention models to support struggling scholars; to invite and cultivate innovative practices.

Additionally, as you prepare your proposal, the Lead Partner must specifically address how your organization will support the desired outcomes and explicitly focus your proposal on content area support and coaching for third – 12th grade teachers:

- 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 a comprehensive academic professional services division, will be sought to serve as instructional support for teachers in 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 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 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 teachers 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 coaches and teachers must interact at least every couple weeks; sustained throughout the school year.
- The Lead Partner coaching is focused on specific content, and teachers are coached on their practices within the context of their own classrooms.
- The Lead Partner(s) must interact and plan with the teacher throughout the JPSD Instructional Coaching Framework coaching cycle and prior to delivering support services;
- The Lead Partner(s) must provide feedback around instruction, classroom management, and/or classroom culture, and facilitating learner self-reflection and growth;
- The Lead Partner must debrief with the teacher and principals within two (2) days of providing support sessions and coaching;
- Lead Partner(s) must provide in-classroom coaching and support for teachers 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; Focus on select instructional strategies that research shows to be effective in improving academic achievement;
- Train and coach teachers in the implementation of integrated instructional strategies that increase the rigor to support student achievement and reach all students;
- Implement strategies that will improve academic and behavior outcomes;
- 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 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 teachers in creating a common language that communicates consistency, high academic expectations, and equitable school culture for all students;
- Be proficient with best teaching 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 teachers 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 teachers' performance.
- The Lead Partner(s) must assist teachers 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

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 teacher professional development and training:
    - A written plan outlining how the organization will improve outcomes for students and adult learners by developing and improving teachers' instructional capacity by increasing their understanding of identifying and implementing evidence-based practices to meet the needs of students and teachers.
    - A written plan outlining how the body of work will be accomplished, inclusive of goals and outcomes;
    - An evidence-based framework/model and resources for increasing the instructional capacity of teachers that includes;
        - Delivering the District's curriculum, using evidence-based, proven strategies for the students;
        - Assessing student learning with a variety of classroom, district, and state assessments;
        - Using assessment data to drive instructional decisions;
        - Implementing the District's Instructional Management System with fidelity;
        - Implementing professional learning activities outlined in the district's and/or school's Professional Learning Plan;
        - Implementing instructional coaching following the *JPSD Instructional Coaching Model*; focusing on self-reflection, collaborative observation and walkthrough, collaborative lesson planning, instructional strategy role play, and examining student work.
        - Providing written reports including participant feedback and implementation

assessments to the superintendent, specified district-level administrators, building level administrator; and
- Communicating strengths and weaknesses to teachers, administrators, and others as appropriate;
- Delivering quarterly, on-site implementation briefings with the superintendent and appropriate district-level personnel.
- Participating in Focused Instructional Team meetings with teachers, instructional coaches, and leaders to use students' data to guide instructional changes to plan and implement high quality instruction for students with diverse needs;

- Coordinate with the Office of Teaching & Learning to include all delivered professional development in the district's database system.
- Describe in detail how the instructional process includes differentiated instruction and the MTSS Process;
- Provide a model that includes the components for instruction for a 60 - instructional period, A/B block (90 &100 minutes) face-to-face, blended model, and virtually;

- 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 teachers 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.

Professional Development and Coaching Support for Teachers

Scoring Rubric

Project Description	Maximum Number of Points	Points Earned
Measurable goals and a specific instrument to quantify effectiveness of support services.	12	
Detailed implementation plan (including projected timeline) using evidence-based strategies and relevant data focused on developing and improving instructional 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	
Explicit strategies to improve academic and learning behavior outcomes within the district's MTSS framework.	8	
Specific system of feedback following *JPSD Instructional Coaching Framework* inclusive of instructional staff and school and district leadership.	10	
Provides a comprehensive plan that describes the vendor's capacity to adequately provide the services outlined in the RFP.	10	
Describe the vendor's minimum qualifications for the staff delivering the program activities during plan implementation, as outlined in the RFP.		
Record of success as evidenced in improved academic outcomes for students in Grades 3-12 in JPSD or other school districts.	10	
Analysis of JPSD 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 and/or classified school and/or district instructional personnel.	10	
Total	**100**	

