



Proposal of Services in Response to RFP Number 24-01
for K-12th Grade English Language Proficiency
Assessments

Title: K-12th Grade English Language Proficiency Assessments

Forest Municipal School District

325 Cleveland Street

Forest, MS 39074

Phone: (601) 469-3250



Forest Municipal School District
Attn: Reagan Shoemaker
325 Cleveland Street
Forest, MS 39074

Having thoroughly examined the specifications outlines in the RFP for English Learner Consultant Services (Kindergarten-12th Grade), our company agrees to provide services according to your specifications and instructions at the indicated proposal price. We the undersigned, understand, and accept the instructions and conditions under which the proposal is being submitted.

This proposal consists of the following: Organizational Experience Structure, Capacity and Qualifications, Proposed Plan, General Work Plan and Time Frame, Measurable Objectives, Evaluation Plan, and Cost Proposals. This proposal also consists of appendices with recommendation letters, testimonials, and resumes.

COMPANY:	Beane Consulting Services, LLC
ADDRESS:	P.O. Box 2355
CITY, STATE:	Grenada, MS 38902
SUBMITTED BY:	Sylvia Beane and Dr. Ezzard Beane
TITLE:	CEO/Owner and Vice President
TELEPHONE:	(662) 809- 1006 (662) 809-1005
DATE:	August 31, 2023

BID PRICE: \$74,340. (\$1,400 per full day x 28 days, + one-time \$40 technology fee, \$60 per student assessment fee) – Rate: \$700 half-day rate

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Section 1: Organizational Experience

Applicant's Experience and Success in Conducting Similar Work

Beane Consulting Services, LLC (BCS) has been in operation for thirteen years. BCS provides content and pedagogical support for teachers through instructional coaching in the areas of literacy, mathematics, science, social studies, data coaching, and leadership. BCS also provides support in curriculum and assessment development. Co-owner Sylvia Beane has spent the last eight years working as co-owner and ELA lead of Funchess and Beane Consulting Services. Under the support of Funchess & Beane Consulting Services, Sunflower Consolidated School District and Hinds County School Districts were able to grow into Level B school districts. During Sylvia Beane's time at Funchess and Beane, she served as lead consultant for a number of schools which moved from Level D and F to Levels A and B. Inverness and A.W. James Elementary Schools in Sunflower Consolidated School District are two schools who earned Level A status with the support of Sylvia Beane as the project's lead consultant. Dr. Ezzard Beane, co-owner of Beane Consulting Services, is a practicing school administrator at a Level B high school and a Level A school district. Dr. Beane's work with Algebra I, U.S. History, and Acceleration were instrumental in the school district earning A status and the high school maintaining B status for over eight years.

Educational and Business Experience

Sylvia Beane has a total of 23 years of experience in education, with 13 years of experience as an education consultant. Co-owner, Ezzard Beane, has 25 years of experience as an

education consultant and 15 years' experience in public education as a mathematics teacher, assistant principal, and principal. Sylvia Beane and Ezzard Beane, have a combined 48 years of experience as educators. They have a combined 28 years of experience as educational consultants. BCS's network of consultants has completed ASCD and/or IRA Common Core Training and Teacher Growth Rubric (TGR) training. They are prepared to provide professional development in all subject areas to instructional coaches, teachers, administrators, and all other instructional staff in developing and implementing action plans to build capacity and to increase student achievement.

