PROPOSAL TRANSMITTAL FORM

English/Language Arts, Mathematics, Science, Social Studies, Technology, Leadership, Data Analysis, Student Assessments, and Grades 3-12 Remediation Services.

Name of Offeror: <u>Mekayle's Mathematics Solutions</u>

Contact Person: <u>Raven Hawes</u>

Title: <u>President</u>

Location of Offeror's Principal Place of Business: 3207 White Sands Drive, Horn Lake, MS 38637

Location of Place of Performance (if different from above):

Phone Number: <u>(901) 237-5004</u>   **Fax Number:** _____

Mailing Address: <u>3207 White Sands Drive, Horn Lake, MS 38637</u>

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 (RFP). 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 awarding the contract.

_____   <u>February 6, 2023</u>
Authorized Signature   **Date**

Proposal Due Date: February 6, 2023 10:00am CST

Submitted to Central Bidding by the above date and time or received at Simpson County School District Administrative Office by the above date and time.

English/Language Arts, Mathematics, Science, Social Studies, Technology, Leadership, Data Analysis, Student Assessments, and Grades 3-12 Remediation Services.

See page number [12] for delivery instructions.

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Part II

Mekayle's Mathematics Solutions is a comprehensive mathematics consulting company whose mission is to enhance mathematics programs by providing robust, strategic professional learning opportunities aimed at intensifying educators' content and pedagogical knowledge and increasing accessibility to standards-aligned resources.

The president, Raven Hawes, has over twenty years of experience in education. She is a former middle and high school mathematics educator. She has also worked in school turn-around for over ten of those years - serving as a school-level mathematics coach, district-level mathematics coach, Manager of Mathematics and Director of Mathematics. She has collaborated with the Department of Education on many projects that include serving as a Common Core Coach, conducting research for the TN Math Coaching Project, facilitating Item Writing Workshops, participating on Assessment Committees with Questar Assessment Inc., etc.

We believe that:
- A quality education is the premise for a successful life.
- All children deserve a firm foundation rooted in effective instruction.
- All teachers deserve focused professional learning opportunities aimed at enhancing their content and pedagogical knowledge.

Mekayle's Mathematics Assessment Suites were piloted at Whitney Elementary School in grades 3 - 5. Extensive coaching support was provided to the grade 3 teacher, in addition to the workbooks. The school-wide mathematics proficiency went from 5% to 14%. For grade 3, the proficiency rate grew from 7.8% - 28.2%. For grade 4, the proficiency rate grew from 5.7% to 11.4%. For grade 5, the proficiency rate grew from 1.8% to 4.3%.

Mekayle's Mathematics Assessment Suites were piloted at Cornerstone Prep Denver in grades 3 - 5. The school-wide mathematics proficiency went from 18.1% to 27.9%. For grade 3, the proficiency rate grew from 23.5% - 25.5%. For grade 4, the proficiency rate grew from 17.6% to 30.3%. For grade 5, the proficiency rate grew from 12.9% to 28.2%.

Memphis Merit Academy is currently implementing Mekayle's Mathematics Assessment Suites. I have also provided one-on-one professional learning to Victoria Jackson, Instructional Facilitator to support the mathematics program.

References:
Lakenna Booker, Founder and Head of School
Memphis Merit Academy Charter School
lbooker@memphismeritacademy.org

Stacy Bailey, Former Grade 3 teacher at Whitney Elementary School
Mathematics Coach, Achievement School District
sbailey@tnasd.org

Angela Brumfield, Mathematics Specialist
Achievement School District
angela.brumfield@tnasd.org

Mekayle's Mathematics Solutions submits this proposal to Simpson County School District to provide standards-based aligned lessons and resources for mathematics remediation, instructional and leadership coaching, and job-embedded professional development to mathematics teachers and administrators in grades K - 12 in alignment with the Mississippi College- and Career-Readiness Standards for Mathematics (MS CCRS).

Standards-based aligned lessons and resources for mathematics:

Grade-Level Assessment Suites are instructional workbooks aligned to state standards for grades K - 5. The items are written to assess students' understanding of each grade-level standard. The items are scaffolded to provide insight into what students can do and what teachers can do to help reach mastery. The answer choices are written to unveil students' misconceptions.

Items address varying item types which include:

- multiple choice
- multiple select
- fill in the blank
- integrated item
- two-part item

A comprehensive practice test is included which assesses all grade-level standards.

Benchmark assessments are provided to assess students' understanding of grade-level standards. The assessments are administered at three points throughout the school year to track students' progress in grades 2 – 5.

Benchmark assessment *data* will be collected and analyzed to provide a comprehensive picture of students' developing mastery levels.

Instructional and Leadership Coaching for all subjects:

Instructional coaching will be conducted on a hybrid model based on teachers' needs (with guidance from school administrators). Hybrid model to consist of support ranging from extensive to minimal. Teachers receiving extensive supports will have two on-site visits per month with virtual touch points on alternating weeks. Minimal supports to include two virtual coaching sessions per month. All modes of coaching supports to include modeling and/or co-teaching, supporting the development of lesson plans, student work analysis and assistance using the state-adopted textbooks and/or district-purchased instructional materials to enhance instruction.

Leadership coaching will be conducted monthly to assess the current state of mathematics instruction, identify individual teacher's needs and departmental trends, to develop and implement data plans to impact differentiated instruction for all learners. These sessions can be conducted in-person or virtually.

Professional development for all subjects:

Professional learning opportunities for teachers and instructional leadership teams promoting an understanding of the standards, improving classroom instruction, and supporting improvement will be provided monthly (virtually or in-person). The sessions are full day (5.5 hours) and grade specific to improve content knowledge and mathematics teaching best practices. Professional development offerings will be tailored to the needs of the district and can be conducted on-site or virtually.

Feedback:

Administrators will receive *daily reports* detailing supports provided and next steps.

Timeline:

Standards-based aligned lessons and resources for mathematics will be available within 1 month of contract.

Instructional and Leadership Coaching & Professional development for all subjects will be provided by certified teachers and administrators to include: Raven Hawes, Angela Brumfield, Daphne Jones, Staci Turner, and Alethea Henry.

Raven D. Hawes

3207 White Sands Drive · Horn Lake, MS 38637 ·
ravenhawes@gmail.com Cell: (901) 237-5004

Knowledge, Skills, & Abilities

Results-oriented professional with extensive experience in teaching, leadership, professional development, mentoring, and coaching. Proven ability to build and maintain relationships with faculty, staff, community advocates, parents, and students. Heavily skilled in evidence-based instruction and student-centered learning environments. Detailed and thorough; can accommodate a demanding schedule. Excellent problem-solving skills; creative and resourceful in resolution. Both flexible and versatile, a well-rounded performer committed to continued excellence.

Education & Licensure

Education Specialist: Educational Leadership
Nova Southeastern University
January 2006
Masters of Arts in Education: Curriculum and Instruction
University of Phoenix
January 2005
Bachelors of Science in Education: Elementary Education
Concentration Areas: Mathematics and English
Jackson State University
May 2002

Tennessee Educator License
Elementary Education K-8
Mathematics 7-12
ILL-B Beginning Administrator PreK-12

Professional Experience

SchoolKit   09/2022 – present
Math Specialist (Secondary)
- Lead the development of 6-12 mathematics training and content-specific resources, with a focus on 9 – 12 math
- Lead teams of contractors and collaborate with clients to successfully deliver training and coach leaders to support use of high-quality instructional materials

Achievement School District   07/2018 – 07/2022
Director of Instructional Support, Mathematics
- Serve as leader and content expert in curriculum, assessment, instruction and state standards
- Direct the instructional support team of Mathematics Advisors to ensure instructional support aligns with the academic progress goals of the Achievement School District
- Serve on the instructional leadership team and provide content and coaching development for Mathematics Advisors
- Design and facilitate school-level professional development based on trends of data

iZone, Shelby County Schools   03/2016 – 07/2018
Manager of Instructional Support, Mathematics
- Served as leader and content expert in mathematics K-12 curriculum, assessment, instruction and TN Academic standards
- Served as a strategist and visionary for mathematics instructional support provided in iZone schools
- Served on the iZone instructional support leadership team and provided leadership for the Mathematics Instructional Advisors
- Managed an instructional support team of iZone Mathematics Advisors to ensure instructional support aligns with the academic progress goals of the iZone
- Designed and facilitated school-level professional development based on trends of data

iZone, Shelby County Schools   08/2012 – 03/2016
Instructional Curriculum Coach, Mathematics
- Supported the implementation of effective instructional strategies and engaged teachers in reflective thinking
- Met with teachers and/or department teams to review formative data, guide planning, and built teacher collaboration
- Designed and facilitated effective professional learning opportunities
- Shared research and instructional best practices with teachers and other school staff members to increase student achievement
- Attended meetings and professional development opportunities at the district, state, and national level to keep current with trends in education
- Maintained reports documenting activities to support the improvement of teaching and learning at assigned schools

Striving Schools, Shelby County Schools   10/2010 – 07/2012
SWAT Team Mathematics Coach
- Provided content/program area assistance to teachers
- Observed classroom performance, provided feedback to teachers, built the teacher's knowledge base and repertoire of teaching skills
- Supported the teacher's efforts for improved student achievement
- Provided schools with TCAP preparations
- Modeled lessons for teachers
- Co-taught with teachers
- Provided calculator training
- Prepared and submitted summary documentation regarding teaching performance to the content/program Instructional Supervisor and/or school leadership

Raleigh-Egypt High School, Shelby County Schools   08/2010 – 10/2010
Instructional Facilitator
- Provided content/program area assistance to teachers
- Observed classroom performance, provided feedback to teachers, built the teacher's knowledge base and repertoire of teaching skills
- Supported teachers' efforts for improved student achievement

Sheffield High School, Shelby County Schools   10/2009 – 05/2010
Math Coach/Teacher Mentor/Testing Coordinator
- Provided content/program area assistance to teachers in the area of High School Mathematics
- Observed classroom performance, provided feedback to teachers, built the teacher's knowledge base and repertoire of teaching skills

- Supported the teacher's efforts for improved student achievement
- Prepared and submitted summary documentation regarding teaching performance to the content/program Instructional Supervisor and/or school leadership

- Determined students who need to be tested
- Evaluated students' testing status
- Scheduled all test sessions in the school
- Made certain that suitable test sites were available
- Made sure that teachers and examiners understood which test accommodations are available for students with disabilities

Kirby High School, Shelby County Schools   08/2005 – 10/2009
Teacher/Freshman Academy Leader
- Taught 9th grade Algebra IA, Algebra I, and Honors Geometry
- Taught 10th -12th grade Geometry
- Organized and managed Saturday Algebra I Gateway tutoring
- Assumed on-going communication with parents and students
- Collaborated with math department members to design curriculum and lesson plans
- Collaborated with academy team members to design cross curricular lesson plans
- Attended professional development sessions
- Participated in the development of School Improvement Plan
- Provided assistance to Freshman Academy teachers
- Planned professional development to enhance teaching skills
- Planned and organized educational field trips

Sherwood Middle School, Shelby County Schools   08/2003 – 05/2005
Teacher
- Taught 8th grade Pre-Algebra and Reading
- Launched a SECME organization to enhance students' interest and ability to do math and science
- Participated in the On-Track to Success Program
- Member of the Coronation Committee
- Participated in the development of School Improvement Plan

A. Maceo Walker Middle School, Shelby County Schools   11/ 2002 – 05/2003
Teacher
- Taught 7th and 8th grade Creative Writing

Related Professional Experience

Superintendent's Leadership Academy   01/2018 – 05/2018
- Participate in five monthly meetings to develop my leadership knowledge and skills
- Connect/collaborate with other SCS leaders to strengthen organizational relationships

Tennessee Department of Education/Questar Assessment Inc.   12/2017 – 07/2018
Math Item Writer
- Write standards-aligned assessment items
- Deliver item writing workshops across the state of Tennessee

District-to-District (D2D)   09/2016 – 07/2017
Educational Consultant
- Provide professional development across the state of Tennessee
- Conduct classroom observations
- Train Content Specialists

Tennessee Department of Education   08/2014 – 05/2016
Tennessee Coaching Project
- Conducted research related to effective mathematics coaching
- Implemented effective mathematics coaching practices

Tennessee Department of Education   03/2012 – 05/2014
Common Core Coach
- Participated in intensive training related to Common Core Standards
- Delivered Common Core training across the state of Tennessee

New Jerusalem Academy – Assistant Director   06/1998 – 05/2002
Jackson, Mississippi
- Assisted the Director in providing leadership for the overall instructional program
- Assisted in maintaining discipline
- Participated in recruitment, selection and supervision of personnel
- Supervised the safety of all students
- Organized educational field trips

ANGELA BRUMFIELD
4578 MOLSONWOOD DRIVE, BARTLETT, TN 38135
901-601-8800 • AABRUMFIELD@GMAIL.COM

SUMMARY

Resourceful, forward-thinking leader with success in turnaround schools through strategic planning and data-driven decision making. Adept in motivating teams, identifying growth opportunities, and enhancing operational effectiveness. Committed to ensuring that all students have access to high-quality educational opportunities.