Integrated Exceptional Education and English Language Learner Support and Coaching for Teachers (Kindergarten – 12th Grades)

Scope of Work

The district desires to contract with Lead Partner(s) to focus on the District's Instructional Management System (Standard 20) of the Mississippi Public School Accountability Standards to build exceptional education and English language learner instructional capacity that will significantly improve student outcomes. Strategies should be explicitly identified, and the focus should be on effective, comprehensive strategies and support that promotes high rates of success for all learners.

Inclusive Exceptional Practices

EL Guidance

The Lead Partner(s) 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). The Lead Partner(s) must utilize the Mississippi Academic Assessment Program (MAAP), the Mississippi College and Career Readiness Standards, Learning Forward's Professional Development Standards, the Mississippi Educator Professional Growth System, and the Professional Standards for Educational Leaders to guide the support provided.

MDE PGS Combined Rubric

Services must include an approved 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. Also, the services must require instructional staff to review and evaluate students' work samples to improve exceptional education instruction, i.e., innovation, projects, performance tasks, etc.

The Lead Partner(s) must provide data analysis of the tested grades at contracted schools and provide a detailed plan of how the Lead Partner support services will positively increase student achievement and overall school academic outcomes. Projected student achievement and overall school academic outcomes will be explicitly quantified, and periodic data reports will be provided by Lead Partner(s)a minimum of three times per year.

Although the Lead Partner(s) may be assigned to support and coach specific teachers, JPSD is requiring that monthly/bi-weekly meetings be held with the entire staff to discuss instructional strengths and weaknesses, areas for improvement, and to demonstrate instructional strategies that will assist teachers in improving students in the area of growth and proficiency.

The Lead Partner(s) must be willing to normalize instructional practices and support during the service period. The Lead Partner(s) must demonstrate sufficient staffing, experience, knowledge, and capacity to carry out the work. The Lead Partner must outline the minimum qualifications for the staff delivering the program activities during plan implementation, as outlined in the RFP. Each

consultant must have a valid Mississippi License to work with teachers.

Additional services that JPSD is seeking from a lead partner is to provide coaching support and leadership development for certified and/or classified school and/or district instructional

Professional Development Standards, the Mississippi Educator Professional Growth System, and the Professional Standards for Educational Leaders will guide the support.

Desired Measurable GOALS:

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

English Language Learner Support Goals

A. **Schools** will i**ncrease** the number of English Language Learner students' scores in Levels 4 or 5 by at least 5% **OR**
B. Schools will **increase** EL proficiency rates or **maintain** maximum proficiency points on MDE EL assessment data; **OR**
C. Schools will **decrease** disparities that exist between children with and without English Language Learner identification in areas related to academic achievement

Exceptional Education Support Goals

D. **Schools** will i**ncrease** the number of exceptional education students' scores in Levels 4 or 5 by at least 5% **OR**
E. Schools will **decrease** disparities that exist between children with and without disabilities in areas related to academic achievement; **OR**

Teachers will be able to:

- Implement the District's Instructional Management System with fidelity;
- Deliver the District's exceptional education and English language learner curriculum and support, using effective, proven strategies for these students;
- Assess student learning with a variety of classroom, district, and state assessments;
- Collect and analyze student data; diagnose instructional, management, and/or culture needs; and identify evidence-based strategies for improving classroom culture and student achievement.
- Use assessment data to drive instructional decisions;
- Implement the professional learning activities outlined in the District's Professional Learning Plan;
- Communicate strengths and weaknesses to students, parents, administrators, and others as appropriate; and
- Attend professional development activities/sessions.
- Guide and assist the teachers in establishing and maintaining short-term and long- range goals related to classroom management and culture.

