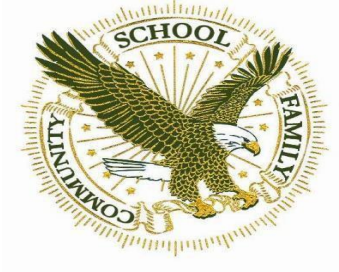


South Pike School District



**250 West Bay Street
Magnolia, MS 39652
Telephone 601-783-0430
Fax 601-783-6733**

Dr. Angela Lowery
Superintendent

**Title: INSTRUCTIONAL SUPPORT SERVICES
Submission Deadline: June 23, 2025 Time: 3:00 p.m. CTS**



**Greene Education Services, LLC
PO Box 2770
Madison, MS 39130
1-601-941-1736**



Part I – PROPOSAL TRANSMITTAL FORM

RFP 2025– 2026 Title: Proposal for Instructional Support Services

Name of Vendor: Greene Education Services, LLC

Contact Person: Windell Greene

Title: President and CEO

Location of Vendor's Principal Place of Business:

7570 Old Canton Road, Suite 101, Madison, MS 39110

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

Phone Number: 601-941-1736 **Fax Number:** _____

Mailing Address: PO Box 2770, Madison, MS 39130

By my signature below, I hereby represent that I am authorized to and do bind the offering vendor 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.

A handwritten signature in black ink, appearing to read "Windell Greene", written over a horizontal line.

Authorized Signature

June 23, 2025

Date

Vendor Profile

Greene Education Services, LLC (GES or Greene) submits this proposal to partner with and successfully meet the needs of South Pike School District (SPSD) in Supplemental Instructional Support Services for Eva Gordon Lower Elementary, Eva Gordon Upper Elementary, Osyka, South Pike Junior High, South Pike High School, and the Career and Technology Center in ELA, mathematics, science, U.S. History, and universal instruction, which may include:

- ELA, Math, Writing, US History, ACT, Science, universal instruction and content support grades K-12
- English Learners support
- Special Education support (inclusion and self-contained)
- Co-teaching model support
- Compliance Technical Assistance for Special Education
- Technical support for Counseling Services
- Modeling and coaching for teachers
- Student tutorial support (ELA, Math, Science, History, ACT, Writing, Test Taking Strategies, etc.)
- Administrative and/or teacher data coaching
- Differentiated instruction professional development
- Instructional Technology and Integration Professional Development
- Principal and/or Leadership Coaching
- Teacher, School, and/or District Level Leadership Training (PLCs, Organizational leadership teams, etc.)
- Novice and New Teacher Mentorship/Coaching
- Summer Programs, Afterschool, and/or School Closure-Student Breaks Academic Supports
- Other as determined by the district

Greene Education Services, LLC (GES) submits this proposal to partner with and successfully meet the needs of South Pike School District (SPSD) in Instructional Support Services which may include consultation, advisement and facilitation or presentation of professional development sessions with a focus on relevant teaching and learning, culturally relevant pedagogy, content and conceptual development, in and out of classroom coaching, observation and debriefing, coherent integration of resources, materials, and technology, vertical and horizontal alignment of curriculum and in depth of training to the level of rigor and complexity of all educational standards, classroom management and positive behavior support, Professional Learning Communities, and instructional support services for all other relevant staff.

Since 2008, Greene Education Services, LLC, based in Madison County, MS, has provided job-embedded professional development to districts throughout the state of Mississippi, helping students reach specific goals designed for schools and districts to achieve their MDE Accountability goals.

Past and Similar Projects

Over the past 18 years, GES has a rich history of providing successful teacher coaching and student-based services to districts similar in demographics and scope of service. While remaining in compliance with Federal, State, and Local Policies, the work of our consultants demonstrated in the data below illustrates high-quality standards-based, data driven instruction utilized in whole and small group sessions. Below in Table 1 is a listing of districts GES has previously or are currently serving. Additionally, letters of reference from the projects listed below are in Appendix 1 and additional data graphs are in Appendix 4.

GES is a limited liability corporation (LLC) that has been in operation since 2008 and offers an extensive portfolio of services, spanning a wide spectrum with results to fit the goals of your district. Located at 7570 Old Canton Road, Suite 101, Madison, MS, the company has retained an average of fifteen consultants over the years. Currently, GES has **more than 50 highly qualified consultants** living in and outside of Mississippi with national experience in coaching, facilitating workshops, and providing materials to support all required services.

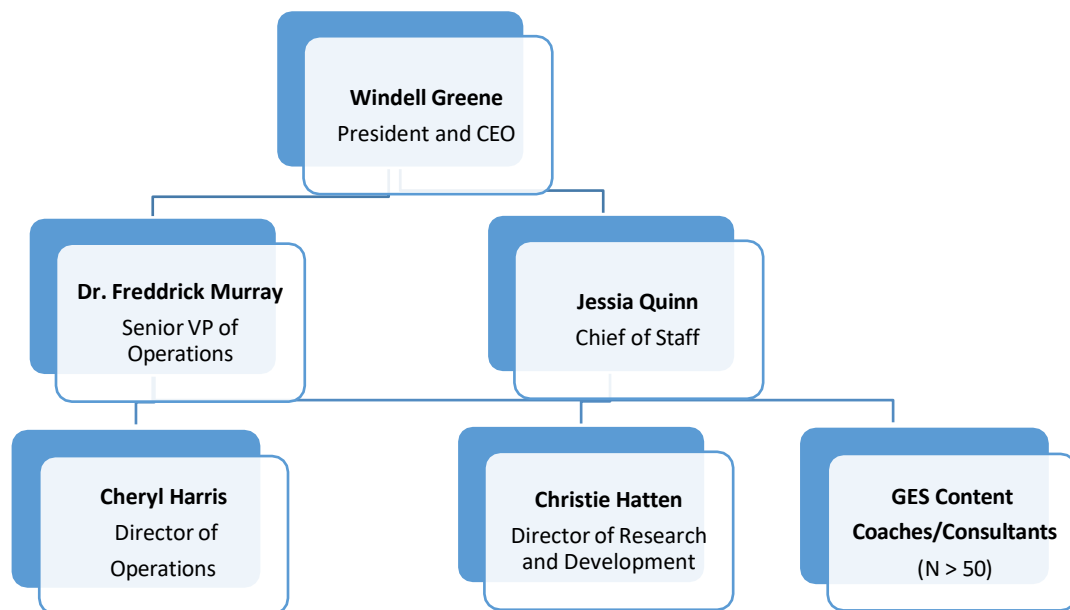
As a part of or products offered, we have developed the following services and products:

- Standards-based aligned lessons for grades K-12 (print and/or online materials) called Proficiency-Plus Academy (MyEdWork);
- Online/software learning program designed to provide blended instruction grades K-12 also provided in MyEdWork;
- Resources and tools available for academic core subjects (i.e. Math, ELA, History, Science) available on our website (Resources tab via password);
- Resources and tools available for elective subjects and non-core courses and content (i.e. EL, CTE, ACT, Music, etc.) available via specific consultants;
- Ability to progress monitor (print materials and/or online software-services with item bank and assessments) also available via MyEdWork
- Writing support materials available (print materials and/or online) available via MyEdWork;
- Phonics support materials available (print and/or online) available via our consultants and MyEdWork;
- Intervention and remediation program components available via our consultants;
- Acceleration and enrichment program components available via our consultants;
- Online/digital resource tools for student data and information management available via MyEdWork.

In addition to the other listed services, GES will utilize our Growth-Based Interventions; all with a history of exceeding the listed goals (from the PDP) and the district expectations of struggling or “bubble” students. These consultants hold certified teacher licenses, graduate degrees, and training certifications from various organizations. With a combination of our proven Growth-Based Interventions, Data Analytics, and Standard-Based Instruction, each student our consultants work with will be expected to reach their goals of growth and/or Proficiency on the MDE MAAP and ACT.

