

VENDOR INFORMATION


Name and Title Andrae R. Sims, Ed.D./ Director of Educational Services

Company Name ARS Educational Services, LLC

Company Address 6775 Indigo Lk Dr., Olive Branch, MS 38654 Date June 10, 2025

SUBMISSION COVER SHEET AND CONFIGURATION SUMMARY

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


Authorized Signature

June 12, 2025
Date

CONFIGURATION SUMMARY

Proposal Due Date: June 24, 2025

Send To:
South Pike School District
250 W Bay St
Magnolia, MS 39652

ASSURANCES AND SIGNATURE FORM

In submitting this application, I certify that:

1. The organization will comply with applicable federal, state, and local policies and procedures.
2. Services will be provided under the supervision of highly qualified teachers and/or administrators.
3. The organization will maintain professionalism and confidentiality.
4. The organization is fiscally sound and will be able to complete services to the local educational agency.
5. The organization will ensure that the services provided are aligned with the Mississippi College and Career Readiness Standards
6. The organization will comply with applicable federal, state, and local health, safety, and civil rights laws.
7. Provisions that subject all individuals employed by or otherwise associated with the approved provider, including volunteers, support staff, etc., who have direct contact with students, to the fingerprint and criminal history record check contained in law, including, Education Laws 305(30), 1125(3), 1604(39), 1604(40), 1709(39), 1709(40), 1804(9), 1804(10), 1950(4)(11), 1950(4)(mm), 2503(18), 2503(19), 2554(25), 2554(26), 2590-h (20), 2854(3)(a-2), 2854(3)(a-3), and 3035.
8. All services will be secular, neutral, and non-ideological.
9. The organization will provide the local educational agency with information regarding implementation of proposal initiatives in increasing achievement, in a format, and to the extent practicable, a language or other mode of communication such that district personnel, parents/legal guardians, and community members can understand.

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

ARS Educational Services, LLC

Name of Organization

Tiana N. Rhodes, Ed.S, Project Manager

Printed Name of Authorized Representative



Signature of Authorized Representative

June 12, 2025

Date



ARS Educational Services: Comprehensive Professional Development and Student Support Initiative

ARS Educational Services proposes a three-year, district-wide professional development and student support initiative designed to enhance instructional quality, promote educational equity, and improve student outcomes across the South Pike School District (LMSD). Grounded in research-based best practices, this initiative addresses the needs of both general and special education teachers through culturally responsive professional learning, personalized instructional coaching, and standards-aligned planning in accordance with the Mississippi College and Career Readiness Standards (MS CCRS).

A core component of this initiative is the development of Professional Learning Communities (PLCs) centered on a continuous improvement cycle. Educators will engage in the collection and analysis of student data, the development and implementation of aligned instructional strategies, and the ongoing assessment of instructional impact, following the framework established by DuFour et al. (2016). ARS will provide targeted support to teachers and instructional leaders in embedding these data-driven practices schoolwide, cultivating a culture of reflective practice and accountability.

To ensure instructional excellence, job-embedded coaching will be delivered in both one-on-one and small-group formats, differentiated according to the MDE Teacher Growth Rubric, district pacing guides, and student performance benchmarks. Key activities will include district-wide professional development, leadership coaching, vertical and horizontal curriculum alignment from PreK through grade 12, and targeted instructional support in English Language Arts, Mathematics, Science, and Social Studies. Special education (SPED) teachers will receive dedicated coaching on inclusive instructional strategies, effective IEP implementation, co-teaching models, and differentiated support tailored to diverse learner needs.

In response to the evolving instructional landscape, ARS will also design a library of 15–20 short instructional videos (5–7 minutes each), aligned to ELA and Math standards for grades 3–8. These videos will model evidence-based instructional practices and will be accessible to both educators and families via LMSD’s digital learning platforms. Additional services will include the development of a customized summer school curriculum, individualized student remediation plans, and integration of 21st-century classroom technologies to support hybrid and virtual instruction.

All educators will gain access to the AES Resource Cloud—a centralized repository of digital tools, planning templates, and instructional resources—to enhance both in-person and remote learning environments. The initiative also includes a robust progress monitoring system designed to accelerate growth for students performing in the lowest quartile, using a multi-tiered system of supports (MTSS) framework.

Expected Outcomes:

- Improved alignment between curriculum, instruction, and assessment
- Increased student proficiency across all subgroups
- Strengthened collaboration among educators through PLCs
- Sustainable leadership and instructional coaching practices
- Greater instructional equity and inclusive learning environments
- District-wide capacity to continue progress beyond the life of the project

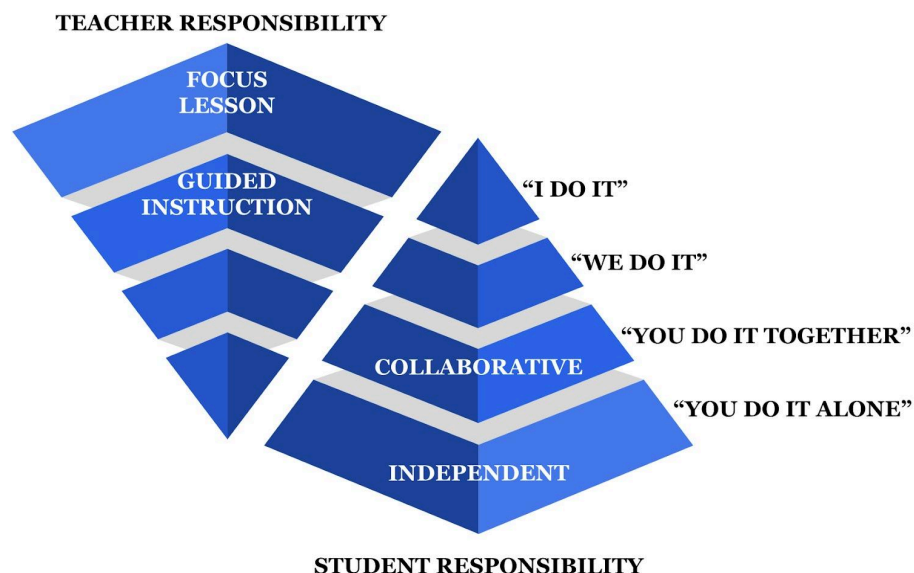
Commitment to Research-Based Instructional Strategies

ARS Educational Services is committed to delivering professional development grounded in rigorously validated instructional practices. Each year, AES conducts an internal review to confirm that its recommended strategies demonstrate “strong evidence” of effectiveness in comparable K–12 settings, consistent with the criteria outlined by the What Works Clearinghouse of the National Center for Education Evaluation and Regional Assistance. Instructional strategies are carefully curated and aligned to both academic content and instructional practice objectives, and educators are encouraged to validate all recommended strategies against trusted research sources. AES also integrates insights from leading education researchers to provide tools and approaches tailored to the demands of today’s dynamic classroom environments.

Gradual Release of Responsibility Instructional Framework

AES utilizes the Gradual Release of Responsibility Instructional Framework (GRR) as its primary instructional model for teachers. With the GRR framework, teachers move strategically from possessing all of the responsibility for performing an instructional task to the students assuming all of the responsibility for performing an instructional task. AES operationalization of this model consists of four major components: focus lesson, guided instruction, collaborative learning, and independent practice.

- **Focused Lesson** — Usually brief in nature, focus lesson is where primarily direct instruction occurs with teachers leading instruction as students mainly observe. During this portion of the lesson, teachers will be coached to build and activate background knowledge, establish and revisit routines and expectations, establish the purpose for learning, and provide a mini-lesson based on the standards.
- **Guided Instruction** — During this important session of the lesson, teachers guide instruction and the students participate in a low-risk environment. AES will coach teachers to employ a variety of formative assessments to inform instruction and provide critical feedback to students.
- **Collaborative Learning** — AES coaches teachers to design multiple opportunities for students to support one another during the learning process. Students collectively assume the primary responsibility for the learning task, however, they support one another and the teacher provides additional support when needed. In addition, AES coaches teachers to design an accountability system that holds both the individual student and the group (or partners) responsible for the accuracy of the learning task.
- **Independent Practice** — During independent practice, AES coaches teachers to allow students to learn in a new way. Students are pushed to synthesize information, transform ideas, and solidify understanding of the standards and skills. At the point of the lesson, students are primarily responsible for the learning.



Virtual and Online Instructional Support

As districts and schools navigate the challenge of safeguarding students, faculty, and staff while maintaining high-quality daily instruction, AES has developed a comprehensive suite of online professional development and virtual support tailored to digital and hybrid learning environments. In alignment with this effort, ARS will create a video library consisting of 15–20 short instructional videos (5–7 minutes each) that demonstrate best practices in ELA and Math instruction, aligned to state standards. These videos will be accessible to both teachers and families through LMSD’s learning platforms, supporting instructional continuity across settings. Recognizing the evolving needs of schools, AES will also design a customized virtual professional development plan for each school or district, grounded in their specific academic goals and instructional priorities. Sample offerings include:

- Effective Use of Virtual Learning Platforms
- Digital Classroom Setup and Management
- Instructional Video Development and Virtual Teaching Techniques
- Strategies for Creating Engaging and Interactive Online Lessons

Next Generation School Leadership

One outcome of the current teacher shortage crisis is a lack of quality leaders to replace senior leadership vacancies at the school and district level. Districts face the daunting shortage of high-quality, high-impact leaders who can seamlessly sustain the continuous improvement practices and successes at the various levels within the district. AES has a leadership training program that helps develop the next cadre of school and district leaders who will positively impact the lives of children by ensuring successful outcomes for students under their leadership.



Professional Development Model

AES has designed a systematic professional development model centered around the 2011 Standards for Professional Learning, focusing on the Standards of Learning Communities, Data, Learning Design, Implementation, and Outcome. The AES Professional Development Model is driven by a results orientation and evidence of student outcomes. The model is a cyclical process built upon the constant search for more effective strategies to improve learning results (DuFour, 2016). The professional learning process systematically collects, analyzes, and responds to a variety of student learning data.





Objective(s):

1. Leadership Development, Data-Driven Instruction, and Assessment Alignment Support – ARS will deliver district-wide professional development aligned with LMSD’s strategic goals, ensuring both vertical and horizontal alignment of instructional practices across all schools. Foundational workshops and leadership retreats will establish a unified approach by promoting common language, shared priorities, and a district-wide culture of continuous improvement. To strengthen leadership capacity, ARS will facilitate quarterly leadership training for principals, assistant principals, and instructional leaders. These sessions will focus on critical areas such as equity-centered leadership, data-driven decision-making, effective coaching strategies, and conflict resolution—ensuring that school leaders are well-equipped to lead with clarity, purpose, and a commitment to instructional excellence. In addition, AES will provide individualized coaching for administrators using the Mississippi Department of Education (MDE) Administrator Growth Rubric as a framework. Particular emphasis will be placed on Domain II: Teaching and Learning, Domain III: Staff Development, and Domain IV: Strategic Planning and Systems. School leadership teams will be supported in building the capacity of faculty and staff to develop rigorous instructional units aligned to the MDE College- and Career-Readiness (CCR) Scaffolding Documents, paired with systematic and timely feedback. To advance a culture of data-driven instruction, AES will assist school leaders in establishing progress monitoring systems that track individual student growth using multiple achievement data sources. Disaggregated data will be used to inform Tier I instructional adjustments and guide the creation of student-centered academic interventions. At the classroom level, teachers will receive professional development on interpreting and applying data to refine instruction and tailor interventions. This work will specifically target improved student performance on the Mississippi Kindergarten Readiness Assessment (MKAS) and the Mississippi Academic Assessment Program (MAAP). Furthermore, AES will coach educators in the design and implementation of MAAP-aligned assessments to accurately measure mastery of grade-level standards across all subject areas. **[Administrator Growth Rubric: Student Learning, Staff Development, and Strategic Planning and Systems]**

Leadership and Data Coaching Sessions and Specific Topics:

- Understanding the Accountability Model and the Growth Model
- Setting Academic Goals to Ensure That All Students Meet Growth
- Understanding Specific Data Sources (Case 21, STAR, ELS, I-Ready, etc) and Their Usage.
- Implementing a Systematic Manner to Collect, Analyze, and Respond to Monthly Student Data.

- Prioritizing Instructional Standards, Skills, and Object-based upon Benchmark Data, Progress Monitoring Data, and MDE MAAP Assessment Blueprints for ELA, Math, and Science.
- Creating MAAP-Aligned Unit Assessments with Performance Tasks and/or Writing Prompts

1a. Next Generation School Leadership Academy (NGSLA) – As a part of the leadership and data services for the district, AES will provide a professional development training program for dedicated educators who have displayed promising leadership and aspire to increase their impact on student achievement in the district. In developing a cadre of leaders who have a passion for student success, the district will position itself for sustainable improvements in becoming a high-performing school district. The NGSLA has modules that have been aligned to the domains and standards of the Mississippi Administrator Growth Rubric (MDE, 2016) and the Professional Standards for Educational Leaders (NPBEA, 2015) that focuses on connecting practices to student achievement outcomes, and has been designed to emphasize the leadership and coaching model that AES uses to transform schools and districts. AES offers a comprehensive program that includes all modules, but will customize module selections to meet district needs and leadership deficits.

[Administrator Growth Rubric: Student Learning, Staff Development, and Strategic Planning and Systems]

Next Generation School Leadership Academy (NGSLA) Modules Focuses

- ❖ Instructional Feedback System and Coaching Model- Lesson Design
- ❖ Instructional Feedback System and Coaching Model- Impactful Classroom Observations
- ❖ Successful Student Data System
- ❖ School-Improvement Data System
- ❖ Professional Development and Improvement System
- ❖ High-Impact School Strategic Planning
- ❖ Building Sustainable School Culture of Success

Targeted Audience for NGSLA

- ❖ Teacher Leaders
- ❖ Academic Coaches
- ❖ MTSS Coaches and Leaders
- ❖ Instructional Coaches
- ❖ Assistant Principals
- ❖ Novice Principals

NGSLA specific timeline will be developed with district superintendent and executive team.

Professional Development Services Timeline

Projected Dates: June 2025 through July 2026

* [BOLD INDICATES TOPICS AND FOCUSES REPEATED MONTHLY]

Data and Leadership Support		
Day	Topic & Focus	Month
TBD	<ul style="list-style-type: none"> ● Understanding the 2025-2026 Accountability Model ● Item and Standard Analysis of 2017-2018 MAAP Assessment Data ● Audit of Written and Taught Curriculum, Instruction, and Assessments ● Systematically Collecting and Analyzing Data during Data PLCs ● Classroom Assessments Building Using Practice Test, Scaffolding Document, and MAAP Blueprint. ● How to Calculate Growth for All and Lowest 25 ● Creating Growth/Intervention Plans for Lowest 25 ● Establishing Grade/Classroom MAAP Growth Goals for All Students ● Creating Progress Monitoring System and Tracking Forms ● Instructional Modeling Based upon Observations and Feedback 	TBD
TBD	<ul style="list-style-type: none"> ● Progress Monitoring: How to Calculate Growth for Students ● Conduct School Learning Walks to Evaluate Implementation of Strategies ● How to Conduct Data Teacher-Student Conferences ● Creating Professional Growth Plans for Ineffective Teachers Using Teacher Growth Rubric ● Understanding Growth Model Refresher ● Creating or Using Rigorous and Aligned Classroom Assessments Refresher 	TBD
TBD	<ul style="list-style-type: none"> ● Monitoring Intervention Plan for the Lowest 25 Students ● Analyzing Progress Monitor/Benchmark Data to Calculate Growth ● Conducting Standard Analysis Based Upon Benchmark Assessments ● Adjusting Differentiated Lesson Designs to Maximize Student Growth for Lowest 25 ● Instructional Reflection and Evaluations ● Planning Interventions Based upon Benchmark Assessments ● Standard Analysis of Benchmark, Progress Monitoring, and Common Assessments to Adjust Instructional Pacing ● Creating Instructional Action Plans to Maximize Growth Points for All Students ● Re-establishing Rigorous Proficient and Growth Goals for the 2nd Benchmark 	TBD
TBD	<ul style="list-style-type: none"> ● Progress Monitoring Growth and Instructional Responses ● Analyze 2nd Benchmark Assessment ● Conduct Standard Analysis based upon 1st and 2nd Benchmark ● Revise Instructional Calendar to Focus on Major Standards Not Mastered 	TBD
TBD	<ul style="list-style-type: none"> ● Continue Analyzing 2nd Benchmark Assessment for Targeted Standard Focus during Instructional Boot Camp ● Re-establishing Rigorous Proficient and Growth Goals for the 3rd Benchmark ● Progress Monitoring of Lowest 25 to Assess Test Prep Effectiveness 	TBD
TBD	<ul style="list-style-type: none"> ● Monitor Implementation of Test Preparation/Boot Camp ● Provide Feedback on Test Preparation/Boot Camp ● Implementing Intense Instructional Test Preparation to Maximize Growth Points 	TBD