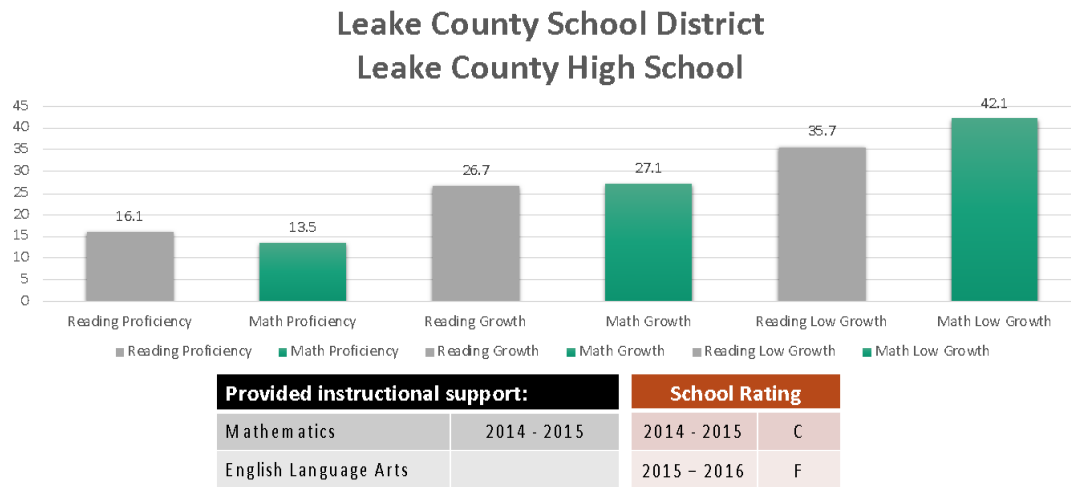
Evidence of Positive Impact on Student Achievement

Beane Consulting Services, LLC has an estimable and dependable record of building capacity and improving student achievement. BCS was instrumental in raising the Quality of Distribution Index (QDI) and increasing the percentage of proficiency in schools across Mississippi, primarily in low-performing districts. Meanwhile, BCS continues to receive positive feedback from students, teachers, and administrators. The tables below provide several detailed examples of BCAS' effectiveness using MAAP data from 2016 to the present. They have worked extensively in providing instructional coaches, teachers, assistant teachers, and school-level administration professional development, instructional coaching, data coaching and data analysis, modeling, behavior management (PBIS), and/or parental involvement activities in the following school districts: Sunflower Consolidated School District, Choctaw/Ackerman School District, Cleveland School District, South Delta School District, Jackson Public Schools, Leflore County School District, Memphis/Shelby County School District,

Jefferson Davis School, Clarksdale School District, Leake County School District, Hazlehurst School District, Mississippi Achievement School District, Hinds County School District, Clarksdale Municipal School District, Leland School District, Grenada School District, Wilkinson County School District, and East Jasper Consolidated School District. Reference letters for 3 districts are also provided.

Sylvia Beane and Ezzard Beane are currently working as the owners and operators of Beane Consulting Services as well as lead ELA and Mathematic consultants within the company. As lead consultants Sylvia Beane and Ezzard Beane are working hand and hand with administrators, teachers, and their consultants daily to ensure maximum growth potential overall. Additionally, Sylvia Beane and Ezzard Beane have worked as subcontractors for three of Mississippi's educational consulting firms operating - The Bailey Educations Group, The Kirkland Group, Bailey-Kirkland Group, Funchess and Beane, and I-Ready (Curriculum and Associates). While subcontracting with these five firms, Sylvia Beane and Ezzard Beane were instrumental in the success at the elementary, middle, and high schools here they served as the lead consultant. In summary, data in the tables clearly demonstrate Beane Consulting Services' success in increasing student achievement and teacher effectiveness.

Evidence of Effectiveness



Note: Consultant services were not provided in the school year 2015 – 2016.BCS

were utilized in the school year 2018 – 2019 to support mathematics. See below the table to demonstrate the effectiveness.

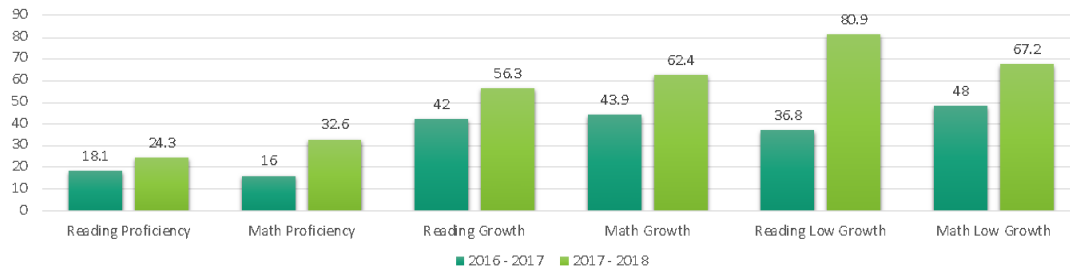
	2017 – 2018	2018 - 2019	Difference
Proficiency	27.5	30.5	+3.0
Math Growth All	53.6	56.9	+3.3
Math Growth LPS	43.4	69.1	+27.6

Note:

Data highlighted light green are the MAAAP results during the school year that FBCS provided consulting services.