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 capacity to carry out the work. Each consultant must have a valid Mississippi License and/or professional credentials to work with teachers.

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 teacher professional development and training:
    - Deliver the District's exceptional education and/or English language learner curriculum and support using effective, proven strategies for these learners;
    - 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 the exceptional education and English language learner program/course implementation to teachers, administrators, and others as appropriate.
    - Describe in detail how the instructional process includes explicit strategies to improve academic and learning outcomes, including differentiated instruction, within the district's MTSS framework.
    - Coordinate with the Office of Teaching & Learning to include all delivered professional development in the district's database system.
    - Alignment to JPSD key academic initiatives – to develop a robust early literacy campaign; Implement high quality, developmentally appropriate curriculum; Culturally and socially relevant approaches to instruction; Effective intervention models to support struggling scholars; to invite and cultivate innovative practices.

Additionally, as you prepare your proposal, the Lead Partner must specifically address how your organization will support the desired outcomes and explicitly focus your proposal on exceptional education and English language learner support and coaching for kindergarten – 12th grade, as well as coaching support for teachers around positive classroom culture and management:

- Services must include an instrument to measure the effectiveness of the support services performed, relative to the amount of the 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 a comprehensive academic professional services division, will be sought to serve as Exceptional education instructional support for teachers 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 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 in establishing a vision for a strong Exceptional education and English language learner 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' teachers on how to employ 21st century exceptional education 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 coaches and teachers must interact at least every couple weeks; sustained throughout the school year.
- The Lead Partner coaching is focused on specific exceptional education and English language learner strategies, and teachers are coached on their practices within the context of their own classrooms.
- The Lead Partner(s) must interact and plan with the teacher throughout the JPSD Instructional Coaching Framework coaching cycle and prior to delivering support services;
- The Lead Partner(s) must provide feedback around instruction, classroom management, and/or classroom culture, and facilitating learner self-reflection and growth.
- The Lead Partner must debrief with the teacher and principals within two (2) days of providing support sessions and coaching;
- Lead Partner(s) must provide in-classroom exceptional education and English language learner coaching and support for teachers 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; Focus on select instructional strategies that research shows to be effective in improving academic achievement;
- Train and coach teachers in the implementation of exceptional education and English language learner instructional strategies and supports that increase the rigor to support student achievement and reach all students;
- Implement strategies that will improve academic and behavior 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 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 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 teachers 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 teachers' performance.
- The Lead Partner(s) must assist teachers 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

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 teacher professional development and training:
    - A written plan outlining how the organization will improve exceptional education outcomes for students and adult learners by developing and improving teacher capacity by increasing their understanding of identifying and implementing evidence-based practices to meet the needs of students, teachers, and coaches.

- A written plan outlining how the body of work will be accomplished, inclusive of goals and outcomes;
- An evidence-based framework/model and resources for increasing exceptional education and English language learner instructional capacity of teachers that includes;
    - Delivering the District's exceptional education curriculum and supports, using evidence-based, proven strategies for the students;
    - Assessing student learning with a variety of classroom, district, and state assessments;
    - Using assessment data to drive exceptional education and English language learner instructional decisions;
    - Implementing the District's Instructional Management System with fidelity;
    - Implementing professional learning activities outlined in the district's and/or school's Professional Learning Plan;
    - Implementing instructional coaching following the *JPSD Instructional Coaching Model*; focusing on self-reflection, collaborative observation and walkthrough, collaborative lesson planning, instructional strategy role play, and examining student work.
    - Providing written reports including participant feedback and implementation assessments to the superintendent, specified district-level administrators, building level administrator; and
    - Communicating strengths and weaknesses to teachers, administrators, and others as appropriate;
    - Delivering quarterly, on-site implementation briefings with the superintendent and appropriate district-level personnel.
    - Participating in Focused Instructional Team meetings with teachers, instructional coaches, and leaders to use students' data to guide instructional changes to plan and implement high quality instruction for students with diverse needs;
- Coordinate with the Office of Teaching & Learning to include all delivered professional development in the district's database system.
- Describe in detail how the instructional process includes differentiated instruction and the MTSS Process;
- Provide a model that includes the components for instruction for a 60 - instructional period, A/B block (90 &100 minutes) face-to-face, blended model, and virtually;

- 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 teachers 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 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.