	<ul style="list-style-type: none"> ● Begin Planning for MAAP Instructional Boot Camp for Test Preparation ● Begin Creating MAAP Instructional Boot Camp for Test Preparation ● Begin Calculating Based Upon Progress Monitoring 3rd Grade Projected Proficiency Rate ● Create Math Intervention Plan for Students Scoring Level 3B on Progress Monitoring (3rd Grade Only) 	
TBD	<ul style="list-style-type: none"> ● Analyzing 3rd Benchmark Assessment for Targeted Standard Focus during Instructional Boot Camp ● Re-establishing Rigorous Proficient and Growth Goals for the MAAP Test ● Progress Monitoring of Lowest 25 to Assess Test Prep Effectiveness ● Finalize MAAP Instructional Boot Camp for Test Preparations ● How to FOCUS on MAJOR Standards to Meet Growth ● Incorporating Test Prep Strategies during Boot Camp 	TBD
TBD	<ul style="list-style-type: none"> ● Conduct Final Learning Walks for MAAP Preparation ● Provide Feedback and Final Instructional Adjustments Before MAAP Test 	TBD

2. English Language Arts Instructional Support and Teacher Coaching (PreK-12) – AES will provide comprehensive instructional support and teacher coaching in English Language Arts (ELA), aligned to the standards and performance indicators of the Mississippi Department of Education (MDE) Teacher Growth Rubric (TGR). The TGR will serve as the foundational framework for identifying targeted performance goals, developing individualized professional growth plans, and measuring teacher improvement—particularly within the domains of Lesson Design and Student Understanding. Teachers will receive differentiated coaching to ensure alignment with the rigor and expectations outlined in the MDE College- and Career-Readiness (CCR) Standards Scaffolding Document for ELA, the ELA Performance Level Descriptors, the MAAP ELA Assessment Blueprints (where applicable), and the MDE MAAP Writing Rubric. Instructional and curricular support will be delivered in a variety of professional learning settings, including one-on-one coaching, professional learning communities (PLCs), small group sessions, and building-level workshops. Curriculum-focused professional development will be embedded in daily practice to help teachers design engaging, student-centered lessons and create rigorous classroom assessments. Teachers will be guided in using the MDE Scaffolding Document to develop instructional activities that build critical literacy skills, promote high-order thinking, and support grade-level mastery. To extend learning opportunities beyond the traditional school year, ARS will partner with LMSD to develop engaging, skills-based summer school curricula for ELA. These curricula will include comprehensive pacing guides, instructional activities, and pre- and post-assessments designed to reinforce key standards and close learning gaps. AES will also provide training and support for summer program teachers to ensure consistent, high-quality implementation across sites. To support data-informed instruction, ARS will implement and train staff on a user-friendly data dashboard that enables teachers and instructional leaders to monitor academic growth at the individual student level by subject and class. Training will focus on how to analyze and respond to student data for remediation, enrichment, and instructional planning. In addition, ARS will develop a video library of 15–20 short instructional videos (5–7 minutes each) that model best practices in both ELA and Math instruction. These videos, aligned to state standards,

will be made available to teachers and families through LMSD’s digital platforms, providing ongoing support for instructional alignment and family engagement. Instructional modeling, classroom observations, and individualized feedback will be used to promote high-quality implementation of research-based strategies. Teachers will also receive professional development and coaching in data analysis and assessment practices, supporting the development of classroom-based progress monitoring systems that help achieve both class-wide and individual student growth goals. Finally, AES will assist school administrators in supporting teachers with the design and refinement of high-quality formative and summative assessments. This process will include structured review and feedback cycles to ensure full alignment with the MDE Scaffolding Document and the MAAP ELA Assessment Blueprint, reinforcing instructional coherence and academic rigor. **[Teacher Growth Rubric: Lesson Design, Student Understanding, Culture and Learning Environment, & Professional Responsibilities Domain]**

National Center for Education Evaluation (NCEE) Endorsed Instructional Strategies Coached

- *Providing Intensive, Systematic, Small Group Instruction on Reading Skills for Students Scoring Minimal and/or Basic on Universal Screeners (Gersten, et.al., 2009)*
- *Providing Explicit Vocabulary Instruction (Kamil, et.al., 2008)*
- *Explicit Instruction on Specific Writing Strategies for a Variety of Purposes (Graham, 2017)*
- *Explicit and Direct Instruction on Varied Comprehension Strategies to Different Texts (Kamil, et.al., 2008)*
- *Asking Higher Order Explanatory Thinking Questions (Pashler & et. al., 2007)*
- *Explicit Instruction on the Writing Process and the Writing Rubric (Graham, & et al, 2012)*
- *Providing Intensive Individualized Interventions for Struggling Readers (Kamil, et.al., 2008)*

Research-Based Instructional Strategies for Professional Development

- *Effective Use of Nonlinguistic Representation [Ex. Anchor Charts] (Marzano, 2004).*
- *Explicit Vocabulary Instruction (Marzano, 2004)*
- *Differentiated Instruction with a Focus on Readiness (Tomlinson, 2000)*
- *Understanding By Design (Wiggins & McTighe, 2005)*
- *Cooperative Learning and Math Centers (Nastasi & Clements, 1991)*
- *Using Formative Assessments to Drive Instruction (Black & Williams, 1998)*
- *Utilizing Benchmark Assessments to Increase Student Achievement (Perie & Gong, 2009)*
- *Implementing Evidence-Based Interventions (Walker, 2004)*
- *Creating a Data-Driven Instructional System (Halverson, Grigg, Prichett, & Thomas, 2007)*

Professional Development Services Timeline

Projected Dates: June 2025 through July 2026

* **[BOLD INDICATES TOPICS AND FOCUSES REPEATED MONTHLY]**

K- 8th ELA and English II Instructional Support		
Day	Topic & Focus	Month
TBD	<ul style="list-style-type: none"> • Understanding 2025-2026 Accountability Model • Audit of Written and Taught Curriculum, Instruction, and Assessments • Systematically Collecting and Analyzing Data during Data PLCs • Classroom Assessments Building Using Practice Test, Scaffolding Document, and MAAP Blueprint. • How to Calculate Growth for All and Lowest 25 • Creating Growth/Intervention Plans for Lowest 25 • Establishing Grade/Classroom MAAP Growth Goals for All Students 	TBD

	<ul style="list-style-type: none"> • Creating Progress Monitoring System and Tracking Forms • Instructional Observation and Feedback in <i>Lesson Design</i> • Instructional Modeling Based upon Observations and Feedback • Aligning Instruction to the MDE Scaffolding Document • Instructional Planning with MDE Scaffolding Document • Prioritizing Major Standards for Instructional Emphasis for the Academic Year • Incorporating a Writing Plan for the Academic School Year. 	
TBD	<ul style="list-style-type: none"> • Progress Monitoring: How to Calculate Growth for Students • Conduct School Learning Walks to Evaluate Implementation of Strategies • How to Conduct Data Teacher-Student Conferences • Creating a Student-Friendly Writing Rubric and Checklist • How to Teach the Writing Process • Writing Strategy of R.A.C.E. and How to Implement into Writing Workshops • Building Strong Writers Starting with the Great Paragraph • Creating Differentiated Student Instructional Activities and Collaborative Learning Centers • Instructional Observation and Feedback in <i>Student Learning Domains</i> • Writing Mode of Narrative with Writing Process Refresher • How to Use R.A.C.E. to Respond to Literature Text (RL) • Creating Professional Growth Plans for Ineffective Teachers Using Teacher Growth Rubric • Understanding Growth Model Refresher • Creating or Using Rigorous and Aligned Classroom Assessments Refresher • Creating Interactive Anchor Charts for Whole Group Instruction 	TBD
TBD	<ul style="list-style-type: none"> • Monitoring Intervention Plan for the Lowest 25 Students • Analyzing Progress Monitor/Benchmark Data to Calculate Growth • Conducting Standard Analysis Based Upon Benchmark Assessments • Adjusting Differentiated Lesson Designs to Maximize Student Growth for Lowest 25 • Instructional Reflection and Evaluations • Planning Interventions Based upon Benchmark Assessments • Utilizing Formative Assessments to Guide Instruction • Writing Mode of Opinion with Writing Process Refresher • How to Use R.A.C.E. to Respond to Informational Text (IL) • Standard Analysis of Benchmark, Progress Monitoring, and Common Assessments to Adjust Instructional Pacing • Creating Instructional Action Plans to Maximize Growth Points for All Students • Re-establishing Rigorous Proficient and Growth Goals for the 2nd Benchmark 	TBD
TBD	<ul style="list-style-type: none"> • Progress Monitoring Growth and Instructional Responses • Analyze 2nd Benchmark Assessment • Conduct Standard Analysis based upon 1st and 2nd Benchmark • Revise Instructional Calendar to Focus on Major Standards Not Mastered 	TBD
TBD	<ul style="list-style-type: none"> • Writing Mode of Opinion with Writing Process Refresher • How to Use R.A.C.E. to Respond to Informational Text (RI) or Literature (RL) • Continue Analyzing 2nd Benchmark Assessment for Targeted Standard Focus during Instructional Boot Camp • Re-establishing Rigorous Proficient and Growth Goals for the 3rd Benchmark • Progress Monitoring of Lowest 25 to Assess Test Prep Effectiveness 	TBD

TBD	<ul style="list-style-type: none"> ● Monitor Implementation of Test Preparation/Boot Camp ● Provide Feedback on Test Preparation/Boot Camp ● Implementing Intense Instructional Test Preparation to Maximize Growth Points ● Begin Planning for MAAP Instructional Boot Camp for Test Preparation ● Begin Creating MAAP Instructional Boot Camp for Test Preparation ● Begin Calculating Based Upon Progress Monitoring 3rd Grade Projected Passing Rate ● Create Reading Intervention Plan for Students Scoring Level 2 on Progress Monitoring (3rd Grade Only) 	TBD
TBD	<ul style="list-style-type: none"> ● Writing Mode of Opinion with Writing Process Refresher ● How to Use R.A.C.E. to Respond to Informational Text (RI) or Literature (RL) ● Analyzing 3rd Benchmark Assessment for Targeted Standard Focus during Instructional Boot Camp ● Re-establishing Rigorous Proficient and Growth Goals for the MAAP Test ● Progress Monitoring of Lowest 25 to Assess Test Prep Effectiveness ● Finalize MAAP Instructional Boot Camp for Test Preparations ● How to FOCUS on MAJOR Standards to Meet Growth ● Incorporating Test Prep Strategies during Boot Camp 	TBD
TBD	<ul style="list-style-type: none"> ● Conduct Final Learning Walks for MAAP Preparation ● Provide Feedback and Final Instructional Adjustments Before MAAP Test ● Create Intense Intervention Plan for Students Projected to Not Pass 3rd Grade Gate ● Finalize 3rd Grade Gate Intervention for Month of May for Projected Re-Testers 	TBD

3. Mathematics Instructional Support and Teacher Coaching (PreK-12) – AES will provide comprehensive instructional support and coaching for Mathematics teachers across the South Pike School District (LMSD), aligned with the Mississippi Department of Education (MDE) Teacher Growth Rubric (TGR). The TGR will serve as the foundational framework for identifying performance goals, creating individualized professional growth plans, and measuring instructional improvement, with a focus on the domains of Lesson Design and Student Understanding. Teachers will receive differentiated coaching to align instruction with the rigor and expectations outlined in the MDE College- and Career-Readiness (CCR) Standards Scaffolding Document for Mathematics, the AES Revised Scaffolding Document for Mathematics, the Mathematical Practice Standards, the Mathematics Performance Level Descriptors, and the MAAP Math Assessment Blueprints, where applicable. A central goal of this support is to help educators develop individualized learning plans that ensure each student meets expected growth and/or proficiency on the MAAP Math Assessment. Curriculum and instructional support will be delivered in multiple formats, including one-on-one coaching, professional learning communities (PLCs), and building-level professional development sessions. Teachers will participate in job-embedded professional learning that emphasizes conceptually rich lesson design, research-based instructional strategies, and the integration of formative assessments to monitor and improve student understanding. In support of extended learning opportunities, ARS will also partner with LMSD to design engaging, skills-based summer school curricula for Mathematics. These curricula will include standards-aligned pacing guides, instructional activities, and pre- and post-assessments, along with professional development and training for summer teachers to ensure instructional consistency and effectiveness. To strengthen data-informed instruction, AES will implement a user-friendly data

dashboard that allows teachers and school leaders to monitor student progress by class and subject. Training will help educators interpret and use academic data to drive remediation, enrichment, and instructional planning. Teachers will also receive support in developing and implementing progress monitoring systems tailored to classroom and individual achievement goals. In addition, AES will develop a video library of 15–20 short instructional videos (5–7 minutes each) that model best practices in ELA and Math instruction. These videos will be accessible to both teachers and families via LMSD’s digital learning platforms to support continuous learning beyond the classroom. Instructional modeling, classroom observations, and individualized feedback will be used to ensure high-fidelity implementation of instructional strategies, with a particular emphasis on teacher modeling and the development of deep conceptual understanding in mathematics. Faculty will participate in data coaching to enhance their ability to collect, analyze, and respond to achievement, progress monitoring, and benchmark data in a timely and impactful manner. Finally, AES will collaborate with school administrators to guide the development of high-quality formative and summative assessments. These assessments will be aligned with grade-level performance tasks and embedded throughout the school year, using the MDE Mathematics Scaffolding Document and the MAAP Blueprint for Mathematics to ensure coherence, rigor, and alignment with state expectations. **[Teacher Growth Rubric: Lesson Design, Student Understanding, Culture and Learning Environment, & Professional Responsibilities Domain]**

National Center for Education Evaluation (NCEE) Endorsed Instructional Strategies Coached

- *Explicit Instruction on How to Use Visual Representation and Models (Woodward & et.al, 2012)*
- *Focusing on the Problem-Solving Process and Standards for Mathematical Practices (Woodward & et.al, 2012)*
- *Providing Explicit and Systematic Small Group Interventions (Gerten, 2009)*
- *Asking Higher Order Explanatory Thinking Questions (Pashler & et. al., 2007)*
- *Providing Interventions with Word Problems with Common Structure (Russell & et. al., 2009)*

Research-Based Instructional Strategies for Professional Development

- *Effective Use of Nonlinguistic Representation [Ex. Math Anchor Charts] (Marzano, 2004).*
- *Explicit Math Vocabulary Instruction (Marzano, 2004)*
- *Differentiated Instruction with a Focus on Readiness (Tomlinson, 2000)*
- *Understanding By Design (Wiggins & McTighe, 2005)*
- *Cooperative Learning and Math Centers (Nastasi & Clements, 1991)*
- *Using Formative Assessments to Drive Instruction (Black & Williams, 1998)*
- *Utilizing Benchmark Assessments to Increase Student Achievement (Perie & Gong, 2009)*
- *Implementing Evidence-Based Interventions (Walker, 2004)*
- *Creating a Data-Driven Instructional System (Halverson, Grigg, Prichett, & Thomas, 2007)*

Professional Development Services Timeline

Projected Dates: June 2025 through July 2026

* [BOLD INDICATES TOPICS AND FOCUSES REPEATED MONTHLY]

K- 8 th Math and Algebra Instructional Support		
Day	Topic & Focus	Month
TBD	<ul style="list-style-type: none"> ● Understanding 2025-2026 Accountability Model ● Audit of Written and Taught Curriculum, Instruction, and Assessments ● Systematically Collecting and Analyzing Data during Data PLCs ● Classroom Assessments Building Using Practice Test, Scaffolding Document, and MAAP Blueprint. ● How to Calculate Growth for All and Lowest 25 ● Creating Growth/Intervention Plans for Lowest 25 ● Establishing Grade/Classroom MAAP Growth Goals for All Students ● Creating Progress Monitoring System and Tracking Forms ● Instructional Observation and Feedback in <i>Lesson Design</i> ● Instructional Modeling Based upon Observations and Feedback ● Aligning Instruction to the MDE Scaffolding Document ● Instructional Planning with MDE Scaffolding Document ● Prioritizing Major Standards for Instructional Emphasis for the Academic Year 	TBD
TBD	<ul style="list-style-type: none"> ● Progress Monitoring: How to Calculate Growth for Students ● Conduct School Learning Walks to Evaluate Implementation of Strategies ● Using the Scaffolding Document to Identify Academic Vocabulary of Each Standard ● Creating and Implementing an Interactive Mathematical Word Walls ● How to Conduct Data Teacher-Student Conferences ● Creating a Student-Friendly Writing Rubric and Checklist ● How to Teach the Performance Task in Tier I Classroom ● Building Strong Mathematicians with Mathematical Practice Standards ● Creating Differentiated Student Instructional Activities and Collaborative Learning Math Centers ● Incorporating Building Mathematical Models and Manipulatives ● Instructional Observation and Feedback in <i>Student Learning Domains</i> ● Building Math Fluency Standards in Daily Math Practice ● Creating Professional Growth Plans for Ineffective Teachers Using Teacher Growth Rubric ● Understanding Growth Model Refresher ● Creating or Using Rigorous and Aligned Classroom Assessments Refresher ● Creating Interactive Anchor Charts for Whole Group Instruction 	TBD
TBD	<ul style="list-style-type: none"> ● Monitoring Intervention Plan for the Lowest 25 Students ● Analyzing Progress Monitor/Benchmark Data to Calculate Growth ● Conducting Standard Analysis Based Upon Benchmark Assessments ● Adjusting Differentiated Lesson Designs to Maximize Student Growth for Lowest 25 ● Instructional Reflection and Evaluations ● Planning Interventions Based upon Benchmark Assessments 	TBD