Data highlighted dark green are the MAAAP results during the school year that FBCS did not provide consulting services.

Sunflower Consolidated School District Inverness Elementary



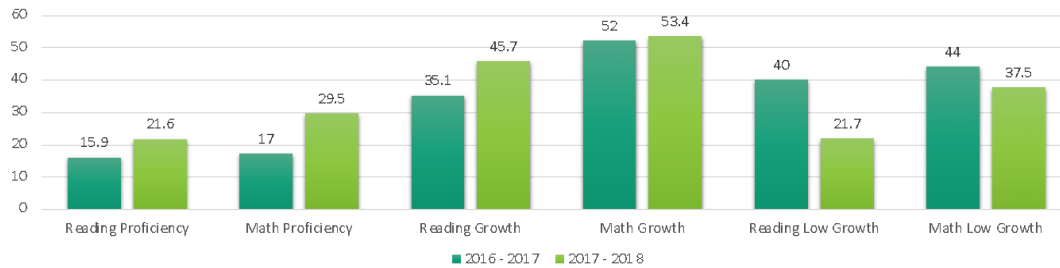
Provided instructional support:

Mathematics	2017 - 2018
English Language Arts	2017 - 2018

School Rating

2016 - 2017	D
2017 - 2018	B

Sunflower Consolidated School District Drew Hunter Middle School



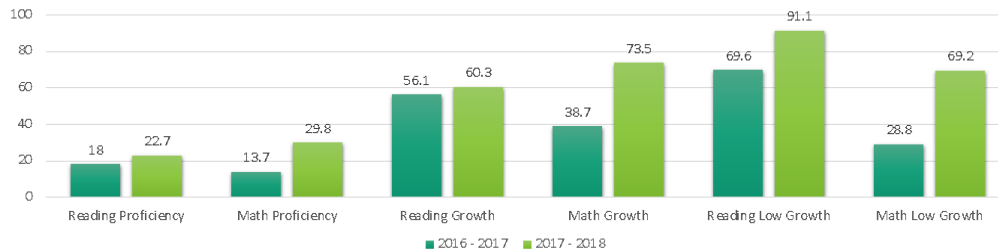
Provided instructional support:

Mathematics	2017 - 2018
English Language Arts	2017 - 2018

School Rating

2016 - 2017	F
2017 - 2018	D

Sunflower Consolidated School District Ruleville Central Elementary School



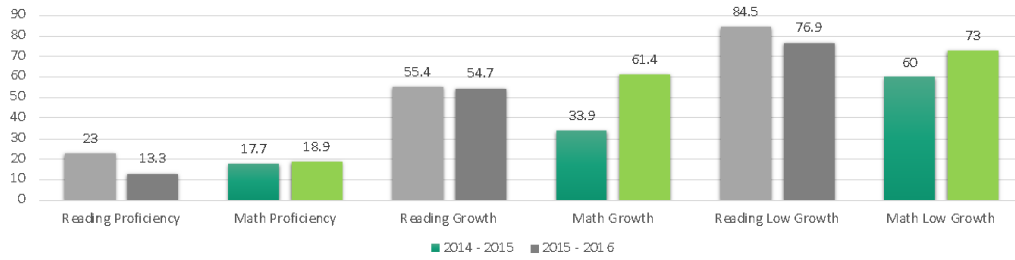
Provided instructional support:

Mathematics	2017 - 2018
English Language Arts	2017 - 2018

School Rating

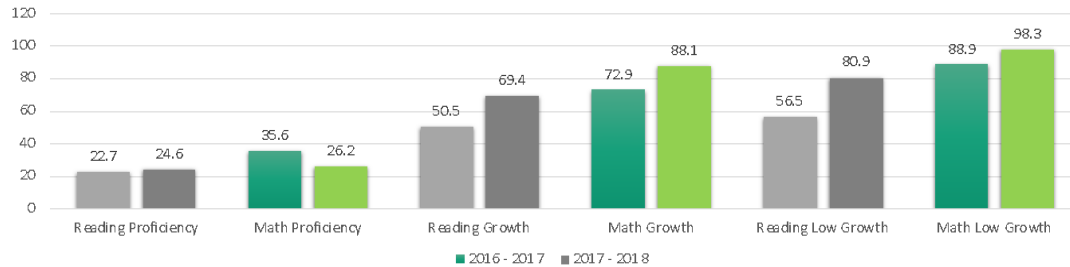
2016 - 2017	D
2017 - 2018	B

Mccomb School District Denman Junior High School



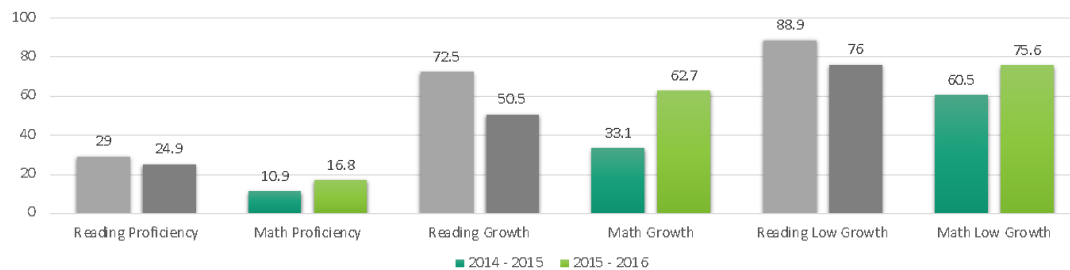
Provided instructional support:		School Rating	
Mathematics	2015 - 2016	2014 - 2015	F
English Language Arts		2015 - 2016	C

East Jasper Consolidated School District Heidelberg High School



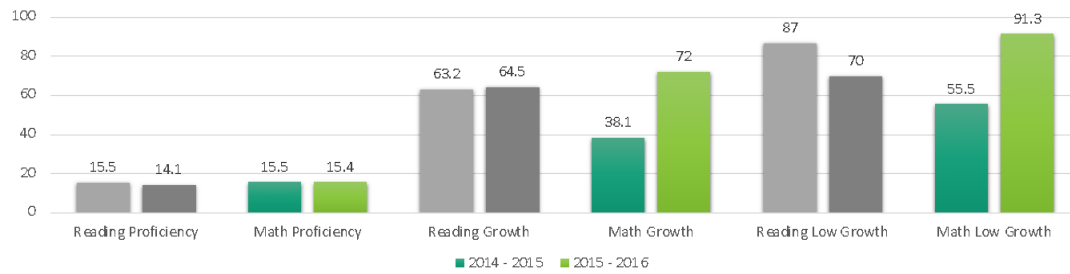
Provided instructional support:		School Rating	
Mathematics	2017 - 2018	2016 - 2017	D
English Language Arts		2017 - 2018	D

Jackson Public School District French Elementary



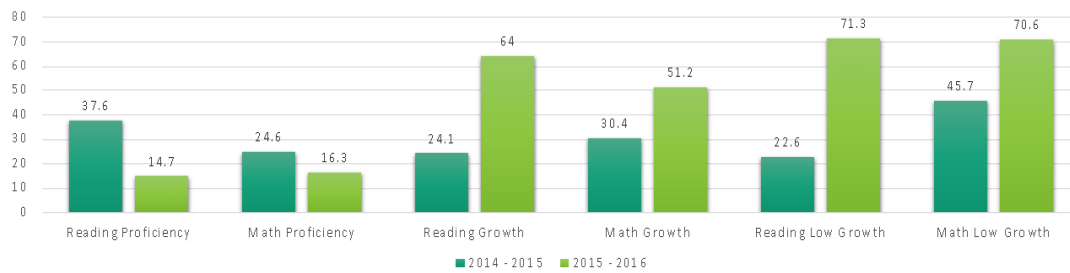
Provided instructional support:		School Rating	
Mathematics	2015 - 2016	2014 - 2015	D
English Language Arts		2015 - 2016	C

