

Customized Proposal for Partnership Services:

Request for Proposal
2025-2025 Instructional Support Services

South Pike School District
Mississippi

June 17, 2025



KIDS FIRST EDUCATION, LLC

601-765-KIDS

P.O. Box 6512

Laurel, MS 39441

info@kidsfirst.llc

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ABOUT KIDS FIRST'S CO-FOUNDERS

Mr. Chuck Poer has gained national recognition for his work as an instructional leader in data analysis, data-driven decision making, and school improvement. Chuck has over 30 years of experience in education and was named Mississippi's Administrator of the Year in 2007 by the Mississippi Department of Education. He successfully led Bailey Education Group, LLC from 2008 through 2019, leading the company to prominence as Mississippi's premier service provider during his leadership. In addition to Chuck's current role with Kids First Education, he is the author of his motivational book *Heart to Heart*.

Mrs. Cellie Scoggin brings more than 25 years of experience in education including twelve years of experience in school improvement. She is a former elementary and middle school teacher and elementary principal. Cellie led the teacher, leadership, English learner, and special education coaches with Bailey Education Group from 2009 through 2019. She leads the Kids First Education, LLC Head Coaches and Content Support Leaders working in Mississippi, Alabama, and Tennessee districts to ensure the Kids First Education, LLC services impact teaching and learning.

Chuck and Cellie have now taken their innovative ideas and talents to exciting new levels with the formation of Kids First Education, LLC. Free of autocracy and fueled by collaboration, the company is led exclusively by educators for educators and focused on placing Kids First.

Kids First Education, LLC is domiciled at 510 Springhill Road, Laurel, MS, 39443. Chuck and Cellie co-founded the company on May 1st, 2020. They are joined by a team of coaches and specialists who have successfully worked with them for over a decade. This stellar team is passionate and committed to making a difference for kids. Kids First was founded out of a sincere desire to improve teaching and learning. The company's low overhead and research-based efficiency ensures high quality teaching and learning solutions with competitive pricing.

OUR QUALIFICATIONS TO SERVE

Jennifer K. Weeks, *Vice-President of Educational Services*

Jennifer Weeks is a lifelong educator committed to serving students and teachers. She has previously served Kids First Education as a head coach and Integrated Support Team Manager. Jennifer is an instructional leader with knowledge and experience in various areas. She is a former teacher, psychometrist, and district administrator who has served districts in numerous leadership roles, including Assistant Superintendent of Academic Education, Director of Accountability and Research, and Director of Special Education.

Kristie Ezzell, *Vice-President of Sales and Marketing*

Kristie Ezzell has a lifelong passion for serving children. She has served Kids First Education as a head coach and, most recently, as the Alabama Director of Sales and Marketing. Kristie is an accomplished leader with knowledge and experience in various instructional models. As the principal of a school with a high EL population, she led her school to become a CLAS School of Distinction, one of eight CLAS Banner Schools, and one of 12 Alabama Reading Initiative “Spotlight Schools” for the Science of Reading.

Renee Carter, *Executive Director of Educational Services, Alabama Division*

Renee Carter has over three decades of dedicated service in education and a wealth of practical experience. Her professional journey includes foundational roles as a classroom teacher and an ARI Reading Specialist, providing her with invaluable insights into student learning and literacy development. Building on this, she advanced through progressively responsible leadership positions. Notably, Renee served as a K-12 administrator, Special Educator Coordinator, Dean of Academics, and ultimately Assistant Superintendent for the Baldwin County Public School System (BCPSS), Alabama's third-largest school system. This high-level role gave her a comprehensive understanding of systemic educational operations and improvement strategies within a large, diverse district.

A significant focus throughout Renee's career has been empowering fellow educators. For over 30 years, she has been a driving force in designing and delivering impactful professional development and growth opportunities for leaders, teachers, and support staff, contributing to enhanced educator effectiveness.

Kat Bir, Executive Director of Educational Services, Arkansas Division

For the past 18 years, Kat Bir has devoted her time and energy to ensuring the success of every student and teacher she works with. Mrs. Bir has an energetic, fun-loving approach to serving the educational needs of all children. Her enthusiasm and determination aid in helping teachers find inventive ways to help their students feel successful. She has experience optimizing classroom instruction, successfully implementing school-wide programs and initiatives, supporting teachers, leading staff professional development, and promoting a safe learning environment. Throughout her educational career, Mrs. Bir has worked as a Classroom Teacher, Math Curriculum Team Lead, Instructional Facilitator, and Administrator. Each of these positions has played an integral part in her understanding of the learning process. Mrs. Bir has a proven record of exceeding expectations through high-quality instruction, best practices, and communication. She has a firm commitment to data-driven, student-centered learning for all students. Mrs. Bir is highly respected by those she has worked with due to her empathy and deep understanding of all aspects of elementary education. Her dedication is unparalleled, as she genuinely prioritizes students, putting Kids First always. While working for Kids First, Mrs. Bir has served as Head Coach for multiple districts and cooperatives across the state of Arkansas. She now manages the Arkansas Division as Executive Director.

Shawnese Herrington, Ph.D., Executive Director of Educational Services, Mississippi Division

Dr. Shawnese Herrington has been an educator for over a decade. Her expertise lies in sharing successful teaching strategies and analyzing data to implement quality lessons that are aligned with Mississippi College and Career Readiness Standards. Dr. Herrington offers teachers and students extensive support through co-teaching, modeling, and feedback in both virtual and traditional classroom settings. She is efficient with utilizing various learning management systems and is knowledgeable of web-based sites and tools that promote student engagement, critical thinking, and interactive learning. Dr. Herrington's data driven results and strong knowledge of English Language Arts have afforded her opportunities to present at conferences on the local, state, and regional levels. She has researched and published work on culturally relevant pedagogy to improve minority adolescent literacy achievement in Mississippi Schools. While working with Kids First, Dr. Herrington has served as an ELA Content Team Lead, Head Coach for multiple large districts in Mississippi, and an instructional coach, and now manages the Mississippi Division as Executive Director.

Marvin W. Lishman, Ph.D., Executive Director of Educational Services, Independent Schools

Dr. Marvin Lishman is the Executive Director for Educational Services for Independent Schools and is responsible for communicating all products and services Kids First, LLC offers to independent schools and their staff. Dr. Lishman has spent his entire career, 48 years, in independent school education, with the last 41 years as head of school. Additionally, he has served as an adjunct instructor for both Delta State University and Mississippi College, teaching educational leadership classes. Dr. Lishman received his Ph.D. from the University of Mississippi in 1989.

Kids First Education, LLC is committed to placing Kids First and to providing the highest quality of teaching and learning solutions in the industry. Our team consists of over 40 employees and over 350 education consultants who are committed to 100% client satisfaction. To learn more about the Kids First Team, [click here](#) or access the QR code below.



Arkansas Division

Director of Educational
Services:
Kat Bir

Head Coaches:
Becca Chism
LeDonnis Norwood

Sales Associates:
Jamie Rowland
Rikki Taylor

Georgia Division

Head Coach &
Sales Associate
Lenora Patterson

Louisiana Division

Head Coach &
Sales Associate:
Carl Michael Day

Alabama Division

Director of Educational
Services:
Reeda Betts

Director of Sales:
Shannon Uptain

Head Coaches:
Jamie Burton | Karen Carr
Renee Carter | Lisa Comer
Lynn Faulk | Donna Harper
Mark Head | Aaron Hightower
Cindy Klages | Michele Lee
Michele Parker
Shondra Whitaker



Owners:
Chuck Poer &
Cellie Scoggin

Vice President of
Educational Services:
Jennifer Weeks

Vice President of
Sales and Marketing:
Kristie Ezzell

Over 400
Independent
Coaches

Mississippi Division

Educational Services

Director of Educational
Services:
Shawnese Herrington

Regional Educational Support
Coordinators:
Cynthia Gabbert
Rachel Wooten

Tennessee Division

Chief Academic Officer:
Carol Smith

Director of Sales:
Norma Gerrell
Jamie Rowland, Associate

Head Coaches:
Riki Jackson
Corey Kelly
Andi Terry

Mississippi Division

Sales

Director of Sales:
Sue Anne Boatman

Area Sales Coordinators:
Stephanie Allen
Katy Boyd
Mary Ruth Wright

Mississippi Division

Head Coaches

Penny Allen | Stephanie Allen
Katy Boyd | Natalie Breithaupt
Stephanie Brewer
Eboney Brown | Kayla Calcote
Tamara Cerrito
Jessica Flynt | Misty Hanna
Katie McDonald
Gabe McPhearson
Gidget Morton
Shanna Nesser | Amber Palmer
Tobie Pillstrom | Shemeka Ware
Casey Wilberding
Mary Ruth Wright



OUR TEAM QUALIFICATIONS

The Kids First Team reviews each school's historical demographic and student data and determines what our current processes support and which areas will require new personalization for the new school year. Through this analysis, the Kids First Team corroborates a solid understanding of the proposed scope of work that will fulfill the district's needs.

The Kids First Team is the most suitable contender to provide services and support for the following reasons:

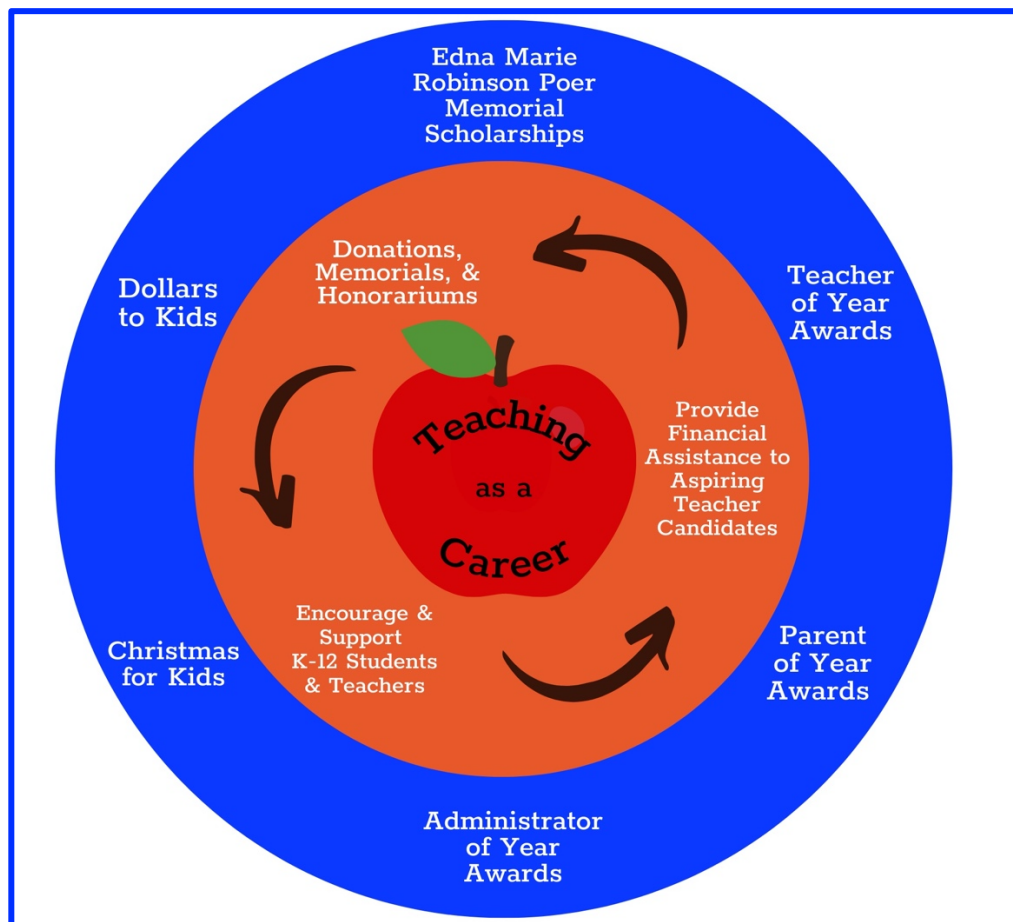
- ⌘ The Kids First Curriculum Teams have developed High-Quality Instructional Resources that support coaching services, build teacher capacity, and accelerate student learning. Visit [our website](#) for our High-Quality Instructional Tools.
- ⌘ The Kids First Team members have successfully provided job embedded professional development and consultation since 2007.
- ⌘ The Kids First Team is currently partnered with over 200 districts, systems, and cooperatives. Over 60 full-time employees and over 400 independent coaches provide these comprehensive, integrated services.
- ⌘ The Kids First Team members have a proven track record of designing and implementing **effective, sustainable solutions**.
- ⌘ The Kids First **personalized solutions** will address the individual needs of each school or school subgroup.
- ⌘ The Kids First company began the approval process in 2021 and was approved by Rivet Education to be included in Rivet's Professional Learning Partner Guide (PLPG). Kids First was re-approved in 2024, going through an even more rigorous approval process. The PLPG is a list of organizations that provide best-in-class curriculum-aligned professional learning services in the country. With multiple HQIM on its list, Kids First Education is approved for partnering with schools and districts in launching an initial implementation of chosen curriculum materials, providing ongoing support for teachers, and providing leadership support in the implementation of those materials to ensure student growth and mastery
- ⌘ The **Arkansas State Department of Education** recently approved Kids First Education as a 1003 Vendor of Choice to support School Improvement plans across the state of Arkansas. This recognition positions Kids First Education as a pivotal resource for schools seeking to implement effective instructional strategies to increase student achievement.
- ⌘ The **Arkansas State Department of Education** recently approved Kids First Education as a Professional Learning Communities Support Vendor. Kids First is approved in ALL FOUR support areas, including Foundational Literacy and the Science of Reading, Strengthening Career Pathways, Strengthening Instructional Quality, and Multi-Tiered System of Supports for Behavioral and Mental Health Services. Kids First is THE ONLY approved vendor for ALL FOUR areas of support.
- ⌘ Kids First's high-quality professional learning opportunities and services have been placed on approved vendor lists in the **South Texas Independent School District** and the **Mesa Arizona Public School District**.



KIDS FIRST GIVES BACK-THE KIDS FIRST SCHOLARSHIP FOUNDATION

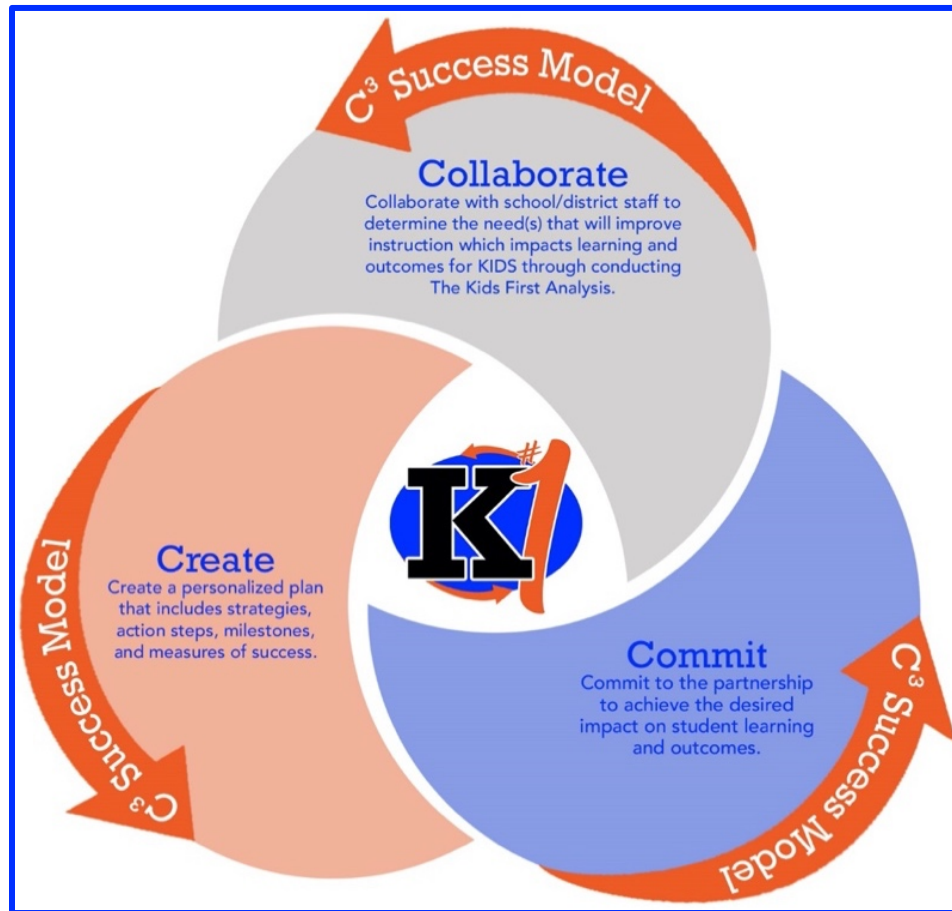
The Kids First Education Scholarship Foundation is in the business of improving lives in each state we serve. In those states, poverty has eroded the well-being for many, impacting education, health systems, and financial security. At the same time, the teacher shortage continues to exacerbate, with fewer students enrolling in teacher education programs. If not addressed, these conditions will worsen and deny opportunities for a complete and fulfilling life for present and future generations. Education is critical to making a difference in these communities.

The Kids First Education Scholarship Foundation was established to generate funding and resources to help address the teacher shortages in the states we serve. Our approach is straightforward and long term: 1) encourage K-12 students to consider teaching as a career, 2) provide financial assistance to aspiring teachers enrolled in K-12 teacher education programs, and 3) serve as a mentor to Kids First teacher candidates on their journey to a degree and licensure. To learn more about Kids First Giving Back from Regina Ginn, Executive Director of the Kids First Foundation, view [this short video](#) or click the QR code below.



KIDS FIRST C³ SUCCESS MODEL

The common threads of our work are the KIDS (students) we serve and our commitment to personalized learning. Our work with KIDS, teachers, and school and district level leadership begins and ends with KIDS in mind. Our C³ Success Model is a KIDS First trademark and remains constant throughout our teaching and learning solutions.



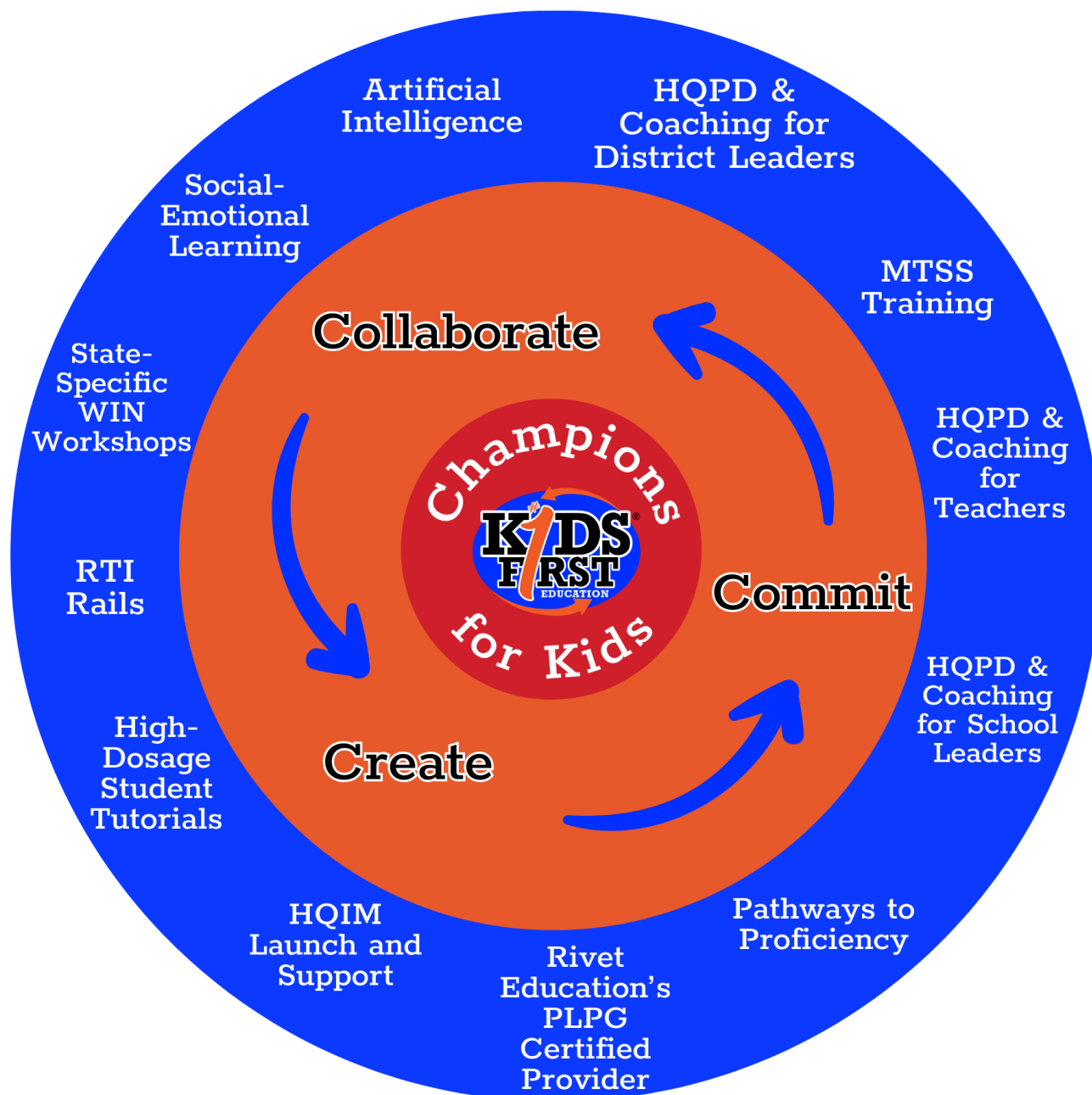
To learn more about Kids First Education, LLC services, scan the QR code:

Kids First Services



KIDS FIRST WINNER'S CIRCLE

At the center of our work is our Mission and Vision, which is putting KIDS FIRST in all circumstances. Using our C³ Success Model, we collaborate to create and commit to the services, tools, and resources we provide to our partnering districts/systems. While those services, tools, and resources may evolve based on the K-12 educational landscape, our Mission, Vision, and Success Model will remain at the center of what we do.