	<ul style="list-style-type: none"> ● Utilizing Formative Assessments to Guide Instruction ● How to Teach the Performance Task in Tier I Classroom ● Standard Analysis of Benchmark, Progress Monitoring, and Common Assessments to Adjust Instructional Pacing ● Creating Instructional Action Plans to Maximize Growth Points for All Students ● Re-establishing Rigorous Proficient and Growth Goals for the 2nd Benchmark 	
TBD	<ul style="list-style-type: none"> ● Progress Monitoring Growth and Instructional Responses ● Analyze 2nd Benchmark Assessment ● Conduct Standard Analysis based upon 1st and 2nd Benchmark ● Revise Instructional Calendar to Focus on Major Standards Not Mastered 	TBD
TBD	<ul style="list-style-type: none"> ● How to Teach the Performance Task in Tier I Classroom ● Continue Analyzing 2nd Benchmark Assessment for Targeted Standard Focus during Instructional Boot Camp ● Re-establishing Rigorous Proficient and Growth Goals for the 3rd Benchmark ● Progress Monitoring of Lowest 25 to Assess Test Prep Effectiveness 	TBD
TBD	<ul style="list-style-type: none"> ● Monitor Implementation of Test Preparation/Boot Camp ● Provide Feedback on Test Preparation/Boot Camp ● Implementing Intense Instructional Test Preparation to Maximize Growth Points ● Begin Planning for MAAP Instructional Boot Camp for Test Preparation ● Begin Creating MAAP Instructional Boot Camp for Test Preparation ● Begin Calculating Based Upon Progress Monitoring 3rd Grade Projected Proficiency Rate ● Create Math Intervention Plan for Students Scoring Level 3B on Progress Monitoring (3rd Grade Only) 	TBD
TBD	<ul style="list-style-type: none"> ● Analyzing 3rd Benchmark Assessment for Targeted Standard Focus during Instructional Boot Camp ● Re-establishing Rigorous Proficient and Growth Goals for the MAAP Test ● Progress Monitoring of Lowest 25 to Assess Test Prep Effectiveness ● Finalize MAAP Instructional Boot Camp for Test Preparations ● How to FOCUS on MAJOR Standards to Meet Growth ● Incorporating Test Prep Strategies during Boot Camp 	TBD
TBD	<ul style="list-style-type: none"> ● Conduct Final Learning Walks for MAAP Preparation ● Provide Feedback and Final Instructional Adjustments Before MAAP Test 	TBD

4. Science Instructional Support and Teacher Coaching (PreK-12) – AES will deliver targeted instructional support and coaching in Science, aligned with the Mississippi Department of Education (MDE) Teacher Growth Rubric (TGR). The TGR will serve as a guiding framework for identifying key performance standards, creating individualized professional growth plans, and measuring instructional improvement, with a particular focus on the domains of Lesson Design and Student Understanding. Teachers will be coached to unpack and implement the new Mississippi College- and Career-Readiness Standards (MS CCRS) for Science, ensuring instruction is differentiated and aligned to the rigor of the standards. Emphasis will also be placed on aligning instruction to the MAAP Science Assessment Blueprints and Practice Assessments, where applicable. Teachers will be supported in conducting crosswalks between the previous science

framework and the new standards to ensure a smooth instructional transition. A core instructional focus will include mastering and applying the eight (8) Science and Engineering Practices, with multiple opportunities embedded in daily instruction for students to engage in scientific inquiry and hands-on learning. Curriculum and instructional support will be provided through a variety of professional learning formats, including one-on-one coaching, collaborative professional learning communities (PLCs), and schoolwide professional development sessions. Instructional coaching will support teachers in developing lessons that integrate scientific concepts with real-world applications, aligned assessments, and student-centered learning experiences. To promote data-driven instruction, AES will provide professional development on designing and implementing classroom progress monitoring systems aimed at improving student performance on the 5th and 8th grade MAAP-Science assessments. Faculty will receive data coaching to build their capacity in effectively collecting, analyzing, and using student achievement, progress monitoring, and benchmark data to inform instructional decisions. Assessment support will be a key component of the initiative, with a focus on helping teachers develop high-quality formative and summative assessments that reflect the format and rigor of the MAAP-Sci. These assessments will serve a dual purpose: tracking classroom performance and monitoring progress toward state-level assessment goals. To enhance data transparency and usability, ARS will implement and train staff on a robust data dashboard that enables teachers and administrators to track student progress at the individual level by subject and class. Training will include how to interpret data to inform timely remediation, enrichment, and instructional planning. Additionally, ARS will produce a video library of 15–20 short instructional videos (5–7 minutes each) demonstrating best practices in ELA and Math instruction, aligned to state standards. These videos will be accessible to teachers and families via LMSD’s learning platforms to extend learning and support outside the classroom. Finally, AES will collaborate with school administrators to support teachers in the creation and refinement of classroom assessments that are rigorous, standards-aligned, and instructionally meaningful. These efforts will ensure that Science instruction throughout LMSD is consistent, engaging, and aligned with statewide academic expectations. **[Teacher Growth Rubric: Lesson Design, Student Understanding, Culture and Learning Environment, & Professional Responsibilities Domain]**

Research-Based Instructional Strategies for Professional Development

- *Effective Use of Nonlinguistic Representation [Ex. Science Anchor Charts] (Marzano, 2004).*
- *Explicit Science Vocabulary Instruction (Marzano, 2004)*
- *Differentiated Instruction with a Focus on Readiness (Tomlinson, 2000)*
- *Understanding By Design (Wiggins & McTighe, 2005)*
- *Cooperative Learning and Science Centers (Nastasi & Clements, 1991)*
- *Using Formative Assessments to Drive Instruction (Black & Williams, 1998)*
- *Utilizing Benchmark Assessments to Increase Student Achievement (Perie & Gong, 2009)*
- *Implementing Evidence-Based Interventions (Walker, 2004)*
- *Creating a Data-Driven Instructional System (Halverson, Grigg, Prichett, & Thomas, 2007)*

Professional Development Services Timeline

Projected Dates: June 2025 through July 2026

* [BOLD INDICATES TOPICS AND FOCUSES REPEATED MONTHLY]

Science Instructional Support		
Day	Topic & Focus	Month
TBD	<ul style="list-style-type: none"> ● Unpacking MS CCR Standards for Science ● Aligning Instruction to the MAAP Science Testing Blueprint (CrossWalk Document; 3 Dimensions of Science Handout; and Science and Engineering Practice for Each Grade Band) ● Curriculum Pacing and Mapping for the 1st 9 Weeks ● Instructional Modeling Based upon Observations and Feedback ● Understanding the Accountability Model as Related to Science Impact ● Conduct School-Level Vertical Alignment of Standards ● Understanding the Accountability Model 	TBD
TBD	<ul style="list-style-type: none"> ● Aligning Learning Centers and Hands-On Learning Activities MAAP Science Assessment Blueprint ● Selecting Academic Vocabulary for Each Standard Taught During the 9 Weeks ● Implementing Interactive Word Walls and Intensive and Explicit Academic Vocabulary Instruction ● Adjusting Curriculum Pacing based upon Common Assessment Analysis 	TBD
TBD	<ul style="list-style-type: none"> ● Determine Next Steps Based Upon MDE Released Information and Documents 	TBD
TBD	<ul style="list-style-type: none"> ● Unpacking the Scaffolding Document (When Available) ● Conduct Standard Analysis Based upon Assessment and Classroom Data ● Curriculum Pacing and Mapping for the 3rd 9 Weeks ● Aligning Classroom Assessments to the Standards Outlined in the Scaffolding Document (When Available) and Other MDE Resources 	TBD
TBD	<ul style="list-style-type: none"> ● Analyzing MAAP-Sci Assessment Blueprint (When Available) to Select Major Domains and Standards for Test Preparation ● Begin Planning Science Test Preparation/Bootcamp for MST2 	TBD
TBD	<ul style="list-style-type: none"> ● Analyze Final Benchmark/Progress Monitoring/Classroom Assessment Data to Conduct Standard Analysis ● Identify Bubble Students Based Upon Assessment Data ● Finalize planning for Science Test Preparation/Bootcamp for MST2 with Major Standard 	TBD

5. Social Studies Instructional Support and Teacher Coaching (PreK-12) – AES will provide instructional support and teacher coaching in Social Studies, aligned to the standards and indicators outlined in the Mississippi Department of Education (MDE) Teacher Growth Rubric (TGR). The TGR will serve as a foundation for identifying targeted performance standards, creating individualized professional growth plans, and measuring teacher improvement—particularly in the domains of Lesson Design and Student Understanding. Given the unique nature of the Social Studies curriculum and the limited statewide assessment obligations, AES will anchor instruction in the Mississippi College- and Career-Readiness (CCR) Standards and the Common Core Literacy Standards for History/Social Studies. Instructional emphasis will be placed on the Standards for Reading Informational Text (RI) and Research Writing. Teachers will be coached to design student-centered, engaging lessons that integrate social studies content with rigorous

literacy practices. Coaching will support alignment to the MDE CCR Standards Scaffolding Document for ELA (RI and Writing), the MAAP ELA Assessment Blueprints (where applicable), and the MDE MAAP Writing Rubric. Social Studies instruction will serve as a vehicle to reinforce RI standards, build academic vocabulary, and cultivate purposeful writing across multiple genres. AES will assist teachers in implementing an authentic reading and writing initiative across the curriculum, using the broad thematic concepts outlined in the Mississippi Social Studies Framework (2011) to guide instruction and student inquiry. Curriculum and instructional support will be delivered through a range of professional learning structures, including one-on-one coaching, professional learning communities (PLCs), small group workshops, and building-level professional development sessions. Instruction will focus on designing rigorous lessons, student-centered activities, and assessments that promote critical thinking and literacy within the context of historical and civic content. To support student success on the U.S. History SATP assessment, AES will also provide instructional-tutorial services to students targeting the College- and Career-Readiness Standards for U.S. History. Tutorials will be delivered in flexible small group formats, both within and outside the classroom, and will emphasize differentiation to meet the diverse needs of learners. Instruction will align with the MDE CCR Scaffolding Document for U.S. History, the U.S. History Performance Level Descriptors, and the SATP U.S. History Assessment Blueprints. AES specialists will help educators design engaging lessons, authentic instructional tasks, and rigorous formative assessments using these guiding documents. Assessment alignment will be reinforced through the use of the MDE Scaffolding Document, MAAP Practice Tests and Item Samplers, and the SATP Blueprint for U.S. History. To ensure data-driven instruction, ARS will implement and train staff on a data dashboard that enables teachers and leaders to track academic growth by subject and student. Training will focus on interpreting data to inform instructional planning, remediation, and enrichment. Additionally, AES will assist teachers in analyzing classroom, benchmark, and formative assessment data to monitor student progress toward academic growth goals. To complement these supports, ARS will develop a video library of 15–20 short instructional videos (5–7 minutes each) showcasing best practices in ELA and Math instruction. These videos will be accessible via LMSD’s digital learning platforms, offering extended instructional support for teachers and families. **[Teacher Growth Rubric: Lesson Design, Student Understanding, Culture and Learning Environment, & Professional Responsibilities Domain]**

National Center for Education Evaluation (NCEE) Endorsed Instructional Strategies Coached

- *Utilize Informational Text as a Platform for Intensive Academic Vocabulary Instruction (Baker, 2014)*
- *Provide Writing Opportunities to Extend Student Learning and Understanding of the Content Material (Baker, 2014)*
- *Explicit Instruction on Specific Writing Strategies for a Variety of Purposes (Graham, 2017)*
- *Asking Higher Order Explanatory Thinking Questions (Pashler & et. al., 2007)*
- *Explicit Instruction on the Writing Process and the Writing Rubric (Graham, & et al, 2012)*

Research-Based Instructional Strategies for Professional Development

- *Effective Use of Nonlinguistic Representation [Ex. Anchor Charts] (Marzano, 2004).*
- *Explicit Vocabulary Instruction (Marzano, 2004)*
- *Differentiated Instruction with a Focus on Readiness (Tomlinson, 2000)*
- *Understanding by Design (Wiggins & McTighe, 2005)*

- *Cooperative Learning and Math Centers (Nastasi & Clements, 1991)*
- *Using Formative Assessments to Drive Instruction (Black & Williams, 1998)*
- *Utilizing Benchmark Assessments to Increase Student Achievement (Perie & Gong, 2009)*
- *Implementing Evidence-Based Interventions (Walker, 2004)*
- *Creating a Data-Driven Instructional System (Halverson, Grigg, Prichett, & Thomas, 2007)*

Professional Development Services Timeline

Projected Dates: June 2025 through July 2026

* [BOLD INDICATES TOPICS AND FOCUSES REPEATED MONTHLY]

Social Studies Instructional Support		
Day	Topic & Focus	Month
TBD	<ul style="list-style-type: none"> • Unpacking MS CCR Standards for Reading Informational Text (RI) and the Common Core in Literacy in Social Studies Anchor Standards • Unpacking MS CCR Standards for Writing with an Emphasis on Research and Presentation of Ideas • Completing Crosswalk of MS CCR Standards for Social Studies Framework and Old Framework 2011 	TBD
TBD	<ul style="list-style-type: none"> • Aligning Instruction to the RI Standards Using Scaffolding Document • Identifying Major RI Standards and Themes Based Upon MAAP Assessment Blueprint and Social Studies Framework Objectives • Curriculum Pacing and Mapping for the 1st 9 Weeks 	TBD
TBD	<ul style="list-style-type: none"> • Instructional Modeling Based upon Observations and Feedback • Understanding the Accountability Model as Related to RI Standards and Writing Impact • Understanding and Implementing the Writing Rubric 	TBD
TBD	<ul style="list-style-type: none"> • Implementing <i>Writing Across the Curriculum</i> using Social Studies Themed Informational Text • Supporting Teachers in Designing and Planning Lessons 	TBD
TBD	<ul style="list-style-type: none"> • Modeling Specific Writing Strategies • Implementing Specific Writing Strategies, i.e. RACE, OREO, SPOTLIGHT TRANSITION • Data Analysis of Benchmark Assessment 	TBD
TBD	<ul style="list-style-type: none"> • Adjusting Curriculum Pacing based upon Benchmark Assessment Analysis • Curriculum Pacing and Mapping for the 2nd 9 Weeks • Implementing Text Structures of Expository Writing 	TBD
TBD	<ul style="list-style-type: none"> • Learning Walk with Building Administration with Feedback on Next Steps for 2nd Semester • Data Analysis of Benchmark Assessment • Adjusting Curriculum Pacing Based upon Benchmark Assessment Analysis • Curriculum Pacing and Mapping for the 3rd 9 Weeks 	TBD
TBD	<ul style="list-style-type: none"> • Implementing Structures of Opinion and Argumentative Writing • Conduct Standard Analysis Based upon Assessment and Classroom Data • Begin Planning Test Preparation in Conjunction with ELA 	TBD

6. Specialized Support for Special Education Educators and Discipline Improvement – ARS will provide specialized coaching for Special Education (SPED) educators, focusing on inclusive instructional design, effective IEP implementation, co-teaching models, and progress monitoring systems. AES will deliver professional development to support teachers in implementing the new standards-based IEPs, emphasizing the examination and interpretation of classroom and student data to establish valid and reliable baselines for measurable annual goals and academic growth. This includes training on developing precise Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements and creating differentiated progress monitoring systems tailored to each student's needs. In addition to instructional support, ARS will assist LMSD in addressing district-wide discipline challenges. This will include conducting root cause analyses to identify factors contributing to ineffective discipline practices affecting both general and special education students. ARS will guide the development and implementation of district-wide discipline policies and procedures across all schools. Furthermore, district leaders will receive support in creating and executing corrective action plans, with ARS providing ongoing internal audits and technical assistance to ensure effective implementation as approved by the district leadership team.