PROFESSIONAL EXPERIENCE

Achievement School District, Memphis, TN   July 2018 – Present
District Mathematics Specialist

- Develop rigorous, high-quality interim assessments aligned to mathematics standards and analyze data to prescribe support that impacts student outcomes
- Organize and facilitate professional development based on district and school needs to foster a deep understanding of content, share effective research-based practices and accelerate student learning
- Analyze qualitative and quantitative student and teacher data, identify school improvement priorities, develop aligned action plans and provide support for implementation of those plans
- Conduct observations and co-observations with school personnel to identify areas of strength and growth
- Engage educators in reflective coaching sessions with a focus on effective instructional practices and student outcomes
- Adjust instructional supports and engagement strategies to maximize effectiveness in virtual environments

Shelby County Schools, Memphis, TN   August 2009 – July 2018
Instructional Support Advisor, Mathematics, *March 2015 – July 2018*

- Collaborated with principals and school leadership teams to identify school improvement priorities, analyze qualitative and quantitative data, develop aligned action plans and provide support for implementation of those plans
- Conducted observations and co-observations with school personnel using the Instructional Practice Guide to identify areas of strength and growth
- Worked collaboratively with school administrators and content leads to build capacity by modeling effective instructional coaching strategies
- Coached teachers one-on-one and in small group settings to help them become more reflective about their teaching practices and provide high-quality instruction
- Organized and facilitated professional development based on district, school and teacher needs to foster a deep understanding of content standards, share effective research-based practices and accelerate student learning
- Served as interim Mathematics Support Manager in the mathematics manager's absence

Instructional Facilitator, *August 2014 – March 2015*

- Served as part of the leadership team to identify instructional needs and build capacity of teachers through professional development and facilitation of Professional Learning Communities
- Planned, organized and conducted parental involvement activities to ensure increased student achievement
- Researched and modeled best practices to improve teachers' delivery of mathematics content

- Managed the school-based instructional programs/initiatives, including tutoring and ACT preparation programs
- Completed informal teacher observations and formal evaluations followed by effective feedback related to content, pedagogy and student learning

Mathematics Teacher, Master Teacher, Department Chair, *August 2009 – July 2014*
- Obtained Level 5 TVAAS rating and increased student achievement from 10% to approximately 97% proficiency on End of Course Algebra exam
- Ranked in the top 10% of the district's effective teachers and named a district "Irreplaceable"
- Provided coaching and support to teachers in grades six through eight
- Served as a member of the leadership team with duties that included interviewing teaching candidates, assisting leadership team with the School Improvement Grant and providing resources for teacher support
- Served as a member of the school data team to analyze and desegregate data as well as construct a plan for improvement

Jackson Public Schools, Jackson, MS
Mathematics Teacher   August 2006 – July 2009
- Successfully prepared Algebra students for state test with 100% passing and mean scores well above state average
- Increased number of Pre-Algebra proficient and advanced scores on state assessment from 21% to 68%
- Developed weekly and semester unit plans in accordance with district pacing guide and the International Baccalaureate Program
- Served as a member of the textbook selection committee and curriculum revision team

RELEVANT EXPERIENCE

TCAP Ambassador   2021
TN Comprehensive Assessment Program (TCAP) Rationale Writing Committee
Collaboration with TN Department of Education
Crafted response rationales for newly released assessment items to aid educators in making data-driven instructional decisions

Subject Matter Expert, Mathematics   2017 –2019
Collaboration with TN Department of Education
Drafted grade-specific content resources (instructional focus documents) for educators across the state of TN; delivered professional development aligned to state resources

TN Mathematics Common Core Coach   2012 – 2014, 2016
Collaboration with TN Department of Education
Charged with leading professional development to deliver content related to the standards across the state of TN

Range PLD Committee, Mathematics   2016
Collaboration with TN Department of Education
Worked with educators across the state to develop grade-level, content specific descriptors linked to the state standards

Math Coach, TN Coaching Project   2016 - 2017
Collaboration with TN Department of Education
Collaborated with educators across the state to develop state coaching model for teacher development

ADDITIONAL LEADERSHIP EXPERIENCE

Memphis Merit Academy
Governing Board Chair	April 2018 – January 2019
Founding Board Member	December 2017 – April 2018

LICENSURE

TN Professional Educator License #546666
Areas of Endorsement: Mathematics (7-12), Business Education (7-12), Middle Grades (4-8)

EDUCATION

Mississippi College, Clinton, MS	December 2008
M.Ed. Business Education	

Belhaven College, Jackson, MS	December 2004
B.S. Business Management	

DLJ

Daphne Latrice Jones, Ed.D.
577 Frayser Drive
Memphis, TN 38127
901.240.6095 | Email: daphi@hotmail.com

Professional Summary

Proven results in improving low performing (priority) schools with 5+ year of experience; self-motivated , results oriented professional with excellent instructional knowledge, practices, and focus; effective communicator and team player; accurately performs and completes assigned tasks timely while giving attention to details; Verified abilities to effectively motivate and facilitate diverse groups of adults. Strong research and data analysis skills; Shelby County Aspiring Administrator Academy Cohort I member; Common Core Coach Mathematics Trainer; Former TEM district evaluator; Regional Value-Added Specialist.

Strength and Skills

- Professional Development
- Project Management
- Data Driven Leadership
- Personnel Training and Supervision

- Team Building
- Communication (written and oral)
- Budget Management and Fundraising
- Student Achievement

Professional Experience

Shelby County Schools, *Memphis, TN*
July 2016 – present
Whitehaven Empowerment Zone   **Instructional Mathematics Coach**

- Coordinated professional development opportunities for teachers and instructional leaders to address student achievement
- Conducted weekly PLC meetings with mathematics teachers
- Conducted informal and formal classroom observations to increase pedagogical skills through professional development
- Facilitated the progress of mathematics learning through data analysis throughout multiple grades and school structures
- Served as an expert in mathematics for schools in the zone

Shelby County Schools, *Memphis, TN*   **July 2014 – 2016**
Southwind High School   **Algebra I and Advanced Algebra/Trigonometry Teacher**

- Monitored the progress of students to ensure adequate instructional strategies address effective teaching and learning
- Served as Mathematics Department Chairperson; Conducted quarterly meetings with departmental teachers
- Served as a Learning Coach for school, mentoring novice teachers
- Conducted real-life applicable lessons that promoted higher order thinking and student collaboration

Shelby County Schools, *Memphis, TN*   **July 2013 – July 2014**
Douglass K8 Optional School   **Algebra I, Pre-Algebra 8, and Pre-Algebra 7 Teacher**

- Coordinated professional development opportunities for teachers and administrators to address Common Core State Standards for Mathematics, and promote teacher effectiveness
- Monitored the progress of students to ensure adequate instructional strategies address effective teaching and learning
- Served as Lead Mathematics Teacher; Conducted quarterly meetings with departmental teachers
- Worked collaboratively with district's Curriculum and Instructional division to Model Classroom Initiative
- Conducted real-life applicable lessons that promoted higher order thinking and student collaboration

Memphis City Schools, *Memphis, TN*   **July 2008 – June 2013**
Mathematics Professional Development Coordinator
- Coordinated professional development opportunities for teachers, administrators, and instructional coaches to collaborate and promote teacher effectiveness
- Monitored the progress of instructional coaches to ensure adequate support to schools to address teaching and learning
- Conducted monthly meetings with departmental instructional coaches
- Organized and led school walkthroughs to assessment teachers' instructional practices
- Worked collaboratively with district's Curriculum and Instructional division to support district-wide initiatives
- Supervised and implemented the TEM evaluation with instructional coaches
- Established engaging environments which were conducive to increased student achievement
- Conducted informal and formal classroom observations to increase pedagogical skills through professional development
- Facilitated the progress of mathematics learning through data analysis throughout multiple grades and school structures
- Served as an expert in mathematics, and advised the instructional coaches on the deployment of effective instructional strategies and targeted interventions to improve student achievement

Memphis City Schools, *Memphis, TN*   **July 2007 – July 2008**
Mathematics Specialist
- Coordinated professional development opportunities for teachers and administrators in order to promote teacher and leader effectiveness
- Created, implemented, and supported district-wide curriculum and assessment plans within middle schools
- Conducted weekly school visits to support serve as a liaison between the district and schools
- Organized and led school walkthroughs to assessment teachers' instructional practices
- Worked collaboratively with district's Curriculum and Instructional division to support district-wide initiatives
- Conducted informal classroom observations to increase pedagogical skills through professional development
- Secured mathematics resources for schools to increase teacher effectiveness and student achievement

University of Memphis, *Memphis, TN*   **July 2005 – July 2007**
Supporting Urban Science and Mathematics Educators (SUSME) Full-time Mathematics Mentor
- Mentored novice mathematics teachers in middle/high schools in order to promote teacher effectiveness
- Established a system of monitoring teacher practices in order to document teacher practices and classroom environment
- Created and supported district-wide curriculum and assessment plan within schools
- Conducted weekly school visits to support serve as a liaison between the district and schools
- Collaborated with other mentors to develop a network with all research schools

Memphis City Schools, *Memphis, TN*   **August 2004 – June 2005**
Grizzlies Academy   **Geometry and Algebra I Teachers: Grizzlies Academy**
- Fostered a highly effective learning environment, where social and academic learning were strategically connected
- Developed daily lesson plans that aligned with district curriculum requirement; resulting in 77% of over-age-for-grade students scoring advanced/proficient on Gateway Algebra Test
- Presented captivating lessons that promoted higher order thinking, student collaboration, creativity, and leadership skills
- Analyzed data to guide instruction and monitor academic progress

Tennessee Department of Education, *Nashville, TN*   **August 2002 – July 2004**
Gateway Mathematics Consultant
- Planned and conducted professional development throughout the state addressing various initiatives

- Collaborated with other content consultants to develop a state-wide network to address student achievement
- Planned and facilitated state sponsored summer professional development opportunities

Memphis City Schools, *Memphis, TN*   **August 1999 – July 2002**
Cypress Middle School   **Geometry, Algebra I, and Pre-Algebra 8 Teacher**
- Established a highly effective learning environment, where social and academic learning were strategically connected
- Developed daily lesson plans that aligned with district curriculum requirement; resulting in 92% of eighth grade students scoring advanced/proficient on Gateway Algebra Test
- Conducted real-life applicable lessons that promoted higher order thinking and student collaboration
- Explored data to guide instruction and monitor academic progress
- Wrote and received multiple grants (approximately $2000.00) to support effective instructional strategies

Little Rock School District, *Little Rock, AR*   **January 1995 – June 1999**
Parkview Arts/Science Magnet High School   **Algebra II, Geometry and Trigonometry Teacher**
- Analyzed data to guide instruction and monitor academic progress
- Presented engaging lessons that promoted higher order thinking, student collaboration, creativity, and leadership skills
- Created a highly effective learning environment, where academic learning and technology were strategically connected
- Developed daily lesson plans for regular and honors students that aligned with district curriculum requirement

EDUCATION

University of Central Arkansas, *Conway, AR*	May 1992	**BS**	**Major:** *Computer Science*
Minor: *Mathematics*			
University of Central Arkansas, *Conway, AR*	December 1993		*Secondary Mathematics Certification*
Completion			
University of Central Arkansas, *Conway, AR*	December 1995	**MSE**	*Secondary School Leadership/Administration*
Arkansas State University, **Jonesboro, AR**	*May 2012*	*Ed.D.*	Educational Leadership

LICENSES, ENDORSEMENTS, AND HIGHLY QUALIFIED STATUS

481 Beginning Administrator PreK-12-B   **413 Mathematics 7-12 (Professional)**
090 Superintendent (Professional)   **Highly Qualified: Mathematics K-12 and All Subjects K-6,**
except Art & Music

Staci A. Turner

4069 Mitchell Place• Olive Branch, MS 38654
Phone: 601-597-8200 • 901-290-8412 • E-Mail: staciturner22@gmail.com

PROFESSIONAL PROFILE

Results-driven instructional leader with proven ability to establish and maintain collegial, professional relationships with key stakeholders and extensive experience and development in teaching, administration and supervision, curriculum design, professional development, and instructional coaching, aiming to lead and support teachers, administrators, and school teams toward increased student success. Strong analytic problem-solver experienced in developing and maintaining high-performance teams.