KIDS FIRST TRUST FOUNDATIONS

The foundation of our work within our team and with our partnering districts and systems is trust. Without trust, communication falters and vulnerability cannot be expressed freely. Our C³ Visible Coaching Cycle, Professional Learning sessions, and side-by-side support would not be possible without each stakeholder trusting to work in tandem with the other(s).



Kids First Team Trust Foundations

- **Freely express concerns knowing they will be heard and addressed without mockery or sarcasm.**
- **Freely express personal misconceptions, misunderstandings, skill deficits, and supposed weaknesses knowing they will be accepted with grace and discussed.**
- **Openly communicate.**
- **Back up words with consistent action.**
- **Verbally acknowledge when vulnerability is expressed and support the team member who made the decision to be vulnerable.**

OUR RESEARCH

Visible Learning Research: With over 250+ Influences on Student Achievement, John Hattie's *Visible Learning* research on effect sizes is prominent within Kids First Education's training, coaching, modeling, and co-teaching. Our coaches ensure teachers are aware of, understand, and know how to implement the influences that accelerate student learning, such as the Jigsaw method, and meta-cognitive strategies to help in students' and teacher' self-efficacy. Service reports written for a contractual day's work will also include Hattie's Influences with the effect sizes to further emphasize the research-based focus of Kids First coaching. For more information, watch:



The Science of Reading: While “the science of reading” has become more popular in recent years, the research behind it has been around for decades. Multiple studies have provided evidence that students who leave grade 3 having transitioned from learning to read to reading to learn have a higher success rate of graduating high school and entering some type of post-secondary education. Kids First High-Impact Coaches embed the Science of Reading research into professional learning experiences, side-by-side teacher coaching, planning and preparing meetings, and analysis of multiple forms of assessments. By integrating research behind The Simple View of Reading and Scarborough's Reading Rope, our coaches build capacity in teachers and their leaders to consistently identify areas where literacy can be strengthened and how to deliver instruction using Structured Literacy to ensure that ALL learners can grow.

The Adolescent Brain and Brain Research: Adolescence is a challenging time both personally and academically. With the growing popularity of social media and video games, these challenges have risen exponentially. Many of our professional learning sessions begin by using the behavioral research of Simon Sinek to understand the need of knowing the “why” of education. Works of Eric Jensen, William Glasser and other educational researchers provide the connection of biology, psychology, and social variables to the educational challenges in today's world for adolescents and their teachers. John Hattie and Robert Marzano's research is then used to provide educators with strategies to engage adolescents and improve learning outcomes.

Professional Learning/Development: Our professional development sessions are hands-on, engaging “work” sessions wherein the participants not only receive information but then immediately collaborate with each other and/or work independently to engage in the cognitive process to implement for specific classrooms and students. Whole group, small group, and one-on-one collaborative sharing during sessions is a formative assessment strategy our High-Impact Professional Learning Facilitators and Instructional Coaches use to provide immediate, actionable feedback to participants to clarify any misunderstandings, close any skill deficits, and increase participant self-efficacy with the topic/subject prior to implementing in the district and/or school building.

Our training and coaching occur through multiple avenues, including high-impact, engaging professional learning sessions with multiple participants around a shared, research-based topic or area; facilitation of Professional Learning Communities to deepen content expertise and analyze data to drive instruction; and in-classroom modeling and co-teaching experiences with a reflective, transformative debriefing immediately following. In collaboration with district and school-level leadership, our coaches help determine the professional learning experiences needed to ensure a successful partnership. This provides an increase in teacher and leader efficacy that leads to ALL KIDS growing and learning. Within these collaborations, our coaches stress four prerequisites for effective professional learning (adapted from Learning Forward) to help shape the conditions for the professional learning to be effectively successful: 1) All participants are committed to ALL students, laying the foundation for professional learning to be effective; 2) Each participant comes to each PL experience ready to increase self-efficacy and learn; 3) All participants know and believe they have something to contribute to the PL experience that will enhance individual and collective performance; and 4) All participants learn in different ways; therefore, PL facilitators and participants will engage in a variety of learning experiences.

After each professional development session, Kids First Leadership Coaches will administer a quantitative evaluation to assess the participants' analysis of the session. Using Thomas Guskey's five levels of professional learning, Kids First will create a customized evaluation specific to the goals of the Professional Development sessions.

Specific to the five levels will be the following:

1. Participants' reactions: Initial satisfaction with the professional development session
2. Participant learning: *New* knowledge and skills participants take away
3. Organization support and change: Specific changes and/or extensions to current practices to be implemented
4. Participant use of new knowledge and skills: Fidelity of participants' implementation of specific changes and/or extensions
5. Impact on student learning outcomes: Overall impact of professional development on student learning outcomes

Kids First Coaches remain current with evidence-based research, encompassing high-yield instructional influences, such as John Hattie’s Visible Learning, and the associated effect sizes on student learning and academic growth. Throughout all training and coaching sessions for administrators, instructional coaches, teachers, and teacher assistants, Kids First coaches will clarify the rationale behind each session by integrating the evidence-based influences and effect sizes that are anticipated to produce significant results for participants, ultimately benefiting students.

High-Yield Instructional Influence	Effect Size	Application
Student-Teacher Relationships	.72	Kids First coaches help teachers build trust and positive relationships with students to improve engagement and achievement.
Teacher Clarity	.75	Coaches support teachers in articulating clear learning goals, success criteria, and instructional expectations.
Teacher Credibility	.90	Coaches guide educators in demonstrating competence, trustworthiness, and passion to enhance student belief in learning.
Collective Teacher Efficacy	1.57	Kids First facilitates collaborative environments where educators believe in their joint capacity to impact learning.
Differentiated Instruction	.56	Coaches provide strategies for tailoring content, process, and product to meet diverse student needs.
Mastery Learning	.67	Kids First helps design learning experiences that ensure students achieve mastery before moving forward.
Explicit Teaching Strategies	.63	Coaches model direct instruction techniques with clear explanations and guided practice.
Planning and Predicting	.83	Kids First coaches train teachers to anticipate learning challenges and proactively plan instruction.
Direct Instruction	.60	Instructional coaches support clear, structured teaching with modeling, practice, and feedback.
Deliberate Practice	.79	Coaches help teachers refine specific teaching skills through focused, repeated practice and reflection.

Effect Sizes Specifically Identified for Leadership Embedded in Kids First's Services

Leadership Strategy	Effect Size	Description
Collective Teacher Efficacy	1.57	Leadership fosters a belief among staff in their collective impact.
Instructional Leadership	0.84	Leaders focus on improving teaching and learning directly.
Professional Learning Communities (PLCs)	0.75	Facilitating collaboration focused on student learning and teacher growth.
Feedback (Leader to Teacher)	0.70	Timely, specific feedback that improves teaching performance.
Visible Learning Leadership	0.72	Administrators make learning visible by aligning practices to outcomes.
Goal Setting and Monitoring	0.68	Clear goals set by leadership that are tracked and refined over time.
School Climate	0.61	Creating a safe, inclusive, and achievement-oriented environment.
Data-Informed Decision-Making	0.67	Using schoolwide data to guide instructional focus and resource allocation.

Effect Sizes for Student Interventions/Tutoring Embedded in Kids First's Services

Remediation Strategy	Effect Size	Description
Response to Intervention (RTI)	1.07	Tiered support targeting specific learning needs based on student data.
Direct Instruction	0.60	Structured, explicit teaching focused on skill mastery.
Small Group Instruction	0.49	Personalized attention and differentiated instruction in small groups.
Feedback (Student-Centered)	0.70	Timely and specific feedback that supports student growth.
Spaced Practice	0.65	Repeated review of material over time to deepen learning.
Cognitive Task Analysis	1.29	Breaking down complex tasks to support deeper understanding.
Meta-Cognitive Strategies	0.69	Teaching students how to plan, monitor, and evaluate their own learning.
Mastery Learning	0.58	Ensuring students achieve a high level of understanding before moving on.

OUR INNOVATIVE CYCLICAL APPROACH

Based on the latest research from the Northwest Evaluation Association, educators across the United States have identified top priorities, including addressing the equity and achievement gap, as well as promoting social-emotional learning, and providing services with a clear purpose and measurable impact for teachers and students.

Our innovative approach has improved:

- Student acceleration,
- Learning loss,
- Social emotional learning, and
- Instructional continuity.

Kids First has a proven formula for identifying the specific High-Impact Intentions that lead to our cyclical approach to the theory of change, which necessitates adjustments based on analysis of given evidence.

1. All stakeholders will first commit to the partnership's purpose. The purpose begins with the district or school and is then solidified through collaboration and discussion with Kids First designees.
2. The district or school leadership team then identifies the stakeholders who will be the focus of the work, receiving the services needed to achieve the project's purpose. Kids First designees are available to collaborate and create with the focus stakeholders, if needed.
3. Next, high-impact outcomes are either created by district/school leadership at the outset and discussed with Kids First designees or collaboratively created by the shared stakeholders within both parties.
4. District or school leadership will identify the physical space(s) where the services will be provided. These spaces will effectively ensure the quality of the partnership's purpose and outcomes.
5. After logistics are determined and the services begin, Kids First commits to obtaining continuous feedback throughout the project's scope to ensure that any necessary adjustments are based on quantitative and qualitative evidence and data. Once the evidence and data are analyzed, adjustments will be discussed with all stakeholders on both sides to ensure the changes are implemented effectively.



PROPOSED SCOPE OF WORK

Instructional Support Services for the 2025–2026 School Year August 2025 – May 2026

Kids First Education is honored to submit this proposal to serve as a high-quality instructional support partner for South Pike School District during the 2025–2026 school year. With a proven track record of improving instructional practices and student outcomes across Mississippi and beyond, Kids First brings deep expertise in delivering comprehensive, research-based services that are both practical and transformative.