Evidence-Based Instructional Strategies for Professional Development

The professional development program will incorporate a range of proven, research-based instructional strategies, including but not limited to:

- Effective Use of Nonlinguistic Representations (e.g., anchor charts) (Marzano, 2004)
- Explicit Vocabulary Instruction (Marzano, 2004)\
- Differentiated Instruction with a Focus on Student Readiness (Tomlinson, 2000)
- Curriculum Planning Using Understanding by Design (Wiggins & McTighe, 2005)
- Cooperative Learning and Math Centers (Nastasi & Clements, 1991)
- Using Formative Assessments to Drive Instructional Decisions (Black & Wiliam, 1998)
- Utilizing Benchmark Assessments to Enhance Student Achievement (Perie & Gong, 2009)
- Implementing Evidence-Based Interventions (Walker, 2004)
- Creating and Sustaining a Data-Driven Instructional System (Halverson, Grigg, Prichett, & Thomas, 2007)

Special Services Professional Development Timeline

Projected Dates: June 2025 through July 2026

* **[BOLD INDICATES TOPICS AND FOCUSES REPEATED MONTHLY]**

Special Services Support		
Day	Topic & Focus	Month
TBD	(Data 101: Using and Understanding Data Sources for IEP Writing and Progress Monitoring) <ul style="list-style-type: none"> • Developing a Deeper Understanding of the Use of Standard Based I.E.P.s (SB-IEP) [Goal 1, 2, & 3] • Increasing Capacity to Utilize Various Data Sources to Create & Monitor SB-IEPs [Goal 1, 2, & 3] • Utilizing three data sources to monitor student progress 	TBD

	<ul style="list-style-type: none"> ● Building Upon Understanding of specific Data Sources ● Beginning Process of Reviewing Current SB-IEPs for Corrective Actions and Improvement [Goal 1, 2, & 3] ● Going over MDE Scaffolding Documents and MAAP Testing Blueprint. ● Locating each academic support document on the MDE website 	
TBD	(Standards Unpacking: Scaffolding Document Training for PLAAF and Annual Goals) <ul style="list-style-type: none"> ● Step-by-step instructions on how to deconstruct standards to identify appropriate skills for writing PLAAFP and selecting Annual goals for SB-IEPs. ● Assistance in locating each academic support document on the MDE website. ● Facilitation in an activity where teachers provided comments and important questions for the creation of the CSD Special Services FAQ to be posted on the department's website as an on-demand resource for teachers 	TBD
TBD	(PLAAF and Annual Goals 101: How to write appropriate PLAAF and AG with Data, Scaffolding Document, and Testing Blueprint) <ul style="list-style-type: none"> ● How to improve PLAAFP Writing to help all students succeed academically and socially by considering the following steps" ● STEP 1: Consider the grade level content standards ● STEP 2: Examine classroom and child data to determine how the child is functioning in relation to grade-level standards and school/classroom expectations ● STEP 3: Using the information gathered in Steps 1 and 2 to develop the present levels of academic achievement and functional performance ● Increasing Capacity to Utilize Various Data Sources to Accurately Write a PLAAFP [Goal 1, 2, and 3] ● Academic Achievement ● Functional Performance Strengths ● Preferences ● Interests 	TBD
TBD	(Progress Monitoring: Using Data and Assessments to Monitor Academic Improvement) <ul style="list-style-type: none"> ● Ensuring that the route of student achievement has effective checkpoints throughout the school year ● Annual Goals ● PLAAFP/ Baseline Data ● Short Term Instructional Objectives and Benchmarks (STIOBs) ● Understanding Effective Progress Monitoring ● Ensuring students reach their annual goals ● Reinforcing effective practices and instructional decisions ● Minimizing wasted time and efforts ● Communicating progress to students, parents and teachers ● Building confidence in the instructional program for students, parents and teachers ● Creating Effective Progress Monitoring Systems ● Utilizing Appropriate Data Sources 	TBD

7. Instructional/Technology Support for Career and Technical Education (CTE) Programs – AES will provide professional development, instructional, and technology support in the area of CTE Programs. AES will conduct an intensive needs survey to determine professional strengths and needs in order to create a comprehensive action plan for the academic school year. Instructional support will be provided to the CTE faculty to support teachers in planning student-centered, differentiated lessons, as well as, rigorous assessments that focus on 21st century skills such as critical

thinking, collaboration, and creativity for virtual and in-person instruction delivery. AES will assist CTE staff with in-service training to build instructional technology capacity, enhance curriculum delivery, and provide strategies to support academic integration and the growth of special student populations.

Specific Programmatic Support Strategies:

- Build Instructional Technology Capacity
- Enhance Curriculum Delivery
- Strategies to Support Academic Integration
- Instructional Feedback on Lesson Plans
- Effectively Operating Various Virtual Learning Platforms
- Digital Classroom Training and Set-up
- Virtual Instructional Videos and Training
- Tips and Strategies for an Engaging Lesson

Professional Development Services Timeline

Projected Dates: June 2025 through July 2026

* [BOLD INDICATES TOPICS AND FOCUSES REPEATED MONTHLY]

CTE Instructional Technology Support		
Days	Topic & Focus	Month
TBD	<ul style="list-style-type: none"> • Conduct Systematic Professional Development and Support Needs Assessments • Instructional Observation and Feedback in <i>Lesson Design</i> for In-Person and Virtual Instruction • Create/Review/Agree Individual Professional Development Plan and Measurable Goals • Identify and Unpack MAJOR Concepts, Objectives, and Skills Required on CPAS and Industry Certification Assessments • Support Teachers in Building and Establishing/Understanding of Virtual Platforms • Support Teachers on Uploading Instructional Materials in Virtual Classrooms • Unpack Engagement Strategies for High-Quality Online Learning • Lesson Planning Strategies Embedding Priority ELA, Mathematics and Biology Standards • Aligning Instruction to the MDE State-Wide Curriculums (Virtual Included) 	TBD

8. Community and Parental Involvement Services – AES understands that meaningful family engagement is essential to student success and sustained school improvement. To this end, AES will implement a comprehensive Community and Parental Involvement Plan that responds directly to the unique needs of elementary, middle, and high school families, as identified through a district-provided needs assessment. Family engagement services will be customized by grade band to

ensure age-appropriate resources and support. For example, “Literacy Night” for elementary families may focus on foundational reading strategies and storytelling, while “Math Matters” at the middle and high school levels may highlight real-world applications, data interpretation, and test preparation strategies aligned with college and career readiness standards. AES will host quarterly family engagement events that are interactive and curriculum-aligned, providing hands-on experiences that reflect the instructional priorities at each level. Events will also include opportunities for families to explore the academic expectations, instructional strategies, and student supports in place across the district. In addition, bilingual family toolkits will be provided and tailored to grade-level standards in ELA and Math. These toolkits will include academic vocabulary support, activities for skill reinforcement, and guidance on how families can support learning at home based on their child’s developmental stage and academic needs. A designated family liaison will serve as a consistent point of contact to strengthen home-school communication, especially for families of English Learners and students with special needs. The liaison will facilitate two-way communication, coordinate outreach, and ensure that families receive quarterly student progress reports that summarize academic growth and outline targeted supports. These reports will be aligned with each school’s progress monitoring system and benchmark assessments to provide clear, actionable insights for families. By tailoring services to the distinct needs of families at each school level, AES aims to build trust, increase parent capacity, and foster a shared commitment to student achievement throughout the South Pike School District.

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Evaluation, Impact Metrics, and Sustainability

To ensure accountability and demonstrate the effectiveness of all professional development and instructional support services, ARS will implement a comprehensive evaluation and sustainability framework that includes both qualitative and quantitative measures.

Evaluation will be guided by the SMART goal model and a blended formative and summative assessment approach:

- Formative Metrics will include coaching logs, session feedback forms, and teacher self-reflections, all of which will provide ongoing insight into implementation fidelity and inform continuous improvement throughout the project lifecycle.
- Summative Metrics will focus on student performance outcomes such as growth on the MAAP assessments, walkthrough and observation data, and academic progress in remediation and intervention groups.
- Digital access to data will be available in real-time for academic progress and implementation benchmarks. Data will be accessible to LMSD staff and leadership and will track progress at the individual, classroom, school, and district levels.

The ultimate measure of success will be evidenced through improvements in student achievement and overall school performance. ARS anticipates the following measurable academic outcomes when services are implemented with fidelity:

- 10–20% increase in Math proficiency on MAAP assessments
- 10–20% increase in English Language Arts/ English II proficiency on MAAP assessments
- 10–20% increase in Science/ Biology proficiency on on MAAP assessments
- 10–20% increase in U.S. History proficiency on on MAAP assessments
- 10–20% increase in the number of students passing AP assessments offered at LHS
- 3–5 point increase on overall ACT composite scores
- 3–5 point increase on LAS Links language proficiency assessments

These outcomes will serve as benchmarks to evaluate the quality of services provided and will offer LMSD a clear basis for assessing the return on investment and the potential for future partnership.

To ensure the longevity of the initiative beyond the contract period, ARS will provide LMSD with a comprehensive Sustainability Toolkit. This toolkit will include:

- Professional development guides
- Recorded training modules
- Instructional planning templates
- A long-term capacity-building plan

These resources will empower SPSD staff to continue implementation independently, fostering district-wide sustainability and instructional excellence without reliance on external providers.

BUDGET/COST SUMMARY

(All daily rate and fees are valid during the time period beginning June 2024 through June 2025 and include expenses)

Description of Service	Projected Number of Service Days Daily Rate for In-Person and/or Virtual Delivery	Total Cost
Leadership Development, Data-Driven Instruction, and Assessment Alignment Support Services	Projected Number of Service Days: TBD Daily Rate: \$1400 (Full Day) \$700 (Half Day)	TBD
English Language Arts (ELA)/ English II Instructional Support and Teacher Coaching (PreK-12) Services	Projected Number of Service Days: TBD Daily Rate: \$1400 (Full Day) \$700 (Half Day)	TBD
Mathematics/ Algebra I Instructional Support and Teacher Coaching (PreK-12) Services	Projected Number of Service Days: TBD Daily Rate: \$1400 (Full Day) \$700 (Half Day)	TBD
Science/ Biology I Instructional Support and Teacher Coaching (PreK-12) Services	Projected Number of Service Days: TBD Daily Rate: \$1400 (Full Day) \$700 (Half Day)	TBD
Social Studies/ US History Instructional Support and Teacher Coaching (PreK-12) Services	Projected Number of Service Days: TBD Daily Rate: \$1400 (Full Day) \$700 (Half Day)	TBD
Dept. of Special Services Instructional Support and Teacher Coaching (PreK-12) Services	Projected Number of Service Days: TBD Daily Rate: \$1400 (Full Day) \$700 (Half Day)	TBD
Career & Technical Education Instructional Support and Teacher Coaching (PreK-12) Services	Projected Number of Service Days: TBD Daily Rate: \$1400 (Full Day) \$700 (Half Day)	TBD
Community/Parental Involvement Support Services	Projected Number of Service Days: TBD Daily Rate: \$1400 (Full Day) \$700 (Half Day)	TBD

****An invoice for services will be made after service is completed.**

Superintendent/or Designee



AES Representative



Helping Children Win!
<https://arsedservices.com/>
6775 Indigo Lake Dr.
Olive Branch, MS 38654
901-493-3858



Company District References

References

Belinda Swart, Curriculum Director
South Pike School District
P. O. Box 909
891 S. Columbus Ave.
Louisville, Mississippi 39339
Phone: 662.773.3411

Mr. Ken McMullan, Principal
Bogue Chitto Elementary
Choctaw Tribal Schools
13241 HWY 491 North
Philadelphia, MS
Phone: 601.389.1000

Cederick L. Ellis, Sr., Ph.D., Superintendent
McComb School District
P. O. Box 868
695 Minnesota Avenue
McComb, Mississippi 39648
Phone: 601.684.4661

Louise Sanders, Assistant Superintendent
McComb School District
P. O. Box 868
695 Minnesota Avenue
McComb, Mississippi 39648
Phone: 601.684.4661

Felicia Sharp, Principal
H. W. Byers High School
Marshall County School District
4178 HWY 72 East
Holly Springs, MS 38635
Phone: 662.851.7826

Cloyd Garth, Superintendent
Hazlehurst City School District
119 Robert McDaniel Drive
Hazlehurst, MS 39083
Phone: 601.894.1152

Calandra Curry, M.Ed.
Curriculum Director
Newton Municipal School District
205 School Street Jacksonville
Newton, MS 39345
Phone: 601.683.2451

Milony Jenkins, Principal
Byhalia Elementary School
Marshall County School District
172 HWY 309 North
Byhalia, MS 38611
Phone: 662.838.6980

Linda Dowsing, Curriculum Director
Quitman County School District
Courthouse Annex Building
Marks, MS 38646
Phone: 662.326.5451

Gary Hannah, Superintendent
Canton Public School District
403 Lincoln St
Canton, MS 39046
Phone: 601.859.4110

Dr. David Luke, Superintendent
South Pike School District
P. O. Box 909
891 S. Columbus Ave.
Louisville, Mississippi 39339
Phone: 662.773.3411

Adrienne Hudson
Elementary Chief Academic Officer
Clarksdale Municipal School District
526 S Choctaw Street
Clarksdale, MS 38614
Phone: 662.627.8588

Department of Special Services References

Rosemary Lampley
Director of Special Services
South Pike School District
891 S. Columbus Ave.
Louisville, Mississippi 39339
Phone: 662.773.3411

Marquita Brinkley
Director of Special Services
Cleveland School District
305 Merritt Drive
Cleveland, MS 38732
Phone: 662.843.3529

Dominique Alexander, M.Ed.
Director of Special Services
Fort Smith School District
3205 Jenny Lind Road
Fort Smith, Arkansas 72910
Phone: 985.285.2239

Tia Little
Director of Special Services
Leake County School District
109 West Main St.
Carthage, Mississippi 39051
Phone: 601.267.4579

Kimberly Maxwell
Immediate Past Director of Special Services
South Pike School District
19 East Main Street
Ackerman, Mississippi 39735
Phone: 662.285.4022

Natasha Porter
Director of Special Services
Newton Municipal School District
203 West First St.
Newton, Mississippi 39345
Phone: 601.357.0268

Jeanette Longstreet
Immediate Past Director of Special Services
West Point Consolidated School District
418 Fifth Street
West Point, Mississippi 39773
Phone: 662.492.5867

Mavis Crawford
Immediate Past Director of Special Services
South Pike School District
891 S. Columbus Ave.
Louisville, Mississippi 39339
Phone: 662.773.3411



Company Profile and Evidence of Effectiveness

Company Profile and Experience

Overview

ARS Educational Services (AES) is an educational solution company that specializes in providing high quality professional development, training, and direct instructional support to schools and districts in the state of Mississippi. AES has provided professional development, training, and other educational solutions to schools since 2008 when the founder and current Director of Educational Services, Andrae Sims, began providing data support and coaching to schools in North Mississippi. Since its inception in 2008, AES has been committed to providing tangible results for schools throughout the state of Mississippi.

School/Client Work History

- Earl Nash Elementary School, Macon, MS (2008 to 2014)
- Cook Elementary School, Columbus, MS (2008 to 2009)
- Galena Elementary School, Holly Springs, MS (2012 to 2013)
- B.F. Liddell Elementary School, Macon, MS (2014)

**More recent school and district work history will be included in the Evidence of Effectiveness section of this prepared proposal. Additional references are available upon request.*

Evidence of Effectiveness

ARS Educational Services (AES) is committed to providing high quality professional development and educational solutions for schools and districts throughout the state of Mississippi. At the publication of this report, AES has aided to improve academic achievement of students in more than 30 Title I Schools in over 12 of Title I School Districts. This report has been crafted to provide school districts research of student achievement gains in comparable schools and districts that were in part products of comparable contractual services rendered by AES. The goal of this research report is to offer school districts an opportunity to evaluate the positive impact on student learning outcomes that AES can deliver to individual schools and the district as a whole.

School District	School Site	Target Support	School Year	MDE Accountability Rating
Marshall Co	Byhalia Elem.	ELA, Math & Science	2015-16	B
Marshall Co	Byers Middle	ELA	2015-16	C
McComb	Higgins Middle	Math	2016-17	D
McComb	Summit School	Math	2016-17	D
Quitman Co	Quitman Elem	Math	2016-17	D

School District	School Site	Target Support	School Year	MDE Accountability Rating
Louisville	Louisville High	Data Coaching	2016-17	B
Louisville	Nanah Waiya School	Data Coaching	2016-17	B
Marshall Co	Byhalia High	Data Coaching	2016-17	C
Marshall Co	Byers High	Data Coaching	2016-17	C
Marshall Co	Byers Elem	ELA & Math	2018-19	C
Louisville	Eiland Middle	Data Coaching	2018-19	C
Newton Mun	Pilate Middle	Math & Data Coaching	2018-19	B
McComb	Denman Middle	Math	2018-19	C
McComb	Summit School	Math	2018-19	B
Newton Mun	Pilate Middle	Math & Data Coaching	2021-22	C
Noxubee Co	B F Liddell	ELA & Math	2021-22	D
Louisville	Louisville Elem	Math	2021-22	C
Louisville	Eiland Middle	Math	2021-22	D
Louisville	Louisville High	Math	2021-22	D
Quitman Co	Quitman Co Middle	Math	2021-22	C
Kemper Co	Kemper Co Upper Elem	Math	2021-22	D
Clarksdale	Kirkpatrick Elem	Math	2021-22	B
Clarksdale	Booker T Washington	ELA & Math	2022-23	B
McComb	Denman Middle	Math	2022-23	D
Louisville	Louisville Elem	Math	2022-23	B
Louisville	Eiland Middle	Math	2022-23	C
Louisville	Louisville High	Math	2022-23	B
Newton Mun	Pilate Middle	Math	2022-23	B
Clarksdale	George H Oliver	ELA & Math	2022-23	B
Holly Springs	Holly Springs Jr High	Math	2022-23	F

School District	School Site	Target Support	School Year	MDE Accountability Rating
Clarksdale	Higgins Middle	Math	2022-23	D
Quitman Co	Quitman Co Middle	ELA & Math	2022-23	D
Kemper Co	Kemper Co Upper Elem	Math	2022-23	C
Columbus Mun	Columbus High	History & Biology	2022-23	C
Quitman Co	M S Palmer High	English & Algebra	2022-23	B
Clarksdale	Kirkpatrick Elem	ELA & Math	2022-23	B
Clarksdale	Heidelberg Elem	ELA & Math	2022-23	F
Noxubee Co	B F Liddell	ELA & Math	2022-23	D
Clarksdale	Kirkpatrick Elem	SPED-CCEIS	2023-24	D
Clarksdale	Booker T Washington	SPED-CCEIS	2023-24	D
Clarksdale	Oakhurst Intermediate	SPED-CCEIS	2023-24	B
Clarksdale	Higgins Middle	SPED-CCEIS	2023-24	C

Conclusion

ARS Educational Services (AES) is a growing educational solution partner with schools and districts in the state of Mississippi starting during the 2015-2016 School Year. AES has provided the most current impact data based upon comparable projects aligned to the specification and objectives of the school district's Request of Proposal/Quote (RFQ). Additional data is available upon request.