GES will serve the South Pike School District (SPSD) by supporting teachers and students to obtain their goals with a focus on achieving high levels of accountability, teacher effectiveness, technology integration, and data analytics to lead toward long-term growth. This proposal will demonstrate how our research-based methods, called “The GES Way”, will offer support to the district in achieving its goals, which include providing Job-Embedded Professional Development, development of data plans and support of the Response to Intervention tiered approach to instruction, Differentiated Instruction during all instructional settings, and to assist the school’s leadership team to become more effective instructional leaders. As part of “The GES Way”, we will implement the Gradual Release Method (GRM) to encourage growth of all students, teachers, and administrators.

GES Project Management Flowchart



GES consultants are current and former teachers, academic coaches, instructional technologists, and state/district/building-level administrators. They have extensive experience in the implementation of evidence-based strategies and best practices in job-embedded professional development for elementary and secondary school education. GES consultants have received many hours of training and professional development from national organizations such as ASCD, SDE, IRA, Scholastic, Solution Tree, and the MDE. The combination of formal education and training in job-embedded professional development has produced consultants who are committed, knowledgeable, and exceptionally qualified instructional and content specialists and administrative coaches.

GES will assign a team of highly qualified and experienced consultants to help SPSPD reach its school improvement goals. Appendix 4 contains the resumes for all persons to be assigned to this project. Additionally, the list below provides a quick reference summary of our team’s qualifications, showing

success in districts with similar demographics. Daily instructional oversight of SPSD's job-embedded professional services will be under the guidance of seven (7) GES Lead Specialists as detailed in the table above. As listed below, SPSD will receive our very best consultants to ensure the school's goals are met.

GES consultants are current and former teachers, academic coaches, instructional technologists, and state/district/building-level administrators. They have extensive experience in the implementation of evidence-based strategies and best practices in job-embedded professional development for elementary and secondary school education. GES consultants have received more than 500 hours of training and professional development from ASCD, SDE, IRA, Solution Tree, MDE, and others. The combination of formal and informal education and training in job-embedded professional development has produced consultants who are committed, knowledgeable and extremely qualified content specialists and administrative coaches. Our services include, but not limited to, UbD 2.0 lesson planning, Unit/Pacing guide development, Response to Intervention, Data Teams training, STEM and PBL Implementation, and District-wide Growth Based Initiatives, to name a few. GES is prepared to offer JEPD for teachers and individualized coaching to administrators to achieve the goals set in this request for proposals.

In 2017, GES established an Executive Leadership Council (ELC) to support our efforts of improving schools and communities. Our ELC consist of superintendents and other educational experts from districts and organizations around the state, offering insight and recommendations to help guide our organization and to meet the needs of districts like South Pike School District. Members of this council include 14 current and former superintendents, 3 college professors, and 4 educators in the public and private sector.

References include:

Cloyd Garth – Superintendent, Hazlehurst School District

Email – cgarth@hazlehurst.k12.ms.us

Phone – 601-894-1152

Dr. Miska Davis – Superintendent, Sunflower County Consolidated School District

Email – mdavis@sunflower.k12.ms.us

Phone – 662-887-4919

Gary Hannah – Superintendent, Canton Public School District

Email – garyhannah@cantonschools.net

Phone – 601-859-4110

Dr. Robert Williams – robert.williams@hattiesburgpsd.com

Phone – 601-582-5078

III. Production Proposal

Basic Program Description

Since 2008, Greene Education Services, LLC has provided job-embedded professional development to districts throughout the state of Mississippi, helping students reach specific goals designed for schools and districts to achieve their MDE Accountability goals. This is done through a unique blend of data analysis and instruction we call “The GES Way”.

“The GES Way” is an in-depth, results driven JEPD program that is in direct alignment with the South Pike School District’s mission to “*Elevating Minds and Empowering Possibilities*”. The program is designed to provide relevant, needs-driven instructional support that will result in improved student achievement and the integration of technology to enhance teaching and learning at all levels. Additionally, the program is aligned with the Standards of the Mississippi Department of Education (MCCRS), the ELA Shifts and Math Standards of Practice, and the Professional Development and Training Specifications as outlined in this South Pike Schools RFP.

Our 6-step method of approach to Job-Embedded Professional Development, “The GES Way”, consists of the following:

1. Create a mutually agreed upon **Professional Development Plan (PDP)** complete with goals, supporting activities and resources, and a progress monitoring system to ensure each goal is achieved. All PDPs are engineered based upon information gathered during our initial learning walk (see sample PDP in Appendix 3);
2. Provide **Virtual and Job-Embedded Professional Development** targeting the goals listed in the PDP, using resources and activities to support those goals, modeling lessons using the MS Educator Professional Growth System, and BEST Practices which include effective differentiated instruction (including Cooperative Learning, whole/small group, high quality Tier 1 daily instruction, and Problem/Project Based Learning), scaffolding of content and skills, and appropriate levels of rigor to match/exceed the MCCRS and MAP requirements for success;
3. Providing teacher friendly, evidence-based, and/or high quality instructional materials and videos using our Virtual Professional Learning systems (VPL), to support standards-based instruction and distance learning throughout PreK – 12 using web-based learning management systems with a single sign-on portal. These instructional materials are supported by our MAAP based assessment platform focusing on providing teachers with customizable assessments, blended administration options, and timely scoring reports at all levels;
4. Implement our multi-faceted RtI program called **Growth-Based Interventions (GBI)** offering individual, small group, and extended-classroom interventions, matching the needs of each student with a goal of growth toward proficiency as measured by MDE. This program is designed to

encourage growth for all students, tailored to meet the needs, resources, and goals of the districts, regardless of student Tier level;

5. Provide our **Data Analytic Coaching (DAC)**, using MDE testing related materials such as test blueprints and cut scores, developed to ensure targeted instruction (focused on growth of each teacher and student) as well as student and parental ownership of each students' results;
6. Cultivate a **Positive Culture of Learning and Growth** starting with the leadership team, including all stakeholders, by focusing on relationships, following clear and consistent rules, modeling problem solving, praising good choices, setting goals and monitoring the progress of each one;
7. Support **Stakeholder Involvement** through diverse practices including but not limited to the development of a communication plan for community members, parents, and teachers, school and community sponsored events, and student-led school presentations.

Estimated Proposed Timeline

This section will describe how GES will implement the services as requested:

I. **Day 1 - Learning Walk** (GES and district staff)

Not an evaluation (use an evaluation document to help determine needs)

Learning Walk Six Steps:

- Step 1 – Observe teaching and learning (using the TGR)
- Step 2 – Focus on instructional technique(s)
- Step 3 – Notice level of learner engagement
- Step 4 – Survey classroom resources and ecology
- Step 5 – Analyze data collected (and method of collection)
- Step 6 – Group reflection and PDP development (by subject matter)

How do teachers teach:

- Types of Questioning
- Class management
- Differentiated instruction
- Cooperative Learning
- Responses of teacher/students
- Technology
- Resources
- Classroom Ecology

This Learning Walk will serve to:

- Gain insight and understanding as to the current state of instruction, resources, learning, engagement, etc.
- Discuss needs of the school, teachers, and students
- Set goals for the PDP (as agreed upon by district staff and GES)
- Determine Activities and Resources needed
- Set ideas for Progress Monitoring

- II. **Days 2 – end of the contract – Job-Embedded Professional Development** – using multiple training modes, GES will target the goals listed in the PDP, using resources and activities to support those goals, modeling lessons using BEST Practices which include effective differentiated instruction and scaffolding of content/skills; include *Growth-Based Interventions* as a part of the daily instructional process; develop and facilitate functioning PLC meetings which includes unit and lesson planning (vertical and horizontal), cross-curriculum integration of literacy throughout all subject areas, assessment development to match the needed rigor of the Mississippi College and Career Readiness Standards (MCCRS) and all state mandated test, and data analytics. Included in this service will be daily debriefings with the building principal and written work reports to be shared with all appointed district staff. At least once a month, we will request a meeting with the district to discuss the project and receive feedback.
- III. **Bi-weekly* Continuous Progress Monitoring and Data Analytic Coaching** – developed to ensure targeted instruction (focused on growth of each teacher and student) as well as student and parental engagement of the educational process. This will be performed at multiple times*, depending on the length of the contract. At any time, if the district informs us in writing they are not satisfied with the services provided by GES, we will immediately make corrections to any problem. If the problem is not resolved within a timely matter as determined by the district, GES will offer other remedies, including a partial refund, to assure the district will receive a proper ROI.
- IV. **End of Project Report** – to determine how successful the project was in reaching goals and outcomes. This formal presentation, if requested, will be submitted to the superintendent, school board, other central office personnel, and building principal.