Jackson Public School District French Elementary



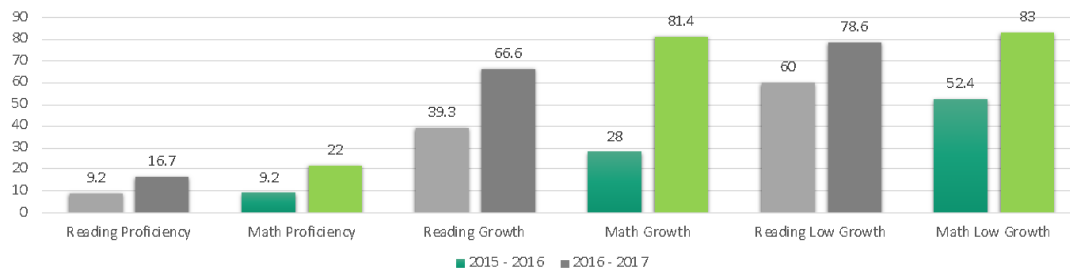
Provided instructional support:		School Rating	
Mathematics	2015 - 2016	2014 - 2015	D
English Language Arts		2015 - 2016	B

Jackson Public School District Clausell Elementary



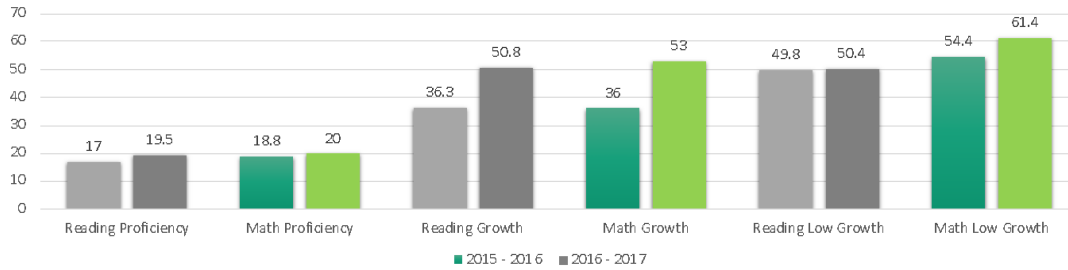
Provided instructional support:		School Rating	
Mathematics	2015 - 2016	2014 - 2015	D
English Language Arts	2015 - 2016	2015 - 2016	C

Jefferson Davis County School District J E Johnson Elementary School



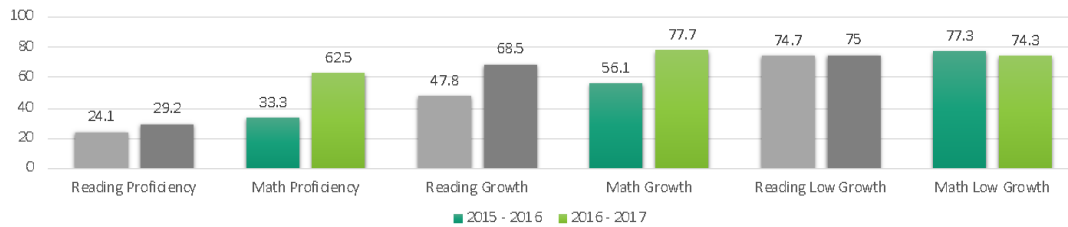
Provided instructional support:		School Rating	
Mathematics	2016 - 2017	2015 - 2016	F
English Language Arts		2016 - 2017	B