The Winning Team

ARS Team Members

Andrae R. Sims, Ed.D. – Leadership, Special Services, Data, & ELA, Math Consultant, attended the University of MS and received his Bachelors, Masters, and Educational Specialist Degree in Education and Educational Leadership, and is currently pursuing his Doctorate of Education at Arkansas State University. Sims began his career as a 5th and 6th grade language teacher in the Marshall County School District where he was recognized as District Teacher of the year in 2007. After 4 years in the classroom, he served as an instructional facilitator before becoming the principal of Galena School located right outside of Holly Springs, MS. As principal, he helped steer his school to being the highest rated school in the entire district by the Mississippi Department of Education. Later he served as the Director of Curriculum and Professional Development for the Coahoma County School District where he helped 80% of the school achieve a rating of C and higher. During his tenure in Coahoma County, multiple schools were recognized annually by MDE as High Progress or High Reward School. Andrae Sims has spent 12 years as an educational consultant with Bailey Education Group and ARS Educational Services.

Tiana Rhodes, Ed.S. – Instructional Technology Director, Project Manager, ELA, Math, Classroom Management and Science Consultant, attended Jackson State University (Jackson, MS) and received her Bachelors in Elementary Education. She received her Master's in Reading & Writing from Kaplan University and in 2012, she obtained her Educational Specialist Degree in Educational Leadership from Mississippi College of Clinton, MS. Rhodes began her career as a 3rd grade teacher in the Marshall County School District. After 2 years in north Mississippi, she traveled towards central Mississippi, completing service years with Jackson Public Schools (JPS). Under JPS she served as a team leader, an assessment coordinator and coordinator of the 21st Century after-school program. Tiana Rhodes has been helping thousands of students across the state of Mississippi reach their goals of becoming ready for college and beyond. Education is her true passion and she displays that passion as an advocate for the children of Mississippi every day.

Christy White – ELA, Classroom Management, and Math Consultant 30 years of experience as an elementary educator. Mrs. White graduated from Mississippi State University with her bachelors and masters in education. During her dedicated career as an elementary instructor, she consistently makes differences in the lives of the children she teaches and the teachers she supports throughout the state of Mississippi.

ARS Team Members

John Howard, M.Ed. – Math, New Teacher, Classroom Management, and

MTSS Consultant is a decorated educator with over 15 years of experience. John graduated Valedictorian from Coahoma Community College with an Associate's degree in Mathematics and a Bachelor's of Science in Mathematics Degree from Jackson State University. After a dedicated career as a teacher and choir sponsor, Mr. Howard received a Master's in Educational Leadership at the University of Mississippi and served as the Assistant Principal of the Coahoma County Jr./Sr. High School for two years. John was named District Teacher of the Year for the 2007-2008 school term, and consistently scored higher than the state average in mathematics on state assessments.

LahLah Devine – All Subject Areas, New Teacher, Classroom Management is a dedicated educational consultant and early childhood specialist with over a decade of experience supporting student growth and teacher development across general and special education settings. She has served in various instructional and leadership roles, including kindergarten and third-grade teacher, literacy coach, tutor, and curriculum consultant. LahLah holds a B.S. in Child and Family Studies from The University of Southern Mississippi and an M.S. in Early Childhood Studies with a specialization in Administration, Management, and Leadership from Walden University. Known for her strong data-driven approach and commitment to educational equity, she brings passion, organization, and creativity to every learning environment..

Lisa Horne – Math, New Teacher, Classroom Management, Leadership and MTSS

Consultant is a recent retiree of the classroom teacher of 23 years and a district math coach of 9 years. Her areas of focus are aiding teachers to be successful in the classroom and helping students achieve their academic goals. As a classroom teacher, she has taught students in grades Kindergarten and third through fifth grades in the city and county schools. As a district math coach, she has worked with teachers (new and seasoned) and students in grades K-8th and Algebra I. Lisa has a bachelor's degree in Business Administration, a master's degree in Elementary Education, and is highly qualified in math and science. She was chosen Louisville Elementary School Teacher of the Year in 2002-03 and 2012-13. Throughout her career, Lisa has attended and completed multiple educational courses, and she was co-director for the district's afterschool and summer programs. When she isn't working with teachers and students, Lisa loves spending time with her family, friends, and pups.

Andrae R. Sims
901-691-7222
asims@arsedservices.com

EDUCATION

Ed.D.	2021	Gwynedd Mercy University	Educational Leadership
Ed.S.	2008	University of Mississippi	Educational Leadership
M.Ed.	2006	University of Mississippi	Curriculum and Instruction
B.A.	2005	University of Mississippi	Elementary Education

LICENSE

Mississippi Educator License: Elementary Education K-6
Mississippi Educator License: Kindergarten PreK
Mississippi Educator License: Social Studies 7-12
Mississippi Educator License: Career Level Administrator PreK-12

PROFESSIONAL EXPERIENCE

2020-Present	Clinical Student Teacher Supervisor Western Governors University
2015-Present	ARS Educational Services Consultant & Proprietor
2012-2015.	Coahoma County School District (Clarksdale, MS) Director of Curriculum, Professional Development and Personnel
2010-2012	Marshall County School District (Holly Springs, MS) Principal, Galena School (K-8)
2009-2010	Marshall County School District (Holly Springs, MS) Instructional Facilitator, H.W. Byers High School (6-12)
2009-2011	Bailey Education Group, LLC Consultant
2008-2011	Southwest Tennessee Community College Adjunct Faculty, Language and Literature
2007-2009	Southwest Tennessee Community College

Adjunct Faculty, Early Childhood Education

2005-2009 Marshall County School District (Holly Springs, MS)
Language Arts Teacher, H.W. Byers Elementary School (5-6)

PRESENTED PROFESSIONAL WORKSHOPS

(Selected from over 175 workshops conducted)

February 2016	Writing Across the Curriculum for High School Teachers Holmes County School District, Lexington, MS
January 2016	Data Literacy: Implementing an Efficient Progress Monitoring System B.F. Liddell Elementary School Faculty, Macon, MS
September 2015	Using the MS Standards for College and Career to craft Standard-Based IEPs Marshall County School District SPED Faculty, Holly Spring, MS
August 2015	Achievement of All: What High Quality Tier I Instruction Looks Like Coffeeville Public School District K-12 Faculty, Coffeeville MS
October 2014	Understanding the Mississippi Statewide Teacher Appraisal Rubric (M-STAR) and Student Achievement Durant Public School District K-12 district-wide faculty, Durant, MS
April 2014	Together Everyone Achieves More (T.E.A.M.): Working Together for Kindergarten Readiness Coahoma County Pre-K Collaborative Conference, Clarksdale Mississippi
August 2013	Understanding the Mississippi Statewide Teacher Appraisal Rubric (M-STAR) and Student Achievement Noxubee County School District K-12 district-wide faculty, Macon, MS
August 2012	Data Analysis and Goal Setting: Analyzing 2011 Mississippi Curriculum Test Second Edition (MCT2) Coahoma County Junior High School, Clarksdale, MS
August 2012	Effective Differentiation through the Use of Performance Level Descriptors Friars Point Elementary School, Friars Point, MS
September 2012	Growth for All: Creating a Progress Monitoring System for Student Development Sherard Elementary School, Clarksdale, MS
April 2012	Data Coach: How to Evaluate Classroom Instructional Programs through Data. Cook Elementary School K-5th grade teachers, Columbus, Mississippi

February 2012	Data Coach: Using a Classroom Data Plan for Response to Intervention (RTI). Cook Elementary School K-5th grade teachers, Columbus, Mississippi
October 2011	Integrating Technology: Best Practices with Study Island Byhalia Elementary School K-4th grade teachers, Byhalia, Mississippi
October 2011	Data Coach: Using Measurement of Academic Progress (MAP) to Increase Student Achievement through Goal Setting. Cook Elementary School K-5th grade teachers, Columbus, Mississippi
August 2011	Differentiated Instruction: Using Data to Steer Student Learning. Earl Nash Elementary School 3rd-5th grade teachers, Macon, Mississippi
July 2011	Differentiated Instruction: Using Data to Steer Student Learning. Amite County Elementary School K-5th grade teachers, July 21, Liberty, Mississippi
September 2010	Vision of Success: Aligning Instructional Practices to School Vision Galena School K-8th grade teachers, Holly Springs, Mississippi
August 2010	Differentiated Instruction: A Game Plan to STARdom Galena School K-8 teachers, Holly Springs, Mississippi
August 2009	Increasing Reading Levels by Utilizing Differentiated Text across the Curriculum H.W. Byers High School 5th-12th grade teachers, Mt. Pleasant, Mississippi

GRANTS

Single Authored

December 2014	K-3 Literacy Support Grant from Mississippi Department of Education \$66,000 Grant Requested
November 2014	Data Coaching Pilot Grant Program from Mississippi Department of Education (Contractual Services from Amplify Education Inc.), Grant Awarded

Co-Authored

November 2013	Early Learning Collaborative Grant from Mississippi Department of Education for \$953,860, Grant Awarded.
August 2013	New Mentor Teacher Collaborative Grant from Southern Bancorp through the Delta Bridge Organization for \$100,000 Grant Awarded

May 2013 Coahoma County High School and Coahoma Agricultural High School Technology Project from Southern Bancorp through the Delta Bridge Organization for \$405,000 Grant Requested

SERVICE

2019 Serves on Board for the Isaac Harris Scholarship Foundation
2018 Keynote Speaker for the iRISE Annual Conference
2016 Keynote Speaker for Louisville Municipal School District Back To School Rally
2015 Keynote Speaker for Holy Family School Opening Parent Meeting
2015 Keynote Speaker for MCT3 Awards Ceremony at Sherard Elementary School
2015 Guest Speaker for Jobs for Mississippi Graduate (JMG) Coahoma County
2014 Interview Committee for Director of Student Services for the Coahoma County School District
2014 Interview Committee for Coahoma County High School Principal
2014 Keynote Speaker for Galena School Awards Day
2013 Delta Bridge Project Education Goals Committee Member
2013 Interview Committee for Coahoma County High School Assistant Principal (2 positions)
2012 Tutored High School Students in Marshall County for ACT
2010 Served as Teacher Support Team Member for H.W. Byers High School
2009 Coordinator of Measurement of Academic Progress(MAP) Assessment for H.W. Byers High School
2009 Coordinator of Accelerated Reading Program for H.W. Byers High School
2009 Chair of Technology Committee for H.W. Byers Elementary School
2008 Chaperoned H.W. Byers Beta Club Cultural Development Trip
2007 Served on the Mississippi Department of Education 5th Grade Mississippi Curriculum Test Second Edition (MCT2) Item Review Committee
2006 Served on the Mississippi Department of Education 5th Grade MCT2 Item Review Committee
2006-2009 Served on the Technology Committee for H.W. Byers Elementary School
2005-2009 Co-Sponsored the H.W. Byers Honor and Behavior Society

HONORS, AWARDS AND RECOGNITION

2007 H.W. Byers Elementary School Teacher of the Year
2007 Marshall County School District Teacher of the Year
2007 Nominated for Mississippi Teacher of the Year
2012 “Successful” Recognized Status for Galena School (QDI 158)
Highest QDI (158) in the Entire District
2013 “B” Rated School at Sherard Elementary School (QDI 170)
2013 High Progress School at Lyon Elementary School (QDI 154)

2013	High Progress School at Sherard Elementary School
2014	PREPS Value-Added Award in Language Arts Friars Point Elementary School (QDI 150)
2014	PREPS Value-Added Award in Language Arts Lyon Elementary School
2014	PREPS Value-Added Award in Language Arts Sherard Elementary School
2014	"A" Rated School at Sherard Elementary School (550 points)
2014	"B" Rated School at Jonestown Elementary School (492 points)
2014	High Progress School at Sherard Elementary School
2014	High Progress School at Jonestown Elementary School
2014	Title I Distinguished School at Jonestown Elementary School
2015	PREPS Value-Added Award in Language Arts Jonestown Elementary School
2015	PREPS Value-Added Award in Language Arts Lyon Elementary School
2015	PREPS Value-Added Award in Language Arts Sherard Elementary School
2015	PREPS Value-Added Award in Mathematics Jonestown Elementary School
2015	PREPS Value-Added Award in Mathematics Sherard Elementary School



Tiana Rhodes
901-493-3858
trhodes@arsedservices.com

EDUCATION

Ed.S.	2012	Mississippi College	Educational Leadership
M.Ed.	2007	Kaplan University	Teaching Reading and Writing
B.A.	2005	Jackson State University	Elementary Education

LICENSE

Mississippi Educator License: Elementary Education K-3
Mississippi Educator License: Elementary Education 4-6
Mississippi Educator License: Social Studies 7-12
Mississippi Educator License: English 7-12
Mississippi Educator License: Non-Practicing Administrator PreK-12

PROFESSIONAL EXPERIENCE

2021-Present	Sylvan Learning of Jackson (Jackson, MS) Program Manager
2019-Present	Jackson State University (Jackson, MS) Adjunct Instructor
2019-Present	William Carey University (Hattiesburg, MS) Adjunct Instructor
2019-Present	RISE, Inc. (Shelby, MS) Certification Program Manager & Liaison
2018-Present	RISE, Inc. (Shelby, MS) Program Liaison
2016-Present	ARS Educational Services (Olive Branch, MS) Educational Consultant & Project Manager
2014-2016	Core Learning (Ridgeland, MS) Educational Consultant
2014-2016	Peak Performance (Collierville, TN) Educational Consultant

2013	Green Educational Services (Madison, MS) Educational Consultant
2008-2014	Jackson Public School District (Jackson, MS) All Subject Areas, John Hopkins and French Elementary (3-5)
2007-Present	Rhodes Consulting, LLC (Clinton, MS) Founder & Lead Educational Director
2007-2008	Copiah County School District (Crystal Springs, MS) Social Studies Instructor, Crystal Springs Middle School (6)
2005-2007	Marshall County School District (Holly Springs, MS) All Subject Areas, H. W. Byers Elementary (3-4)

PRESENTED PROFESSIONAL WORKSHOPS

February 2020	Aligning Instruction to State Department Resources William Carey University Graduate Students, Hattiesburg, MS
January 2020	Differentiation in Mathematics H. W. Byers Elementary Math Staff, Holly Springs, MS
September 2019	Aligning Instruction to State Department Resources Jackson State University Undergraduate Students, Hattiesburg, MS
August 2019	Filling the Mathematical Gaps using Reading B.F. Liddell Elementary School Faculty and Staff, Macon, MS
February 2019	Aligning Instruction to State Department Resources William Carey University Graduate Students, Hattiesburg, MS
November 2018	Contractual Support Services Hazlehurst City Schools Administrative Faculty, Hazlehurst, MS
September 2018	Contractual Support Services Jackson Public Schools Administrative Faculty, Jackson, MS
July 2018	How to Be Data Wise & Everybody is a Reading and Writing Teacher McComb School District Faculty and Staff, McComb, MS

July 2018	Curriculum Planning Kemper County School District Faculty and Staff, DeKalb, MS
November 2017	Data Review and Tracking Quitman County Elementary Faculty and Staff, Marks, MS
October 2017	Data Review and Tracking Summit Middle Faculty and Staff, McComb, MS
October 2017	New Teacher Institute McComb School District New-Teacher Faculty, McComb, MS
August 2017	Differentiation in Mathematics Byhalia Elementary Math Staff, Byhalia, MS
August 2017	Data Review and Tracking Otkens Elementary Faculty and Staff, McComb, MS
August 2017	Data Review and Tracking Pilate Middle School Faculty and Staff, Newton, MS
July 2017	Curriculum Planning Kemper County Schools Elementary Faculty and Staff, DeKalb, MS
July 2017	Aligning Instruction to State Department Resources McComb School District Faculty and Staff, McComb, MS
June 2017	Data Review and Tracking Quitman County Schools Elementary Faculty and Staff, Marks, MS
March 2017	Mathematics - Don't Forget Me Byhalia Elementary School Faculty, Byhalia, MS
February 2017	Data Review and Tracking Higgins Middle School Faculty, McComb, MS
October 2016	The Benefits of Differentiated Instruction Byhalia Elementary School Faculty, Byhalia, MS

GRANTS

Co-Teamed

April 2019	Successful Educators = Successful Students The Walton Family Foundation (Services from RISE, Inc.), Grant Awarded
April 2018	Successful Educators = Successful Students The Walton Family Foundation (Services from RISE, Inc.), Grant Awarded

Co-Authored

November 2012	Junior League of Mississippi Grant Writing Project \$3,000, Grant Awarded.
---------------	---

SERVICE

2011-2013	Coordinator of 21st Century Community Learning Center (CCLC) Program
2011-2012	Chair of the Assessment Building Team French Elementary School
2009-2011	Chair of the Positive Behavior, Incentives and Supports (PBIS) Committee at John Hopkins Elementary School
2008-2009	Served on the Leadership Team for John Hopkins Elementary School
2007-2008	Served on the Leadership Team for Crystal Springs Middle School
2006-2007	Chaired the Accelerated Reader Incentives Team at H. W. Byers Elementary
2005-2006	Co-Sponsored the H.W. Byers Honor and Behavior Society

State of Mississippi

By virtue of the Authority Vested in the State Board of Education of Mississippi by Section 37-3-2 and Section 37-31-205(1)(e) of the Mississippi Code of 1972, as amended, we hereby issue this Educator License to

TIANA N. RHODES

This is to certify that the person named hereon is licensed under the laws of Mississippi to teach or serve in the public schools in the capacity indicated.