EDUCATION

Trevecca Nazarene University
Ed.D. candidate, Leadership and Professional Practices, Expected December 2023

Bethel University
Instructional Leadership, October 2014

Alcorn State University
Master of Science, Special Education, May 2004

Alcorn State University
Bachelor of Science, English Education, May 2002

LICENSURE INFORMATION

State of Tennessee – License # 0000271910
Professional Educator License Masters + 30
Endorsements
- ILL Administrator (PK-12)
- English (7-12)
- SPED Modified (K-12)

PROFESSIONAL EXPERIENCE

Director of Academics, Literacy   *The New Teacher Project*   October 2021- present
- Uses cultural understanding of self and others to build trusting relationships with colleagues and clients
- Identifies and challenges cultural assumptions at the individual, team, and organizational levels
- Develops a long-term vision/strategy to achieve results while solving complex problems in the short term
- Clearly communicates complex information and adapts messages based on audience and goals
- Coaches and supports districts in goal setting, planning, and the development of school action plans
- Conducts gap analysis/needs assessments focused on school-based targets
- Supports instructional leadership capacity of district and school leaders with particular focus on instruction, data analysis and aligned interventions

Highly Specialized Advisor, Charter School Development *Shelby County Schools.* July 2020-Oct. 2021
- Managed the charter authorization process
- Facilitated the state mandated interim and renewal evaluation process for all charter schools
- Created and presented summary reports for school board
- Collaborated with the department of assessment and accountability to create 9-year performance summary reports that includes SPS data
- Collaborated with the finance department and the organizational quality team to generate finance and operations scorecard data
- Compiled final reports for charter renewals, interims, and amendments
- Created internal and external timelines for charter authorization, renewal, interim, and amendment processes

Director of Instructional Support, Literacy   *Achievement School District*   July 2018- July 2019
- Directed the instructional support team of literacy content advisors and developed instructional support plan aligned with the academic progress goals of the Achievement School District.
- Collaborated with departments to provide the appropriate system resources to support school needs
- Created system and process for curriculum implementation
- Led Advisors through the development and/or refinement of curriculum and pacing guides
- Developed District/Network content professional development plan
- Designed and developed content for all professional development regarding standards, curriculum, and instruction
- Coached and supported schools in goal setting, planning, and the development of school action plans
- Conducted gap analysis/needs assessments focused on school-based targets
- Supported instructional leadership capacity of principals with particular focus on instruction, data analysis and aligned interventions
- Ensured curriculum alignment to district goals, TN Academic Standards, including identifying skill gaps between grades
- Vetted and co-authored district formative assessments
- Collected, analyzed, and used various data to ensure a goals-based approach to providing support

Literacy Instructional Support Manager   *Shelby County Schools*   March 2016- July 2018
- Monitored and supported the progress of the work assigned to the Instructional Curriculum Coaches to ensure improvement in teacher capacity
- Served as leader and content expert in literacy K-8 curriculum, assessment, instruction and TN Academic standards
- Developed coaching capacity of Literacy Advisors through professional development and quality feedback
- Managed team of Literacy Advisors to ensure instructional support aligns with the academic progress goals of the iZone
- Collected, analyzed, and used various data to ensure a goals-based approach to providing support to iZone Schools.
- Collaborated with Instructional Coaches to organize and present professional development based on school needs.
- Provided leadership in developing, monitoring and implementing appropriate curriculum to meet student needs

Instructional Curriculum Coach *Shelby County Schools* March 2015-March 2016
- Fostered deep understanding of the content standards and supported teachers and leaders to develop content-specific, pedagogical knowledge and a repertoire of aligned, effective instructional strategies to accelerate student learning
- Collaborated with school-based administrators to identify school, teacher, and student learning needs by analyzing a variety of quantitative and qualitative data sources
- Developed needs-based action plans and provided high quality support in coordination with school and district resources.
- Provided direct support to teachers and coaches through: conferencing, co-planning, classroom observations, actionable feedback, modeling best practices, leading demonstration lessons, co-teaching, analyzing data, and supporting inquiry.
- Designed and facilitated district- and school-based professional development focused on standards, instructional shifts, early literacy and planning for effective instruction.
- Used a variety of methods to support teacher improvement such as conducting coaching conversations with actionable feedback, co-planning, informal classroom observations and providing feedback, modeling best practices, leading demonstration lessons, co-teaching, analyzing data and supporting self-reflection
- Provided leadership in developing, monitoring and implementing appropriate curriculum to meet student needs

Performance Improvement Team *Shelby County Schools* June 2013 – March 2015
- Designed and facilitated district-level professional development including New Teacher Orientation and District Learning Day (DLD).
- Advanced teachers' and Learning Coaches' knowledge of the TEM Rubric through professional development
- Conducted formal teacher evaluations
- Led/managed building-level learning coaches/master teachers in the development of coaching methodologies to effectively implement the District's Tiered Coaching Model
- Oversaw groups of teachers in developing goals, provided instructional interventions with proven results, facilitated teacher proficiency with strategies through follow-up, ensured the progression of teacher skill development aligned to changing student needs
- Organized, managed, and delivered instructional support tailored to the differentiated needs of new and struggling teachers at assigned schools.
- Analyzed observation data trends to determine professional development needs of schools served.
- Worked collaboratively with principals and Instructional Leadership Directors (ILDs) to identify appropriate supports for struggling teachers

Classroom Teacher: *Memphis City Schools* August 2006– May 2013
   Natchez-Adams School District August 2002– May 2006
- Planned and implemented data-driven daily lessons in English/language arts that incorporated research-based strategies and integrated technology
- Prepared students to successfully complete the state assessment program which consistently resulted in students experiencing growth as measured by the State's value-added system.
- Managed and maintain IEP Tailored lesson plans for students with emotional and cognitive disabilities

ADDITIONAL PROFESSIONAL/LEADERSHIP EXPERIENCES

Standards Institute Facilitator   *UnBoundEd*   September 2019
- Delivers Standards-Based Content that raises audience understanding of the standards, aligned curriculum, equitable instructional practices, and personal and systemic race, bias, and equity in education.
- Recognizes bias and the ways it plays out in self, colleagues, schools, and school systems
- Raises participant awareness of systemic racism, biased practices, and equity

ELA Guidebook Collaborator   *SchoolKit*   July 2019
- Leads professional learning for Louisiana educators to deepen their knowledge of the foundations of the ELA Guidebooks (Monroe)
- Facilitates professional learning for school and district leaders focused on effective common planning time and Guidebook implementation (Shreveport, Lafayette, Baton Rouge, New Orleans)
- Leads professional learning for teachers and school leaders focused on diverse learners and appropriate scaffolds for Guidebook lessons (Shreveport)
- Engages in instructional walkthroughs with school leaders focused on curriculum implementation and effective literacy instruction

TN Core Advocate Facilitator   *Student Achievement Partners*   January – March 2018
- Led professional learning for educators focused on early literacy and foundational reading skills

Bootcamp Content Specialist   *D2D District to District*   Summer 2017
- Led professional learning for educators to deepen their knowledge of the 7th grade content and RI standards to better support students and plan for instruction (Jackson, TN)

Regional Core Coach   *Tennessee Department of Education*   April 2016 – 2017
- Led professional development for southwest region TN teachers focused on Response to Intervention and Instruction (Nashville, TN)
- Collaborated with other TN educators/leaders to provide feedback on content for Summer trainings

Journeymaster   *Student Achievement Partners/Shelby County Schools*   April - July 2016
- Participated in Journeys Materials Adaptation Project
- Created curriculum units (TWAGS, Two Weeks At-A-Glance) aligned to ELA content standards

PIT Crew Team Leader   *Shelby County Schools*   September 2013-March 2015
- Managed regional and zone teams to ensure utilization of effective coaching strategies
- Collaborated with other team leaders to develop and monitor action plans for the team
- Provided updates and reports to management regarding coaching support, trends, and needs
- Supported the development of coaching skills of team members
- Served as a liaison between team members and instructional support managers by communicating and reinforcing Team priorities and expectations

TSIP Review Team   *Shelby County Schools*   September 2014
- Collaborated with federal programs to review school improvement plans
- Reviewed mentoring plans and action steps for correlation to school/district goals
- Provided feedback for schools for needed revisions

Real-Time Teacher Coaching   *Shelby County Schools*   November 2013 – May 2014
- Trained in No-Nonsense Nurturer model, TeachScape and the Cognitive Cycle
- Cleared to coach as a Real-Time Teacher Coach

District Curriculum Writer   *Shelby County Schools*   December 2012 – June 2015
- Reviewed and revised 7th grade curriculum to align to CCSS/PARCC/TNReady
- Developed reading and writing curriculum aligned to CCSS/PARCC
- Delivered professional development on curriculum revisions during District Learning Days

SIG Grant Writer iZone   *Shelby County Schools*   November 2013 – May 2014
- Co-authored School Improvement Grant for Hamilton Middle School designed to restructure current school operations and instructional delivery models
- Served on revision committee to restructure grant to reflect current school needs

HONORS AND ACHIEVEMENTS

- Superintendent's Leadership Academy (Shelby County Schools) graduate 2018
- Content facilitator for TN Core Advocates' Inaugural Convening
- Co-authored Shelby County Schools' 2017-2018 District Instructional Foci and Priorities
- Collaborated with Student Achievement Partners on the Materials Alignment Project (MAP) to restructure the Journey's curriculum.
- TEM 5 Instructional Coach 2013-16
- TEM 5 educator 2012-13/ TEM 4 educator 2011-12
- English Department Chair/Mentor Teacher (Hamilton Middle School)
- News Channel 3 Educator of the Week
- Striving Reader's Cohort (University of Memphis)
- Praxis Trainer (Mississippi Association of Educators)
- National Writing Project (Alcorn State University)

Alethea N. Henry

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An educator devoted to creating a supportive environment for schools that fosters dedication to the progression of the social and intellectual abilities of students by establishing an ongoing, open, and honest dialogue with all stakeholders leading to reflection and continuous improvement in content knowledge and pedagogical practices of teachers and school leaders, especially within high-need populations.

Education

Ed.D. Leadership, 2022 University of Mississippi	M.S. Leadership, 2005 University of Memphis
Secondary Teaching Certification, 2000 Rhodes College	B.S. Biology, 1996 University of Memphis

Relevant Work Experience

Director of Focus Schools, Tennessee Department of Education (2022)
- Provided training and support to districts and staff to ensure the adoption and implementation of evidence-based strategies to address the needs of underperforming student groups
- Reviewed and evaluated school improvement plans and grant applications to ensure alignment with prioritized needs and compliance with state and federal regulations
- Analyzed multiple sources of data connected to school improvement to monitor progress toward goal attainment outlined in improvement plans
- Collaborated with other divisions to advocate for focus schools and ensure access to all available supports

Chief of Instructional Support, Achievement School District (2020-2022)
- Served as a strategist, visionary, data collector, analyzer, and decision maker resulting in moving student growth and achievement from Level 1 to Level 5 for the first time in the district's ten-year existence
- Interacted with executive directors of charter management organizations to provide instructional support, feedback, and recommendations
- Calculated academic composites for the school performance framework and communicated results to charter management organizations
- Supervised staff by establishing departmental standards to effectively select, train, motivate, delegate, monitor, and evaluate performance to ensure target and goal attainment
- Developed, presented, and defended program budget requirements; oversaw and approved program expenditures and prepared financial forms and reports
- Oversaw academic grants by procuring services, monitoring compliance, and engaging with external vendors
- Designed, planned, and implemented district-level professional development opportunities addressing instructional content, curriculum, instructional methods, and assessment in the classroom
- Supported schools in the school improvement planning process and coordinated milestone visits with the state department
- Analyzed state and district assessment data to help target professional development needs

Instructional Support Director, Shelby County Schools - iZone | Achievement School District
(2017-2020)
- Established a student-centered instructional coaching framework that focused on student learning
- Successfully challenged team to create a menu of support options that could accommodate the instructional needs of all schools
- Secured talent with proven results in turnaround work and enacted quality controls for professional learning that resulted in high praise from participants throughout the district
- Coordinated the full implementation of ELA, Math, and Science curricula within a two-month time frame
- Established academic collaborative partnerships with more than half of charter management operators
- Developed a long-term professional development plan to help principals empathize with teachers, utilize data, provide meaningful feedback, and increase content knowledge
- Provided overall support and direction for a team of twenty-five
- Assessed the status of instructional support within all schools
- Developed and adjusted action plans for instructional support of teachers
- Collaborated with district leaders to create professional development for school leaders in various content

Instructional Support Manager, Shelby County Schools - iZone *(2016-2017)*
- Developed relationships with building-level administrators resulting in positive outcomes for teacher development and school achievement
- Collaborated with leadership to determine the next steps for instructional support
- Provided overall direction and support for a team of high school instructional coaches with various content backgrounds
- Created tools to assist coaches with documenting, analyzing, and prioritizing their work with teachers
- Analyzed data to determine needs and trends that informed professional development for instructional coaches
- Developed a team culture by establishing cross-content committees that assisted with data, culture, public relations, research, and technology
- Coordinated and provided professional development for instructional coaches and school-level instructional leaders

Science Coach, Shelby County Schools *(2013-2016)*
- Provided instructional support to teachers resulting in double-digit gains in student achievement for 77% of schools in science
- Recognized the need for establishing protocols within the organization leading to the development of the coaching framework and handbook
- Organized, coordinated, and led meetings to develop a coaching framework and handbook
- Developed the coaching institute to provide professional development and training for colleagues
- Observed coaches and provided feedback using a cognitive approach to help improve coaching practices
- Engaged in reflective practice to continuously revise and adjust coaching methodologies
- Collaborated with peers to design and deliver professional development and one-on-one coaching as needed
- Analyzed data for schools to monitor trends and assess teacher and school needs in the science department
- Collaborated with school and district personnel to create individual professional growth plans for teachers and administrators, provide professional development, and hire additional staff

References are available upon request.

MEKA+YLE'S Mathematics Solutions

Assessment Suite SAMPLES

About *Mekayle's Mathematics Solutions Grade-Level Assessment Suites:*

Mekayle's Mathematics Solutions Grade-Level Assessment Suites are supplemental instructional resources aligned to *Mississippi College and Career Readiness Standards for Mathematics.*

Items assess students' understanding of *each* grade-level standard. Items are scaffolded to provide insight into the *students'* developing level of mastery. Answer choices are written to unveil *misconceptions*. Items address varying items types which include:

- multiple choice
- multiple select
- fill in the blank
- integrated item
- two-part item

Mekayle's Mathematics Solutions Grade-Level Assessment Suites includes a *comprehensive practice test* which assesses all grade-level standards.

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Grade K

Assessment Suite

K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.
a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
c. Understand that each successive number name refers to a quantity that is one larger.

Count the petals.

* Have the scholars point to each petal as they count.
Ask: How many petals are there? _____

Have scholars count the petals in a different order.
Ask: Do you still have the same number of petals? ___

Count the cartons of milk.

* Have the scholars point to each carton of milk as they count.
Ask: How many cartons of milk are there? _____

Ask: If I add one more carton of milk, how many cartons of milk will
there be? _____

K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

How many colored pencils are there in the circle?