JACKSON PUBLIC SCHOOLS
Transforming lives through excellent education

Provide Job-Embedded English Language Learners Professional Development and Coaching Support for Teachers

Scoring Rubric

Project Description	Maximum Number of Points	Points Earned
Measurable goals and a specific instrument to quantify effectiveness of English language support services.	12	
Detailed implementation plan (including projected timeline) using evidence-based strategies and relevant data focused on developing and improving instructional 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	
Explicit strategies to improve academic and learning behavior outcomes within the district's MTSS framework.	8	
Specific system of feedback following *JPSD Instructional Coaching Framework* inclusive of instructional staff and school and district leadership.	10	
Provides a comprehensive plan that describes the vendor's capacity to adequately provide the services outlined in the RFP.	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 outcomes for exceptional education students in JPSD or other school districts.	10	
Analysis of JPSD English language learner students' outcomes - identifying strengths and needs using relevant data.	12	
Alignment to JPSD key academic initiatives as outlined in the RFP.	8	
Ongoing professional growth opportunities for certified and/or classified school and/or district instructional personnel.	10	
Total	**100**	

JACKSON PUBLIC SCHOOLS
Transforming lives through excellent education

Provide Job-Embedded Exceptional Education Professional Development and Coaching Support for Teachers

Scoring Rubric

Project Description	Maximum Number of Points	Points Earned
Measurable goals and a specific instrument to quantify effectiveness of exceptional education support services.	12	
Detailed implementation plan (including projected timeline) using evidence-based strategies and relevant data focused on developing and improving instructional 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	
Explicit strategies to improve academic and learning behavior outcomes within the district's MTSS framework.	8	
Specific system of feedback following *JPSD Instructional Coaching Framework* inclusive of instructional staff and school and district leadership.	10	
Provides a comprehensive plan that describes the vendor's capacity to adequately provide the services outlined in the RFP.	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 outcomes for exceptional education students in JPSD or other school districts.	10	
Analysis of JPSD exceptional education students' outcomes - identifying strengths and needs using relevant data.	12	
Alignment to JPSD key academic initiatives as outlined in the RFP.	8	
Ongoing professional growth opportunities for certified and/or classified school and/or district instructional personnel.	10	
Total	**100**	

Integrated-Content Early Learner Support and Coaching for Teachers (Pre-K – 2nd Grades)

Scope of Work

The district desires to contract with Lead Partner(s) to focus on the District's Instructional Management System (Standard 20) of the Mississippi Public School Accountability Standards to build integrated content early learner instructional capacity that will significantly improve early learner student outcomes. Focus should be on effective, comprehensive integrated-content early learner strategies and support that foster a deep understanding of the integrated-content and effective delivery of instruction for early learners.

The Lead Partner(s) 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) and increase teacher effectiveness. The Lead Partner(s) must utilize the Mississippi Academic Assessment Program (MAAP), the Mississippi College and Career Readiness Standards, Learning Forward's Professional Development Standards, the Mississippi Educator Professional Growth System, and the Professional Standards for Educational Leaders to guide the support provided.

MDE PGS Combined Rubric

Services must include an approved 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. Also, the services must require instructional staff to review and evaluate students' work samples to improve integrated-content early learner instruction, i.e., literacy, numeracy, discovery, projects, performance tasks, etc.

The Lead Partner(s) must provide data analysis of student outcomes at contracted schools and provide a detailed plan of how the Lead Partner support services will positively increase student achievement and overall school academic outcomes. Projected student achievement and overall school academic outcomes will be explicitly quantified, and periodic data reports will be provided by Lead Partner(s)a minimum of three times per year.