Our team will provide district-wide instructional support across all subject areas, working directly with administrators and teachers to meet the district's instructional priorities. Services will be **anchored in the Mississippi College- and Career-Readiness Standards (MS CCRS)** and focused on increasing academic achievement in English Language Arts, Mathematics, U.S. History, and Science. We will also support the district's mission to improve End-of-Course (EOC) assessment pass rates and expand the number of students earning industry certifications.

Instructional support will be **customized to meet the unique needs of each educator** through the development of individualized professional growth plans, high-impact coaching, and modeling of effective instructional strategies. Teachers will receive ongoing guidance on re-teaching methods for students who have scored below or did not meet expectations, ensuring timely, data-driven interventions that close achievement gaps and accelerate growth.

Additionally, **leadership coaching will be provided to enhance the capacity of school administrators as instructional leaders**. Our goal is to ensure that principals and leadership teams are equipped to drive improvement efforts, strengthen instructional culture, and lead data-informed decision-making processes that result in sustained academic gains.

Kids First Education is committed to delivering measurable, student-centered results through strategic, standards-aligned support that empowers educators and elevates achievement across the South Pike School District.

Administrators as Instructional Leaders

Objective:

To build the instructional leadership capacity of school and district administrators through research-based coaching and development that results in improved instructional effectiveness, stronger school culture, and measurable student achievement gains.

Scope of Services Includes:

Kids First Education will provide individualized, job-embedded leadership coaching for administrators designed to strengthen their role as instructional leaders. All services will be aligned with the Mississippi College- and Career-Readiness Standards (MS CCRS), district priorities, and best practices in school leadership. Key areas of support include:

- **Establishing Instructional Priorities:**
Coaches will guide school leaders in identifying, articulating, and maintaining focus on key instructional priorities that align with district and state academic goals.
- **Curriculum Implementation and Oversight:**
Administrators will receive support in monitoring curriculum implementation, ensuring alignment to MS CCRS, and reinforcing instructional fidelity throughout classrooms.
- **Instructional Strategy Coaching:**
Leaders will be trained to model and coach high-impact instructional strategies that increase rigor, promote engagement, and support academic growth across diverse learner groups.
- **Observation and Feedback:**
Coaches will conduct joint classroom walkthroughs and co-observations with administrators, followed by reflective debriefs and feedback planning focused on improving teacher practice and student learning.
- **Data-Driven Decision-Making:**
Administrators will engage in data team meetings to interpret student performance data, assess instructional effectiveness, and use findings to inform professional learning, teacher support, and intervention planning.
- **Professional Learning Community (PLC) Facilitation:**
Leadership coaches will support administrators in leading effective PLCs that focus on curriculum alignment, instructional improvement, and assessment literacy.
- **Modeling and Job-Embedded Coaching:**
Through in-the-moment coaching, modeling, and side-by-side leadership work, administrators will develop real-time capacity to lead instructional change.
- **Developing a Common Instructional Language:**
Support will include helping leaders establish a consistent instructional vocabulary, set high expectations, and create a shared vision for instructional quality and equity across the school.
- **Creating and Sustaining a Positive School Culture:**
Coaches will assist administrators in fostering an inclusive, academically focused environment with clearly defined behavioral and instructional expectations that support both teachers and students.

- **Sustainability Planning:**

A customized sustainability plan will be developed for each school to gradually reduce external coaching while ensuring that structures, practices, and capacity are in place to maintain independent instructional leadership growth.

Outcome:

Through sustained, embedded leadership coaching, Kids First Education will support administrators in becoming confident, data-informed instructional leaders who can effectively coach teachers, monitor instructional quality, and lead systems that produce measurable improvements in teaching and learning outcomes across the South Pike School District.

Teacher Instruction Support

Objective:

To strengthen teacher effectiveness, improve instructional quality, and accelerate student achievement through embedded instructional coaching, professional development, and collaborative planning aligned with the **Mississippi College- and Career-Readiness Standards (MS CCRS)**.

Scope of Services Includes:

Kids First Education will provide instructional support designed to build teacher capacity through coaching, training, modeling, and co-teaching. Our instructional coaches will serve in multiple roles to ensure that every teacher receives the tools, feedback, and strategies needed to improve student outcomes. The following areas will be addressed:

- **Lesson Planning, Preparation, Instructional Delivery:** Coaches will work collaboratively with teachers to design standards-aligned lesson plans that integrate clear objectives, effective instructional strategies for conceptual development, and rigorous learning tasks.
- **Curriculum Alignment and Pacing:** Support will be provided to ensure instruction is vertically and horizontally aligned with MS CCRS and appropriately paced to cover priority content within the designated instructional timeframes.
- **Use of High-Quality Instructional Materials:** Teachers will receive training and support in selecting, adapting, and implementing high-quality instructional resources that promote student access to complex content.
- **Formative and Summative Assessment Integration:** Coaches will guide teachers in creating and using assessments that measure student understanding and inform real-time instructional decisions.
- **Data-to-Instruction Practices:** Teachers will be supported in analyzing student data to identify trends, uncover learning gaps, and adjust instruction accordingly. Coaches will help in designing and implementing targeted interventions based on assessment results.
- **Differentiated Instruction and Academic Intervention:** Instruction will be tailored to meet the needs of diverse learners, with strategies provided for scaffolding, enrichment, remediation, and extended learning time.
- **Identifying and Addressing Learning Gaps:** Coaches will assist teachers in using diagnostic tools and formative assessments to identify learning deficits and design instruction that reduces and eliminates them over time.
- **Reading Fluency and Writing Across Content Areas:** Instructional support will be offered to strengthen reading fluency and incorporate evidence-based reading and writing strategies into all subject areas.
- **ELA and Math Performance Tasks Integration:** Provide training and coaching on embedding standards-based ELA and math performance tasks into daily instruction to promote higher-order thinking, demonstrate mastery through real-world application, and support rigorous, standards-aligned teaching practices.
- **Student Engagement and Motivation:** Emphasis will be placed on designing engaging learning experiences that promote participation, ownership, and enthusiasm for learning.

- **Higher-Order Thinking and Problem Solving:** Coaches will help teachers embed critical thinking, analytical questioning, and real-world problem solving into daily instruction.
- **Highly Motivational Classroom Environments:** Strategies will be modeled to cultivate classrooms where students feel valued, supported, and challenged to meet high expectations.
- **Behavior Management Support:** Teachers will be guided in implementing proactive, research-based classroom management systems that support positive student behavior and minimize instructional disruptions.
- **Subject Area Test Preparation:** Targeted instructional support will be provided to prepare students for state and district assessments, with a focus on mastering content and developing effective test-taking strategies.
- **Training, Modeling, and Co-Teaching:** Coaches will provide ongoing professional development through modeling of best practices, side-by-side co-teaching, and individualized instructional demonstrations.
- **Roles of Kids First Instructional Coaches:**
 - *Classroom Supporter:* Partnering with teachers during instruction to provide in-the-moment support and strategy integration.
 - *Resource Provider:* Supplying teachers with research-based tools, materials, and instructional strategies.
 - *Assessment and Data Coach:* Assisting in interpreting data and applying insights to guide instruction and remediation.
 - *Planner and Strategist:* Collaborating in designing academic interventions aligned to identified student needs.
 - *Observer and Feedback Provider:* Conducting non-evaluative classroom observations followed by actionable, reflective feedback designed to foster professional growth and improve instructional practice.

Outcome:

Through sustained, embedded instructional coaching, Kids First Education will support teachers in developing a strong command of content, culturally relevant pedagogy, and data literacy. The ultimate goal is to enhance teacher effectiveness, reduce learning gaps, and increase student achievement in alignment with South Pike School District's instructional vision.

Fluency Development

Developing reading fluency, accuracy, and speed is crucial for student success, as it lays the foundation for reading comprehension and overall academic achievement. Beyond rote skill-and-drill methods, which often lack context and engagement, effective fluency instruction integrates meaningful, research-based strategies that foster deep, transferable literacy skills.

Kids First Coaches will train and model for all content area teachers the following essential strategies:

- **Repeated Reading with Purpose**
Students re-read meaningful text multiple times with a goal—improving expression, accuracy, or pacing. Coaches will model how to scaffold repeated reading using texts at the appropriate level, such as poetry, reader’s theater scripts, or familiar passages.
- **Echo and Choral Reading**
The teacher (or coach) reads aloud, and students echo or read along. This provides a fluent model, builds confidence, and encourages prosody (expression and rhythm).
- **Phrase-Cued Reading**
Text is marked with natural pauses and phrases to help students chunk and interpret meaning. Coaches will model how to prepare phrase-cued texts and how to transition students from guided practice to independent fluency.
- **Partner Reading**
Students are paired strategically (e.g., one stronger reader with one developing reader) to read aloud and support each other. Coaches will demonstrate how to structure and manage these partnerships to maximize their benefits.
- **Fluency Rubrics and Feedback**
Teaching students how to self-assess and peer-assess using fluency rubrics (focused on rate, expression, accuracy) builds metacognition. Coaches will model how to introduce rubrics in a student-friendly way.
- **Use of Authentic Texts**
Engaging with literature and content-rich texts enhances motivation and fosters a deeper understanding of the context. Coaches will emphasize choosing texts that support vocabulary development and content integration.
- **Modeling Fluent Reading**
One of the most effective strategies is modeling fluent and expressive reading aloud. Coaches will demonstrate for teachers how to use read-alouds with intentional pauses to discuss phrasing, pacing, and intonation.
- **Incorporating Technology Tools**
Tools like audio-assisted reading apps or recordings can support independent practice, particularly for struggling readers. Coaches will introduce options that align with classroom goals.

By moving beyond mechanical drills and focusing on these engaging, purposeful strategies, Kids First Coaches will help teachers create a literacy-rich environment that supports all students in becoming confident, fluent readers.