_____

Count out 12 starfish.
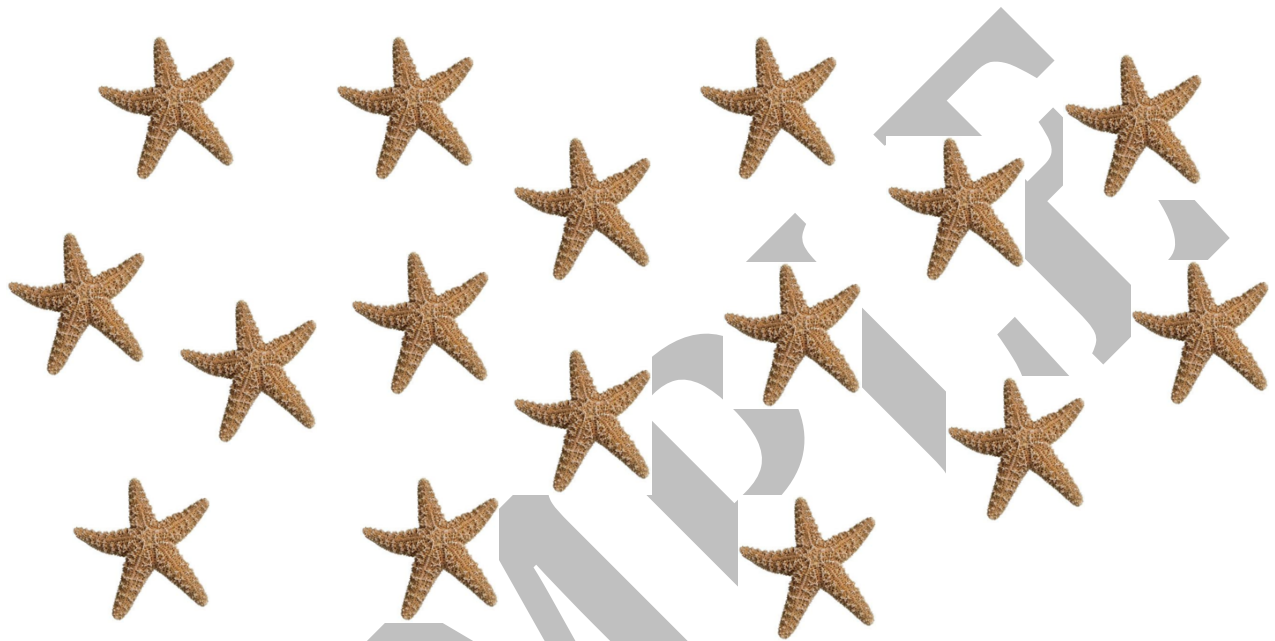
* Have the scholars point to each starfish as they count.

Did the scholar count out exactly twelve starfish?_____

K.OA.1 Represent addition and subtraction, in which all parts and whole of the problem are within 10, with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

Count up the pandas to get the total number of pandas.
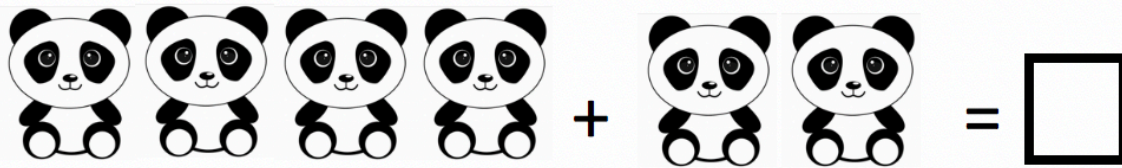
Count back to find out how many unicorns are left.
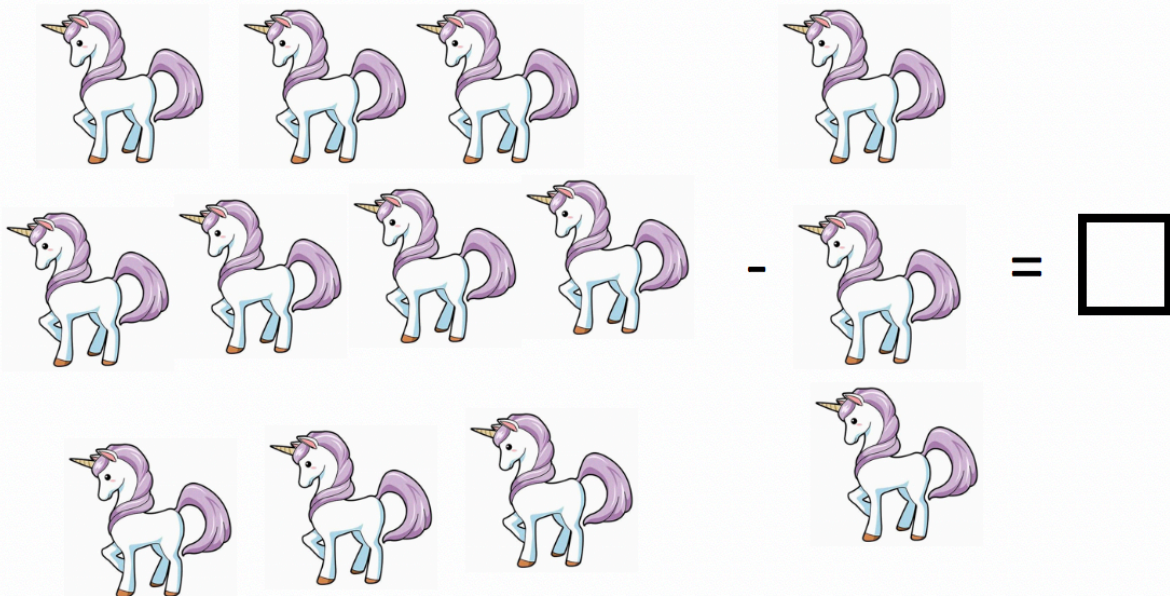
K.OA.2 Solve addition and subtraction word problems within 10 involving situations of adding to, taking from, putting together and taking apart with unknowns in all positions by using objects or drawings to represent the problem.

Cameron had 10 seahorses.
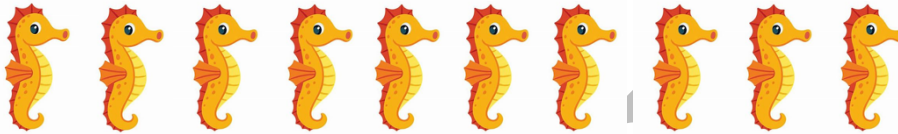
She lost 7 of the seahorses. How many seahorses does Cameron have left? _____

Jamilah's mother bought her 5 gifts for her birthday.

Jamilah's father bought her 3 gifts for her birthday.

How many gifts did Jamilah get from her parents? _____

Grade 1
Assessment Suite

1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Cammie has 2 crayons, Alexa has 4 crayons, and Jacqueline has 4 crayons.

Jacqueline's Crayons

Alexa's Crayons

Cammie's Crayons

How many crayons do the girls have altogether?

        a. 6
        b. 8
        c. 10
        d. 12

> **Progression**: Addition of three whole numbers within 20 to solve a contextual problem using objects, involving putting together with the total unknown. Number of objects given. Addition does not require bundling.

Mr. Coates bought some green apples, yellow apples, and red apples as shown.
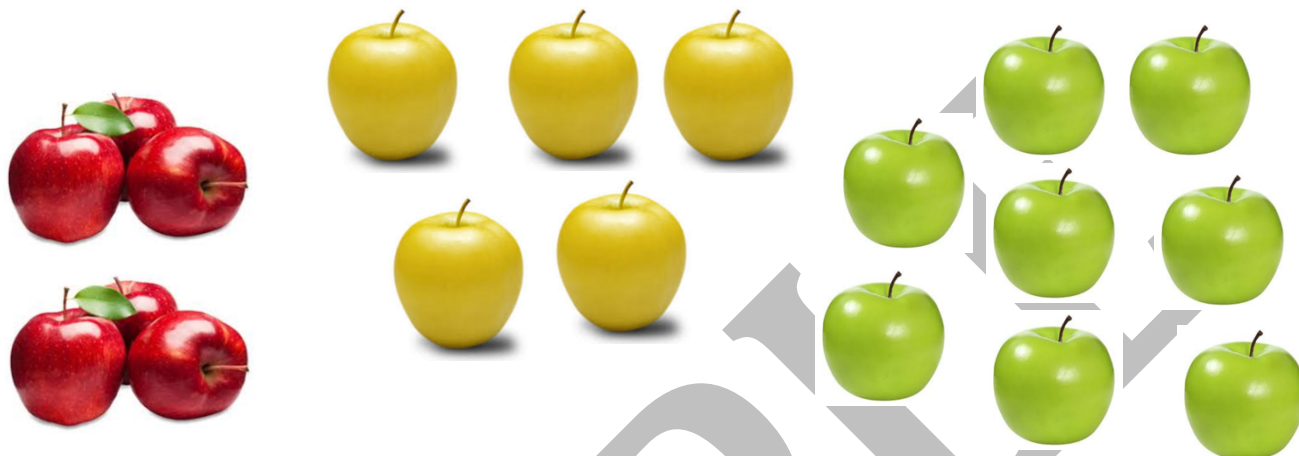
How many apples did Mr. Coates buy?

a. 19
b. 17
c. 15
d. 13

Progression: Addition of three whole numbers within 20 to solve a contextual problem using objects, involving putting together with the total unknown. Number of objects not given. Addition requires bundling.

Nivia rescued 20 cats over three months. She rescued 9 cats in February, 3 cats in March, and some more cats in April.

Use the equation to find the number of cats Nivia rescued in April.

$$9 + 3 + \underline{\textbf{?}} = 20$$

a. 20
b. 12
c. 10
d. 8

> **Progression**: Addition of three whole numbers within 20 to solve a contextual problem using an equation with a symbol for the unknown number. Involves putting together with an addend unknown. Addition requires bundling.

Thomas read 7 books to his younger brother on Monday, 4 books to his mother on Tuesday, and 6 books to his father on Wednesday. How many books did Thomas read to his family over the 3 days?

a. 20
b. 17
c. 14
d. 13

> **Progression**: Addition of three whole numbers within 20 to solve a contextual problem, involving putting together with the total unknown. Addition requires bundling. An additional number is provided in the context.

1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

a. 10 can be thought of as a bundle of ten ones — called a "ten."

b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

How many groups of tens are in 57?

     a. 12
     b. 7
     c. 5
     d. 2

> **Progression**: Recognize that the digits of a two-digit number represent groups of tens and ones. Understand that the digit to the right represents the ones place and the digit to the left represents the tens place.

Which of the following can be represented by 4 ones and 5 tens?

     a. 45
     b. 54
     c. 90
     d. 9

> **Progression**: Recognize that the digits of a two-digit number represent groups of tens and ones. Understand that the digit to the right represents the ones place and the digit to the left represents the tens place. Understand that the order of the words does not change the order of the digits.

What number can be represented by the following?

6 tens and 19 ones

a. 61
b. 69
c. 71
d. 79

Progression: Recognize that the digits of a two-digit number represent groups of tens and ones. Understand that the digit to the right represents the ones place and the digit to the left represents the tens place. Understand that 10 ones can be bundled to create a group of ten.

What number can be represented by the diagram below?
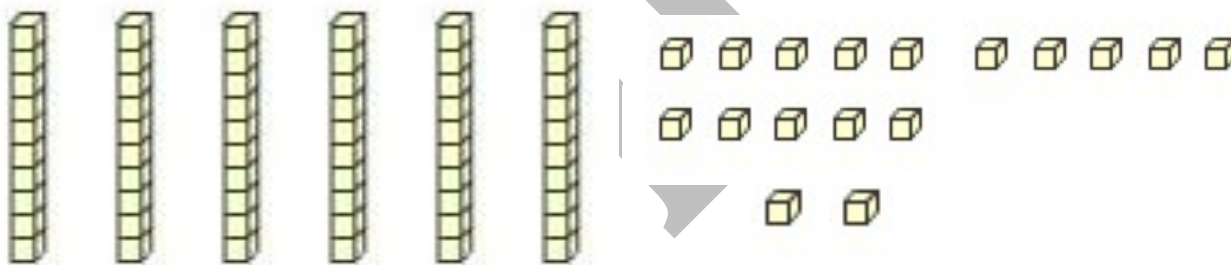
a. 67
b. 77
c. 62
d. 72

Progression: Recognize that the digits of a two-digit number represent groups of tens and ones and can be represented symbolically. Understand that the digit to the right represents the ones place and the digit to the left represents the tens place. Understand that 10 ones can be bundled to create a group of ten.

MEKAYLE'S

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Grade 2

Assessment Suite

2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of *adding to, taking from, putting together, taking apart, and comparing*, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Tommie collected 37 seashells along the beach in June. He collected 52 seashells along the beach in July. How many seashells had Tommie collected during the two months?

a. 15
b. 25
c. 98
d. 89

> **Progression**: Addition within 100 to solve one-step word problem involving putting together with the total unknown. Addition does not require bundling.

Francine read 36 pages of a book on Saturday and 55 pages of the same book on Tuesday. How many pages of the book did Francine read over the two days?

a. 91
b. 21
c. 19
d. 81

> **Progression**: Addition within 100 to solve one-step word problem involving putting together with the total unknown. Addition requires bundling of the ones.

Joseph had 47 grapes. He ate some of them. He then had 28 grapes. How many grapes did he eat?

    a. 28
    b. 47
    c. 19
    d. 75

> **Progression**: Subtraction within 100 to solve one-step word problem involving take apart with a missing addend. Subtraction requires unbundling the tens.