Although the Lead Partner(s) may be assigned to support and coach specific teachers, JPSD is requiring that monthly/bi-weekly meetings be held with the entire staff to discuss instructional strengths and weaknesses, areas for improvement, and to demonstrate instructional strategies that will assist teachers in improving students in the area of growth and proficiency.

The Lead Partner(s) must be willing to normalize effective content instructional practices and support during the service period. The Lead Partner(s) must demonstrate sufficient staffing, experience, knowledge, and capacity to carry out the work. The Lead Partner must outline the

minimum qualifications for the staff delivering the program activities during plan implementation, as outlined in the RFP. Each consultant must have a valid Mississippi License to work with teachers.

Additional services that JPSD is seeking from a lead partner is to provide coaching support and leadership development for certified and/or classified school and/or district instructional personnel, following the JPSD Instructional Coaching Framework. Again, the Learning Forward's Professional Development Standards, and the Mississippi Educator Professional Growth System will guide the support.

Desired Measurable GOALS:

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

A. Schools will increase schools' accountability ratings as determined by the Mississippi Department of Education's Performance Accountability System; **OR**
B. Schools will **increase** the number of students' scoring Levels 4– 5 in each subgroup in the identified content area(s); **OR**
C. Teachers will increase their overall effectiveness a minimum of one level as determined by the ***JPSD/MDE Professional Growth System***

Teachers will be able to:

- Implement the District's Instructional Management System with fidelity;
- Deliver the District's integrated-content early learner curriculum and support, using effective, proven strategies for these students;
- Assess student learning with a variety of classroom, district, and state assessments;
- Collect and analyze student data; diagnose instructional, management, and/or culture needs; and identify evidence-based strategies for improving classroom culture and student achievement.
- Use assessment data to drive instructional decisions;
- Implement the professional learning activities outlined in the District's Professional Learning Plan;
- Communicate strengths and weaknesses to students, parents, administrators, and others as appropriate; and
- Attend professional development activities/sessions.
- Guide and assist the teachers in establishing and maintaining short-term and long- range goals related to classroom management and culture.

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 capacity to carry out the work. Each consultant must have a valid Mississippi License and/or professional credentials to work with teachers.

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 teacher professional development and training:
    - Deliver the District's integrated-content (mathematics, literacy, science, social studies, etc.) early learner curriculum and support using effective, proven strategies for these learners;
    - 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 the integrated content (mathematics, literacy, science, social studies, etc.) early learner program/course implementation to teachers, administrators, and others as appropriate.
    - Describe in detail how the instructional process includes explicit strategies to improve academic and learning outcomes, including differentiated instruction, within the district's MTSS framework.
    - Coordinate with the Office of Teaching & Learning to include all delivered professional development in the district's database system.
    - Alignment to JPSD key academic initiatives – to develop a robust early literacy campaign; Implement high quality, developmentally appropriate curriculum; Culturally and socially relevant approaches to instruction; Effective intervention models to support struggling scholars; to invite and cultivate innovative practices.

Additionally, as you prepare your proposal, the Lead Partner must specifically address how your organization will support the desired outcomes and explicitly focus your proposal on integrated-content early learner support and coaching for pre-kindergarten – 2nd grade, as well as coaching support for instructional staff around positive classroom culture and management:

- Services must include an instrument to measure the effectiveness of the support services performed, relative to the amount of the 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 a comprehensive academic professional services division, will be sought to serve as integrated-content (mathematics, literacy, science, social studies, etc.)