Jefferson Davis County School District Prentiss Senior High School



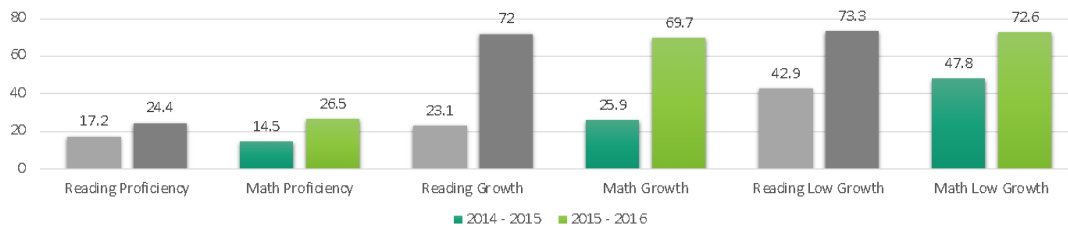
Provided instructional support:		School Rating	
Mathematics	2016 – 2017	2015 - 2016	F
English Language Arts		2016 – 2017	D

Starkville-Oktibbeha Consolidated School District West Elementary School



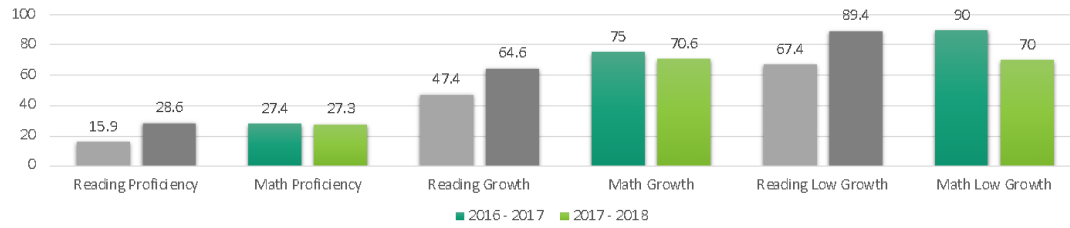
Provided instructional support:		School Rating	
Mathematics	2016 – 2017	2015 - 2016	C
English Language Arts		2016 – 2017	A

Vicksburg Warren School District Warrenton Elementary School



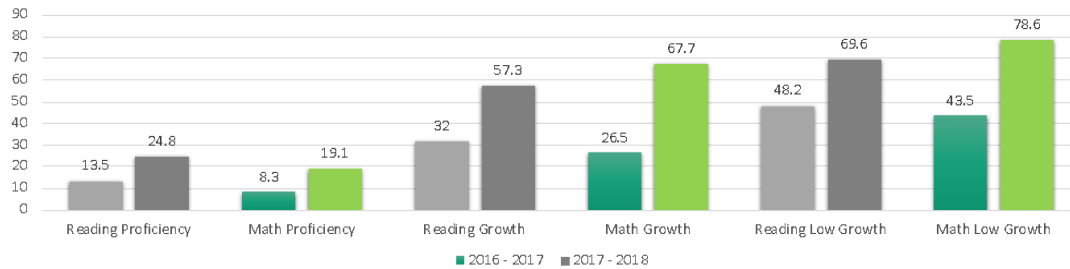
Provided instructional support:		School Rating	
Mathematics	2015 – 2016	2014 - 2015	F
English Language Arts		2015 – 2016	B

Wilkinson County School District Wilkinson County Elementary School



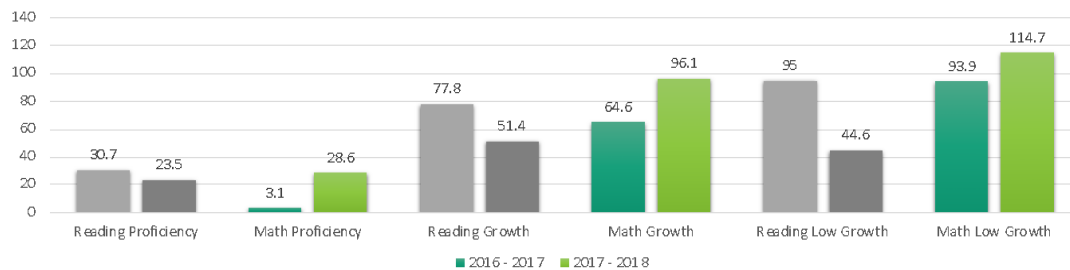
Provided instructional support:		School Rating	
Mathematics	2017 - 2018	2016 - 2017	C
English Language Arts		2017 - 2018	A