Endorsement

116 ELE EDUC (K-3)
117 ELE EDUC (4-6)
119 ENGLISH (7-12)
152 KINDERGARTEN-4 (K-4)
192 SOCIAL STUDIES (7-12)
486N NON-PRACTICING ADMINISTRATOR

Issue Date

01/09/2019
01/09/2019
01/09/2019
05/29/2020
01/09/2019
04/28/2020

Validity Period

07/01/2010 - 06/30/2025
07/01/2010 - 06/30/2025
07/18/2007 - 06/30/2025
07/01/2020 - 06/30/2021
07/18/2007 - 06/30/2025
07/01/2020 - 06/30/2025

License No. 188747
Class AAA - 08/07/2012

Your Renewal Cycle is 07/01/2020 to 06/30/2025
Begin Earning Renewal Credits On 07/01/2020

By order of the State Board of Education

Carey Smith

SUPERINTENDENT OF EDUCATION

Christy White
cwhite@arsedservices.com
(662)-803-5642
907 Smyth Lake Road
Louisville, MS 39339

Education

Bachelor of Arts in Elementary Education (Dec. 1988)

Mississippi State University, Starkville, MS

Mississippi Teacher License, Elementary K –8

Remedial Reading (K-12)

GPA 3.77/4.00

Masters in Elementary Education (Dec. 1989)

Mississippi State University, Starkville, MS

Educational Experience

Student Internship, Grade 1- Overstreet Elementary, Starkville, MS

- Collaborated with co-workers to develop and implement effective teaching strategies in the classroom
- Prepared weekly lesson plans for 1st grade that implement effective learning strategies
- *Facilitate student / teacher communication*

1st grade teacher, Pearl River Elementary, Philadelphia, MS 1990-1993

Kindergarten Teacher, Forest Elementary, Forest, MS 1993-1999

- Served as lead teacher and was responsible for writing the kindergarten curriculum for the school

1st grade teacher, Winston Academy, Louisville, MS 1999-2000

Master Teacher in Residency, Mississippi State University, Starkville, MS 2000-2001

- Worked with elementary education majors on the Mississippi State Campus
- Taught Language Arts to elementary education majors in their Block classes
- Supervised Elementary Education majors in the classrooms in the Louisville School District

3rd, 4th & 5th Grade Teacher, Louisville Elementary, Louisville, MS 2001-2019

- Taught all subjects in 3rd grade
- Taught Math and Science in 4th and 5th grade
- Served as Math Chair in 3rd Grade
- Wrote the Math lesson plans for 3rd & 4th grade
- Worked with TITL Funding
- Served as Chair over the SACS committee; Supervised multiple student teachers

Retired from teaching in May of 2019 with 29 total years in the classroom

ARS Educational Services, LLC, 2019-present

- Educational Consultant in the Mississippi Schools
- Train teachers on how to use the MDE resources available to them
- Model different teaching strategies
- Show teachers how to interpret data and how to teach to the rigor needed to show growth with the data

Educational Chair, Children & Youth Coordinator

Forest United Methodist Church- Forest, MS First

United Methodist Church- Louisville, MS

- Planned activities and worked with children in grades K-6 and grades 7-12
- Directed Vacation Bible
- Schools for multiple years and taught every year
- Taught Elementary Sunday School classes for 23 years

Multicultural Experience

Haiti / Dominican Republic, May 2013

- Conducted short term visits to complete service projects; Worked with Haitian School Children K-6

MS Band of Choctaw Indians, 1990-1993

- Elementary Teacher at Pearl River

Public Search > CHRISTY R White							
Licenses for CHRISTY R White							
Show 10 records		Filter:					
CODE	ENDORSEMENT	STATUS	FIRST ISSUED	ISSUED/RENEWED	EFFECTIVE	EXPIRATION	
117	ELE EDUC (4-6)	Issued	05-15-1997	06-15-2023	07-01-2023	06-30-2028	
116	ELE EDUC (K-3)	Issued	05-15-1997	06-15-2023	07-01-2023	06-30-2028	
174	READING (K-12)	Issued	05-15-1997	06-15-2023	07-01-2023	06-30-2028	
Showing 1 to 3 of 3 entries							Previous 1 Next
Degree Class							
DEGREE CLASS				EFFECTIVE			
AA				12-01-2009			

JOHN MARK HOWARD

CLARKSDALE, MISSISSIPPI
E-MAIL: jhoward@arsedservices.com

Work Experience

ARS EDUCATIONAL SERVICES, LOUISVILLE, MISSISSIPPI, August 2018-Present

EDUCATIONAL CONSULTANT

- Consults various educational arenas in subject area content knowledge
- Conducts a variety of workshops/conferences; Conducting professional development sessions
- Performs specific tasks in a team-oriented environment
- Participates in effective professional learning communities and Monitoring student assessment data.

COAHOMA COUNTY HIGH SCHOOL, CLARKSDALE, MISSISSIPPI, July 2015–2017

ASSISTANT PRINCIPAL (2015-2017)

- Instructional leader for 7th and 8th grade
- Observed, coached, and co-taught with teachers to help facilitate growth in pedagogy
- Scheduling, discipline, curriculum planning, etc.

COAHOMA COUNTY HIGH SCHOOL, CLARKSDALE, MISSISSIPPI, October 2002–2014

MATHEMATICS INSTRUCTOR

- Operates and facilitates learning of Algebra I and Pre-Calculus concepts via computerized, self-paced learning modules for students in the I CAN LEARN mathematics lab for 9th through 12th grade students.
- Utilizes traditional teaching methodologies to instruct 11th and 12th grade students in Trigonometry.
- Synthesizes student response data (grades on quizzes, tests, class work, etc. and oral/visual responses) to provide targeted remediation for students having difficulty mastering tested objectives.
- Ensures timely, focused feedback on all assignments, and requires student self-assessment/reflection on all completed units.
- Maintains a classroom environment that is both conducive to learning and one that encourages students to develop autonomy alongside a strong sense of community.

COAHOMA COUNTY HIGH SCHOOL, CLARKSDALE, MISSISSIPPI, August 2006–Present

CHORAL INSTRUCTOR

- Introduces various concepts of singing, including vocal care, pitch/tone, vocal arrangement, performance, and music theory.
- Elevates school morale of students and faculty with live vocal performances at both school and city-wide events.
- Revived the Coahoma County High School (CCHS) choral program that had been defunct for several years.

W. A. HIGGINS MIDDLE SCHOOL, CLARKSDALE, MISSISSIPPI, August 2000–July 2002

MATHEMATICS INSTRUCTOR

- Taught 7th, 8th, and 9th grade student's Pre-Algebra, Algebra I, and Geometry concepts.
- Required students to complete cross-curricular exploration within unique lessons involving various mathematical concepts.

J. W. STAMPLEY ALTERNATIVE SCHOOL, CLARKSDALE, MISSISSIPPI, August 1999–July 2000

ALTERNATIVE MATHEMATICS INSTRUCTOR

- Facilitated mathematical lessons from all spectrums as the sole full-time alternative school math instructor for grades 7-12.
- Employed several behavioral interventions and assessments for students identified as having inconsistent behavior patterns.

Education

UNIVERSITY OF MISSISSIPPI, OXFORD, MISSISSIPPI, 2014-2015

- Masters of Arts, 2015
- Major: Educational Leadership
- GPA: 3.8

JACKSON STATE UNIVERSITY, JACKSON, MISSISSIPPI, 1997-1999

- Bachelor of Science, 1999
- Major: Mathematics
- GPA: 3.647

COAHOMA COMMUNITY COLLEGE, CLARKSDALE, MISSISSIPPI, 1995-1997

- Associate of Arts, 1997
- Major: Mathematics
- GPA: 4.0 (Valedictorian)

Professional Accomplishments

- Principal Corps Educational Leadership Cohort (2014)
- Superintendent's Incentive Award, SATP/Subject-Area Teachers (2012-2013)
- CCHS Innovation Award (2011-2012)
- CCHS Student's Choice Award (2011-2012)
- CCHS Life Lesson's Award (2011-2012) Averaged a 90% passing rate (95% highest in 2010) on the Algebra I State Test (2010-2013)
- Averaged a 87% rate for students scoring proficient or advanced (89% highest in 2010) on the Algebra I State Test (2010-2011)
- Chairman, Math Department (2010-2014)
- Recorded an original song with the Coahoma County High School choir at both a private studio and at Delta State University.
 - Song entitled: "Don't Let Me Go" [self-penned, inspirational education anthem for students and educators, 2011].
- CCHS Outstanding Teacher Award, SATP Achievement (2009-2010)
- District Teacher of the Year (2007-2008)

References

Both personal and professional references available upon request

State of Mississippi

By virtue of the Authority Vested in the State Board of Education of Mississippi by Section 37-3-2 and Section 37-31-205(1)(e) of the Mississippi Code of 1972, as amended, we hereby issue this Educator License to

John Mark Howard

This is to certify that the person named hereon is licensed under the laws of Mississippi to teach or serve in the public schools in the capacity indicated.

Endorsement

154 MATHEMATICS (7-12)
486 ENTRY LEVEL ADMINISTRATOR

Issue Date

01/08/2016
07/25/2016

Validity Period

07/13/2007 - 06/30/2022
07/20/2016 - 06/30/2021

License No. 168004
Class AA - 12/17/2015

Your Renewal Cycle is 07/01/2017 to 06/30/2022
Begin Earning Renewal Credits On 07/01/2017



By order of the State Board of Education

Carney L. Smith

SUPERINTENDENT OF EDUCATION

Lisa Horne

lhorne1960@yahoo.com | Noxapater, MS 39346

Degrees and Certifications:

- MSU Bachelor- Business Administration/ College of Business and Industry/ Marketing, Management, and Finance
- MSU Bachelor- Elementary Education K-8
- MSU Masters- Elementary Education K-8
- Highly Qualified in Math and Science- K-8

Employment History

ARS Educational Services, LLC (Olive Branch, MS)

- Instructional Coaching Support Services (Mississippi and Arkansas)
- Professional Development Support Services (Mississippi)
- Student Tutorial Services for General Ed Students (Mississippi)
- Student Tutorial Support Services for Target Student in the Department of Special Services (Mississippi and Arkansas)

Louisville Municipal School District

- 32 years of teaching/coaching experience
 - Classroom Teacher-10 Years at Noxapater Attendance Center-K (4 yrs.), 3rd (4 yrs.) and 4th (2 yrs.)
 - Classroom Teacher-13 Years at Louisville Elementary School-5th (13 yrs.)
 - District Math Coach-9 Years Louisville Municipal School District -K-8th(7 yrs.) and K-5th (2 yrs.)
- Teacher-Afterschool programs-Outfitters, CAPPS, and DREAMS
 - Co-Director-Afterschool program-HERO-3 yrs. (2020 to 2023)

Awards and Career/Professional Development

- Louisville Elementary School Teacher of the Year-2002-03 and 2012-13
- SACS Evaluator
- Career/Professional Development
 - Achieve Mississippi
 - CHAMPS II
 - ATOMS2XP
 - Wonder
 - Create
 - TIPPS
 - Attended NCTM (Denver) and MCTM (Jackson)
 - CAYEN Training

Skills:

- Mississippi College and Career Readiness Standards
- Mathematics Testing Blueprints
- MDE Scaffolding Documents
- Major vs Minor Standards
- MAAP
- MAAP Practice Test
- Reteaching/Retesting
- Accountability Model
- Delivering classroom instruction-Tiers 1-3
- Developing and presenting professional development for new teachers/returning teachers at district and school level
- Disaggregating, interpreting, analyzing assessment data and facilitating data meetings
- Creating MCCRS aligned lesson plans and assessments at school and district levels
- Collaboratively working with colleagues
- Developing and implementing intervention programs
- Communicating effectively with administrators, principals, teachers, and parents
- Providing support to teachers in their classroom through coaching, modeling, and mentoring
- Preparing and providing materials to support effective instruction for students
- Designing and disseminating instructional strategies that enhanced instruction
- Creating of district pacing guides and assigning benchmark assessments
- Assisting teachers with setting and meeting goals for themselves and their students
- Tutoring students
- Conducting multiple duties with 21st Century Grant funded programs

Licenses for LISA horne						
Show 10 records		Filter:				
CODE	ENDORSEMENT	STATUS	FIRST ISSUED	ISSUED/RENEWED	EFFECTIVE	EXPIRATION
117	ELE EDUC (4-6)	Issued	07-11-2008	02-27-2020	07-01-2022	06-30-2027
116	ELE EDUC (K-3)	Issued	07-11-2008	02-27-2020	07-01-2022	06-30-2027
152	KINDERGARTEN-4 (K-4)	Issued	07-11-2008	02-27-2020	07-01-2022	06-30-2027
901	MID SCH MATH (7-8)	Issued	07-11-2008	02-27-2020	07-01-2022	06-30-2027
904	MID SCH SCIENCE (7-8)	Issued	07-11-2008	02-27-2020	07-01-2022	06-30-2027
Showing 1 to 5 of 5 entries						Previous
Degree Class						
DEGREE CLASS				EFFECTIVE		
AA				08-05-2000		

LahLah Devine
1355 England Road Jackson MS, 39209
(601) 906-4464
adevinesinger32@gmail.com

OBJECTIVE: To obtain a position helping others, seeking a career in educational consulting, literacy coaching, tutoring, mentoring, administration, management, or leadership

EXPERIENCE: **Educational Consultant** The Kirkland Group, Madison MS
April 2024-current

- Analyze formative assessments and data to make instructional decisions to support all scholars
- Scaffold the learning of each scholar to ensure he or she is prepared for local and state test, which ensures growth and academic success
- Provide instructional leadership aligning education, priorities, and expectations for all scholars moving him or her towards proficiency

Educational Consultant Rhodes Consulting, Clinton MS
December 2023-current

- Analyze formative assessments and data to make instructional decisions to support all scholars
- Scaffold the learning of each scholar to ensure he or she is prepared for local and state test, which ensures growth and academic success
- Provide instructional leadership aligning education, priorities, and expectations for all scholars moving him or her towards proficiency

Educational Consultant, ARS Educational Services, Olive Branch MS
January 2023-current

- Analyze formative assessments and data to make instructional decisions to support all scholars
- Scaffold the learning of each scholar to ensure he or she is prepared for local and state test, which ensures growth and academic success
- Provide instructional leadership aligning education, priorities, and expectations for all scholars moving him or her towards proficiency

Educator and tutor, Sylvan Learning Center, Jackson MS
May 2022-current

- Provide instructional leadership which aligns education, priorities, and expectations for each individual scholar
- Scaffold the learning of each scholar to ensure he or she is prepared for local and state test ensuring growth and academic success
- Analyze formative assessments and data to make instructional decisions to support all scholars

Teacher Kindergarten and Pre-K, Mcwillie Elementary School, Jackson, MS
August 2019 – June 2023

- Provide instructional leadership which aligns education, priorities, and expectations for each individual student in the classroom, and scaffold the learning of each scholar to ensure he or she is prepared for local and state test which ensures growth and academic success
- Analyze formative assessments to make instructional decisions to support district implementation and initiatives, prepare lesson plans, and plan and adjust instructions to guarantee academic success of each student by collaborating with parents and all stakeholders
- Set daily and weekly goals for each child, ensuring he or she is learning on task
- Manage the daily schedule, operations, and activities of children in the classroom

Teacher Third Grade, Wilkins Elementary School, Jackson, MS
August 2018 - May 2019