Kim wants to give 100 pairs of socks to help the homeless. She collected 28 pairs in October and 43 pairs in November. To reach her goal of 100, how many pairs of socks does she still need to collect?

    a. 29
    b. 71
    c. 72
    d. 57

> **Progression**: Addition and subtraction within 100 to solve two-step word problem involving putting together with the total unknown and take apart with a missing addend. Addition requires bundling of the ones. Subtraction requires unbundling the tens and hundreds and includes zeros.

2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

a. **100 can be thought of as a bundle of ten tens — called a "hundred."**
b. **The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).**

What is the digit in the tens place in the number 827?

a. 10
b. 8
c. 2
d. 7

> **Progression**: Recognize the value of digits in a multi-digit number written in base-ten notation.

Jay says that the number 905 is represented as 9 hundreds and 5 ones. Alexa says that the number 905 is represented as 8 hundreds, 10 tens, and 5 ones. Who is correct?

a. Neither
b. Both
c. Jay
d. Alexa

> **Progression**: Recognize the value of digits in a multi-digit number written in base-ten notation. Understand that 100 can be thought of as a bundle of ten tens.

What number can be represented by the diagram below?
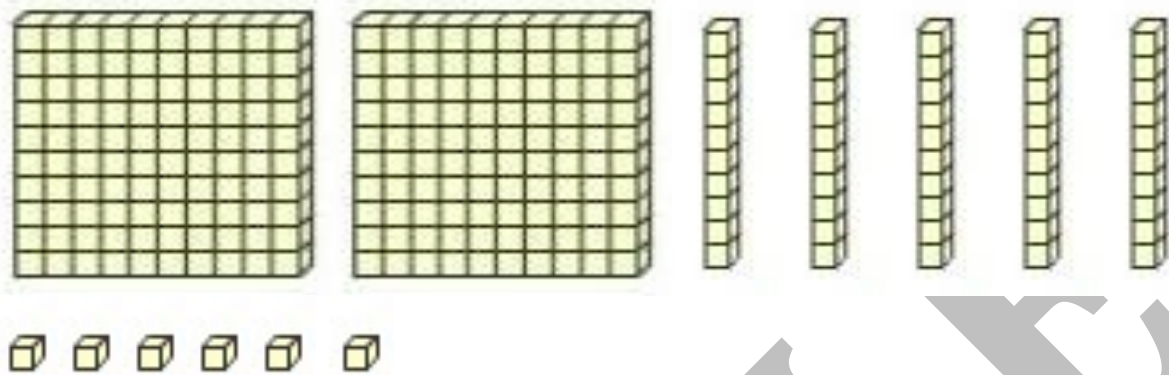
a. 652
b. 526
c. 265
d. 256

Progression: Recognize the value of digits in a multi-digit number represented symbolically.

What number can be represented by the diagram below?
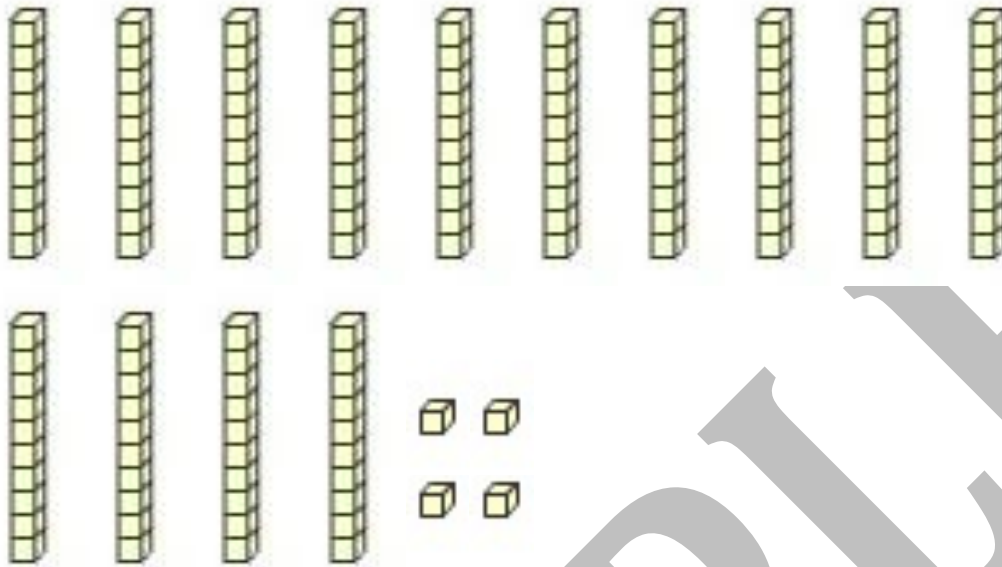
a. 144
b. 114
c. 44
d. 244

Progression: Recognize the value of digits in a multi-digit number represented symbolically. Understand that ten tens can be bundled to create 100.

MEKAYLE'S
Mathematics
Solutions

Grade 3
Assessment Suite

3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Fill in the blank to make the equation true.

$9 \times \underline{} = 63$

    a. 3
    b. 6
    c. 7
    d. 8

> **Progression**: Multiplication within 100 without context, unknown factor.

Fill in the blank to make the equation true.

$\underline{} \div 4 = 13$

    a. 17
    b. 36
    c. 48
    d. 52

> **Progression**: Division within 100 without context, unknown dividend.

Isaac created 8 bracelets. Each of the bracelets required 9 inches of material. How much material did Isaac need to create all of the bracelets?

    a. 17 inches
    b. 63 inches
    c. 72 inches
    d. 89 inches

> **Progression**: Multiplication within 100 to solve contextual problems with an unknown product involving measurement quantities.

Ann read 84 pages over 7 days. If Ann read the same number of pages each day, how many pages did she read per day?

    a. 12
    b. 9
    c. 77
    d. 91

> **Progression**: Division within 100 to solve contextual problems with group size unknown involving equal groups.

3.NF.1 Understand a fraction, *1/b*, as the quantity formed by 1 part when a whole is partitioned into *b* equal parts; understand a fraction *a/b* as the quantity formed by *a* parts of size 1/*b*.

What part of the circle is red?

> **Progression**: Understand a unit fraction as the quantity formed by 1 part when a whole is portioned into equal parts. Name the fraction from a visual representation.

a. $\frac{1}{2}$

b. $\frac{1}{3}$

c. $\frac{1}{6}$

d. $\frac{1}{4}$

Select the image that does not show $\frac{1}{3}$ of the figure shaded.

a.

b.

c.

d.

Select the image that shows $\frac{3}{6}$ of the figure shaded.

a.

> **Progression**: Understand a fraction a/b as the quantity formed by a parts of size $1/b$. (Meaning of the denominator.)

b.

c.

d.

Describe the shaded part of the figure below.
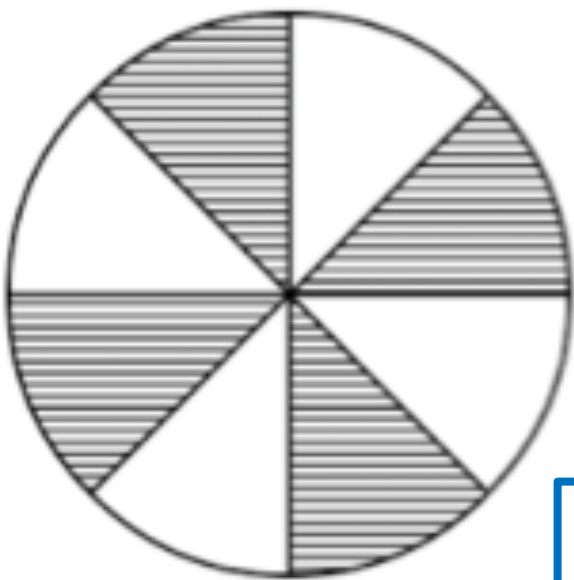
> **Progression**: Understand a fraction a/b as the quantity formed by a parts of size $1/b$. (Meaning of the numerator and denominator.)

a. 4 of the 8 equal sized pieces are shaded, representing the fraction $\frac{4}{8}$.

b. 4 of the 6 equal sized pieces are shaded, representing the fraction $\frac{4}{6}$.

c. 8 of the 4 equal sized pieces are shaded, representing the fraction $\frac{4}{8}$.

d. 6 of the 4 equal sized pieces are shaded, representing the fraction $\frac{4}{6}$.

MEKA+YLE'S

Mathematics
Solutions

SAMPLE

Grade 4
Assessment Suite

4.NF.3 Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$.
c. Add and subtract mixed numbers with like denominators by replacing each mixed number with an equivalent fraction and/or by using properties of operations and the relationship between addition and subtraction.

d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

Study the image.
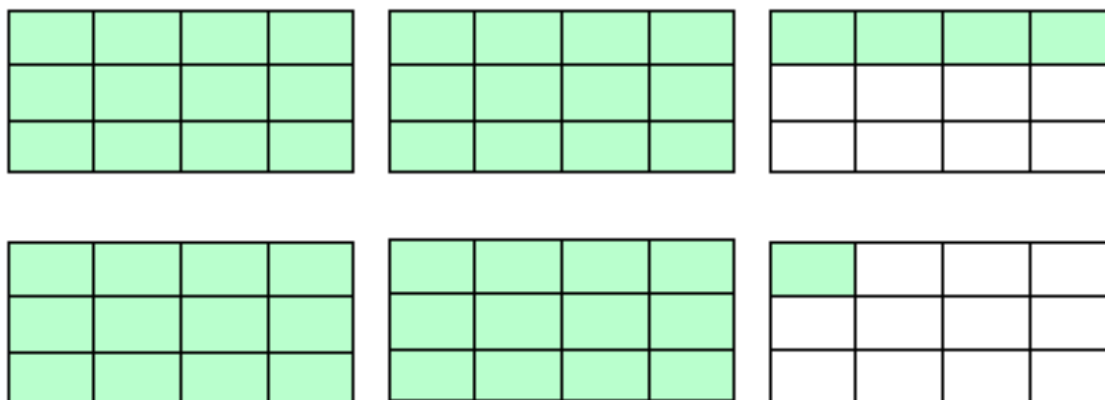
What is the sum of $2\frac{4}{12} + 2\frac{1}{12}$?

a. $2\frac{5}{12}$

b. $2\frac{5}{24}$

c. $4\frac{5}{12}$

d. $4\frac{5}{24}$

> **Progression**: Addition of mixed numbers with like denominators using a visual representation.

Find the sum.

$$6\frac{1}{8}+2\frac{3}{8}$$

a. $8\frac{2}{8}$

b. $4\frac{2}{8}$

c. $8\frac{4}{8}$

d. $4\frac{4}{8}$

Natarsha put $5\frac{3}{4}$ bags of apples in her car. $1\frac{1}{4}$ of the apples rotted. How many of the apples were still good?

a. $6\frac{4}{4}$

b. $6\frac{2}{4}$

> **Progression**: Subtraction of mixed numbers with like denominators in contextual situation involving take apart with a missing addend.

c. $4\frac{2}{4}$

d. $4\frac{4}{4}$

Mr. Jennings took $\frac{3}{10}$ of the 4th graders on a field trip.

How many of the 4th graders did not go on the field trip?

a. $\frac{3}{10}$

> **Progression**: Subtraction of fraction with like denominators in a contextual situation with understanding of the whole.

b. $\frac{7}{10}$

c. $\frac{5}{10}$

d. $\frac{10}{10}$

4.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

a. Understand a fraction a/b as a multiple of 1/b. *For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).*

b. Understand a multiple of *a/b* as a multiple of *1/b*, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)*

c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*

Which expression is represented by the image?
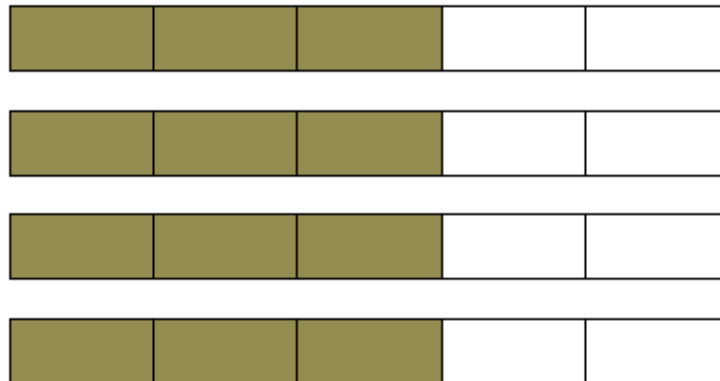
a. $4 \times \frac{3}{5}$

b. $4 + \frac{3}{5}$

Progression: Extend understanding of multiplication as repeated addition to fractions.

c. $4 \times \frac{1}{5}$

d. $4 + \frac{1}{5}$

Which expression is equivalent to $4 \times \frac{3}{8}$?

a. $4 \times \frac{8}{3}$

b. $4 \times \frac{1}{8}$

c. $12 \times \frac{8}{3}$

d. $12 \times \frac{1}{8}$

> **Progression**: Understand a multiple of $\frac{a}{b}$ as a multiple of $\frac{1}{b}$.

Find the product.

$$7 \times \frac{2}{3}$$

a. $\frac{7}{3}$

b. $\frac{14}{3}$

c. $\frac{7}{21}$

d. $\frac{14}{21}$

> **Progression**: Understand a multiple of $\frac{a}{b}$ as a multiple of $\frac{1}{b}$ and use this understanding to multiply a whole number by a fraction.