Wilkinson County School District Finch Elementary



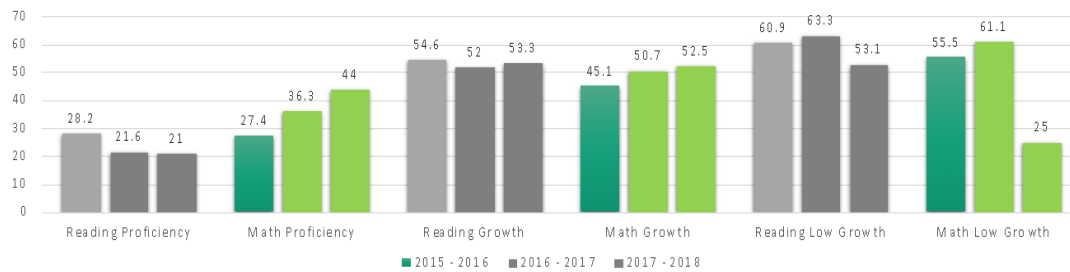
Provided instructional support:		School Rating	
Mathematics	2017 - 2018	2016 - 2017	F
English Language Arts		2017 - 2018	B

Yazoo City Municipal School District Yazoo City High School



Provided instructional support:		School Rating	
Mathematics	2017 - 2018	2016 - 2017	C
English Language Arts		2017 - 2018	D

Yazoo County School District Linwood Elementary



Provided instructional support:			School Rating	
Mathematics	2016 - 2017	2017 - 2018	2015 - 2016	D
English Language Arts			2016 - 2017	C
			2017 - 2018	C

Inverness Elementary School - Sunflower

Year	Grade	ELA Prof.	Growth	Bottom 25%
2021 – 2022	A	34.2%	66.4%	58.3%
2020 – 2021	B	19.7%	---	---
2018 – 2019	B	38.4%	48.6%	46.3%
2017 – 2018	B	24.3	56.3	80.9%

East Sunflower Elementary School - Sunflower

Year	Grade	ELA Prof.	Growth	Bottom 25%
2021 – 2022	B	22.7%	58.3%	60.6%
2020 – 2021	C	15.7%	---	---
2018 – 2019	C	36.8%	52.1%	52.1%
2017 – 2018	D	17.9%	42.4%	35.7%

A.W. James Elementary School - Sunflower

Year	Grade	ELA Prof.	Growth	Bottom 25%
2021 – 2022	A	52.5%	88.6%	101.4%
2020 – 2021	C	20.5%	---	---
2018 – 2019	C	39.7%	50.3%	48.8%
2017 – 2018	B	34.8%	53.1%	75.9%

Drew Hunter Elementary School - Sunflower

Year	Grade	ELA Prof.	Growth	Bottom 25%
2021 – 2022	C	12.6%	53.2%	66.3%
2020 – 2021	C	11.6%	---	---
2018 – 2019	C	13.4%	41.5%	57.8%
2017 – 2018	D	21.6%	45.7%	21.7%

 Shaded cells are school years Sylvia Beane worked with the schools listed or led a team of consultants who worked in the schools.

Ruleville Central Elementary School – Sunflower				
Year	Grade	ELA Prof.	Growth	Bottom 25%
2021 – 2022	B	30.2%	65.6%	69.7%
2020 – 2021	D	22.4%	---	---
2018 – 2019	D	33.9%	49.3%	47.4%
2017 – 2018	B	22.7%	60.3%	91.1%

Ruleville Central Elementary School – Sunflower				
Year	Grade	ELA Prof.	Growth	Bottom 25%
2021 – 2022	B	30.2%	65.6%	69.7%
2020 – 2021	D	22.4%	---	---
2018 – 2019	D	33.9%	49.3%	47.4%
2017 – 2018	B	22.7%	60.3%	91.1%

Oakhurst Intermediate School – Clarksdale				
Year	Grade	ELA Prof.	Growth	Bottom 25%
2021 – 2022	D	15%	44.8%	56.4%
2020 – 2021	F	11.5%	---	---
2018 – 2019	F	15.5%	37.3%	37.8%
2017 – 2018	F	14.2%	38.9%	61.7%

Heidelberg Elementary School – Clarksdale				
Year	Grade	ELA Prof.	Growth	Bottom 25%
2021 – 2022	C	13.3%	65.6%	69.8%
2020 – 2021	B	7.2%	---	---
2018 – 2019	B	22.7%	67.3%	83.9%
2017 – 2018	F	22.3%	39.5%	46.7%

 Shaded cells are school years Sylvia Beane worked with the schools listed or led a team of consultants who worked in the schools.