“The GES Way” is an on-going approach supported by the Gradual Release Method (GRM) providing coaching to increase participant capacity and to maximize a Return on the district’s Investment (ROI). GES understands the need for today’s teachers to possess the skills to teach “all” students. Today’s students come from different cultures and ethnic backgrounds. Our teaching strategies and curriculum that demonstrate sensitivity to cultural and ethnic diversity have five components. The teaching strategies and curriculum 1) facilitates critical reflection; 2) demands respect for each other; 3) involves accommodating individual learners; 4) requires the use of intercultural communication skills; and 5) requires focused activities and intentionally structured environments (Faculty Focus, 2012). The GRM combines direct

instruction, guided instruction, independent practice, and collaborative learning strategies that move “classroom instruction from teacher-centered, whole group delivery to student-centered collaboration and independent practice” (Levey, 2007). The model encompasses all four components of a culturally- sensitive curriculum.

Gradual Release Model

Teacher		Student
Direct Instruction	Provides direct instruction using multiple strategies in every session Establishes goals and purpose Models Think aloud	<ul style="list-style-type: none"> ➤ Actively listens ➤ Takes notes ➤ Asks for clarification
Guided Instruction	Interactive instruction Works with students Checks, prompts, clues Provides additional modeling Meets with needs-based groups	<ul style="list-style-type: none"> ➤ Asks and responds to questions ➤ Works with teacher and classmates ➤ Completes process alongside others
Independent Practice	Provides feedback Evaluates Determines level of understanding	<ul style="list-style-type: none"> ➤ Works alone ➤ Relies on notes, activities, classroom learning to complete the assignment ➤ Takes full responsibility for outcome
Collaborative Learning	Moves among groups Clarifies confusion Provides support	<ul style="list-style-type: none"> ➤ Works with classmates, shares outcomes ➤ Collaborates on authentic task ➤ Consolidates learning

Greene incorporates explicit learning strategies in practice, by following the data driven tiered approach of MTSS, to ensure all students receive continuous support to improve academically and behaviorally. The instruction and support are aligned to improve student outcomes and success.

Direct instruction within MTSS

- Provide clear, step-by-step explanations of new concepts and skills to ensure that all students receive a strong foundational understanding. (Gersten, Baker, Lloyd, 2000)

Differentiated Instruction within MTSS

- Meet the needs of the students by varying content, process, and product to ensure a personalized learning experience. (Tomlinson, Allan, 2000)

Explicit Vocabulary Instruction within MTSS

- Teach academic vocabulary explicitly by providing clear definitions, examples, and opportunities for students to practice new words (Marzano, 2004)

Metacognition and Self-Regulation within MTSS

- Help students improve upon their metacognition skills by teaching them how to set goals, monitor their progress, and adjust their learning strategies. Encouraging self-regulation and a focus on students taking ownership of their learning. (Hattie, Donoghue, 2016)

Scaffolded Instruction within MTSS

- Gradually increases the complexity and independence of tasks and assignments. Scaffolding the instruction supports students building on their existing knowledge and skills, while providing support to each individual learner.

Formative Assessment and Feedback within MTSS

- Regularly assess student progress by providing formative assessments with timely and specific feedback. This will guide instructional decisions and allow for adjustments based on the individual needs of the student.

Additional strategies Greene's consultants will utilize are:

1. **Chunking** – Breaking down information into smaller, manageable parts or "chunks" can make it easier to process and remember. This technique is especially useful for memorizing long lists, numbers, or complex concepts.
2. **Mnemonic devices** – Mnemonics are memory aids that help learners recall information more easily. Examples include acronyms, visualization techniques, rhymes, and songs.
3. **Self-explanation** – Encouraging learners to explain concepts or problem-solving steps to themselves or others can deepen understanding and reinforce learning. This strategy involves verbalizing thoughts and reasoning processes.
4. **Elaborative interrogation** – This strategy involves asking oneself explanatory questions about the material being studied, such as "Why does this work?" or "How does this relate to what I already know?" This encourages deeper understanding and critical thinking.
5. **Practice testing** – Regularly testing oneself on the material being learned reinforces memory and enhances retrieval. Practice tests can take various forms, including flashcards, quizzes, or summarization exercises.
6. **Interleaved practice** – Instead of focusing on one topic or skill at a time, interleaved practice involves mixing different topics or skills together during study sessions. This approach promotes better retention and transfer of learning.
7. **Spaced repetition** – Distributing study sessions over time and reviewing material at increasing intervals can improve long-term retention. Spaced repetition algorithms, often utilized in flashcard apps, help learners optimize their study schedules.
8. **Visual aids** – Incorporating visual elements such as diagrams, charts, graphs, or illustrations can enhance understanding and memory retention, especially for visual learners.

GES staff will work with the Data Teams to develop a customized Data Plan for each subject/grade, teacher, and student. Through PLC meetings, participants will be given “hands-on” instruction in the five steps to developing a Data Plan:

- 1) Identify outcomes and performance measures using cut-scores for all state test;
- 2) Creating and implementing a data collection process;
- 3) Demonstrate consistency for how data will be analyzed;
- 4) Provide BEST Practices for how the results will be used to correlate student achievement to teacher effectiveness; and
- 5) Offer Best Practices for reflection, learning, and adapting to meet growth goals of all students.

Through “The GES Way”, our staff will facilitate the development of cooperative learning strategies using the Think, Pair, Share Cooperative Learning Strategy (Teacher Vision). This is an evidenced-based strategy that is ideal for teachers and students who are new to the idea of cooperative learning. The model can be applied to a variety of content areas (Writing, Math, Social Studies, Science, and Language Arts). The strategies developed will be most applicable in the Cooperative Learning Strategies of the GRM. The Cooperative Learning Strategies will align with the Professional Growth System and BEST Practices proven to have been effective in school districts with demographics like South Pike School District.

Think, Pair, Share Model

1. Think: Students think independently about the question that has been posed, forming ideas of their own.
2. Pair: Students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others.
3. Share: Student pairs share their ideas with a larger group, such as the whole class. Often, students are more comfortable presenting ideas to a group with the support of a partner. In addition, students’ ideas have become more refined through this three-step process (Teacher Vision).

GES will assign a team of highly qualified and experienced consultants with extensive knowledge of the Mississippi Curriculum Frameworks for Language Arts, Science, Social Science, and Mathematics. Our consultants routinely attend MDE sponsored trainings each year. Additionally, “The GES Way” focuses on Standards-Based Instruction to ensure an instructional connection to the state standardized end-of-year test.

As described in “The GES Way”, our services start with the creation of a Professional Development Plan, which includes a detailed Progress Monitoring Plan. For this project, GES proposes to implement several methods of data collection to continually monitor our progress. These methods include, but are not limited to, the development of GES Growth Based Data/Enrichment Binders for every participating student, as well as the utilization of an online system called Eduware, to continually measure students’ progress.

Greene Education Data

Over the past 16 years, Greene has had a rich history of providing successful coaching and student-based services to districts similar in demographics and scope of service. While remaining in compliance with Federal, State, and Local Policies, the work of our consultants demonstrated in the data below illustrates high-quality standards-based, data driven instruction utilized in whole and small group sessions. Our data collection shows successes dating as far back as the 2010-2011 school year, moving failing schools to successful. They demonstrate our proven methods of improving the academic success of schools to be the norm. The charts below provide data results from a sample of our partner districts that GE previously or is currently serving. All schools listed below are still receiving services with Greene Education as of SY 2024-25. Other districts with long term partnerships include Natchez, Okolona, Canton, Coffeerville, and others.