CTE Teacher Support – Universal Instruction

Objective:

To equip CTE teachers with instructional strategies that ensure all students, regardless of background or skill level, have equitable access to rigorous, relevant, and standards-aligned instruction that integrates academic, technical, and employability skills. The following core focus areas are listed below:

- **Instructional Planning and Standards Alignment**
 - Align lesson plans with industry standards, academic content standards, and career readiness competencies.
 - Design units that integrate technical content with ELA and math standards to support cross-disciplinary learning.
 - Embed Universal Design for Learning (UDL) principles to ensure accessibility for all learners.
- **High-Quality, Differentiated Instruction**
 - Use evidence-based instructional strategies to meet diverse learner needs (e.g., scaffolding, flexible grouping, multiple means of representation).
 - Integrate real-world, hands-on learning opportunities and project-based instruction that reflect industry practices.
 - Support language development for English Learners and literacy strategies for all students within CTE content.
- **Formative Assessment and Feedback**
 - Implement ongoing formative assessments aligned to standards and industry competencies.
 - Use student data to inform instruction and groupings and provide targeted feedback to improve student outcomes.
 - Model use of rubrics and performance assessments that reflect both academic and technical expectations.
- **Integration of Employability and Soft Skills**
 - Explicitly teach communication, collaboration, time management, and problem-solving as part of daily instruction.
 - Coach teachers on embedding career-readiness frameworks into instruction.
- **Performance Task Development and Execution**
 - Train and coach teachers to design and implement high-level performance tasks that allow students to apply academic and technical knowledge in authentic contexts.
 - Collaborate with academic content teachers to co-design interdisciplinary projects that showcase mastery of ELA, math, and CTE standards.
- **Culturally Responsive and Inclusive Practices**
 - Support CTE teachers in building classroom environments that reflect and affirm students' identities and lived experiences.
 - Promote equitable participation and engagement through inclusive curriculum materials and instructional practices.
- **Instructional Coaching and Professional Learning**
 - Provide job-embedded coaching and feedback to strengthen planning, instruction, and student engagement.
 - Facilitate professional learning communities focused on continuous improvement, peer collaboration, and the use of instructional data.

College and Career Readiness

Kids First Education will provide comprehensive support for teachers and students through Kids First Prep for Taking the ACT® and ACT® WorkKeys. These services are designed to enhance readiness and performance through targeted instruction, strategic practice, and data-informed planning, including:

- Understanding of the format and expectations for each content-specific section of the ACT® and ACT® WorkKeys assessments.
- Grounding instruction in the progression of standards tied to specific score ranges and question types, ensuring content alignment and purposeful preparation.
- Incorporating content-specific lessons and modules that offer focused remediation and support tailored to identified areas of need.
- Setting measurable goals for each test section, fostering accountability, and progress tracking for students
- Introducing practical strategies for managing time, analyzing questions, and increasing accuracy across test sections.
- Training and demonstrations on effective review methods, remediation practices, and how to integrate skills-based strategies into daily instruction.
- Providing focused tutorial sessions and/or boot camps that reinforce key content and build confidence through application-based practice.
- Interpreting score reports and using historical performance data to customize preparation plans for individual students or groups.

Cross-Cutting Supports for All Areas

Throughout all content areas and services, Kids First integrates:

- Data-to-instruction decision-making frameworks to tailor support based on multiple assessment sources.
- Use of formative assessments and ongoing feedback to monitor and adjust instruction in real time.
- Emphasis on Visible Learning strategies such as learning intentions, success criteria, feedback, and metacognitive thinking.
- Technology coaching to enhance instruction using devices and platforms available in South Pike School District classrooms

Supplemental Instructional Support

Objective:

To provide targeted, standards-aligned support to teachers in state-tested grades and courses through supplemental instructional guidance, coaching, intervention, and boot camp planning. The goal is to strengthen Tier I instruction and ensure effective intervention practices that lead to increased student achievement on the Mississippi Academic Assessment Program (MAAP) and End-of-Course (EOC) assessments.

Scope of Services Includes:

- **Identification of Priority Areas and Student Groups:** Kids First will work collaboratively with school leaders and teachers to analyze current student data (e.g., benchmark assessments, formative data, previous MAAP data, and EOC performance for retesters) to identify students who require supplemental support and targeted intervention.
- **Instructional Planning for Intervention:** Coaches will assist teachers in planning targeted lessons and intervention blocks that align with the Mississippi College- and Career-Readiness Standards (MS CCRS) and are specifically designed to address learning gaps in reading, writing, mathematics, science, and content-specific End-of-Course (EOC) courses.
- **Modeling and Co-Teaching Support:** Kids First instructional coaches will model intervention strategies and co-teach alongside classroom teachers to demonstrate effective re-teaching methods, differentiated instruction, and small group facilitation techniques designed to accelerate learning for at-risk students.
- **Assessment Integration and Progress Monitoring:** Teachers will receive support in using formative assessments, quick checks, and exit tickets to monitor student progress during intervention. Coaches will also assist in developing data trackers and reflection tools to guide next steps and adjust instruction.
- **Classroom-Based Coaching and Support:** Instructional coaches will serve as real-time classroom supporters, offering actionable feedback, resources, and strategies that teachers can apply immediately during instruction. Focus areas will include scaffolding, remediation pacing, engagement strategies, and closing skill gaps.
- **Use of High-Yield Instructional Resources:** Kids First will help teachers select and implement high-quality instructional materials and practice tasks that are rigorous, relevant, and aligned to assessed standards. Emphasis will be placed on using materials that mirror the format and cognitive rigor of state assessments.
- **Content-Specific Interventions:** Teachers of MAAP-tested subjects will receive subject-specific instructional guidance and intervention tools aligned to tested standards and performance levels.
- **Capacity Building for Long-Term Implementation:** Kids First will guide teachers in developing systems and routines for sustained intervention support, including small group organization, data conferencing, and mastery-based instructional decision-making. Teachers will be equipped to replicate and refine these practices beyond the period of direct support.

Outcome:

Through this supplemental instructional support, teachers will gain the knowledge, tools, and confidence to implement high-quality interventions that address academic gaps and improve student proficiency in state-tested areas. Kids First Education's goal is to build teacher capacity while accelerating student performance and increasing overall success on MAAP and EOC assessments.

Technology Integration Support

Objective:

To enhance instructional effectiveness and student engagement through the strategic integration of classroom technology. Kids First will provide job-embedded support, training, and coaching to help educators effectively incorporate digital tools aligned with instructional goals and the Mississippi College- and Career-Readiness Standards (MS CCRS).

Service Area	Description
Needs Assessment and Readiness Analysis	Conduct teacher surveys, classroom observations, and readiness rubrics to determine current access, proficiency, and areas of need for effective technology use.
Alignment of Technology with Instructional Goals	Match digital tools (e.g., interactive boards, apps, LMS platforms, district software tools) with grade-level standards, content objectives, and student learning outcomes.
Physical and Instructional Setup Support	Assist teachers in organizing classroom technology for optimal student access, minimal distraction, and instructional flow. Provide setup diagrams and infrastructure checklists.
Training and Modeling of Digital Instruction	Offer hands-on professional development and model technology-enhanced lessons demonstrating tools for instruction, assessment, and student collaboration.
Collaborative Tech-Enhanced Lesson Planning	Co-plan lessons with teachers using blended learning strategies, embedded tech tools, and engagement techniques, focusing on instructional outcomes.
Implementation Coaching and Feedback	Observe tech-integrated lessons, provide real-time coaching, troubleshoot issues, and offer action-focused, non-evaluative feedback.
Impact Evaluation and Reflection	Support teachers in reflecting on the effectiveness of technology integration using student engagement and performance data to inform improvements.
Scaling and Sustaining Integration	Develop internal tech champions, support peer-learning structures, and provide advanced PD to maintain evolving, effective technology use.

Outcome:

Kids First Education will equip educators to confidently and effectively integrate technology into their instructional practice, resulting in higher student engagement, improved content mastery, and long-term sustainability of digital learning. By focusing on purposeful, standards-aligned integration, technology becomes a tool for transformation, not just access.

EXPECTED OUTCOMES



At minimum: 3-7% increase in Math proficiency on the 2025-2026 school year MAAP assessment



At minimum: 3-7% increase in Reading/English proficiency on the 2025-2026 school year MAAP assessment



At minimum: 3-7% increase in Science and U.S. History proficiency on the 2025-2026 school year MAAP assessment



At minimum: 3-7% increase in the number of students who pass the Subject Area Assessment



At minimum: 3-7% increase in the number of students who receive industry certifications and pass the ACT WorkKeys with at least a Silver status

Visible Coaching Cycle for Leadership



“Look Fors” in a Rigorous Classroom

1

Positive reinforcement

Various student responses to thought-provoking questions

5

2

Engaged students

Students confident to ask questions

6

3

Understanding demonstrated in different ways

Small-group collaboration and independent work

7

4

Critical thinking skills and solving problems

Display of student work

8



MAAP-Aligned ELA Question Stems 4th Grade

Reading Literature	
Standard parts in boldface are new to 4 th Grade.	
Standard	Question Stems
RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> Select two things <i>Kamena</i> achieves in this story. At the beginning of the story, <i>how do the little crickets feel about having to wake up?</i> Based upon the quote, what can the reader infer about the <i>little crickets</i>? Which of the following sentences from <i>paragraph 2</i> help the reader understand that <i>Bambi did not have to think for a long time to find questions to ask his mother?</i> Which quotation from the story shows <i>why Pinocchio was happy?</i>
RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<ul style="list-style-type: none"> This story shows that <i>(oceans, animals mountains) hold wisdom that can (frighten, guide, cure) people. The wisdom can be (passed down, skipped over, talked to) from adults to (grandparents, friends, children).</i> What is a theme of the story? Which of the following sentences show that a major theme of the passage is that <i>Bambi's walks with his mother made him curious about life?</i> Which statement describes a theme of the story? Choose the best summary of <i>"The Secret of the Mattang"</i>. Choose three statements that should be included in a summary of the story. Read the summary of <i>"The Adventures of Pinocchio."</i> Choose the detail that best completes the summary. Which sentence should be included in a summary of the story?
RL.4.3: Describe in depth a character, setting, or events in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	<ul style="list-style-type: none"> Which paragraph from the passage helps the reader to understand that <i>Bambi's mother was familiar with the woods?</i> How does the setting impact the <i>questions that Bambi asks his mother?</i> What do the <i>coconuts teach Kamena about the islands and the ocean?</i> What <i>two things happened as Kamena watched the coconuts float away?</i> Which of the following quotations describes the setting of the story? Which quotation from the story describes <i>how Pinocchio's behavior affected the household in the story?</i> Which two words BEST describe <i>Kamena's father in the story?</i> Choose two words that best describe <i>Dame Cricket</i>. Which word describes a trait of the <i>little crickets in the story?</i>
RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).	<ul style="list-style-type: none"> How does the word <i>astonished</i> describe <i>Bambi's reaction to his mother's answer?</i> Which word would best replace <i>curious</i> as it is used in the paragraph? What does the phrase <i>jumping out of bed with a bound</i> tell the reader about how the <i>crickets got out of bed?</i> Which word means the same as <i>faint</i> as it is used in the sentence?