early learner instructional support for teachers 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 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 in establishing a vision for a strong integrated-content early learner 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' teachers on how to employ 21st century integrated-content (mathematics, literacy, science, social studies, etc.) early learner 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 coaches and teachers must interact at least every couple weeks; sustained throughout the school year.
- The Lead Partner coaching is focused on specific integrated-content (mathematics, literacy, science, social studies, etc.) early learner strategies, and teachers are coached on their practices within the context of their own classrooms.
- The Lead Partner(s) must interact and plan with the teacher throughout the JPSD Instructional Coaching Framework coaching cycle and prior to delivering support services;
- The Lead Partner(s) must provide feedback around instruction, classroom management, and/or classroom culture, and facilitating learner self-reflection and growth;
- The Lead Partner must debrief with the teacher and principals within two (2) days of providing support sessions and coaching;
- Lead Partner(s) must provide in-classroom integrated-content (mathematics, literacy, science, social studies, etc.) early learner coaching and support for teachers 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; Focus on select instructional strategies that research shows to be effective in improving academic achievement;
- Train and coach teachers in the implementation of integrated-content (mathematics, literacy, science, social studies, etc.) early learner instructional strategies and supports that increase the rigor to support student achievement and reach all students;
- Implement strategies that will improve academic and behavior 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 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 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 teachers 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 teachers' performance.
- The Lead Partner(s) must assist teachers 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

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 teacher professional development and training:
    - A written plan outlining how the organization will improve integrated-content (mathematics, literacy, science, social studies, etc.) early learner outcomes for students and adult learners by developing and improving teachers' instructional capacity by increasing their understanding of identifying and implementing evidence-based practices to meet the needs of students, teachers, and coaches.
    - A written plan outlining how the body of work will be accomplished, inclusive of

goals and outcomes;

- An evidence-based framework/model and resources for increasing Integrated content early learner instructional capacity of teachers that includes;
  - Delivering the District's integrated-content (mathematics, literacy, science, social studies, etc.) early learner curriculum and supports, using evidence-based, proven strategies for the students;
  - Assessing student learning with a variety of classroom, district, and state assessments;
  - Using assessment data to drive integrated-content early learner instructional decisions;
  - Implementing the District's Instructional Management System with fidelity;
  - Implementing professional learning activities outlined in the district's and/or school's Professional Learning Plan;
  - Implementing instructional coaching following the *JPSD Instructional Coaching Model*; focusing on self-reflection, collaborative observation and walkthrough, collaborative lesson planning, instructional strategy role play, and examining student work.
  - Providing written reports including participant feedback and implementation assessments to the superintendent, specified district-level administrators, building level administrator; and
  - Communicating strengths and weaknesses to teachers, administrators, and others as appropriate;
  - Delivering quarterly, on-site implementation briefings with the superintendent and appropriate district-level personnel.
  - Participating in Focused Instructional Team meetings with teachers, instructional coaches, and leaders to use students' data to guide instructional changes to plan and implement high quality instruction for students with diverse needs;
- Coordinate with the Office of Teaching & Learning to include all delivered professional development in the district's database system.
- Describe in detail how the instructional process includes differentiated instruction and the MTSS Process;
- Provide a model that includes the components for instruction for a 60 - instructional period, A/B block (90 &100 minutes) face-to-face, blended model, and virtually.

- 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 teachers 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 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.

Provide Job-Embedded Integrated-Content (Mathematics, Literacy, Science, Social Studies, etc.) Early Learner (Pre-K – 2nd Grade) Professional Development and Coaching Support for Teachers

Scoring Rubric

Project Description	Maximum Number of Points	Points Earned
Measurable goals and a specific instrument to quantify effectiveness of integrated-content (mathematics, literacy, science, social studies, etc.) early learner instruction and support services.	10	
Detailed implementation plan (including projected timeline) using evidence-based strategies and relevant data focused on developing and improving integrated English language arts instructional 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	
Explicit strategies to improve academic and learning behavior outcomes within the district's MTSS framework.	10	
Specific system of feedback following *JPSD Instructional Coaching Framework* inclusive of instructional staff and school and district leadership.	10	
Provides a comprehensive plan that describes the vendor's capacity to adequately provide the services outlined in the RFP.	10	
Record of success as evidenced in improved academic outcomes for students (Pre-K-2nd Grade) in JPSD or other school districts.	10	
Analysis of JPSD integrated-content early learner 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 and/or classified school and/or district instructional personnel.	10	
Total	**100**	

Advanced Academic Programs, Computer Science Education, Health and Physical Education, and /or STEAM Education Support and Coaching for Instructional Staff (Pre-Kindergarten – 12th Grades)

Advanced Academic Programs

Students aren't all cut from the same mold. Different personalities, interests, and learning styles add up to a variety of educational needs. The Jackson Public School District offers students a strong, broad-based choice of special programs to help meet these needs and cultivate a lifelong love of learning.