School	District	Services	2018	2019	2022	2023*
Hazlehurst High	Hazlehurst	ELA, Math, Biology, History, ACT, Leadership, and Data	F	D	B	B
Hazlehurst Middle	Hazlehurst	Math, ELA, and Science	F	D	B	B
Hazlehurst Elementary	Hazlehurst	ELA, Math, Biology, History, ACT, Leadership, and Data	—	—	C	B
Carver Elementary	Sunflower	Math and Data	F	D	B	B
Moorhead	Sunflower	Math, ELA, and Science	F	D	D	B
Hattiesburg High	Hattiesburg	ELA and Data	—	F	B	A
A W James Elementary	Sunflower	Math and Science	F	D	D	B
Ruleville Middle	Sunflower	Math and Science	—	D	D	B
Ruleville Central Elementary	Sunflower	Math and Science	—	—	B	A

Progress Monitoring and Data Analysis

As described in “The Greene Way”, our services start with the creation of a Professional Development Plan, which includes a detailed Progress Monitoring Plan. For this project, Greene Education proposes to implement several methods of data collection to continually monitor our progress. These methods include, but are not limited to, the development of the Greene Growth Based Data/Enrichment Binders for every participating teacher/student as well as the utilization of an online system to continually measure students’ progress (where technology allows).

GE continuously monitors and reports on the progress of every project and partnership we have. As outlined in the PDP, the progress monitoring begins with daily reports in person with building administrators and with written work reports detailing what was scheduled, what was done, any relevant data, and what is expected next. Additionally, the PDP will detail the scheduled data reports to be provided to all assigned district and company representatives followed by a project ending data report. These reports will reflect data points agreed upon by BSD and Greene’s personnel using our DAC component.

As a part of our Data Analytic Coaching (DAC) component, Greene has created a process where educators use multiple sources of data to drive teacher instruction. This research-based process creates a data-driven culture through a four-step progression: Assessment, Analysis, Action, and Reprise. Our staff will work with the building and/or district level Data Teams to develop a customized Data Plan for each subject/grade, class, and student. Through PLC meetings, participants will be provided hands-on instruction to ensure these expected outcomes:

- Implement the necessary components to create a data-driven culture;
- Avoid the common mistakes when implementing data-driven instruction;
- Create or select interim assessments that are fundamental for data-driven instruction;
- Analyze the assessments and data without becoming overwhelmed;
- Ensure assessments are accurately measuring progress of the students;
- Develop systems for the data to drive changes in the classroom.

Included in our DAC are methods to encourage student and parental involvement. Through this process, participants will be able to do the following:

- Create student GE Data/Growth Binders (binders only at no additional charge);
- Develop individualized learning plans for each student;
- Promote communication processes between teachers, students, and parents;
- Implement interactive data walls that include benchmark (grade/subject) and classroom data (class/student).

Through our DAC program, Greene consultants will target the focus standards each student needs to master at each grade/subject to reach their designated goals. For example, 8th grade students should spend a high portion of their instructional time mastering the domain Geometry, due to it containing 30 of the needed 36 points to score Proficient on the MAAP test (according to the MAAP Blueprint and projected MDE MAAP cut scores). Therefore, the results of each individual students' comprehensive district test will determine how much time is spent on Geometry and where the remaining instructional time will be focused.

In addressing **Data Analysis and Interpretation**, Greene consultants will work with the teachers and academic coaches to develop a uniform Data Plan for all subject areas like the Greene DAC component. This plan will track student progress and drive future instruction with the intent of obtaining/maintaining proficiency and fostering growth in student performance. Components of this plan will include the following:

- Obtain, collect, and interpret data from district assessments, screeners, teacher pre-tests, and unit post-tests in a timely manner with consistency;
- Identify outcomes and performance levels using the cut-scores percentages for all state test and set individual student goals;
- Create and maintain interactive data wall as assessments are given;
- Create and update student data sheets/binders as data becomes available;
- Have individual data talks with students to make them aware of their current performance level, set academic goals, and encourage buy-in;
- Conduct data talks with teachers and reflect on possible adapting and/or improvements and/or reteaching to meet growth goals of all students;
- Calculate and measure student growth from pre-test to post-assessment on targeted standards.

To accomplish the goal of defining measurable and realistic instructional goals for student learning, Greene will work closely with school leaders and teachers to review baseline data such as MAAP, MAPP-A, universal screener data, and diagnostic assessments. Greene will help teachers develop a deep understanding of the data and use it to identify areas where students are struggling. Based on this analysis, Greene will work with teachers to develop grade-level and/or content area-specific instructional goals that are measurable and realistic. Greene will provide training and coaching to help teachers effectively communicate these goals and ensure that they are implemented with fidelity. Greene will also work with teachers to develop strategies for monitoring progress towards these goals and adjusting as needed to ensure that students are making the expected progress. By supporting teachers in setting clear and measurable goals for student learning and providing ongoing coaching and support, Greene believes we can improve overall school performance and make a significant impact on student outcomes.

Instrument to Quantify Effectiveness:

1. Pre-and-post-assessments: Conduct pre-and-post-assessments of student test scores and percentage of students meeting grade-level expectations. This will help track progress towards achieving measurable goals.
2. Surveys: Administer surveys to students to collect feedback on the effectiveness of the tutorial services.
3. Focus groups: Conduct focus groups with school leaders, teachers, and parents to gather more in-depth feedback on the effectiveness of services. Use open-ended questions to encourage participants to share their experiences and provide suggestions for improvement.
4. Observation and feedback: Observe consultants in action and provide feedback on their tutoring practices. Use a strength-based feedback model to ensure improvement of students' performance.
5. Data analysis: Analyze data collected from assessments, surveys, and focus groups to determine the overall effectiveness of coaching and services. Use the results to identify areas for improvement and adjust coaching strategies as needed.

To measure the effectiveness of our academic coaching and services, Greene will use a combination of quantitative and qualitative measures. Quantitative measures will include analyzing student outcome data, such as test scores and academic growth, and assessing progress toward the measurable goals set in Phase 1 of our implementation plan. Qualitative measures will include surveys and feedback from school leaders and staff to assess the impact of our coaching and support on their leadership capacity and the effectiveness of their MTSS implementation. Greene will also use a strengths-based feedback process, as outlined in our SBFT model, to help teachers identify areas of success and build on their strengths in the MTSS implementation process.

For this project, GES will utilize our virtual or in-person small-group instructional specialists, all with a history of exceeding goals and expectations of struggling or “bubble” students. These consultants hold certified teacher licenses, graduate degrees, and training certifications from various organizations. With a combination of Growth-Based Interventions, Data Analytics, and Standard-Based Instruction, each

student our consultants work with will be expected to reach their goals of growth and/or Proficiency on the MDE MAAP.

Scope of Work

GES is prepared to provide Instructional Support Services for the following ELA, mathematics, science and U.S. History for grades Pre-Kindergarten - 12th as identified:

- Instructional Support Services for ELA, mathematics, and science of Pre-Kindergarten - 3rd Grade (Eva Gordon Lower Elementary), 4th-6th Grades (Eva Gordon Upper Elementary), 7th and 8th Grades (South Pike Junior High).
- Instructional Support Services for English II, Algebra I, Biology I and U.S. History (9th - 12th Grade - South Pike High School)

Our consultant's coaches will work with teachers and administrators to build capacity and produce positive results, customizing support for teachers through individualized professional growth plans.