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Types of Writing: 5Ws and 1H

	Routine	Process	On-Demand
Aligned Standards	Modes: W.1, W.2, W.3 Task, Purpose, Audience: W.4 Analysis and Reflection: W.9 Routine Writing: W.10	Modes: W.1, W.2, W.3 Task, Purpose, Audience: W.4 Writing Process: W.5 Research: W.7, W.8 Analysis and Research: W.9 Extended Time Frames: W.10	Modes: W.1, W.2, W.3 Task, Purpose, Audience: W.4 Shortened Writing Process: W.5 Analysis: W.9 MAAP-Aligned Time Frame: W.10
Who? Teacher Responsibility Student Responsibility	Teacher: <ul style="list-style-type: none"> Create quick write and exit ticket opportunities for a range of purposes and a range of audiences Model revising strategies Expect various tones and moods to be developed in responses Student: <ul style="list-style-type: none"> Complete routine writing opportunities Receive feedback to edit/revise Check for self-understanding 	Teacher: <ul style="list-style-type: none"> Model Allow guided practice Allow individual practice Give individual feedback (teacher conferences) Score holistically based on rubric Student: <ul style="list-style-type: none"> Follow guidance Practice individually Receive feedback and edit/revise 	Teacher: <ul style="list-style-type: none"> Provide prompt and passage Remind of time limits and purpose Score holistically based on rubric Student: <ul style="list-style-type: none"> Analyze prompt Read passage Type/Write response to prompt Edit/Revise response Receive feedback
What? Suggested Components	Graphic Organizers Sentence Models Reader-Response Journals Text Annotation/Notes Formative Assessments	Writing Exemplars Graphic Organizers MDE Rubric (for 2 nd grade and above)	MAAP-Aligned Performance Task (text/s, prompt, directives) Typing Device (if possible)
When? Setting: Frequency	Daily	Possibly, 1-2 times per 9 weeks	1-2 times per nine weeks
Where? Setting: Time Limits	Short time frames (5-10 minutes) Multiple times during class period	Longer time frames: <ul style="list-style-type: none"> Guided Practice Individual Practice Multiple Sitzings 	Possibly computer lab Maximum of 75-minute time frames <ul style="list-style-type: none"> Single-Sitting
Why? Purpose of Type Non-Purpose of Type	Purpose: <ul style="list-style-type: none"> Extending thinking into writing Reflecting based on context Strengthening reasoning Text-based writing Non-Purpose: <ul style="list-style-type: none"> Not used for grading Not "formal" 	Purpose: <ul style="list-style-type: none"> Develop and strengthen specific modes of writing Strengthen components of the writing process Text-based writing Non-Purpose: <ul style="list-style-type: none"> Not formulaic with no substance nor analysis Not sole focus; used WITH Routine and On-Demand 	Purpose: <ul style="list-style-type: none"> Practice time management and endurance Prompt analysis Rubric scoring Monitor writing growth Text-based writing Non-Purpose: <ul style="list-style-type: none"> Not used for grading
How? Implementation	Range of purposes Range of audiences Range of modes Exit Tickets Quick Writes Revising Strategies	Teacher Modeling Teacher Conferences Peer Editing/Revising	Rubric discussion Scoring MDE Samples Self-Scoring Peer Scoring Self-Reflection

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CPA Framework

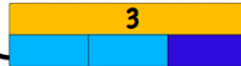
Concrete

The "doing" phase of math
Students are introduced to concepts using physical objects. Numbers become tangible in their representation for students to manipulate. This is generally, but not always, the first phase.



Pictorial

The "seeing" phase of math
Students are introduced to concepts using visual representations such as pictures and models. This is generally, but not always, the second phase.



Abstract

The "symbolic" phase of math
Students are exposed to concepts using symbols to represent their operations and numbers. This is the third phase.

$$2 + 1 = 3$$



Facilitation of Mathematical Discussions in the Classroom

The goal of Kids First's mathematical discourse and discussion training is to collaborate with teachers to promote meaningful math conversations in the classroom. This approach enables students to articulate their problem-solving ideas and strategies while also listening to their peers' approaches. When the classroom environment embraces these discussions, a deeper understanding of concepts develops. Kids First coaches will train, guide, and model mathematical discourse and discussions to benefit both teachers and students. This training will include, but is not limited to:

- Using the Standards of Mathematical Practices to engage in discussions,
- Enforcing a mathematical approach to thinking,
- Developing a mathematical register,
- Utilizing math discourse as a method of formative assessment,
- Cultivating active listening skills, and
- Increasing the ability to communicate orally.

Where do you begin?



The following is an *example* of how the Standards of Mathematical Practices are used to support discourse and discussion:



Standards of Mathematical Practices Teacher Guide	
SMP 3 Construct viable arguments and critique the reasoning of others.	
Summary of SMP <ul style="list-style-type: none"> • Analyze problems and use stated mathematical assumptions, definitions, and established results in constructing arguments • Justify conclusions with mathematical ideas • Listen to the arguments of others and ask useful questions to determine if an argument makes sense • Ask clarifying questions or suggest ideas to improve or revise the argument • Compare two arguments and determine correct or flawed logic 	Question Prompts <ul style="list-style-type: none"> • What mathematical evidence would support your solution? • How can we be sure that...? How could you prove? • What were you considering when...? • How did you decide to try that strategy? • How did you test whether your approach worked? • Did you try a method that did not work? Why did it not? • What is the same and what is different about....?
SMP Implementation for Teachers <ul style="list-style-type: none"> ◦ Encourages students to use proven mathematical understandings to support their reasoning ◦ Questions students so they can tell the difference between assumptions and logical conjectures ◦ Asks questions that require students to justify their solution and their solution pathway ◦ Prompts students to respectfully evaluate peer arguments when solutions are shared ◦ Asks students to compare and contrast various solution methods ◦ Creates various instructional opportunities for students to engage in mathematical discussions 	



Mississippi College and Career Ready Standard Vocabulary Guidance 5th Grade Science

P.5.5: Organization of Matter and Chemical Interactions

Conceptual Understanding: Matter can be segregated into tiny particles that are too small to see but can be detected by other methods. These tiny particles are referred to as atoms, which can be combined to form molecules. Substances exhibit specific properties that can be observed and measured.

P.5.5A Students will demonstrate an understanding of the physical properties of matter.

P.5.5A.1 Obtain and evaluate scientific information to describe basic physical properties of atoms and molecules.

P.5.5A.2 Collect, analyze, and interpret data from measurements of the physical properties of solids, liquids, and gases (e.g., volume, shape, movement, and spacing of particles).

P.5.5A.3 Analyze matter through observations and measurements to classify materials (e.g., powders, metals, minerals, or liquids) based on their properties (e.g., color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, solubility, or density).

P.5.5A.4 Make and test predictions about how the density of an object affects whether the object sinks or floats when placed in a liquid.

*P.5.5A.5 Design a vessel that can safely transport a denser substance (syrup, coins, marbles) through water at various distance and under variable conditions. Use an engineering design process to define the problem, design, construct, evaluate, and improve the vessel. **

- Hardness
- Reflectivity
- Conductivity
- Solubility
- Magnetic
- Physical Properties
- Relative Change
- Physical Change
- Atom
- Molecule
- Compound
- Matter

Conceptual Understanding: Substances of the same type can be classified by their similar, observable properties. Substances can be combined in a variety of ways. A mixture is formed when two or more kinds of matter are physically combined. Solutions are a special type of mixture in which one substance is distributed evenly into another substance. When the physical properties of the components in a mixture are not changed, they can be separated in different physical ways.

P.5.5B Students will demonstrate an understanding of mixtures and solutions.

P.5.5B.1 Obtain and evaluate scientific information to describe what happens to the properties of substances in mixtures and solutions.

P.5.5B.2 Analyze and interpret data to communicate that the concentration of a solution is determined by the relative amount of solute versus solvent in various mixtures.

P.5.5B.3 Investigate how different variables (e.g., temperature change, stirring, particle size, or surface area) affect the rate at which a solute will dissolve.

*P.5.5B.4 Design an effective system (e.g., sifting, filtration, evaporation, magnetic attraction, or floatation) for separating various mixtures. Use an engineering design process to define the problem, design, construct, evaluate, and improve the system. **

- Mixture
- Solution
- Dissolve
- Properties
- Substances
- Filters
- Filtration
- Evaporation
- Solute
- Solvent
- Solubility
- Density
- Volume
- Surface Area
- Concentration
- Dilute

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PARTNER MEETING

Following the access and analysis of relevant data, Kids First Education will work collaboratively with the South Pike School District to establish a timeline for implementing services. Together, both parties will review the analyzed data to identify student learning gaps and areas of academic deficit. This collaborative effort will also include determining specific focus areas tailored to each stakeholder group, ensuring that all actions are aligned with the district's educational goals and student success initiatives.

VALUE ADDED SERVICE

As a value-added resource to ensure the successful execution and sustainability of all services provided, Kids First Education will assign a dedicated Project Manager to work closely with the South Pike School District. This Project Manager will serve as a consistent point of contact and will oversee the implementation, coordination, and continuous improvement of all professional development initiatives.

Key responsibilities of the Project Manager include:

- **Quality Assurance Oversight:** Conducting regular quality assurance checks to monitor the fidelity, relevance, and effectiveness of coaching and professional development sessions. Feedback will be used to refine support and ensure alignment with district goals and standards.
- **Project Timeline Development and Management:** Creating a comprehensive project timeline that outlines key milestones, deliverables, and checkpoints. This timeline will be developed collaboratively with district leadership to reflect school calendars, strategic priorities, and scheduling constraints.
- **Schedule Adjustments and Responsiveness:** The project manager will maintain flexibility to adjust schedules in response to school needs, unforeseen circumstances, or evolving priorities. The Project Manager will coordinate closely with school leaders to ensure minimal disruption and maximum instructional benefit.
- **Proactive Issue Resolution:** Addressing and resolving any emerging challenges promptly and professionally. When needed, the Project Manager will facilitate in-person meetings with district stakeholders to collaboratively identify solutions and ensure all parties remain aligned.

The inclusion of this Project Manager represents Kids First Education's commitment to delivering high-quality services and maintaining clear communication, transparency, and accountability throughout the partnership. This role will help ensure that services are timely, relevant, and tailored to the unique needs of the South Pike School District.

ASSURANCES

Kids First Education provides the following assurances for the delivery of services during the 2025–2026 academic year:

1. **Full-Year Commitment**

Kids First will deliver services for the full duration of the contract, covering the entire 2025–2026 academic year.

2. **Fixed Price Contract**

All services will be provided under a fixed price agreement, with no additional or hidden fees outside the agreed-upon contract amount.

3. **Detailed Work Reports**

Coaches will maintain and submit regular work reports documenting services provided, activities conducted, and progress toward project goals.

4. **Daily Administrative Communication**

Each Kids First coach will report to a designated campus administrator at the start of each day and conclude with a debriefing session to ensure alignment and transparency.