   5

Damion runs $\frac{5}{12}$ mile every day. How many miles does Damion run in 10 days?

      a. $\frac{50}{12}$

      b. $\frac{15}{22}$

      c. $\frac{15}{120}$

      d. $\frac{50}{120}$

> **Progression**: Understand a multiple of $\frac{a}{b}$ as a multiple of $\frac{1}{b}$ and use this understanding to multiply a whole number by a fraction in a contextual situation.

MEKAYLE'S
Mathematics
Solutions

SAMPLE

Grade 5
Assessment Suite

5.NF.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

Tamar drank $\frac{5}{8}$ gallons of water every day for 7 days. Use the model to determine how much water Tamar drank in 7 days.
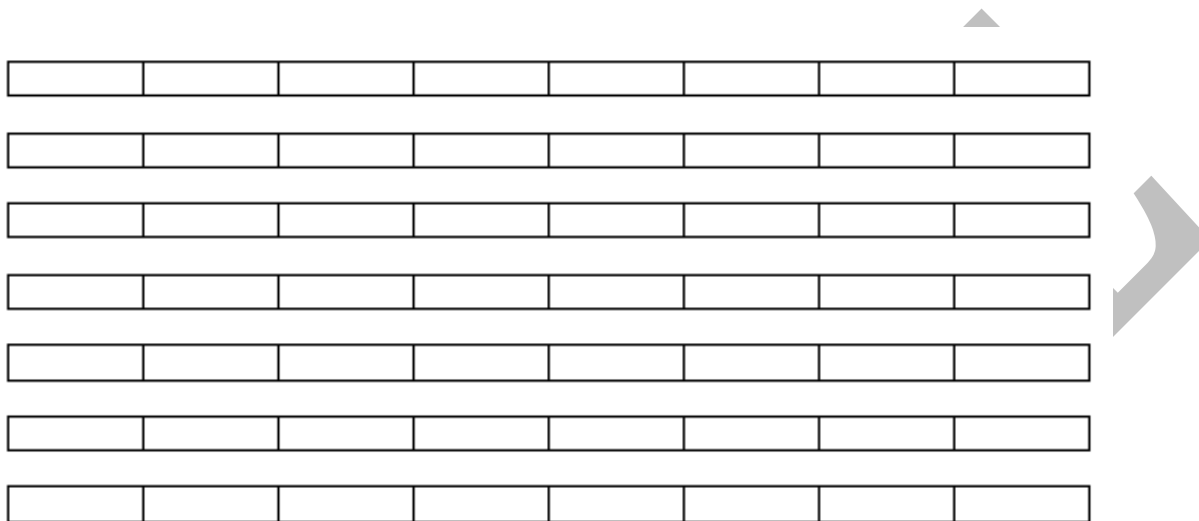
Progression: Multiplication of fraction and whole number using visual fraction model.

a. 40 gallons

b. 5 gallons

c. $4\frac{3}{8}$ gallons

d. $\frac{5}{56}$ gallons

Mr. Tim took $\frac{2}{3}$ of the 5th graders on a field trip. $\frac{3}{4}$ of those students brought their own lunch. Use the model to determine the fraction of the 5th graders who went on the field trip and brought their own lunch.

a. $\frac{5}{7}$

b. $\frac{1}{2}$

c. $\frac{3}{2}$

d. $\frac{8}{9}$

Progression: Multiplication of two fractions using visual fraction model.

John bakes cupcakes. He puts strawberry frosting on $\frac{4}{9}$ of the cupcakes. He puts sprinkles on $\frac{5}{7}$ of the strawberry frosted cupcakes. What part of John's cupcakes have strawberry frosting and sprinkles?

a. $\frac{28}{45}$

> **Progression**: Multiplication of fractions in a contextual situation.

b. $\frac{20}{63}$

c. $\frac{36}{35}$

d. $\frac{35}{36}$

Jamilah gets an allowance every week. She saves $\frac{65}{100}$ of her allowance. She puts $\frac{3}{4}$ of her savings in the bank and put the rest in her piggy bank. What portion of her allowance does she put in the bank?

a. $\frac{185}{400}$

> **Progression**: Multiplication of fractions in a contextual situation. Simplify a fraction.

b. $\frac{69}{100}$

c. $\frac{39}{80}$

d. $\frac{75}{100}$

Mathematics   **5ᵗʰ Grade**

5.NF.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.

a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.*

b. Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.*

c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?*

Use the model to compute the quotient.

$\frac{1}{8} \div 5$

a. $\frac{5}{8}$

b. $\frac{8}{5}$

c. $\frac{1}{40}$

d. $\frac{1}{5}$

Progression: Division of a unit fraction by a whole number using visual fraction model.

Use the number line to compute the quotient.

$$4 \div \frac{1}{3}$$

a. $\frac{3}{4}$
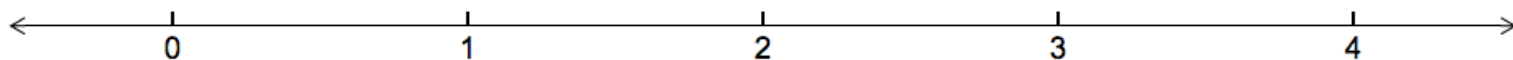
Progression: Division of a whole number by a unit fraction using a number line.

b. $\frac{4}{3}$

c. 12

d. 7

Nivia has $\frac{1}{10}$ liter of glue to make slime. She has to make 3 identical batches of slime. How much glue can Nivia put in each of the batches of slime?

a. $\frac{3}{10}$ liter

Progression: Division of a unit fraction by a whole number in a contextual situation.

b. $\frac{1}{30}$ liter

c. 30 liters

d. 10 liters

Rodney has 14 cups of cereal. He has to put all of the cereal into $\frac{1}{12}$ cup containers. How many containers can Rodney fill?

a. 168

b. 26

Progression: Division of a whole number by a unit fraction in a contextual situation.

c. $\frac{14}{12}$

d. $\frac{12}{14}$

MEKA+YLE'S

Mathematics

Solutions

Interim Assessment
SAMPLES

About *Mekayle's Mathematics Interim Assessments:*

Mekayle's Mathematics Interim Assessments are comprehensive assessments aligned to *Mississippi College and Career Readiness Standards for Mathematics.*
 Assessments are provided three times per school year for grades 3 – 5, with the same specifications as *Mississippi Academic Assessment Program*
Assessments can be *tailored* to meet individual needs. They can be altered to align with pacing guides, and may include grade 2.

MEKAYLE'S Mathematics Solutions

SAMPLE

Grade 3
Interim Assessment

Subpart 1

You **may not** use a calculator in Subpart 1 of this test booklet.

You may use this test booklet for scratch paper or to make notes, but you must mark your answers on your answer document.

1. The mass of a pencil is about 5 grams. Melvin has 13 pencils. What is total mass of Melvin's pencils?

   a. 18 grams
   b. 8 grams
   c. 65 grams
   d. 55 grams

2. Which of the following is not a quadrilateral?

   a.
   b.
   c.
   d.
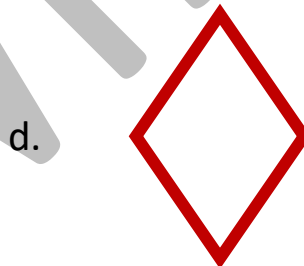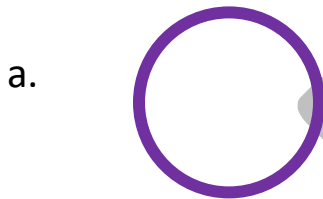
3. Which statement is *true*?

a. $\frac{3}{6} > \frac{3}{4}$

b. $\frac{2}{6} < \frac{2}{4}$

c. $\frac{1}{8} = \frac{1}{4}$

d. $\frac{2}{8} > \frac{2}{3}$

4. The clock shows the time Ms. Phillips takes her class to recess.

They spend 15 minutes in recess. What time does recess end for Ms. Phillips' class?

a. 2:25
b. 3:25
c. 3:40
d. 2:40

5. Veronica had 19 apples in her basket. Jay gave her 9 more apples. Nikki took 11 of the apples. How many apples did Veronica have left?

   a. 8
   b. 39
   c. 1
   d. 17

6. There were 100 students going on a field trip. 4 of the students got sick and could no longer go. How many 8-passenger vans will be needed to take the remaining students on the field trip?
   a. 25
   b. 12
   c. 32
   d. 13

Subpart 2

You **may** use a calculator in Subpart 2 of this test booklet.

You may use this test booklet for scratch paper or to make notes, but you must mark your answers on your answer document.

7. Which **two** expressions are equal to the expression 8 x 5?

   a. 2 x (8 + 3)

   b. 5 x (3 + 8)

   c. (5 x 4) + (5 x 4)

   d. (8 x 3) + (8 x 2)

   e. (8 x 5) + (3 x 2)

8. Which number line shows a fraction that is equivalent to the fraction shown below?

a.

b.

c.

d.
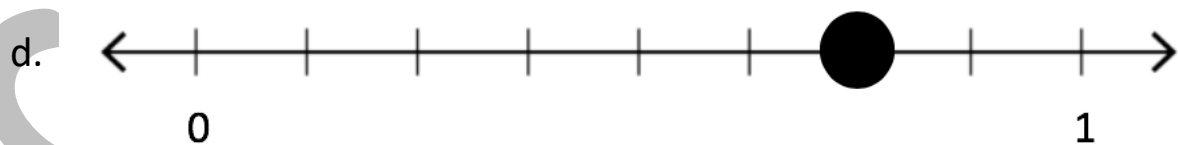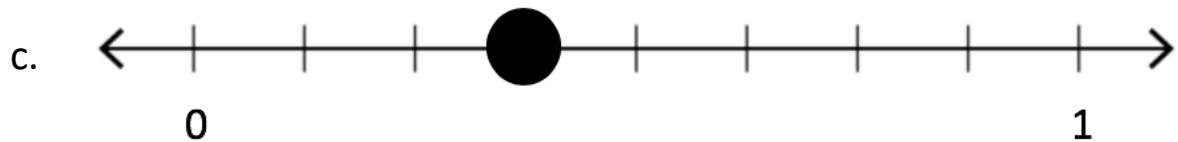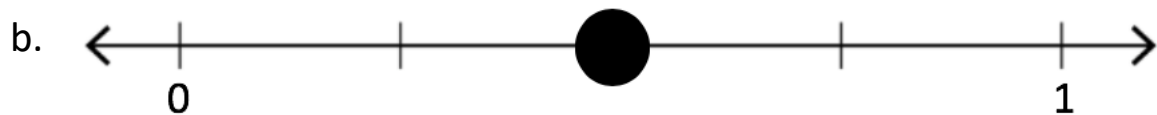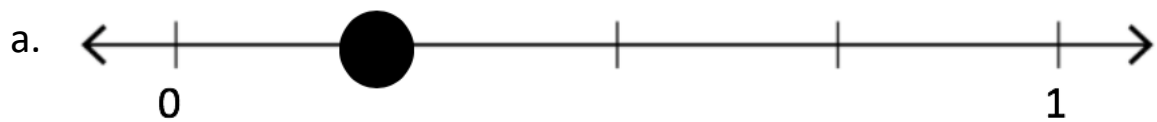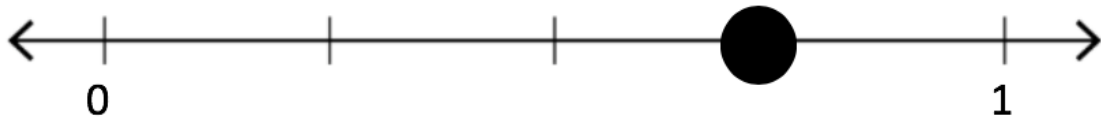
9. The perimeter of a rectangle is 30 meters. The length of that rectangle is 9 meters. What is the length of the rectangle?