Focus Areas

- Formative and Summative Assessment
- Data Driven Decision Making and Differentiated Instruction
- Pacing and Curriculum Alignment for College and Career-Ready Standards
- Lesson Planning and Instructional Delivery
- 21st Century Technology Integration in the Classroom
- Reading and Writing Across Content Areas
- ELA and Math Performance Tasks and Scoring Rubrics
- Student Engagement and Motivation
- Higher Order Questioning and Problem Solving
- Extended Learning Time and Differentiated Learning for all Students
- Teacher Development/Classroom Environment and Behavior Management
- Subject Area Test Preparation/ Teacher support

Focus Specifications

- Assist teachers with/model instruction and re-teaching of focus standards that are below expectations/did not meet expectations at both the grade level and student level.
- Provide evidence based instructional strategies and classroom pacing for MS College and Career Readiness standards that are specific to the deficits of students.
- Assist teachers with/model higher order questioning skills, problem solving/critical thinking and formative assessments in the classroom.
- Evidence based Leadership Coaching that results in the improvement of instructional effectiveness.
- Assist teachers with/model for teachers' differentiation of classroom instruction based on the grade as a whole and individual student performance on the MAAP assessment, progress monitor, and benchmark assessments.
- Build the capacity of teachers with/model analysis and use of data to prepare and guide

instruction at the grade and student levels.

- Work in conjunction with Reading and Math coaches in implementing evidence based instructional strategies.
- Assist teachers and/or conduct "Boot Camps" for students in tested grades for ELA, mathematics, science, and U.S. History
- Complete a Professional Development Plan, based on the Program Description in this proposal.
- Deliver SPSP curriculum, using effective, proven strategies for student growth.
- Assess student learning with a variety of classroom, district, and state assessments, created by GES consultants and other outside resources.
- Use district Comprehensive test data and other assessment resources used by SPSP as well as continuous GES formative and summative assessments.
- Assist teachers with a model for teachers' differentiation of classroom instruction based on the grade as a whole and individual student performance on the MS Academic Assessment Program (MAAP)/progress monitor/benchmark assessments
- Assist teachers with model instruction and re-teaching of focus standards that are below expectations/did not meet expectations at both the grade level and student level
- Provide instructional strategies and classroom pacing for MS College and Career Readiness standards that are specific to the deficits of students
- Assist teachers with the development of higher order questioning skills, problem solving/critical thinking, and formative assessments in the classroom
- Assist teachers by modeling how to analyze and use data to prepare and guide instruction at the grade and student levels
- Lesson planning and instructional delivery using district curriculum resources
- Knowledge and training on Mississippi standards and support MDE framework documents in ELA/Writing, Math, Science, and History
- Instructional guidance and support for EL students and teachers.
- Instructional guidance and support for SPED students and teachers.
- Professional development on differentiated instruction, co-teaching model, and other models in order to increase Tier I instruction.
- Administrative data coaching for principals, leadership teams, district, and departments.
- Instructional coaching and modeling for identified teachers.
- Summer Programs, Extended School, and/or School Closure Supports and Instruction.
- Support area training/support for counseling, principal coaching, leadership, PLCs, organizational design/development, State Accountability, etc.
- Presentations to the School Board in district required months, detailing the impact of instructional support services on overall student achievement.

- A Purchase Order grants authorization to make a purchase, thereby binding the district for payment. When purchases/services are made without the issuance of a purchase order, the individual making the purchase is legally responsible for that purchase.
- Use GES Data/Enrichment Binders for every participating student to ensure targeted instruction toward goals, progress monitoring through assessments, and opportunities for parental engagement. All students with GES binders will have a bi-weekly document to be sent home, outlining behavior, the latest work performed, assessment results, and what will be next.
- Use the technology-based program, Eduware, as an additional instructional and progress monitoring tool.
- Debrief with building principal (if available) and email (to all requested district personnel) a daily work report containing weekly formative assessment data.
- Encourage a culture that fosters, recognizes, and celebrates adult and student learning, as well as parental and community engagement.
- Consultants are responsible for all necessary duplications of daily lessons and instructional support materials.
- At no additional cost, GES will provide a Project Manager (PM) for each school to provide progress monitoring and to ensure every goal is achieved. This PM will arrange bi-weekly meetings with the Superintendent and all district/building administrators as determined by SPSD central office.

To maximize the results of the work performed, GES proposes to work with selected MAAP/EOC tested students, except for 3rd grade (due to the small percentage counted toward the school's Accountability Score), in a total of two elementary or middle schools. These students will be chosen based on their comprehensive data scores and their ability to directly improve the school's Accountability Score.

Therefore, we suggest our services be teacher centered.

Each teacher will have an instructional plan provided when consultants are not in the building. If required, GES will stand ready to support teachers in all facets of instructional planning and implementation. If consultants are to work primarily with teachers, GES consultants will:

- Prepare teachers to become proficient in all four Domains of the MS Educator and Administrator Professional Growth System.
- Support teachers in utilizing our tactical processes to identify specific areas of needed growth and proficiency among students.
- Identify the extent to which other systems of support may be addressed, such as Special Education, Title I, Title III, ELL, and gifted/talented programs may be utilized to assist the school in achieving the goal of improving by at least one letter grade on the Accountability score.
- Design researcher-based learning opportunities that meet the needs of learners in MTSS
- Document all student intervention/enrichment activities using the district MTSS. processes and procedures, including parental involvement notifications.

- Collaboratively develop interventions and progress monitor continuously.
- Support teachers with the use of SPSP resources and provide additional resources as needed for MSCCR in Mathematics, ELA, Social Studies, and Science.
- Develop fluency as required in the CCR Standards for all content areas listed above. This will take time but can be done by putting systems to support building leaders, teachers, and students.
- Explain the progressions of the state Standards across grade levels

Teacher Coaching and Professional Development

GES recognizes that South Pike School District adopts the standards, competencies, and objectives found in the Mississippi College and Career Readiness Standards and the Career and Technical Education curricula. The strategies outlined in the “The GES Way” supports the delivery of the district curriculum. The program is designed to provide relevant, needs-driven professional development that will result in improved student achievement and guide teachers and administrators in the integration of technology to enhance teaching and learning at all levels. Additionally, the program is aligned with the Standards of the Mississippi Department of Education (MCCRS), the ELA Shifts and Math Standards of Practice, and the Professional Development and Training Specifications as outlined in this South Pike School District RFP.

GES will utilize coaching and modeling methods for educators, in conjunction with the district goals, to achieve instructional success as defined by the state and federal accountability models. The activities described will clearly outline and support district efforts to: (1) streamline instructional programs K-12; (2) increase data-based decision making; and (3) implement meaningful and consistent professional learning opportunities based on clearly defined needs. To further the implementation of the district’s Instructional Management System, as referenced in step 1 of “The GES Way”, we will create a mutually agreed upon Professional Development Plan.

GES will support the district’s goals of implementing the *Standards for Professional Learning* and outline the characteristics of professional learning that lead to the following:

1. Effective teaching practices;
2. Higher order teaching practices and questioning skills;
3. Problem solving/critical thinking;
4. Effective formative assessments;
5. Supportive leadership; and
6. Improved student results.

GES will facilitate PLCs, as mentioned in “The GES Way”, provide leadership coaching, assist instructional leaders in prioritizing, monitoring, and coordinating resources for educator learning. These proven methods will increase educator effectiveness, resulting in favorable outcomes with educator performance and student curriculum standards.

As determined by district personnel, GES will train educators on the nine standards of the domains in the Teacher Growth Rubric. GES consultants will model methods that can effectively satisfy each domain. GES will also conduct observations and provide feedback. This process will give educators the tools they need to become proficient in all four domains of the Teacher Growth Rubric. We recommend these services be provided during non-school hours.