- Provide instructional leadership which aligns education, priorities, and expectations for each individual student in the classroom
- Analyze formative assessments to make instructional decisions to support district implementation and initiatives
- Plan and adjust instructions to guarantee academic success of each student by collaborating with parents and all stakeholders
- Manage the daily schedule, operations, and activities of children in the classroom
- Set daily and weekly goals for each child, ensuring he or she is learning on task

Nanny, Summers Family, Ridgeland, MS
July 2014 – June 2016

- Provided functional and technical support needed to diagnose the needs of the family unit
- Assisted parents and children by providing them with team building skills needed to become a successful family unit
- Organized and managed the daily school and recreational activities of the children
- Provided educational activities, learning tasks, and skill-building opportunities
- Assisted children with learning self-help skills needed to be successful in their daily activities and lives
- Supported the family by designing, planning, and implementing daily and weekly goals, activities, and educational plans to increase physical, cognitive, and social-emotional development
- Infused basic values in the children to guide them in making appropriate choices that will not only benefit themselves, but will also benefit their families and their community

Lead Teacher, The University of Southern Miss Center for Child Development,
Hattiesburg, MS
June 2011- July 2015

- Managed the daily schedule, operations, and activities of children in the classroom, while supervising student workers and student teachers preparing to work in the field of early childhood education
- Prepared lesson plans and used it as a guide to help children develop and grow at a pace that met their individual needs
- Set daily and weekly goals for each child, ensuring he or she is learning on task
- Documented behaviors and activities of each child and created various opportunities for children to develop holistically

EDUCATION

Holmes Community College, Goodman, MS
A.A. in General College Studies
December 2008

The University of Southern Mississippi, Hattiesburg, MS
B.S. in Child and Family Studies emphasis in Child Development
May 2012

Walden University, Minneapolis, MN
M.S. in Early Childhood Studies specialization in Administration, Management, and Leadership
April 2015

HONORS AND ACTIVITIES:

Inducted as an active member of Phi Kappa Phi Honor Society in April of 2011, and inducted as a member of the Golden Key Honor Society in 2014

- March of 2012 was awarded the most "Outstanding Student" in the Child Development major from The University of Southern Miss College of Education and Psychology
- April of 2012 received an award from the Afro-American Student Organization for outstanding achievements and having a cumulative GPA of 3.891
- Received several awards, certificates, and trophies for song writing and vocal performance

SKILLS:

- Great organizational and managerial skills, motivator and educator
- Proficient in team building and time management
- Proficiency in using Microsoft Office Suite, internet, and computer

[Public Search](#) > **Lah-Lah T Devine**

Licenses for Lah-Lah T Devine

Show records

Filter:

CODE	ENDORSEMENT	STATUS	FIRST ISSUED	ISSUED/RENEWED	EFFECTIVE	EXPIRATION
153	PRE-KINDER-KINDERGARTEN	Issued	05-20-2020	05-20-2020	07-01-2020	06-30-2025

Showing 1 to 1 of 1 entries

[Previous](#) [1](#) [Next](#)

Degree Class

DEGREE CLASS	EFFECTIVE
AA	07-01-2020

STANDARD TERMS AND CONDITIONS

Certain terms and conditions are required for contracting. Therefore, the Contractor shall assure agreement and compliance with the following standard terms and conditions.

1. ACCESS TO RECORDS

Contractor agrees that the South Pike School District, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit and examine any pertinent books, documents, papers, and records of Contractor related to Contractor's charges and performance under this agreement. Such records shall be kept by Contractor for a period of three (3) years after final payment under this agreement, unless the South Pike School District authorizes their earlier disposition. Contractor agrees to refund to the South Pike School District any overpayment disclosed by any such audit. However, if any litigation, claim, negotiation, audit or other action involving the records has been started before the expiration of the 3-year period, the records shall be retained until completion of the action and resolution of all issues which arise from it.

2. ANTI-ASSIGNMENT/SUBCONTRACTING

Contractor acknowledges that it was selected by the State to perform the services required hereunder based, in part, upon Contractor's special skills and expertise. Contractor shall not assign, subcontract, or otherwise transfer this agreement, in whole or in part, without the prior written consent of the State, which the State may, in its sole discretion, approve or deny without reason. Any attempted assignment or transfer of its obligations without such consent shall be null and void. No such approval by the State of any subcontract shall be deemed in any way to provide for the incurrence of any obligation of the State in addition to the total fixed price agreed upon in this agreement. Subcontracts shall be subject to the terms and conditions of this agreement and to any conditions of approval that the State may deem necessary. Subject to the foregoing, this agreement shall be binding upon the respective successors and assigns of the parties.

3. APPLICABLE LAW

The contract shall be governed by and construed in accordance with the laws of the State of Mississippi, excluding its conflicts of law, provisions, and any litigation with respect thereto shall be brought in the courts of the State. Contractor shall comply with applicable federal, state, and local laws and regulations.

4. APPROVAL

It is understood that if this contract requires approval by the South Pike School District board of education

ATTORNEY'S FEES AND EXPENSES

Subject to other terms and conditions of this agreement, in the event Contractor defaults in any obligations under this agreement, Contractor shall pay to the school district all costs and expenses (including, without limitation, investigative fees, court costs, and attorney's fees) incurred by the State in enforcing this agreement or otherwise reasonably related thereto. Contractor agrees that under no circumstances shall the customer be obligated to pay any attorney's fees or costs of legal action to Contractor.

5. AUTHORITY TO CONTRACT

Contractor warrants (a) that it is a validly organized business with valid authority to enter into this agreement; (b) that it is qualified to do business and in good standing in the State of Mississippi; (c) that entry into and performance under this agreement is not restricted or prohibited by any loan, security, financing, contractual, or other agreement of any kind; and (d) notwithstanding any other provision of this agreement to the contrary, that there are no existing legal proceedings or prospective legal proceedings, either voluntary or otherwise, which may adversely affect its ability to perform its obligations under this agreement.

6. AVAILABILITY OF FUNDS

It is expressly understood and agreed that the obligation of the South Pike School District to proceed under this agreement is conditioned upon the appropriation of funds by the Mississippi State Legislature and the receipt of state and/or federal funds. If the funds anticipated for the continuing time fulfillment of the agreement are, at any time, not forthcoming or insufficient, either through the failure of the federal government to provide funds or of the State of Mississippi to appropriate funds or the discontinuance or material alteration of the program under which funds were provided or if funds are not otherwise available to the South Pike School District, the South Pike School District shall have the right upon ten (10) working days written notice to Contractor, to terminate this agreement without damage, penalty, cost or expenses to the South Pike School District of any kind whatsoever. The effective date of termination shall be as specified in the notice of termination.

7. BACKGROUND CHECKS

Contractor and/or its employees represents neither has ever been convicted or pled guilty or entered a plea of nolo contendere to a felony in any court of the state of Mississippi, another state, or in federal court in which public funds were unlawfully taken, obtained or misappropriated in the abuse or misuse of any office or employment or money coming into its hands by virtue of any office or employment. Contractor and/or its employees agrees to an initial criminal background check to be performed as well as subsequent criminal background checks that may be necessary and all charges associated with these criminal background checks will be the responsibility of Contractor, if applicable. Any disqualifying information received from the criminal background check will render this agreement null and void.

8. BOARD APPROVAL

It is understood that if this contract requires approval by the South Pike School District Board of Education, and this contract is not approved by the Board of Education, it is void and no payment shall be made hereunder.

9. CHANGES IN SCOPE OF WORK

The South Pike School District may order changes in the work consisting of additions, deletions, or other revisions within the general scope of the contract. No claims may be made by Contractor that the scope of the project or of Contractor's services has been changed, requiring changes to the amount of compensation to Contractor or other adjustments to the contract, unless such changes or adjustments have been made by written amendment to the contract signed by the South Pike School District and Contractor.

If Contractor believes that any work is not within the scope of the project, is a material change, or will otherwise require more compensation to Contractor, Contractor must immediately notify the South Pike School District in writing of this belief. If the South Pike School District believes that the work

is within the scope of the contract as written, Contractor will be ordered to and shall continue with the work as changes and at the cost stated for the work within the contract.

10. COMPLIANCE LAWS

Contractor understands that the South Pike School District is an equal opportunity employer and therefore, maintains a policy which prohibits unlawful discrimination based on race, color, creed, sex, age, national origin, physical handicap, disability, genetic information, or any other consideration made unlawful by federal, state, or local laws. All such discrimination is unlawful, and Contractor agrees during the term of the agreement that Contractor will strictly adhere to this policy in its employment practices and provision of services. Contractor shall comply with, and all activities under this agreement shall be subject to, all applicable federal, State of Mississippi, and local laws and regulations, as now existing and as may be amended or modified.

11. CONFIDENTIALITY

Notwithstanding any provision to the contrary contained herein, it is recognized that South Pike School District is a public agency of the State of Mississippi and is subject to the Mississippi Public Records Act. Miss. Code Ann. §§ 25-61-1 *et seq.* If a public records request is made for any information provided to South Pike School District

pursuant to this agreement and designated by the Contractor in writing as trade secrets or other proprietary confidential information, the South Pike School District shall follow the provisions of Miss. Code Ann. §§ 25-61-9 and 79-23-1 before disclosing such information. The South Pike School District shall not be liable to the Contractor for disclosure of information required by court order or required by law.

12. CONTRACTOR PERSONNEL

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

The South Pike School District shall, throughout the life of the contract, have the right of reasonable rejection and approval of staff or subcontractors assigned to the work by Contractor. If the South Pike School District reasonably rejects staff or subcontractors, Contractor must provide replacement staff or subcontractors satisfactory to the South Pike School District in a timely manner and at no additional cost to the South Pike School District. The day-to-day supervision and control of Contractor's employees and subcontractors is the sole responsibility of Contractor.

South Pike School District reserves the right to request changes in personnel assigned to the project. The South Pike School District must pre-approve any changes in key personnel through the contract term. Substitutions are not permitted without written approval of the South Pike School District.

13. COPYRIGHTS

Contractor agrees the South Pike School District shall determine the disposition of the title to and the rights under any copyright by Contractor or employees on copyrightable material first produced or composed under this agreement. Further, Contractor hereby grants to the South Pike School District a royalty-free, nonexclusive, irrevocable license to reproduce, translate, publish, use and dispose of, and to authorize others to do so,

all copyrighted (or copyrightable) work not first produced or composed by Contractor in the performance of

this agreement, but which is incorporated in the material furnished under the agreement. This grant is provided that such license shall be only to the extent Contractor now has, or prior to the completion of full final settlements of agreement may acquire, the right to grant such license without becoming liable to pay compensation to others solely because of such grant.

Contractor further agrees that all material produced and/or delivered under this contract will not, to the best of Contractor's knowledge, infringe upon the copyright or any other proprietary rights of any third party. Should any aspect of the materials become, or in Contractor's opinion be likely to become, the subject of any infringement claim or suit, Contractor shall procure the rights to such material or replace or modify the material to make it non-infringing.

14. DEBARMENT AND SUSPENSION

Contractor certifies to the best of its knowledge and belief, that it:

(1) is not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transaction by any federal department or agency or any political subdivision or agency of the State of Mississippi;

(2) has not, within a three year period preceding this qualification, been convicted of or had a civil judgment rendered against it 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;

(3) has not, within a three year period preceding this qualification, been convicted of or had a civil judgment rendered against it for a violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(4) is not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state or local) with commission of any of these offenses enumerated in paragraphs two (2) and (3) of this certification; and,

(5) has not, within a three year period preceding this qualification, had one or more public transactions (federal, state, or local) terminated for cause or default.

15. DISCLOSURE OF CONFIDENTIAL INFORMATION

In the event that either party to this agreement receives notice that a third-party requests divulgence of confidential or otherwise protected information and/or has served upon it a subpoena or other validly issued administrative or judicial process ordering divulgence of confidential or otherwise protected information that party shall promptly inform the other party and thereafter respond in conformity with such subpoena to the extent mandated by law. This section shall survive the termination or completion of this agreement. The parties agree that this section is subject to and superseded by Miss. Code Ann. §§ 25-61-1 *et seq.*

16. E-PAYMENT

Contractor agrees to accept all payments in United States currency via the State of Mississippi's electronic payment and remittance vehicle. The agency agrees to make payment in accordance with Mississippi law on "Timely Payments for Purchases by Public Bodies," which generally provides for payment of undisputed amounts by the agency within forty-five (45)

days of receipt of invoice. Mississippi Code Ann. § 31-7-301 *et seq.*

17. E-VERIFICATION

If applicable, Contractor represents and warrants that it will ensure its compliance with the Mississippi Employment Protection Act of 2008 and will register and participate in the status verification system for all newly hired employees. Mississippi Code Ann. §§ 71-11-1 *et seq.* 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. Contractor agrees to maintain records of such compliance. Upon request of the State and after approval of the Social Security Administration or Department of Homeland Security when required, Contractor agrees to provide a copy of each such verification. Contractor further represents and warrants that any person assigned to perform services hereafter meets the employment eligibility requirements of all immigration laws. The breach of this agreement may subject Contractor to the following:

- (1) termination of this contract for services 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;
- (2) the loss of any license, permit, certification or other document granted to Contractor by an agency, department or governmental entity for the right to do business in Mississippi for up to one (1) year; or,
- (3) both. In the event of such cancellation/termination, the Contractor would also be liable for any additional costs incurred by the State due to Contract cancellation or loss of license or permit to do business in the State.

18. EXCEPTIONS TO CONFIDENTIAL INFORMATION

Contractor and the State shall not be obligated to treat as confidential and proprietary any information disclosed by the other party (“disclosing party”) which:

- (1) is rightfully known to the recipient prior to negotiations leading to this agreement, other than information obtained in confidence under prior engagements;
- (2) is generally known or easily ascertainable by nonparties of ordinary skill in the business of the customer;
- (3) is released by the disclosing party to any other person, firm, or entity (including governmental agencies or bureaus) without restriction;
- (4) is independently developed by the recipient without any reliance on confidential information;
- (5) is or later becomes part of the public domain or may be lawfully obtained by the State or Contractor from any nonparty; or,
- (6) is disclosed with the disclosing party’s prior written consent.

19. FORCE MAJEURE

Each party shall be excused from performance for any period and to the extent that it is prevented from performing any obligation or service, in whole or in part, as a result of cause beyond the reasonable control

and without the fault or negligence of such party and/or its subcontractors. Such acts shall include without limitation acts of God, strikes, lockouts, riots, acts of war, epidemics, governmental regulations superimposed after the fact, fire, earthquakes, floods or other natural disasters ("force majeure events"). When such a cause arises, the Contractor shall notify the South Pike School District immediately in writing of the cause of its inability to perform, how it affects its performance, and the anticipated duration of the inability to perform. Delays in delivery or in meeting completion dates due to force majeure events shall automatically extend such dates for a period equal to the duration of the delay caused by such events, unless the South Pike School District determines it to be in its best interest to terminate this agreement

20. INDEMNIFICATION

To the fullest extent allowed by law, Contractor shall indemnify, defend, save and hold harmless, protect, and exonerate the agency, its commissioners, board 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 attorney's fees, arising out of or caused by 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 upon approval of the Office of the Mississippi Attorney General, Contractor may be allowed to control the defense of any such claim, suit, etc. In the event Contractor defends said claim, suit, etc., Contractor shall use legal counsel acceptable to the Office of the Mississippi Attorney General. 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 said defense. Contractor shall not settle any claim, suit, etc. without the concurrence of the Office of the Mississippi Attorney General, which shall not be unreasonably withheld.

21. INDEPENDENT CONTRACTOR

Contractor shall perform all services as an independent contractor and shall at no time act as an agent for the State. No act performed, or representation made, whether oral or written, by Contractor with respect to third parties shall be binding on the South Pike School District.

22. INDEPENDENT PRICE DETERMINATION

Contractor certifies that the price submitted was independently arrived at without collusion. **23.**

INFORMATION DESIGNATED BY CONTRACTOR AS CONFIDENTIAL

Any disclosure of those materials, documents, data, and other information which Contractor has designated in writing as proprietary and confidential shall be subject to the provisions of Mississippi Code Annotated §§ 25-61-9 and 79-23-1. As provided in the contract, the personal or professional services to be provided, the price to be paid, and the term of the contract shall not be deemed to be a trade secret, or confidential commercial or financial information.

Any liability resulting from the wrongful disclosure of confidential information on the part of Contractor or its subcontractor shall rest with Contractor. Disclosure of any confidential information by Contractor or its subcontractor without the express written approval of the South Pike School District shall result in the immediate termination of this agreement.

24. LEGAL AND TECHNICAL SUPPORT

Contractor shall utilize its knowledge and understanding of applicable legal standards and comply with recognized professional standards and generally accepted measurement principles applicable to assessments and uses of the type described in this contract, including but not limited to standards relating to validity and reliability. Contractor shall consult with the South Pike School District concerning its implementation of the requirements of this section. In the event of a challenge in which the validity or reliability of the use of an assessment developed under this contract is an issue (other than a challenge based on infringement of copyright or other proprietary rights of a third party), Contractor shall cooperate with the South Pike School District and/or the State of Mississippi in the defense of the assessment and shall provide reasonable technical and legal support with regard to Contractor's activities under this contract without additional charges to the South Pike School District or the State.