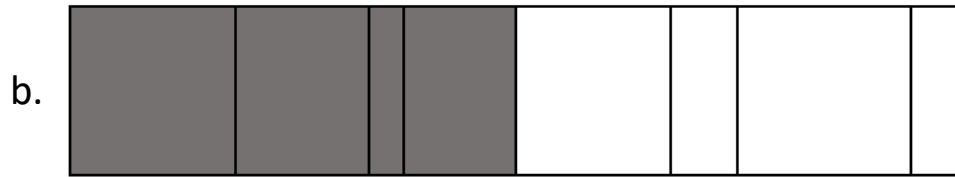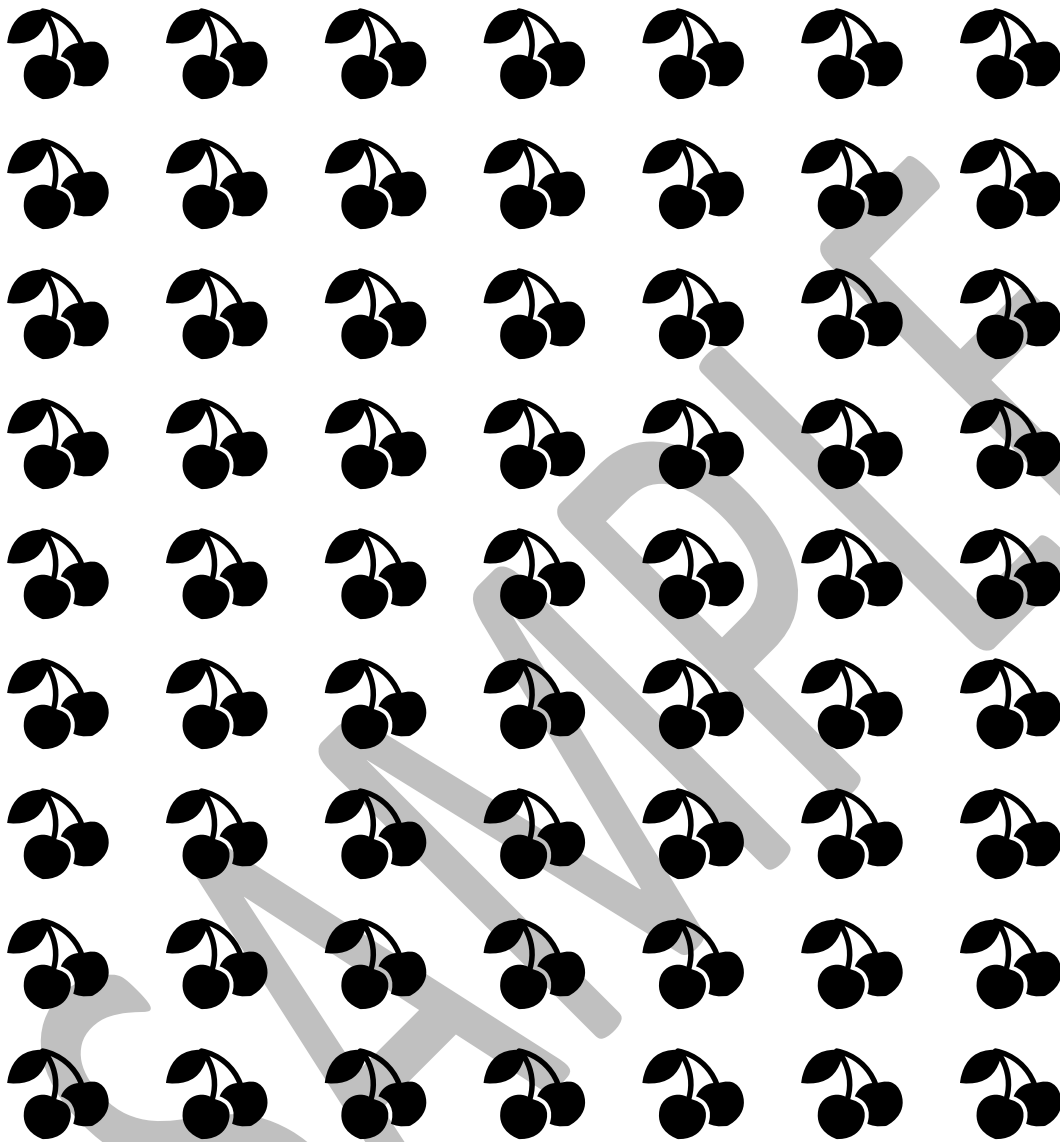   a. 270 meters
    b. 6 meters
    c. 21 meters
    d. 39 meters

Subpart 3

You **may** use a calculator in Subpart 3 of this test booklet.

You may use this test booklet for scratch paper or to make notes, but you must mark your answers on your answer document.

10.   Which figure shows $\frac{1}{8}$ shaded?

a.

b.

c.

d.
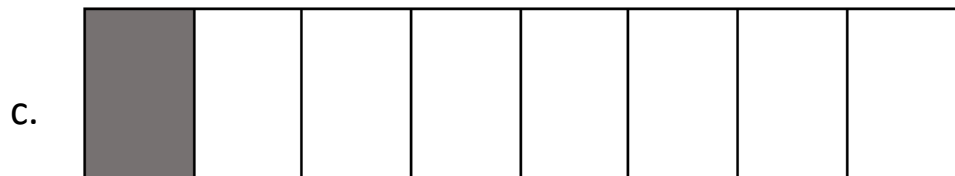
11.   Which equation matches the model?

a. 63 ÷ 7 = 7
b. 49 ÷ 9 = 7
c. 49 ÷ 7 = 7
d. 63 ÷ 9 = 7

12.   Use the unit square to find the area of the rectangle below.

= 1 square unit

Use the area formula to find the area of the rectangle below.

3 units

6 units

Which statement is true about the area of the rectangles?

a. The area of the top rectangle is greater than the area of the bottom rectangle.
b. The area of the bottom rectangle is greater than the area of the top rectangle.
c. The area of the triangles are the same.

MEKAYLE'S
Mathematics
Solutions

SAMPLE

Grade 4
Interim Assessment

Subpart 1

You **may not** use a calculator in Subpart 1 of this test booklet.

You may use this test booklet for scratch paper or to make notes, but you must mark your answers on your answer document.

1. Which model correctly shows how to find the product of 48 and 13?

a.

	40	3
8	40 x 8 = 320	8 x 3 = 24
10	40 x 10 = 40	10 x 3 = 30

b.

	40	3
8	40 x 8 = 320	8 x 3 = 24
10	40 x 10 = 400	10 x 3 = 30

c.

	40	8
3	40 x 3 = 120	8 x 3 = 24
10	40 x 10 = 40	10 x 8 = 80

d.

	40	8
3	40 x 3 = 120	8 x 3 = 24
10	40 x 10 = 400	8 x 10 = 80

2. Study the flashcards.

$$943{,}205 \qquad 57{,}168$$

Explain how the value of the 5 in 943,205 is different from the value of the 5 in 57,168.

a. The value of the 5 in 943,205 is 10,000 times greater than the value of the 5 in 57,168.

b. The value of the 5 in 943,205 is 1,000 times greater than the value of the 5 in 57,168.

c. The value of the 5 in 943,205 is 10,000 times less than the value of the 5 in 57,168.

d. The value of the 5 in 943,205 is 1,000 times less than the value of the 5 in 57,168.

3. Thomas found the quotient of 906 ÷ 3. His work is shown below.

$$
\begin{array}{r}
32 \\
3\overline{)906} \\
-\underline{9} \\
06 \\
-\underline{06} \\
\end{array}
$$

Is Thomas correct? Why or why not?

a. Yes, 32 x 3 = 906.

b. Yes, 9÷3 = 3 and 6÷3 = 2.

c. No, 32 x 3 = 96.

d. No, 3÷9 = 6 and 3÷6 = 3.

4. Which number is represented on the number line?

0   1

a. 4
b. 0.4
c. 0.04
d. 0.004

5. Which **two** correctly represents 45 hundredths?

a. 45.00

b. 0.045

c. 0.45

d. $\frac{4}{500}$

e. $\frac{45}{100}$

6. Each of the 32 students of Mr. Hawes class brought in 15 canned goods. Mr. Hawes put the canned goods in packages of 25. What is the greatest number packages Mr. Hawes can fill?
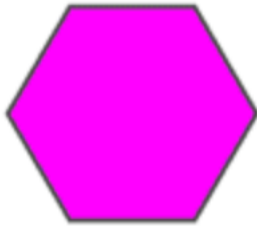
    a. 480
    b. 19
    c. 20
    d. 5

Subpart 2

You **may** use a calculator in Subpart 2 of this test booklet.

You may use this test booklet for scratch paper or to make notes, but you must mark your answers on your answer document.

7. Study the figure below.

Fill in the blank.

The top and bottom of the figure form _____.

    a. Parallel lines
    b. Perpendicular lines
    c. Right angles
    d. Reflex angles

8. Jim Brown ran about 104 yards per game. Each game has four quarters. About how many yards did Jim Brown run during each quarter?

    a. 416
    b. 26
    c. 100
    d. 108

9. The measure of the angle formed by the spider web is 156°. Part of the spider web is 39°. What is the measure of the other part of the spider web?
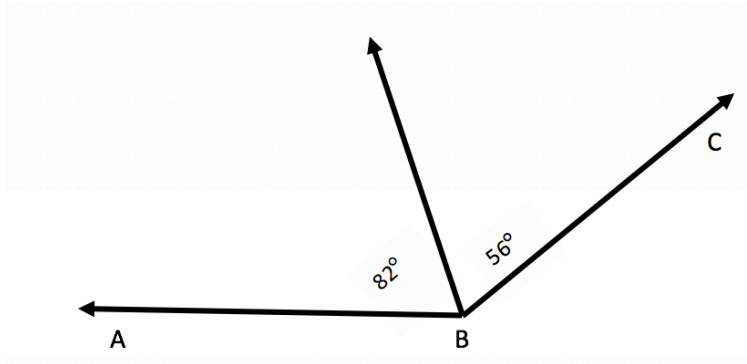

a. 195°
b. 117°
c. 4°
d. 6,084°

Subpart 3

You **may** use a calculator in Subpart 3 of this test booklet.

10. What is the measure of ∠ABC?

    a. 82°
    b. 56°
    c. 180°
    d. 138°

11. The area of Mr. Williams' mancave is 1,786 square feet. The length of his mancave is 47 feet. What is the width of Mr. Williams' mancave?

    a. 38 feet
    b. 1,739 feet
    c. 83,942 feet
    d. 170 feet

12. There are 5,144 pages in the book that Dianne has to read for class, which is 8 times as many pages as the book she had to read during the summer. How many pages did the book Dianne had to read during the summer have?

    a. 5,152
    b. 643
    c. 5,136
    d. 41,152

MEKAYLE'S Mathematics Solutions

SAMPLE

Grade 5
Interim Assessment

Subpart 1

You **may not** use a calculator in Subpart 1 of this test booklet.

You may use this test booklet for scratch paper or to make notes, but you must mark your answers on your answer document.

1. Which **two** expressions are equal to 900?

    A. 0.9×10^2
    B. 0.9×10^3
    C. $90 \div 10^2$
    D. $90,000 \div 10^3$
    E. $90,000 \div 10^2$

2. Where should the parentheses be placed to make the equation true?

$$36 \div 9 - 5 + 4 - 8 = 5$$

    A. $(36 \div 9) - 5 + 4 - 8 = 5$
    B. $36 \div 9 - 5 + (4 - 8) = 5$
    C. $36 \div (9 - 5) + 4 - 8 = 5$
    D. $(36 \div 9 - 5 + 4 - 8) = 5$

3. For which of the expressions will the product be less than both factors?

    A. $\frac{2}{3} \times \frac{1}{5}$

    B. $\frac{8}{6} \times \frac{9}{7}$

    C. $\frac{4}{10} \times 5$

    D. 3×1

4. Hailey built a sandbox that has a length of $\frac{5}{8}$ yard and a width of 4 yards. What is the area of the sandbox?

   A. $4\frac{5}{8}$ yards

   B. $3\frac{3}{8}$ yards

   C. 10 square yards

   D. $2\frac{1}{2}$ square yards

5. Six girls share eight pounds of chocolate equally. How much chocolate does each girl get?

   A. $\frac{6}{8}$ pound

   B. $1\frac{1}{3}$ pounds

   C. $1\frac{3}{6}$ pounds

   D. $\frac{1}{3}$ pound

6. Danica mixed $6\frac{2}{3}$ cups of pineapple juice with $5\frac{4}{5}$ cups of mango juice.
    How many cups of juice did Danica have after mixing the juices?

    A. $11\frac{6}{8}$

    B. $1\frac{2}{15}$

    C. $\frac{13}{15}$

    D. $12\frac{7}{15}$

Subpart 2

You **may** use a calculator in Subpart 2 of this test booklet.

You may use this test booklet for scratch paper or to make notes, but you must mark your answers on your answer document.
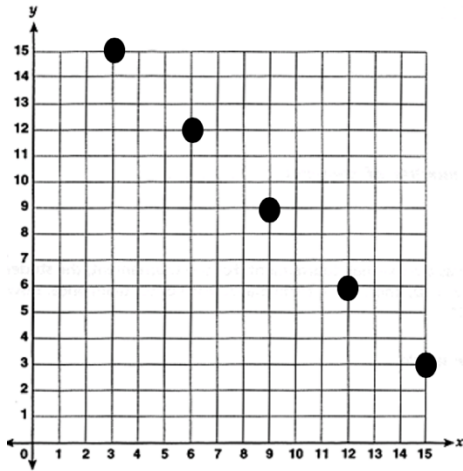
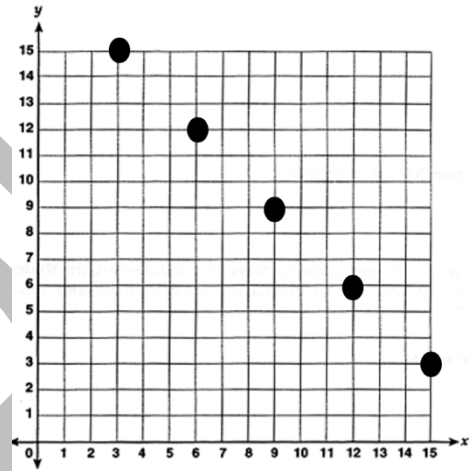7. Study the patterns.