Leadership Coaching for Instructional Effectiveness

Building leaders must understand and provide coaching for effective instruction with their staff. We at GES firmly believe in the practice of “the leader leading.” Evidence-based leadership coaching refers to coaching methodologies and techniques that are supported by empirical evidence and research findings. When it comes to improving instructional effectiveness, several evidence-based coaching approaches can be beneficial. Here are some examples:

1. **Cognitive Coaching:** This approach focuses on enhancing an individual's thinking abilities and self-directed learning. By helping instructional leaders reflect on their own thought processes and decision-making, cognitive coaching can lead to improvements in instructional effectiveness. It emphasizes questioning techniques and dialogue to stimulate deep thinking and problem-solving.
2. **Transformational Leadership Coaching:** Transformational leadership coaching aims to empower leaders to inspire and motivate their teams towards a shared vision. Through coaching sessions focused on developing transformational leadership behaviors such as vision setting, inspirational communication, intellectual stimulation, and individualized consideration, instructional leaders can enhance their ability to create positive instructional environments.
3. **Feedback-Oriented Coaching:** Providing effective feedback is crucial for instructional improvement. Evidence-based coaching models that focus on feedback delivery, such as the GROW (Goal, Reality, Options, Wrap-up) model or the SBI (Situation-Behavior-Impact) framework, can help instructional leaders provide constructive feedback to teachers and other staff members, leading to improvements in instructional practices.
4. **Strengths-Based Coaching:** This approach involves identifying and leveraging an individual's strengths to enhance performance. By focusing on strengths rather than weaknesses, instructional leaders can help educators develop their areas of expertise, leading to increased instructional effectiveness and job satisfaction.
5. **Instructional Coaching:** This coaching approach specifically targets instructional practices and strategies. Instructional coaches work closely with educators to improve their teaching methods, curriculum design, classroom management techniques, and assessment practices. Evidence-based

instructional coaching models often incorporate elements of formative assessment, differentiated instruction, and data-driven decision-making.

6. **Peer Coaching:** Peer coaching involves educators supporting and learning from each other through collaborative partnerships. Research has shown that peer coaching can be an effective professional development strategy for improving instructional practices. By engaging in reflective conversations, observing each other's teaching, and providing constructive feedback, educators can enhance their instructional effectiveness.
7. **Action Research Coaching:** Action research coaching involves educators conducting systematic inquiries into their own teaching practices to improve student learning outcomes. Coaches support educators through the action research process, helping them identify research questions, collect and analyze data, and implement evidence-based instructional interventions.

These evidence-based coaching approaches can help instructional leaders enhance their leadership skills, support teacher growth, and ultimately improve instructional effectiveness within educational settings. GES will work with the district coaches in implementing these evidence based instructional strategies as well as ELA and Math performance tasks and scoring rubrics.

Parental Involvement

GES has created a process where all stakeholders are actively engaged in opportunities that impact student learning. This process along with the Data Analytic Coaching component will promote effective family and community engagement practices that will assist South Pike School District in the development or enhancement of trusting, collaborative, and productive relationships among school staff, families, and community members to yield positive results for all students. The process may include, but not be limited to the following:

- Use base-line data to prioritize and target key focus areas
- Identify the effect family engagement has on improving the learning environment for teachers and students and the impact it has on achievement rates for learners
- Promote recognition, respect, and commitment to addressing families' needs, while bridging cultural differences
- Engage in discussion of current best practices in family and community engagement
- Engage in site-based trainings and activities geared towards building the capacity of school staff to bolster family engagement and student success
- Develop, implement and monitor a customized action plan designed to strengthen and sustain family engagement and student success



GES will also provide support to the district with community involvement projects, sponsor breakfast/lunch at certain workshops, and other activities, all for the sole purpose of helping the district reach its goals.

Integrity – Expected Results and Value Added

GES is a service provider dedicated to assisting all educational stakeholders reach their goals. Additionally, we feel it is important any district receives a proper **return on their investment** in GES. To that end, we routinely offer services above and beyond the initial scope to ensure success. As an example, GES will provide support to the school by providing student incentives, community involvement projects, sponsored breakfast/lunch for school staff, and other activities, all for the sole purpose of helping the school and SPSP reach its goals listed as follows:

MEASURABLE AND EXPECTED OUTCOMES:

- At minimum: 7-10% increase in Math proficiency on the 2025-2026 school year MAAP assessment
- At minimum: 5-10% increase in Reading/English proficiency on the 2025-2026 school year MAAP assessment
- At minimum: 5-10% increase in Science and U.S. History proficiency on the 2024-2025 school year MAAP assessment
- At minimum: 5-10% increase in the number of students who pass the Subject Area Assessment
- At minimum: 5-10% increase in the number of students who receive industry certifications and pass the ACT WorkKeys with at least a Silver status

Our record shows we have the capacity and practices to successfully partner with SPSP and achieve these goals. Therefore, we at GES offer this guarantee: ***each school we are selected to support will achieve their goal as stated in the expected outcomes listed above. Additionally, our goal for said school(s) will be increasing their Accountability Grade by one grade (from B to A or from C to B) if awarded a sufficient number of the days.*** As a part of accomplishing these goals, GES will need the full support of the school administrator and central office staff. All needed support will be documented by GES in writing.

If GES does not achieve the established goals in the specified timeframe, we will offer additional services up to 50% of the awarded days in the following school year with no additional charge. If there are any concerns with the services GES provides, we will implement an immediate process to find a mutually acceptable resolution. We ask SPSP to document any ongoing concerns in writing directly to the company President and CEO, Windell Greene. If GES and SPSP are unable to reasonably resolve said issues after receiving the request in writing within a realistic amount of time, we will offer a refund on the unsatisfactory service.

IV: Budget

GES will provide effective JEPD that yields the return on the district's investment (ROI). The budget below details services GES is committed to providing for a daily rate of \$1,450/day per consultant or \$800/half day per consultant. These rates are applicable to all services stated in the RFP. The rates will not change if the services are extended for additional years.

BUDGET/COST SUMMARY

DESCRIPTION OF SERVICE	PROJECTED NUMBER OF SERVICE DAYS/ DAILY RATE	TOTAL COST
120 days of Professional Learning: Consultants providing systematic, consistent, and direct, small-group instruction to selected students. Selected students will be determined by utilizing our Data Analytics methods with a focus on finding the students with the best chance to help the school reach its goals. Services will consist of Boot Camps, Virtual or in-person JEPD, instructional modeling, teacher training, and provide additional resources as needed as laid out by the RFP and in agreement with the district leadership team.	\$1,450 per full day, per consultant	\$174,000.00
Estimated minimal cost		\$174,000.00
Additional Cost (if awarded)		
Total Cost		\$174,000.00

SCORE SHEET INFORMATION

Proposals for Instructional Support Services for ELA, Mathematics, Science, U.S. History, and universal instruction For South Pike School District

The Purchase Price The price of product is consistent with market value for similar products or services, and matched the quality of the product or service:

Located on page 24

Assist teachers with/model instruction and re-teaching of focus standards that are below expectations/did not meet expectations at both the grade level and student level:

Located on pages 7 – 12

Provide evidence based instructional strategies and classroom pacing for MS College and Career Readiness standards that are specific to the deficits of students.

Located on pages 8 – 12

Evidence based Leadership Coaching that results in the improvement of instructional effectiveness.

Located on pages 21– 22

Assist teachers with/model for teachers differentiation of classroom instruction based on the grade as a whole and individual student performance on the MAAP assessment/progress monitor/benchmark assessments.

Located on pages 8 – 12

Build the capacity of teachers with/model analysis and use of data to prepare and guide instruction at the grade and student levels.

Located on pages 8 – 12 and 14 – 16

ELA and Math Performance Tasks and Scoring Rubrics

Located on Attachment 1

Work in conjunction with Reading and Math coaches in implementing evidence based instructional strategies

Located on page 22

Assist teachers with subject area test preparation through “Boot Camps” for students

Located on page 18

Sample Grade 6 Performance Tasks and Scoring Rubrics

English Language Arts (ELA) Performance Task

Grade Level: 6th Grade

Relevant MS CCRS ELA Standards:

- **Reading Informational Text (RI.6.1):** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - **Writing (W.6.2):** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - W.6.2a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - W.6.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
 - W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - W.6.2e Establish and maintain a formal style.
 - W.6.2f Provide a concluding statement or section that follows from the information or explanation presented.
 - **Language (L.6.1-3):** Demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling when writing.
-

ELA Performance Task: "Mississippi's Natural Wonders"

Scenario: The Mississippi Department of Tourism is creating a new online guide to highlight the state's natural wonders and encourage tourism. They need engaging and informative articles that draw visitors in.