5. **Campus Protocol Compliance**

All coaches will follow campus-specific check-in and check-out procedures.

6. **High-Quality, Evidence-Based Services**

Kids First will provide research-driven, high-quality instructional support and coaching services, backed by a proven record of successful partnerships with school districts.

7. **Dedicated Project Management**

A dedicated Kids First Project Manager will oversee service implementation, manage coach scheduling, and maintain regular communication with district leadership to monitor and support project progress throughout the year

SERVICE REPORTS AND COMMUNICATION

Kids First Education will:

- Prepare service reports that reflect daily services, outlining actions taken and recommendations to be submitted to district and school teams,
- Meet with the district leadership to review the progress of the project,
- Deliver service reports every week, and
- Contact the district leadership in the event of an interruption of traditional school to ensure services are continued.

SERVICE CONTINUITY PLAN

The challenge of providing high-quality professional services during interruptions to traditional school has prompted a need for change in how Kids First Education works with schools. In the event of a disruption to the school schedule, we are prepared to provide training, modeling, co-teaching, consultation, and technical assistance in various modalities. The safety and well-being of students and school/district staff will always be our top priority.

For on-campus services, Kids First coaches and representatives will follow school/district protocols during interruptions to the traditional school schedule while supporting the established instructional continuity plan. To ensure strict adherence to established norms, Kids First Leadership will ensure all representatives:

- Follow school/district protocols for social distancing.
- Follow school/district instructional continuity plans.

Kids First anticipates there may be interruptions to the traditional school day due to various reasons. In this scenario, Kids First coaches will:

- Coach and Train teachers on campus or virtually while always following district guidelines and school/district protocols.
- Certify that all coaches have been trained and have hands-on experience with the school/district's instructional management system and any learning applications included in the continuity plan for virtual learning and professional development.

CONFIDENTIALITY

Kids First Education shall agree to ensure the confidentiality of any records obtained from any district or school, as required by state and federal laws regarding privacy. No information, documents, or other material provided to or prepared by Kids First Education, deemed confidential by South Pike School District according to state and federal privacy laws, shall be made available to any person or organization without the prior approval of the South Pike School District. Any liability resulting from the wrongful disclosure of confidential information on the part of Kids First Education shall rest with Kids First Education.

SUSTAINABILITY

Kids First prides itself on creating sustainable instructional processes for administrator and teacher professional development and coaching. Because these processes are continuously implemented within a research-based coaching cycle, instructional leaders and teachers can continue using them even after completing services. All presentations, activities, and materials used in professional learning and coaching sessions will be shared with the district/school to encourage continuous refreshing and replication.

PROFESSIONAL ETHICS

Kids First Education ensures that consultants/trainers/presenters/speakers are fit to work with teachers, staff, students, and parents and agree to perform the Specified Services herein described above in a proper, workmanlike, and dignified manner; warrants that he/she can and will perform such Specified Services in a manner acceptable to South Pike School District; and agrees to make all additions, deletions and/or changes that may be required by South Pike School District, as condition precedent to the acceptance of such Specified Services. Kids First Education agrees that, at all times, the employees of Kids First furnishing or performing any of the services specified under this agreement shall do so in a proper, workmanlike, dignified manner in alignment with the South Pike School District Code of Conduct. All consultants working through this bid are expected to conduct themselves professionally.

Kids First Education will:

- Ensure all trainers and coaches have professional credentials to work with administrators, instructional leaders, and teachers.
- Ensure all consultants/trainers/presenters/speakers are expected to follow the District's Code of Ethics as it applies to their role.
- Ensure that any consultant performing services specified in this partnership agreement does so in a professional manner.
- Ensure all consultants have completed a criminal background check and a child abuse registry check.
- Ensure consultants do not use coarse language, wear inappropriate attire, or express personal political or religious beliefs.

REFERENCES

DeSoto County Schools, Mississippi

Cory Uselton, Superintendent

662-429-5271

cory.uselton@dcsms.org

Kids First provides professional development, job-embedded coaching, and support for College-and Career-Readiness, teacher effectiveness in all grades and subjects, HQIM support at the elementary level, tutoring support, AP support, and boot camps to prepare for high stakes testing.

Arch Ford Education Service Cooperative, Arkansas

Julie Workman

817-694-6475

julie.workman@archford.org

Kids First provides professional development and side-by-side coaching this school year to leaders and teachers for content areas and the launching/re-launching of their HQIM, accelerating learning, and standards-based teaching.

Tuscaloosa City Schools, Alabama

Dr. Mike Daria, Superintendent

205-759-3700 ext. 1022

tbyrts@tusc.k12.al.us

Kids First provides professional development and job-embedded coaching to teachers and instructional leaders for content areas, data-to-instruction, and College and Career Readiness.

Arkansas River Education Service Cooperative, Arkansas

Michael D. Walker

870-730-2927

walkerm@aresc.k12.ar.us

Kids First provides professional development and side-by-side coaching this school year to leaders and teachers for content areas and the launching/re-launching of their HQIM, accelerating learning, and standards-based teaching.

Hardin County Schools, Tennessee

Greg Wyatt

731-607-0903

greg.wyatt@hctnschools.com

Kids First provided professional development and side-by-side coaching to leaders and teachers in data-to-instruction at Northside Elementary School in the spring of 2024.

Dayton City Schools, Tennessee

Trish Newsom

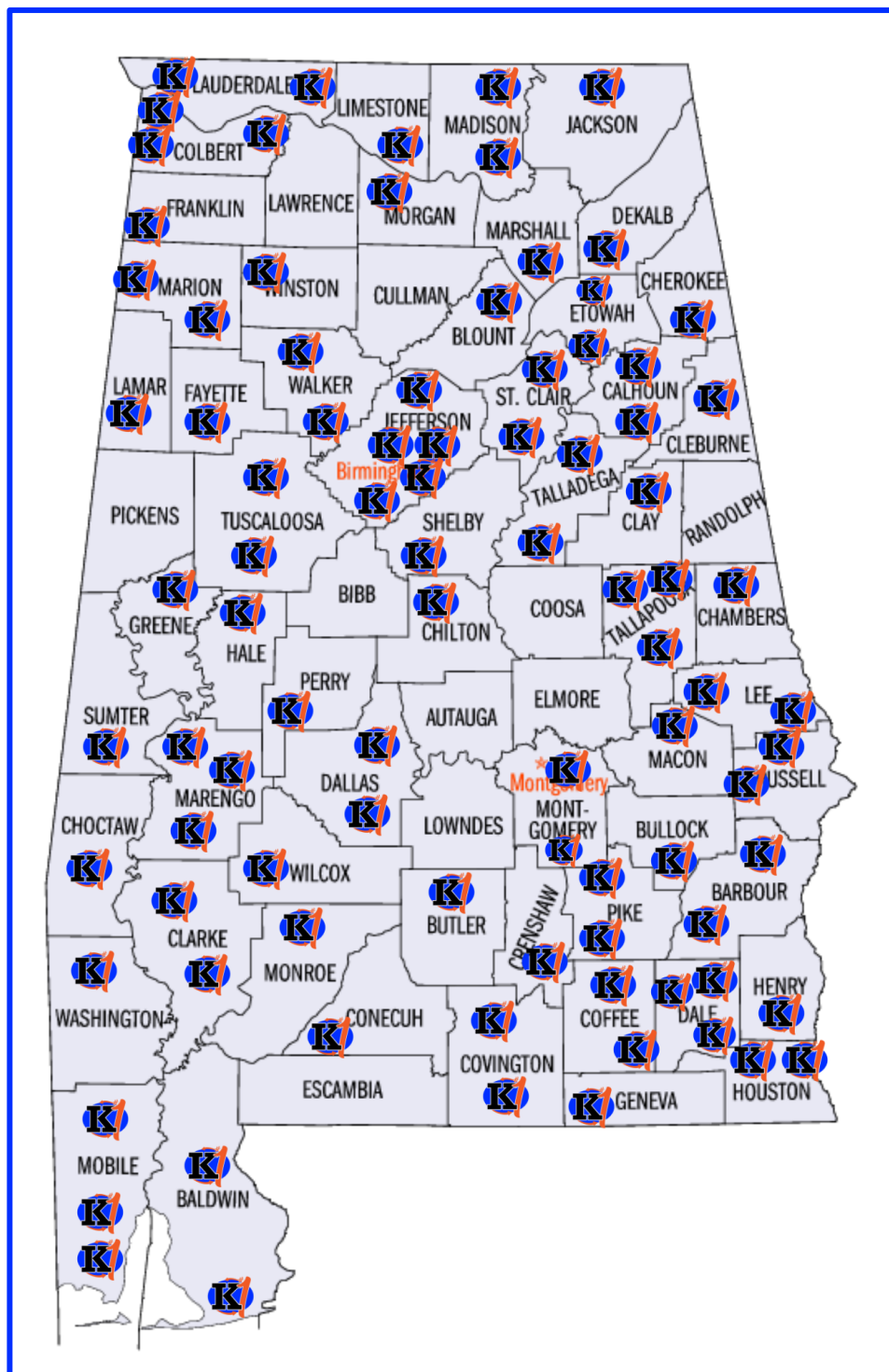
423-774-2251

newsomtr@daytoncity.net

Kids First provides professional development and side-by-side coaching this school year to leaders in Dayton City Schools. This model is hybrid with both virtual and in-person delivery utilized each month. Topics include creating a culture of learning, instructional and managerial leadership strategies, and building leadership capacity in administrators and school leaders