25. MODIFICATION OR RENEGOTIATION

This agreement may be modified, altered or changed only by written agreement signed by the parties hereto. The parties agree to renegotiate the agreement if federal and/or state revisions of any applicable laws or regulations make changes in this agreement necessary.

26. NO LIMITATION OF LIABILITY

Nothing in this agreement shall be interpreted as excluding or limiting any tort liability of Contractor for harm caused by the intentional or reckless conduct of Contractor or for damages incurred through the negligent performance of duties by Contractor or the delivery of products that are defective due to negligent construction.

27. ORAL STATEMENTS

No oral statement of any person shall modify or otherwise affect the terms, conditions, or specification stated in this contract.

28. PAYMODE

Payments by state agencies using the State's accounting system shall be made and remittance information provided electronically as directed by the State. These payments shall be deposited into the bank account of Contractor's choice. The State may, at its sole discretion, require the Contractor to electronically submit invoices and supporting documentation at any time during the term of this Agreement. Contractor understands and agrees that the State is exempt from the payment of taxes. All payments shall be in United States currency.

29. PRICE ADJUSTMENT

(1) **Price Adjustment Methods.** Any adjustments in contract price, pursuant to a clause in this contract, shall be made in one or more of the following ways:

(a) by agreement on a fixed price adjustment before commencement of the Additional performance;

(b) by unit prices specified in the contract;

(c) by the costs attributable to the event or situation covered by the clause, plus appropriate profit or fee, all as specified in the contract; or,

(d) by the price escalation clause.

(2) **Submission of Cost or Pricing Data.** Contractor shall provide cost or pricing data for any price adjustments subject to the provisions of Section 3-401

30. REPRESENTATION REGARDING CONTINGENT FEES

Contractor represents that it has not retained a person to solicit or secure a contract upon an agreement or understanding for a commission, percentage, brokerage, or contingent fee, except as disclosed in Contractor's bid or qualification packet.

31. RIGHT TO AUDIT

Contractor shall maintain such financial records and other records as may be prescribed by the South Pike School District or by applicable federal and state laws, rules, and regulations. Contractor shall retain these records for a period of three years after final payment, or until they are audited by the South Pike School District whichever event occurs first. These records shall be made available during the term of the contract and the subsequent three-year period for examination, transcription, and audit by the Mississippi State Auditor's Office, its designees, or other authorized bodies.

32. RIGHT TO INSPECT FACILITY

The South Pike School District may, at reasonable times, inspect the place of business of a Contractor or any subcontractor which is related to the performance of any contract awarded by the South Pike School District.

33. SEVERABILITY

If any part of this agreement is declared invalid or unenforceable, such invalidity or unenforceability shall not affect any other provision of the agreement that can be given effect without the invalid or unenforceable provision, and to this end the provisions hereof are severable. In such an event, the parties shall amend the agreement as necessary to reflect the original intent of the parties and to bring any invalid or unenforceable provision in compliance with applicable law.

34. STOP WORK ORDER

(1) **Order to Stop Work:** The South Pike School District, may, by written order to Contractor at any time, and without notice to any surety, require Contractor to stop all or any part of the work called for by this contract. This order shall be for a specified period not exceeding 90 days after the order is delivered to the Contractor, unless the parties agree to any further period. Any such order shall be identified specifically as a stop work order issued pursuant to this clause. Upon receipt of such an order, Contractor shall forthwith comply with its terms and take all reasonable steps to minimize the occurrence of costs allocable to the work covered by the order during the period of work stoppage. Before the stop work order expires, or within any further period to which the parties shall have agreed, the Chief Procurement Officer shall either:

- a. cancel the stop work order; or,
- b. terminate the work covered by such order as provided in the Termination for Default clause or the

Termination for Convenience clause of this contract.

- (2) **Cancellation or Expiration of the Order:** If a stop work order issued under this clause is canceled at any time during the period specified in the order, or if the period of the order or any extension thereof expires, Contractor shall have the right to resume work. An appropriate adjustment shall be made in the delivery schedule or Contractor price, or both, and the contract shall be modified in writing accordingly, if:
- a. The stop work order results in an increase in the time required for, or in Contractor's properly allocable to, the performance of any part of this contract; and,
 - b. Contractor asserts a claim for such an adjustment within 30 days after the end of the period of work stoppage; provided that, if the Chief Procurement Officer decides that the facts justify such action, any such claim asserted may be received and acted upon at any time prior to final payment under this contract.
- (3) **Termination of Stopped Work:** If a stop work order is not canceled and the work covered by such order is terminated for default or convenience, the reasonable costs resulting from the stop work order shall be allowed by adjustment or otherwise.
- (4) **Adjustments of Price:** Any adjustment in contract price made pursuant to this clause shall be determined in accordance with the Price Adjustment clause of this contract.

35. TERMINATION FOR CONVENIENCE

- (1) **Termination.** The South Pike School District superintendent may, when the interests of the district so require, terminate this contract in whole or in part, for the convenience of the State. Superintendent of Education shall give written notice of the termination to the Contractor specifying the part of the contract terminated and when termination becomes effective.
- (2) **Contractor's Obligations.** Contractor shall incur no further obligations in connection with the terminated work and on the date set in the notice of termination Contractor will stop work to the extent specified. Contractor shall also terminate outstanding orders and subcontracts as they relate to the terminated work. Contractor shall settle the liabilities and claims arising out of the termination of subcontractors and orders connected with the terminated work. The superintendent may direct Contractor to assign Contractor's right, title, and interest under terminated orders or subcontracts to the State. Contractor must still complete the work not terminated by the notice of termination and may incur obligations as are necessary to do so.

36. TERMINATION FOR DEFAULT

- (1) **Default.** If Contractor refuses or fails to perform any of the provisions of this contract with such diligence as will ensure its completion within the time specified in this contract or any extension thereof, or otherwise fails to timely satisfy the contract provisions, or commits any other substantial breach of this contract, the Chief Procurement Officer may notify Contractor in writing of the delay or nonperformance and if not cured in ten days or any longer time specified in writing by the Chief Procurement Officer or designee, such officer may terminate Contractor's right to proceed with the contract or such part of the contract as to which there has been delay or a failure to properly perform. In the event of termination in whole or in part, the Chief Procurement Officer may procure similar supplies or services in a manner and upon terms deemed appropriate by the Chief Procurement Officer.

Contractor shall continue performance of the contract to the extent it is not terminated and shall be liable for excess costs incurred in procuring similar goods or services.

- (2) **Contractor's Duties.** Notwithstanding termination of the contract and subject to any directions from the Chief Procurement Officer, Contractor shall take timely, reasonable, and necessary action to protect and preserve property in the possession of Contractor in which the South Pike School District has an interest.
- (3) **Compensation.** Payment for completed services delivered and accepted by the State shall be at the contract price. The State may withhold from amounts due Contractor such sums as the Chief Procurement Officer deems to be necessary to protect the State against loss because of outstanding liens or claims of former lien holders and to reimburse the South Pike School District for the excess costs incurred in procuring similar goods and services.
- (4) **Excuse for Nonperformance or Delayed Performance.** Except with respect to defaults of subcontractors, Contractor shall not be in default by reason of any failure in performance of this contract in accordance with its terms (including any failure by Contractor to make progress in the prosecution of the work hereunder which endangers such performance) if Contractor has notified the Chief Procurement Officer within 15 days after the cause of the delay and the failure arises out of causes such as: acts of God; acts of the public enemy; acts of the State and any other governmental entity in its sovereign or contractual capacity; fires; floods; epidemics; quarantine restrictions; strikes or other labor disputes; freight embargoes; or unusually severe weather. If the failure to perform is caused by the failure of a subcontractor to perform or to make progress, and if such failure arises out of causes similar to those set forth above, Contractor shall not be deemed to be in default, unless the services to be furnished by the subcontractor were reasonably obtainable from other sources in sufficient time to permit Contractor to meet the contract requirements. Upon request of Contractor, the Chief Procurement Officer shall ascertain the facts and extent of such failure, and, if such officer determines that any failure to perform was occasioned by any one or more of the excusable causes, and that, but for the excusable cause, Contractor's progress and performance would have met the terms of the contract, the delivery schedule shall be revised accordingly, subject to the rights of the State under the clause entitled (in fixed-price contracts, "Termination for Convenience," in cost-reimbursement contracts, "Termination"). "Termination for Convenience." (As used in this Paragraph of this clause, the term "subcontractor" means subcontractor at any tier).
- (5) **Erroneous Termination for Default.** If, after notice of termination of Contractor's right to proceed under the provisions of this clause, it is determined for any reason that the contract was not in default under the provisions of this clause, or that the delay was excusable under the provisions of Paragraph (4) (Excuse for Nonperformance or Delayed Performance) of this clause, the rights and obligations of the parties shall, if the contract contains a clause providing for termination for convenience of the South Pike School District, be the same as if the notice of termination had been issued pursuant to such clause.
- (6) **Additional Rights and Remedies.** The rights and remedies provided in this clause are in addition to any other rights and remedies provided by law or under this contract.

37. TERMINATION UPON BANKRUPTCY

This contract may be terminated in whole or in part by the South Pike School District upon written notice to

Contractor, if Contractor should become the subject of bankruptcy or receivership proceedings, whether voluntary or involuntary, or upon the execution by Contractor of an assignment for the benefit of its creditors. In the event of such termination, Contractor shall be entitled to recover just and equitable compensation for satisfactory work performed under this contract, but in no case shall said compensation exceed the total contract price.

38. TRADE SECRETS, COMMERCIAL AND FINANCIAL INFORMATION

It is expressly understood that Mississippi law requires that the provisions of this contract which contain the commodities purchased or the personal or professional services provided, the price to be paid, and the term of the contract shall not be deemed to be a trade secret or confidential commercial or financial information and shall be available for examination, copying, or reproduction.

39. TRANSPARENCY

This contract, including any accompanying exhibits, attachments, and appendices, is subject to the "Mississippi Public Records Act of 1983," and its exceptions. *See* Mississippi Code Ann. §§ 25-61-1 *et seq.* and Mississippi Code Annotated § 79-23-1. In addition, this contract is subject to the provisions of the Mississippi Accountability and Transparency Act of 2008. Mississippi Code Annotated §§ 27-104-151 *et seq.* Unless exempted from disclosure due to a court-issued protective order, a copy of this executed contract is required to be posted to the Mississippi Department of Finance and Administration's independent agency contract website for public access at <http://www.transparency.mississippi.gov>. Information identified by the Contractor as trade secrets, or other proprietary information, including confidential vendor information or any other information which is required confidential by state or federal law or outside the applicable freedom of information statutes, will be redacted.

40. UNSATISFACTORY WORK

If, at any time during the contract term, the service performed, or work done by Contractor is considered by the Agency to create a condition that threatens the health, safety, or welfare of the citizens and/or employees of the State of Mississippi, Contractor shall, on being notified by the Agency, immediately correct such deficient service or work. In the event Contractor fails, after notice, to correct the deficient service or work immediately, the Agency shall have the right to order the correction of the deficiency by separate contract or with its own resources at the expense of Contractor.

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

FIRM ARS Educational Services, LLC

BY Andrae R. Sims, Ed.D.

TITLE Director of Educational Services

PROPRIETARY INFORMATION

The enclosed qualifications *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 qualification does include pages that the Offeror wishes to designate as proprietary, please list page numbers below.

CONFLICT OF INTEREST CONTRACTOR AGREEMENT

The Contractor agrees that neither Contractor nor its employees shall, directly or indirectly, engage in any activity, which would detract from Contractor's ability or its employees' ability to apply their best efforts, knowledge and skill to the performance of the Services. Contractor is charged with the responsibility to promptly disclose to the Authority any situations that may create possible conflicts of interest so that appropriate action can be taken to address such situations. No member, official, or employee of Authority, during his or her tenure or for one year thereafter, shall have any interest in this Agreement or the proceeds thereof. Contractor may not participate in the award or administration of a contract supported by Federal funds if a conflict of interest, real or apparent, would be involved. In the event Contractor is or becomes aware of a conflict of interest and fails to disclose the conflict to Authority; the Authority may immediately terminate this Agreement pursuant to paragraph 7(ii)(b) hereof.

CERTIFICATION

The undersigned certifies:

- The inclusion/exclusion of proprietary information above.
- This proposal is submitted in good faith and without collusion.
- The agreement of the Contractor to abide by and take measures to avoid conflict of interests.
- No contingent fees or gratuities were promised.
- All federal and state rules referenced in this RFP will be followed

FIRM NAME: ARS Educational Services, LLC

AUTHORIZED SIGNATURE: 

PRINTED NAME & TITLE: Andrae R. Sims, Ed.D., Director of Educational Services

DATE: June 12, 2025

District Proposal Approved by: _____

South Pike School District Administration



Breach of Contract || UEI Information || Insurances || FederalW9

Breach of Contract Agreement — Any party that fails to perform the Agreement or performance of the Agreement does not comply with the provisions shall be deemed to be in breach of Agreement. The defaulting party shall indemnify the non-defaulting party for any and all losses resulting therefrom, and the non-defaulting party may require the defaulting party to assume other liabilities for breach of the Agreement in accordance with the applicable regulations and laws.

Unique Entity Identification (UEI) Number – Debarment and Suspension (Executive Orders 12549 and 12689) – A contract award (see 2 CFR 180.220) must not be made to parties listed on the government wide exclusions in the System for Award Management (SAM), in accordance with the OMB guidelines at 2 CFR 180 that implement Executive Orders 12549 (3 CFR Part 1986 Comp., p. 189) and 12689 (3 CFR part 1989 Comp., p. 235), “Debarment and Suspension.” SAM Exclusions contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549. Available at <https://sam.gov/SAM/##1> .

Please list the:

Vendor’s UEI#: **PNHJS1PGFPD1**

Vendor’s Name (as listed on sams.gov): **ARS Educational Services, LLC**



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

01/18/2023

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Hiscox Inc. 520 Madison Avenue 32nd Floor New York, New York 10022	CONTACT NAME: PHONE (A/C, No, Ext): (888) 202-3007 FAX (A/C, No): E-MAIL ADDRESS: contact@hiscox.com
INSURED Andrae Sims DBA ARS Educational Services, LLC 6775 Indigo Lk Ln Drive Olive Branch, MS 38654	INSURER(S) AFFORDING COVERAGE INSURER A: Hiscox Insurance Company Inc INSURER B: INSURER C: INSURER D: INSURER E: INSURER F:


COVERAGES**CERTIFICATE NUMBER:****REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSD WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
	COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PROJECT <input type="checkbox"/> LOC <input type="checkbox"/> OTHER:					EACH OCCURRENCE \$ DAMAGE TO RENTED PREMISES (Ea occurrence) \$ MED EXP (Any one person) \$ PERSONAL & ADV INJURY \$ GENERAL AGGREGATE \$ PRODUCTS - COMP/OP AGG \$ \$
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS					COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
	UMBRELLA LIAB <input type="checkbox"/> OCCUR EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> DED <input type="checkbox"/> RETENTION \$					EACH OCCURRENCE \$ AGGREGATE \$ \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? <input type="checkbox"/> Y <input type="checkbox"/> N (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below					PER STATUTE <input type="checkbox"/> OTH-ER <input type="checkbox"/> E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$
A	Professional Liability		P100.134.971.3	03/04/2023	03/04/2024	Each Claim: \$ 1,000,000 Aggregate: \$ 3,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER**CANCELLATION**

	<p>SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.</p> <p>AUTHORIZED REPRESENTATIVE </p>
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ACORD 25 (2016/03)

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Request for Taxpayer Identification Number and Certification

► Go to www.irs.gov/FormW9 for instructions and the latest information.

Give Form to the
requester. Do not
send to the IRS.

Print or type.
See Specific Instructions on page 3.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank. ANDRAE R SIMS	
2 Business name/disregarded entity name, if different from above ARS EDUCATIONAL SERVICES LLC	
3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only one of the following seven boxes. <input checked="" type="checkbox"/> Individual/sole proprietor or single-member LLC <input type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ► _____ Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is not disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner. <input type="checkbox"/> Other (see instructions) ► _____	
4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3): Exempt payee code (if any) _____ Exemption from FATCA reporting code (if any) _____ (Applies to accounts maintained outside the U.S.)	
5 Address (number, street, and apt. or suite no.) See instructions. 6775 INDIGO LAKE DRIVE	Requester's name and address (optional)
6 City, state, and ZIP code OLIVE BRANCH, MISSISSIPPI 38654	
7 List account number(s) here (optional)	

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number								
			-					
OR								
Employer identification number								
8	2		-	3	0	3	1	2 6 9

Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign
Here

Signature of
U.S. person ►



Date ► June 1, 2025

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to www.irs.gov/FormW9.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (interest earned or paid)

- Form 1099-DIV (dividends, including those from stocks or mutual funds)
 - Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
 - Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
 - Form 1099-S (proceeds from real estate transactions)
 - Form 1099-K (merchant card and third party network transactions)
 - Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
 - Form 1099-C (canceled debt)
 - Form 1099-A (acquisition or abandonment of secured property)
- Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See *What is backup withholding*, later.