In keeping with our philosophy of providing programs to meet the needs of all students, the district offers a number of programs. The Advanced Academic Programs (AAP), which are available for students in Jackson Public Schools focus on strengthening and broadening the academic and creative talents of identified students. To develop the exceptional abilities of these students, a curriculum which combines acceleration and enrichment is used. Teachers must be prepared to effectively implement advanced placement curricula.

Advanced Academic Programs (AAP) provide challenging learning experiences for students that build on individual strengths and optimize abilities. Advanced Academics also includes courses, programs, assessments, services and supports that provide opportunities for students to demonstrate college and career readiness and potentially earn postsecondary credit.

Advanced Academic Courses includes AP/Pre-AP courses and the following special programs: **APAC, Montessori, Arts Integration, Visual and Performing Arts, and Early College**.

Computer Science Education

In March 2021, Governor Tate Reeves signed House Bill 633, the Mississippi Computer Science and Cyber Education Equality Act, requiring all public schools in Mississippi to offer computer science education by the 2024-2025 school year.

Computer science and the technologies it enables rest at the heart of our economy and the way we live our lives. To be well-educated citizens in a computing-intensive world and to be prepared for careers in the 21st century, our students must have a clear understanding of the principles and practices of computer science. To achieve this preparation for our students, we must have advance computer science education that ensures relevant curricula and well-prepared teachers.

JPS is committed to prepare all students with the skills and knowledge to compete on the global stage of a technology-driven future by providing them engaging and equitable computer science experiences which will equip them to be both users and creators of computing technology by:

Equipping preservice and in-service teachers with the knowledge and skills needed to deliver high-quality, inquiry-based computer science instruction.

Implementing and maintaining engaging and equitable computer science curricula

Maintaining computer science standards that are consistent with relevant educational and workforce demands.

Health and Physical Education

The Mississippi Healthy Students Act of 2007 strengthened health education and physical education requirements in Mississippi and mandated that schools provide programming that will aid in reducing obesity in the state. Forty- five (45) minutes of health education is required each week for students in K-8 grades and 150 minutes of physical education/physical activity per week is also required.

Data indicates that the earlier that students begin participating in physical activity and are introduced to health education skills, the greater the chance that they will build life skills to help them to be healthier. This Act also strengthened the child nutrition program and school health councils in the state. Prior to the passing of this law, health education was already a graduation requirement in grades 9-12.

STEAM Education

STEAM Education is an approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking. Using STEAM education results in students who take thoughtful risks, engage in experiential learning, persist in problem-solving, embrace collaboration, and work through the creative process. These are the innovators, educators, leaders, and learners of the 21st century!

STEAM's foundations lie in inquiry, critical thinking, and process-based learning. That is extremely important. The entire idea surrounding STEAM lessons and the STEAM approach is that it's based around questioning, and deep questioning. It has a different focus and intention than arts integration.

Scope of Work

Professional development has become crucial in the wake of growing teacher shortages, increased student diversity, and school safety and climate concerns. Jackson Public School is seeking Lead Partner(s) to assist with providing professional development that will enable educators to develop the knowledge and skills they need to provide high quality instruction for learners. Lead Partner(s) will work with teachers to effectively implement Advanced Academics programs/courses, Computer Science Education courses, Health and Physical Education

curriculum, and/or STEAM Programs.

Lead Partner(s) will work with the teachers of Advanced Academic Programs, Computer Science Education, Health, and Physical Education curriculum, and/or STEAM Programs by designing and providing professional development focused on improving program implementation, alignment of program standards to Mississippi College and Career Readiness Standards, and delivering the written, taught, and assessed curriculum to increase student success specific disciplines or programs.