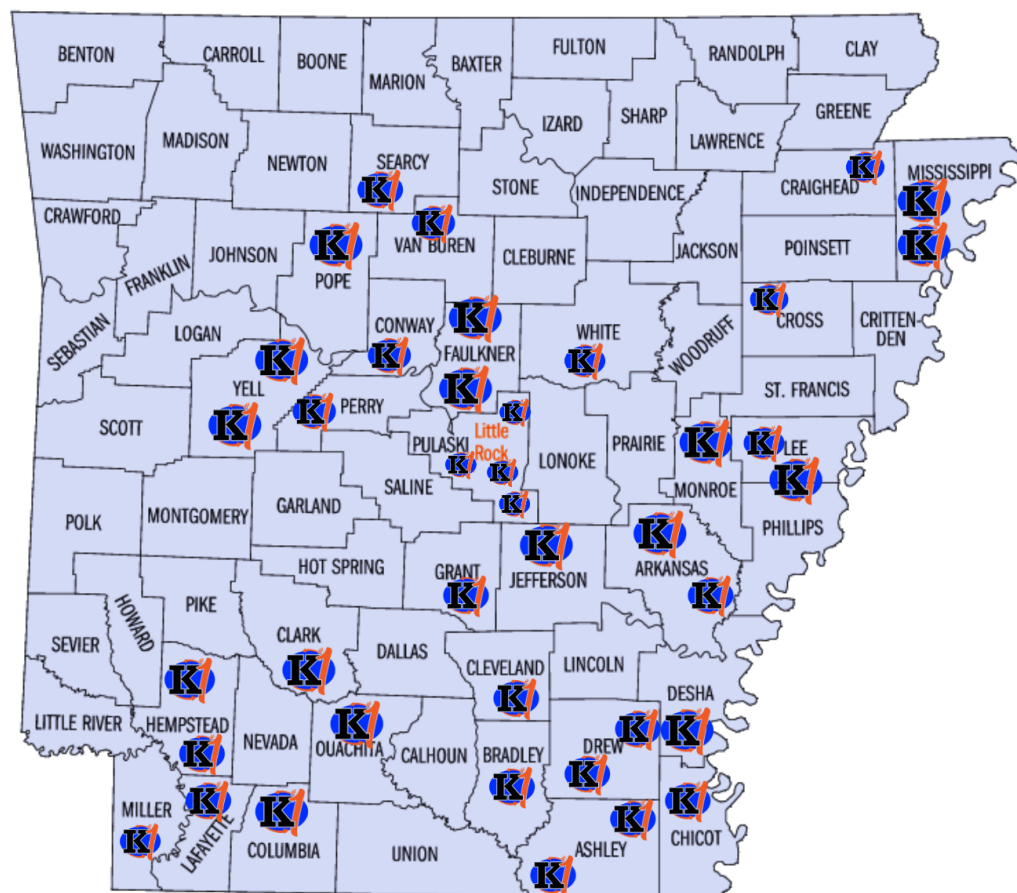
OUR PARTNERS AND KIDS FIRST SCOPE OF WORK

ALABAMA



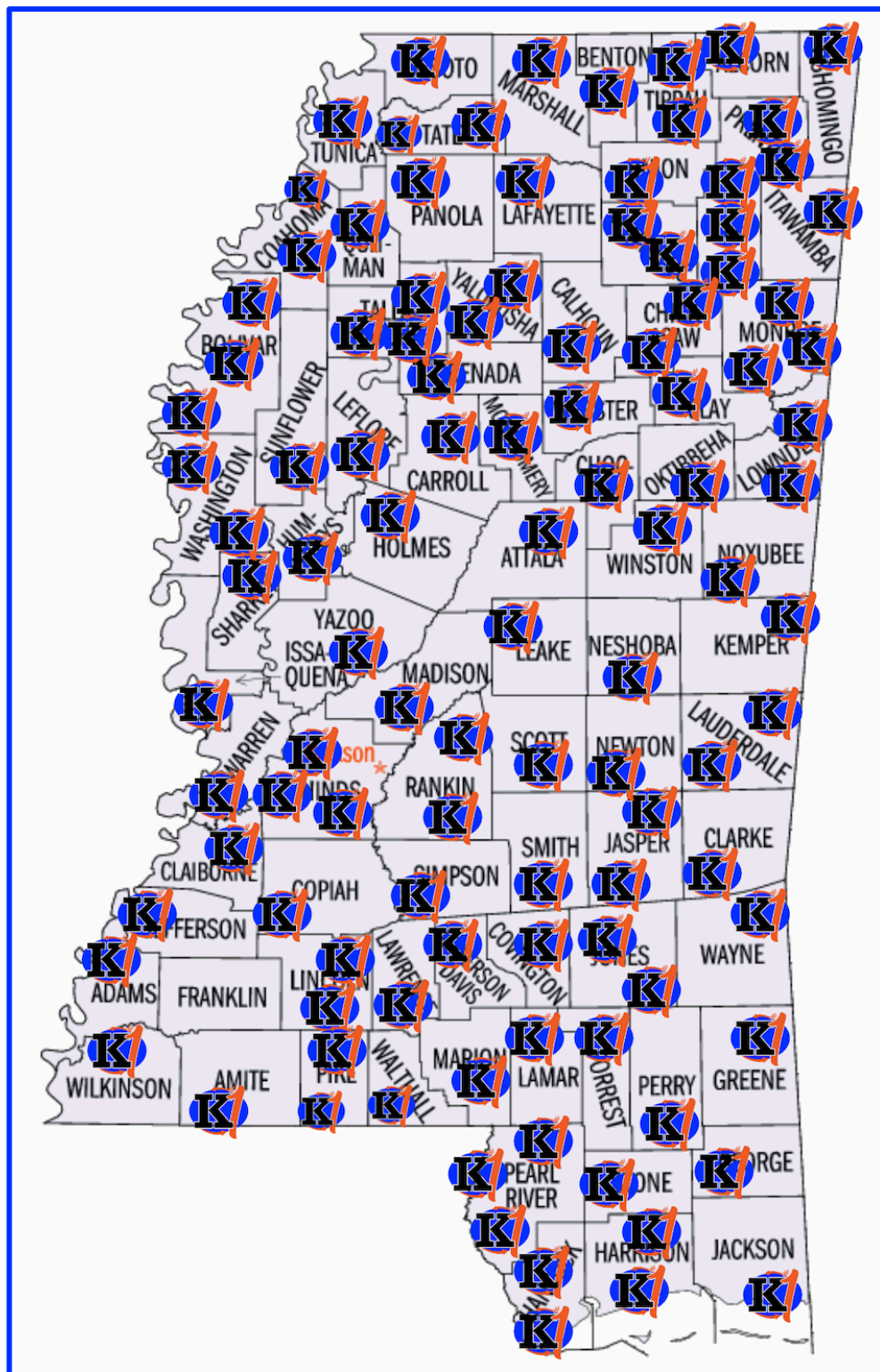
Click on the QR Code for a comprehensive listing of District Partners and Kids First Scope of Work.

ARKANSAS



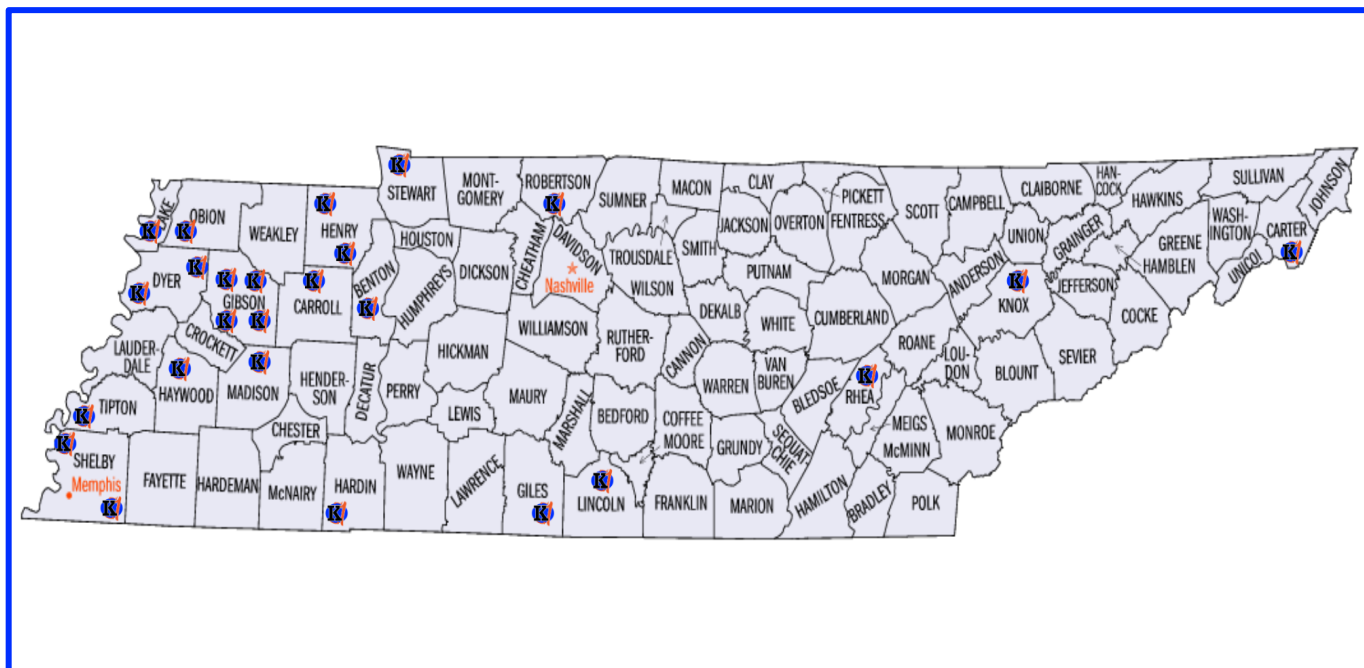
Click on the QR Code for a comprehensive listing of District Partners and Kids First Scope of Work.

MISSISSIPPI



Click on the QR Code for a comprehensive listing of District Partners and Kids First Scope of Work.

TENNESSEE



Click on the QR Code for a comprehensive listing of District Partners and Kids First Scope of Work.

BUDGET

DEBARMENT STATUS

Kids First Education's DUNS number is 117514649.

UNIQUE ENTITY ID

Unique Entity ID: YTZCKBYE87Q6

CONSULTANT COST

Kids First Education, LLC will provide services at a daily rate of \$1,475 per day per consultant. This rate includes all expenses and travel costs. Materials and instructional deliverables provided to the district during the project's duration will be made available to the district via electronic copies.

TOTAL COST OF PROJECT

A comprehensive support partnership between the South Pike School District and Kids First Education will provide the district with an all-inclusive plan for improving academic outcomes through professional development and coaching of administrators and teachers in a supportive learning environment.

Service Component	Description	Unit	Rate
On-Site Coaching & Professional Development	Full-day customized sessions focusing on building leadership capacity and/or PD sessions with a Kids First leadership consultant	Per day, per consultant	\$1,475.00*
Professional Development Workshop	Full-day interactive training (customizable by focus area)	Per day, per consultant	\$1,475.00*
Virtual Coaching and Check-ins	Brief virtual sessions or follow-ups (scheduled between on-site visits)		No additional fee
Materials & Tools Delivered Electronically (<i>Printing is the responsibility of the district.</i>)	Training documents and handouts	Included in daily rate	No additional fee
Evaluation & Reporting	Data collection, impact analysis, and final reports aligned to Guskey's levels of evaluation	Included in partnership	No additional fee
Project Cost	SPSD seeks a total of 120 days. 65% or at least 78 service days will be completed on or before December 5, 2025.	\$1,475.00 per day, per consultant	\$177,000.00

**The half-day rate is \$737.50.*

**Proposal for Services Submitted by:
Kids First Education, LLC**


Cellie Scoggin

June 17, 2025
Date

Proposal Accepted By:

South Pike School District

Date