Task: You will research two different natural wonders within Mississippi (e.g., a state park, a unique geological formation, a significant body of water or ecosystem). After researching, you will write an informative essay comparing and contrasting these two natural wonders, highlighting their unique features, ecological importance, and why they are worth visiting. Your essay should use evidence from the provided informational texts (or texts researched by the student) to support your claims.

Deliverables:

1. **Research Notes:** A graphic organizer or notes detailing key information about each of your chosen natural wonders.
2. **Informative Essay:** A multi-paragraph essay comparing and contrasting the two natural wonders.

Instructions:

1. **Read and Research:** Read the provided articles (or research your own) on various natural wonders in Mississippi. Select two that you find interesting.
2. **Gather Evidence:** Take notes on key facts, descriptions, and details about each natural wonder. Consider their physical characteristics, ecosystems, recreational activities, and historical significance.
3. **Plan Your Essay:** Organize your research notes into a comparison/contrast essay structure. Think about how you will introduce your topic, develop distinct paragraphs for each point of comparison/contrast, and conclude your essay.
4. **Draft Your Essay:** Write a clear and coherent informative essay.
 - Use textual evidence (facts, details, descriptions) from your research to support your points.
 - Use precise language and domain-specific vocabulary (e.g., "biodiversity," "erosion," "habitat").
 - Ensure your essay has a logical flow with appropriate transitions.
 - Maintain a formal and objective tone.
 - Include a strong introduction and a concluding statement.
5. **Review and Revise:** Check your essay for clarity, organization, development of ideas, and conventions of standard English (grammar, spelling, punctuation, capitalization).

ELA Scoring Rubric: "Mississippi's Natural Wonders" Informative Essay

Criteria	4 - Exemplary	3 - Proficient	2 - Developing	1 - Beginning	0 - No Evidence
Development of Ideas (W.6.2b, RI.6.1)	The essay provides a comprehensive and insightful comparison/contrast of two natural wonders, fully developing ideas with ample, specific, and highly relevant textual evidence. Demonstrates a sophisticated understanding of both explicit and inferred information from the texts.	The essay provides a clear comparison/contrast of two natural wonders, adequately developing ideas with sufficient and relevant textual evidence. Demonstrates a solid understanding of both explicit and inferred information from the texts.	The essay attempts to compare/contrast two natural wonders but lacks sufficient development of ideas or relies on general, rather than specific, textual evidence. Demonstrates partial understanding of explicit and/or inferred information.	The essay presents limited or irrelevant information about natural wonders, with little to no development of ideas or textual evidence. Demonstrates minimal to no understanding of the texts.	No response or response is completely irrelevant to the task.
Writing Organization (W.6.2a, W.6.2c, W.6.2f)	The essay is exceptionally well-organized with a clear, logical, and purposeful progression of ideas. Includes a compelling introduction, well-structured body paragraphs with effective transitions, and a strong, insightful conclusion.	The essay is well-organized with a clear introduction, logically structured body paragraphs, appropriate transitions, and a clear conclusion.	The essay shows some attempt at organization but may lack a clear introduction or conclusion, or transitions may be inconsistent, leading to some disorganization.	The essay lacks clear organization, with no discernible introduction or conclusion, and minimal to no transitions, making it difficult to follow.	No response or response is completely unintelligible.

Language and Vocabulary (W.6.2d, W.6.2e)	Uses precise, varied, and domain-specific vocabulary effectively to enhance meaning and maintain a formal, objective style. Sentence structure is sophisticated and varied, contributing to the overall strength of the writing.	Uses appropriate and domain-specific vocabulary to convey information and generally maintains a formal, objective style. Sentence structure is generally varied and effective.	Uses basic vocabulary, with limited use of domain-specific terms. May occasionally deviate from a formal or objective style. Sentence structure may be repetitive.	Uses limited and/or inappropriate vocabulary, hindering clarity. Lacks a formal or objective style. Sentence structure is consistently simple or confusing.	No response or response contains no recognizable language.
	Demonstrates consistent command of standard English grammar, usage, capitalization, punctuation, and spelling. Errors are rare and do not interfere with meaning.	Demonstrates command of standard English grammar, usage, capitalization, punctuation, and spelling with only minor, occasional errors that do not interfere with meaning.	Shows some control of standard English conventions, but errors in grammar, usage, capitalization, punctuation, and/or spelling are noticeable and may occasionally interfere with meaning.	Contains frequent and significant errors in grammar, usage, capitalization, punctuation, and/or spelling that consistently interfere with meaning.	No response or response is unintelligible due to conventions.
Conventions of Standard English (L.6.1, L.6.2, L.6.3)					

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Mathematics Performance Task

Grade Level: 6th Grade

Relevant MS CCRS Math Standards:

- **Ratios and Proportional Relationships (6.RP.A.3):** Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
 - 6.RP.3a Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
 - 6.RP.3b Solve unit rate problems including those involving unit pricing and constant speed.
 - 6.RP.3c Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percentage.
 - 6.RP.3d Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
- **The Number System (6.NS.B.3):** Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
- **Expressions and Equations (6.EE.C.9):** Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the

relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.

Math Performance Task: "Planning a Community Garden"

Scenario: Your school is planning to build a new community garden. The local community center has offered a rectangular plot of land that is 30 feet long and 20 feet wide. The garden committee needs your help to plan the layout, determine costs, and calculate plant needs.

Task: Design a plan for the community garden. Your plan should include:

1. **Garden Layout:** A scaled drawing of the rectangular plot of land, divided into at least four different sections for planting different types of vegetables. You must include the dimensions of each section on your drawing.
2. **Seed/Planting Calculation:** Choose three different vegetables to plant. For each vegetable, research or estimate how many plants can be grown per square foot. Calculate the total number of plants needed for the section(s) dedicated to that vegetable.
3. **Watering System Cost:** The garden will need a drip irrigation system. Research the cost of drip irrigation tubing per foot (e.g., online hardware store prices). Calculate the total cost of tubing needed to water all sections of your garden plan (assume tubing runs along the perimeter of each section).
4. **Fertilizer Calculation:** A specific type of organic fertilizer is recommended. The bag states that 1 bag covers 150 square feet. Calculate how many bags of fertilizer are needed for the entire garden plot.
5. **Budget Summary:** Create a table summarizing the total cost of the drip irrigation tubing and the total cost of the fertilizer. (Assume a cost of \$15.50 per bag of fertilizer).

Deliverables:

- Scaled drawing of the garden layout.
- Calculations for seeds/plants.
- Calculations for watering system cost.
- Calculations for fertilizer.
- Budget summary table.
- Clearly show all your work and label all units.

Instructions:

1. **Scaled Drawing:** Decide on an appropriate scale for your drawing (e.g., 1 inch = 5 feet). Draw the rectangular plot and divide it into at least four sections. Label the dimensions of each section.
 2. **Seed/Planting:** Choose three vegetables. For each, state the estimated plants per square foot (you may use a provided list or research your own). Calculate the area of the section(s) dedicated to each vegetable and then the total number of plants.
 3. **Watering System:** Research the cost of drip irrigation tubing per foot (e.g., \$0.50 per foot). Calculate the total perimeter of all sections to determine the length of tubing needed, then the total cost.
 4. **Fertilizer:** Calculate the total area of the garden plot. Use the given coverage rate to determine the number of fertilizer bags needed. Round up to the nearest whole bag if necessary.
 5. **Budget Summary:** Present your total costs clearly in a table.
-

Math Scoring Rubric: "Planning a Community Garden"