Pattern X: 15, 12, 9, 6, 3
Pattern Y: 3, 6, 9, 12, 15

Which set of ordered pairs and graph match the patterns.
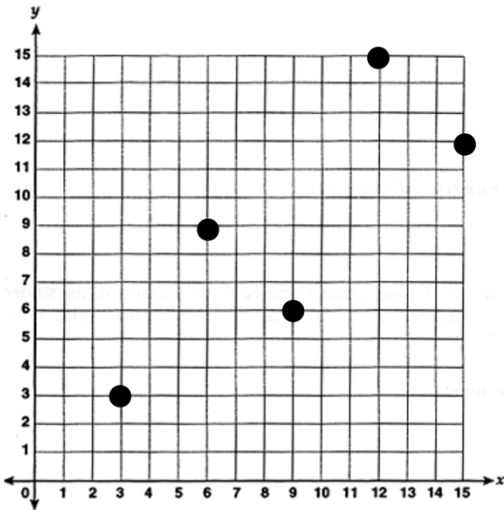
A. (15, 3) (12, 6) (9, 9) (6, 12) (3, 15)
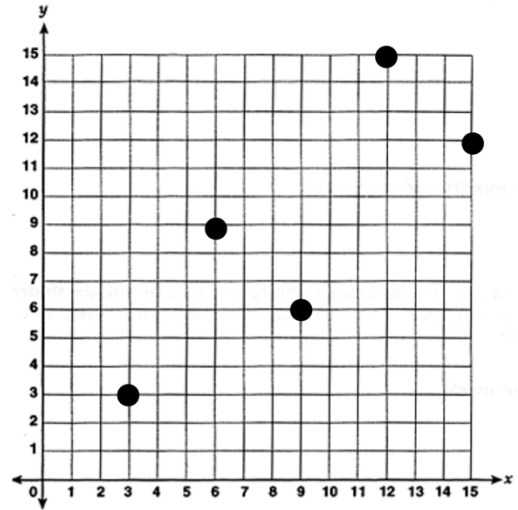

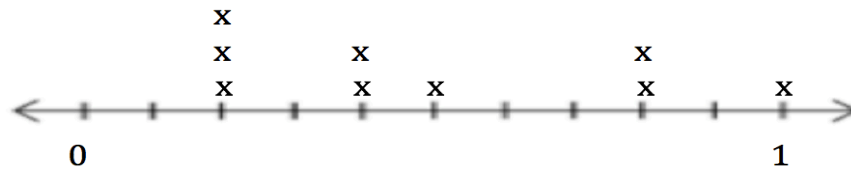C. (15, 12) (9, 6) (3, 3) (6, 9) (12, 15)

B. (15, 3) (12, 6) (9, 9) (6, 12) (3, 15)

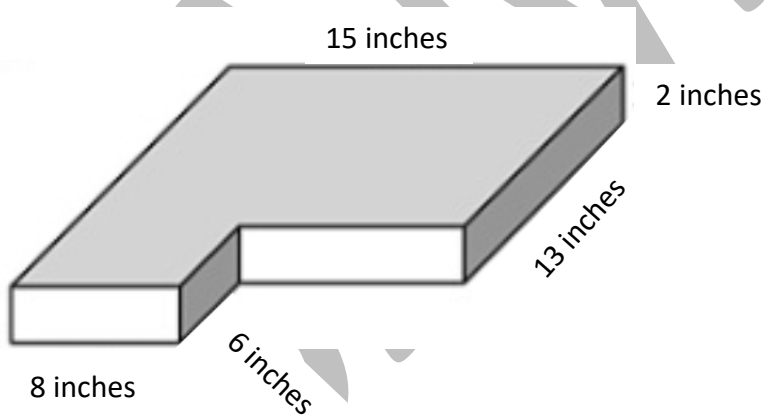D. (15, 12) (9, 6) (3, 3) (6, 9) (12, 15)

8. Jordan bought 7 pizzas for her party. The line plot shows the amount of pizza that each guest ate.

0   1

How much pizza did Jordan have left?

A. $4\frac{1}{2}$ pizzas

B. $1\frac{1}{2}$ pizzas

C. $2\frac{1}{2}$ pizzas

D. 6 pizzas

9. Find the volume of the figure.

15 inches

2 inches

13 inches

6 inches

8 inches

A. 486 cubic inches
B. 438 cubic inches
C. 243 cubic inches
D. 30 cubic inches

Subpart 3

You **may** use a calculator in Subpart 3 of this test booklet.

You may use this test booklet for scratch paper or to make notes, but you must mark your answers on your answer document.

10. Samantha needs 8 gallons of water to fill her fish tank. She bought a case of 46 20-ounce bottles of water. How many more ounces of water does Samantha need?

   A. 920
   B. 1,024
   C. 104
   D. 160

11. Which statement is true?

   A. $3 \times 10^3 + 6 \times 10^2 + 9 \times 1 + 7 \times \frac{1}{100} = 369.7$

   B. $3 \times 10^3 + 6 \times 10^2 + 9 \times 1 + 7 \times \frac{1}{100} <$ three thousand six hundred ninety

   C. $3 \times 10^3 + 6 \times 10^2 + 9 \times 1 + 7 \times \frac{1}{100} >$ twenty thousand

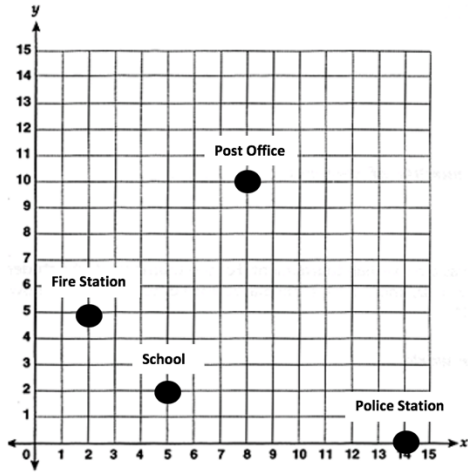   D. $3 \times 10^3 + 6 \times 10^2 + 9 \times 1 + 7 \times \frac{1}{100} < 9 \times 10^2 + 6 \times 10 + 9 \times 1 + 3 \times \frac{1}{10} + 4 \times \frac{1}{100}$

12. Study the coordinate plane.

What is located at (14, 0)?

A. Fire Station
B. Post Office
C. School
D. Police Station

Products and Services	Unit Price	Total
Grade-Level Assessment Suites (mathematics only) 1 workbook per student in grades K – 5; Mendenhall ES – 568 students, Magee – 509 students	$15 per book	$16,155
Benchmark Assessments (mathematics only) Standards-aligned formative assessment for grades 2 – 5; three assessments per grade per Elementary school	$5000 per school	$10,000
On-site Coaching and Professional Development (all subjects)	$1500 per day per school	Contingent on allocation
Virtual Coaching and Professional Development (all subjects)	$200 per hour per participant	Contingent on allocation

The Contractor represents and warrants that it will ensure its compliance with the Mississippi Employment Protection Act, Mississippi Code Annotated §§ 71-11-1 and 71-11-3, and will register and participate in the status verification system for all newly hired employees. The term "employee" as used herein means any person that is hired to perform work within the State of Mississippi. As used herein, "status verification system" means the Illegal Immigration Reform and Immigration Responsibility Act of 1996 that is operated by the United States Department of Homeland Security, also known as the E-Verify Program, or any other successor electronic verification system replacing the E-Verify Program. The Contractor agrees to maintain records of such compliance and, upon request of the State, to provide a copy of each such verification to the State. The Contractor further represents and warrants that any person assigned to perform services hereafter meets the employment eligibility requirements of all immigration laws of these warranties, the breach of which may subject the Contractor to the following:

a. termination of this Agreement and ineligibility for any state or public contract in Mississippi for up to three (3) years with notice of such cancellation/termination being made public;

b. the loss of any license, permit, certification, or other document granted to the Contractor by an agency, department or governmental entity for the right to do business in Mississippi for up to one (1) year; or,

c. both.

In the event of such termination/cancellation, the Contractor shall also be liable for any additional costs incurred by the SCSD due to contract cancellation or loss of license or permit.

18. EQUAL OPPORTUNITY EMPLOYER

The Contractor shall be an equal opportunity employer and shall perform to all affirmative action and other applicable requirements; accordingly, the contractor shall neither discriminate nor permit discrimination in its operations or employment practices against any person or group of persons on the ground of race, color, religion, national origin, disability, or sex in any manner prohibited by law.

19. BOARD APPROVAL

It is understood that this contract is void and no payment shall be made if the Superintendent of Education and the Simpson County Board of Education do not approve this contract.

20. PERSONNEL

The contractor agrees that, at all times, the employees of the contractor furnishing or performing any of the services specified under this agreement shall do so in a proper, workmanlike, and dignified manner.

21. CONFIDENTIALITY

The Contractor shall agree to assure the confidentiality of any records obtained from the SCSD as required by state and federal privacy laws. No information, documents or other material provided to or prepared by the contractor deemed confidential by SCSD according to state and federal privacy laws, shall be made available to any person or organization without the prior approval of the SCSD. Any liability resulting from the wrongful disclosure of confidential information on the part of the Contractor shall rest with the Contractor. This includes all student-related data and the contractor is required to comply with all Family Educational Rights and Privacy Act (FERPA) provisions.

22. INDEMNIFICATION

To the fullest extent allowed by law, the Contractor shall indemnify, defend, save and hold harmless, protect and exonerate the members of the Mississippi Board of Education, the SCSD, and its commission members, officers, employees, agents and representatives, and the State of Mississippi from and against all claims, demands, liabilities, suits, actions, damages, losses, and costs of every kind and nature whatsoever, including, without limitation, court costs, investigative fees and expenses, and attorneys' fees, arising out of or caused by the Contractor and/or its partners, principals, agents, employees and/or subcontractors in the performance of or failure to perform this agreement. In the State's sole discretion, the Contractor may be allowed to control the defense of any such claim, suit, etc. In the event the Contractor defends said claim, suit, etc., the Contractor shall use legal counsel acceptable to the State; the Contractor shall be solely responsible for all costs and/or expenses associated with such defense, and the State shall be entitled to participate in the said defense. The Contractor shall not settle any claim, suit, etc. without the SCSD's concurrence, which the SCSD shall not unreasonably withhold.

23. DEBARMENT AND SUSPENSION

The Contractor certifies that neither it nor its principals: (a) are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from covered transactions by any federal department or agency; (b) have, within a three (3) year period preceding this agreement, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain or performing a public (federal, state or local) transaction or contract under a public transaction; violation of federal or state anti-trust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements or receiving stolen property; (c) are presently indicted of or otherwise criminally or civilly charged by a governmental entity with the commission of fraud of a criminal offence in connection with obtaining, attempting to obtain or performing a public (federal, state or local) transaction or contract under a public transaction; violation of federal or state anti-trust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements or receiving stolen property, and (d) have, within a three (3) year period preceding this agreement, had one or more public transaction (federal, state or local) terminated for cause or default. See Excluded Parties List System at www.epls.gov.

P. BILLING

All products will be provided once a signed purchase order is secured. All services will be provided once a signed purchase order is secured which indicates the dates of the service and the consultant performing the service is identified. The consultant and a school administrator must sign a verification form that indicates that the service is rendered for each date of service. One copy of this form must be provided to the Simpson County School District Business Office by the vendor within three days of the service being provided with the contractor retaining the second copy. To qualify for a day of work, the contractor must be on-site providing services for at least 7 hours. All travel costs and time will be absorbed as part of the contractor's daily fee.

Invoices are to be furnished for each project, along with documentation of services provided in the invoice (example: work reports, sign-in sheets, and agendas). The cut off on the invoice must be made to include the week ending closest to the end of the month. All invoices must indicate the total price of the items, resulting in the net price to be paid by the district. The district will pay all invoices within 45 days of the invoice being verified for completion. This completion will include the daily reports required and the verification form being matched to the invoice.

The successful firm shall report and in writing cancel within 30 days' notice if services provided in this proposal cannot be delivered.

Q.   ROYALTIES AND PATENTS

The firm shall pay all royalties and license fees. The firm shall defend all suits or claims for infringement of any patent rights and shall hold the Simpson County School District harmless from such loss on account thereof.

R.   INSURANCE REQUIREMENTS

The following insurance requirements must be met or the proposal will be considered incomplete and therefore rejected.

- (a)   Commercial General Liability – Combined Single Limit for $1,000,000.00 per occurrence with $2,000,000.00 aggregate;
- (b)   Commercial Auto Liability – Combined Single Limit in an amount of $1,000,000.00;
- (c)   Workers' Compensation and Employer's Liability Insurance:
  Workers' Compensation Limits: Statutory-State of Mississippi.
  Policies shall include a waiver of subrogation in favor of Simpson County School District.
- (d)   Employers' Liability: $100,000.00 Each Accident; $500,000.00 Disease Policy Limit;$1000,000.00 Disease Each Employee; and
- (e)   Proof of coverage must be placed on file with the school district by the Contractor and kept current throughout the term of this Contract.

Current insurance certificates shall be attached to the proposal.

(If the firm does not have the above insurances, a detailed explanation must be attached to the proposal of how any workers' compensation claims or liability issues will be addressed.)

S.   DAMAGE CAUSED BY SUCCESSFUL BIDDER

The Simpson County School District will hold the successful firm responsible for damage caused to the buildings, fences, and other structures or assets of the Simpson County School District under all conditions.

T.   As a bidding vendor, we understand that all of these provisions must be strictly complied with to fulfill the contract.

FIRM   Mekayle's Mathematics Solutions

BY   Raven Hawes

TITLE   President

PROSPECTIVE CONTRACTOR'S REPRESENTATION REGARDING CONTINGENT FEES

The prospective contractor represents as a part of such contractor's bid or proposal that such contractor has ( ) or has not (x) retained any person or agency on a percentage, commission, or other contingent arrangements to secure this contract.

_____   ___February 6, 2023_____

Offeror Signature   Date

___Raven Hawes, President_____

Title of Request for Proposal

*Please check the appropriate response

Part VII

PROPRIETARY INFORMATION

The enclosed proposal does ( ) or does not (x) contain trade secrets or other proprietary data which the offeror wishes to remain confidential in accordance with Section 25-61-9 and 79-23-1 of the Mississippi Code.

If the enclosed proposal does include pages that the offeror wishes to designate as proprietary, please list page numbers below.

_____
_____
_____
_____
_____

_____   ___February 6, 2023___

Offeror Signature   Date

  Raven Hawes, President_____

Title of Request for Proposal

*Please check the appropriate response