The professional development sessions must be program specific. The vendor is responsible for developing an approved agenda and providing the materials for the sessions. The sessions must be thoughtfully planned and coordinated with The Office of Teaching and Learning and other district administrators and must be based on district, school, and state data. Sessions must also reflect program specific philosophies, expectations, standards, and objectives. Jackson Public Schools believes that when educators learn, students learn more.

Other Resources Needed:

- Ensuring that the teachers understand and can utilize evidence-based instructional resources in their classrooms to meet the goals of the specific special program or course and to meet goals of the Mississippi Curriculum Frameworks/Mississippi College and Career Readiness Standards (MSCCRS) for Computer Science, Health and Physical Education, Visual and Performing Arts, Mathematics, ELA, Science, Social Studies, and AP courses.
- Guiding and assisting the teachers in establishing and maintaining short-term and long-range goals as they relate to implementing specific courses or programs while addressing feedback from governing program organizations, constructing unit plans, lesson plans, high quality student assignments, and assessments that are most impactful on student growth, achievement, and program implementation.
- Ensuring that customized support is offered to meet the needs of the specific program or course for the purpose of improving fidelity to program/course implementation, deepening instructional knowledge, increasing student engagement, and increasing the number of students who pass end of program/course assessments.

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 programs/course implementation assessments and provide a detailed plan of how it will improve implementation of programs or courses.

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 to work with teachers.

Desired Measurable GOALS:

By partnering with a proven provider to offer the above professional services for teachers Jackson Public Schools aims to achieve the following outcomes:

A. The number of students successfully completing specific courses/programs will increase by 5% **OR;**
B. Rates of students passing specific course or program assessments will increase by 5% **OR;**
C. Teachers will increase their overall effectiveness a minimum of one level as determined by the ***JPSD/MDE Professional Growth System.***

MDE PGS Combined Rubric

Teachers will be able to:

- Integrate the District's Instructional Management System with fidelity in specific courses or programs.
- 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, and others as appropriate.

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 teacher 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 teachers, administrators, and others as appropriate.

  - Integrate program specific curriculums with the district's curriculum, using evidence-based, proven strategies for the students;
  - Provide, at a minimum six 5-hour professional development sessions for teachers (Saturdays)
  - Experience in successfully supporting implementation of specific programs or courses;
  - 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 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 an instrument to measure the effectiveness of the services performed, relative to the amount of the investment in the services; and

Project Overview

- Lead Partner(s) will work with the instructional staff of **Advanced Academic Programs, Computer Science Education, health, and physical education curriculum, and/or STEAM Programs** by designing and providing professional development focused on improving specific program/course implementation, alignment of program /course standards to Mississippi College and Career Readiness Standards, and delivering the written, taught, and assessed curriculum of specific programs/courses to increase student success these specific disciplines or programs.
- The rate of compensation for professional development sessions is $1,500 per each minimum 5-hour session. A professional development session constitutes five hours of services. The district may secure from 6 to 20 sessions of service, based on need and the availability of funds.
- The Lead Partner(s) must provide professional development session feedback assessments and reports; and
- The vendor must provide specific course or program implementation assessments and reports;
- The vendor must offer CEUs to participants.

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 in implementing specific courses or programs;
- A written plan outlining how the body of work will be accomplished, inclusive of goals and outcomes;
- An evidence-based framework/model and resources for increasing instructional capacity specific to a particular program or course and support;
- A program/course implementation specific pre/post assessment;
- 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.

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 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.

For Questions regarding specifications for this RFP, please Contact:

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

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**	

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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 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**	

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**	

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.*

FEDERAL DEBARMENT CERTIFICATION:

CONTRACTOR hereby certifies that at the execution of a contract with the Jackson Public School District (JPS) that the

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)**	

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:

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.

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)**	

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.