Criteria	4 - Exemplary	3 - Proficient	2 - Developing	1 - Beginning	0 - No Evidence
Garden Layout (6.RP.3d)	The scaled drawing is precise, accurate, and clearly labeled with correct dimensions for all sections. The chosen scale is appropriate and consistently applied. The layout is thoughtfully designed and includes at least four distinct sections.	The scaled drawing is accurate and labeled with correct dimensions for all sections. The chosen scale is appropriate and generally applied. The layout includes at least four distinct sections.	The scaled drawing shows an attempt at accuracy but may have minor errors in scale or dimensions. Some labels may be missing or unclear. The layout may have fewer than four sections or be poorly designed.	The scaled drawing is largely inaccurate or incomplete, with significant errors in scale, dimensions, or labeling. The layout is disorganized or does not meet the minimum requirements.	No drawing or drawing is entirely irrelevant.
Seed/Planting Calculations (6.RP.3a, 6.NS.B.3)	All calculations for the number of plants per vegetable are accurate and clearly show the use of area and the chosen planting rate. Three distinct vegetables are chosen, and calculations are correctly linked to the specific sections.	Most calculations for the number of plants per vegetable are accurate and show the use of area and planting rate. Three distinct vegetables are chosen, and calculations are generally linked to the specific sections.	Some calculations for the number of plants are attempted but contain errors. The link between area, planting rate, and sections may be unclear or inconsistent. Fewer than three vegetables may be chosen, or calculations may be missing for some.	Calculations for planting are largely incorrect or missing. The connection to area or planting rate is absent.	No calculations or calculations are entirely irrelevant.
Watering System Cost (6.RP.3b, 6.NS.B.3, 6.EE.C.9)	The total length of tubing needed is accurately calculated based on the perimeter of all sections. The unit cost research is evident, and the total cost of the watering system is precise. All work is clearly shown, and units are consistently labeled. An equation may be used to represent the relationship between tubing length and cost.	The total length of tubing needed is generally accurate. The unit cost research is evident, and the total cost is mostly accurate. Most work is shown, and units are generally labeled.	The calculation for tubing length or total cost contains errors. Unit cost research may be incomplete or unclear. Work may be partially shown, and units may be inconsistent.	The calculations for watering system cost are incorrect or missing. No evidence of unit cost research. Work is not shown or is unintelligible.	No calculations or calculations are entirely irrelevant.
Fertilizer	The total area of the	The total area of	The calculation	The calculations	No calculations

Calculation (6.RP.3c, 6.NS.B.3)	garden is correctly calculated. The number of fertilizer bags needed is accurately determined based on the coverage rate, with appropriate rounding up. All calculations are clearly presented, and units are correctly labeled.	the garden is mostly correct. The number of fertilizer bags needed is generally accurate based on the coverage rate, with appropriate rounding. Most calculations are presented, and units are generally labeled.	for total garden area or fertilizer bags contains errors. Rounding may be incorrect. Work may be partially shown, and units may be inconsistent.	for fertilizer are incorrect or missing. No evidence of total area calculation or use of coverage rate. Work is not shown or is unintelligible.	or calculations are entirely irrelevant.
Budget Summary (6.NS.B.3, 6.EE.C.9)	The budget summary table is complete, accurate, and clearly organized, presenting the total costs for both the watering system and fertilizer. Shows a strong understanding of financial planning.	The budget summary table is mostly complete and accurate, presenting the total costs. Generally well-organized.	The budget summary table is incomplete or contains errors in the totals. Organization may be confusing.	The budget summary table is absent or contains significant inaccuracies.	No budget summary or summary is entirely irrelevant.
Mathematical Reasoning & Communication (All Standards)	Demonstrates strong mathematical reasoning and problem-solving skills throughout the task. All steps are logical, clearly explained, and easy to follow. Uses appropriate mathematical language and notation consistently.	Demonstrates good mathematical reasoning and problem-solving skills. Most steps are logical and clear. Uses appropriate mathematical language and notation.	Shows some evidence of mathematical reasoning, but steps may be unclear or illogical. May struggle with explaining thought process or using appropriate notation.	Demonstrates limited or flawed mathematical reasoning. Steps are difficult to follow or are missing. Mathematical language and notation are used incorrectly or are absent.	No mathematical reasoning or communication is evident.

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Educator Notes for Implementation:

- **Differentiation:** These tasks can be differentiated by providing more scaffolding for struggling learners (e.g., pre-selected texts for ELA, pre-determined plant-per-square-foot rates for Math) or by adding extensions for advanced learners (e.g., requiring students to create a persuasive presentation for the ELA task, adding a cost-benefit analysis or optimizing garden space for the Math task).
- **Resources:** Ensure students have access to appropriate informational texts for ELA and reliable sources for cost estimates in Math (e.g., simplified online store catalogs, pre-selected price lists).

- **Time Allocation:** These tasks are designed to be multi-day activities, allowing for research, planning, drafting, and revision.
- **Feedback:** The rubrics provide clear criteria for feedback, allowing educators to pinpoint areas of strength and areas for growth for each student.
- **Authenticity:** The tasks are framed in real-world scenarios to increase student engagement and demonstrate the relevance of the skills learned.

By utilizing performance tasks and rubrics like these, Mississippi educators can effectively assess students' understanding and application of the MS CCRS in both ELA and Mathematics, fostering deeper learning and preparing students for future success.

Sample List of Consultants

Below is a sample list of consultants ready to support SPSD with tutoring supports to students in math, ELA, and other subjects as needed. All consultants have MS certified licenses and years of experience, demonstrating their effectiveness either in a classroom setting or in pullout sessions. Additionally, all consultants listed have years of experience with Greene Education, understanding our methodologies all students, especially toward under-served communities. Additional names are available upon request.

English Language Arts	Math	Science
Johnny Milsap	Tiffany Williams	Ciesha Genous
Sheila Sewell	Allen Price	Dr. Johnny Gary
Christie Hatten	Ayanna Hudson	Symone Daniels
Jalisa Foster	Marie Brown	
Reshonda Jenkins	Cheryl Harris	Leadership
Loraine Loving	Robin Brumfield	Dr. Freddrick Murray
Katrina Bell	Kendra Trotter	Serenity Luckett
Social Studies	SPED	ACT/WorkKeys
Stephen Douglas	Connie Jones	Talya Morris
Federal Programs/Business	ELL	
Aquetta Butler	Tasha Hooks	

Additional Research-Based Instructional Practices Used by GES Consultants

1. Differentiated Instruction
2. Reinforcing Effort/Providing Recognition (PBIS)
3. Cooperative Learning
4. Cues, Questions & Advance Organizers
5. Nonlinguistic Representations
6. Summarizing & Note Taking
7. Identifying Similarities and Differences
8. Generating & Testing Hypotheses
9. Instructional Planning Using the Nine Categories of Strategies
10. Rewards based on a specific performance standard (Wiersma 1992)
11. Homework for later grades (Ross 1998) with minimal parental involvement (Balli 1998) with a clear purpose (Foyle 1985)
12. [Direct Instruction](#)
13. [Scaffolding Instruction](#)
14. Provide opportunities for student practice
15. Individualized Instruction
16. Inquiry-Based Teaching
17. Concept Mapping
18. Reciprocal Teaching
19. Promoting student metacognition
20. Developing high expectations for each student
21. Providing clear and effective learning feedback
22. Teacher clarity (learning goals, expectations, content delivery, assessment results, etc.)
23. Setting goals or objectives (Lipset & Wilson 1993)
24. Consistent, 'low-threat' assessment (Bangert-Drowns, Kulik, & Kulik 1991; Fuchs & Fuchs 1986)
25. Higher-level questioning (Redfield & Rousseau 1981)
26. Learning feedback that is detailed and specific (Hattie & Temperly 2007)
27. [The Directed Reading-Thinking Activity](#) (Stauffer 1969)
28. Question-Answer Relationship (QAR) (Raphael 1982)
29. KWL Chart (Ogle 1986)
30. Comparison Matrix (Marzano 2001)
31. Anticipation Guides (Buehl 2001)
32. Response Notebooks (Readence, Moore, Rickelman, 2002)
33. Problem and Project Based Learning
34. Number Talks
35. Teach and Move On (Martinek 2004)
36. Four-Square Writing (Gould and Gould, 1999)
37. Step Up To Writing (Batchelder & Aguerre, 2010)