Section 2: Program Design

2.01 – Mission:

Beane Consulting Services (BCS) seeks to provide English Language Proficiency Assessments for Kindergarden-12th Grade. Our services will include necessary coordination with administrators and teachers as well as working with students in each individual school site. We will administer three assessments during the year to track growth in English language proficiency. The assessments will be aligned to the Mississippi Department of Education’s English Learner Proficiency Standards. All necessary assessment components to administer the assessment to K-12th grade students will be provided.

2.02 – Proposal Specifications:

In addition to assessment, BCS may work to build the capacity of teachers and administrators by developing a culture of collaborative inquiry. Capacity building will consist of aligning instruction and data to improve student performance on the MAAP Assessment and the ACT. BCS may also provide suggestions for EL students and students with IEPs and 504s. BCS will provide professional development for school and district-level administrators with the areas of focus identified by Forest Municipal School District.

Professional development for teachers includes academic support as well as training to assist peer colleagues (Hasbrock & Denton, 2005). BCS will support instructional leaders and teachers with content and pedagogical training as well as professional development on coaching strategies to assist in developing relationships with teachers and students. According to Denton and Hasbrock (2009), instructional leaders who receive training from multiple

sources are often confused due to the different and conflicting messages. BCS will provide consistent consultation services for instructional leaders and educators that service Forest Municipal School District to ensure teachers are well-trained under a consistent model. BCS will incorporate instructional coaching strategies developed by Jim Knight and Kansas University's Center for Research on Learning. According to Knight (2007, p.33), instructional coaches provide teachers with strategies to improve classroom management, content, instruction, and assessment for learning. In order to build teacher capacity, effective instructional coaches enroll teachers in the coaching process, identify teacher goals, listen to teachers, ask questions, explain teaching practices, and provide feedback. BCS consultants will provide support to incorporate the coaching principles developed by Knight (2011) and Kansas University's Center for Research on Learning.

BCS may provide Forest Municipal School District with support to address the areas of focus as stated in the request for proposal. BCS will begin by assessing the Equity Foundation of Forest Municipal School District and individual schools by identifying the following: gaps in learning for students, teacher and educator networks, and pipelines for Forest Municipal School District employees. Assessing the Equity Foundation will allow BCS and Forest Municipal School District to make informed decisions based on evidence. Potential pipelines include but are not limited to the following: teacher assistant to teacher, teachers to curriculum specialists or administrators, and building-level administrators to central office administrators. Additionally, BCS will assist Forest Municipal School District to maximize the available resources in the district as well as use evidence to make data-driven decisions. BCS will work with district and

central office administrators to identify opportunities to develop networks and pipeline opportunities using professional development and professional learning communities.

EXECUTIVE SUMMARY

Following the requested assessment, **Beane Consulting Services** (BCS) proposes an approach to improving school achievement that stems from our educational philosophy and belief of building school capacity as the foremost step to impacting student achievement overall. We believe that instructional coaches and administration should be the primary source and true instructional leaders in a building and/or district. They must be trained first, and the gradual release model should be followed to train teachers and other staff members to truly have long-term success rates. This innovative and creative approach to improving student outcomes by implementing job-embedded services for teachers, building level leadership and curriculum, and on-site consultation services in EL, technology, teacher resilience, and assessment within the schools of Forest Municipal School District. Mrs. Beane and Dr. Beane will work collaboratively with instructional coaches, teachers, and administrative/instructional team members to increase English Learner (EL) student achievement. Our goal is to implement a research-based, comprehensive professional development plan designed specifically for the teachers and students at the individual schools assigned. We will accomplish our goal by providing professional development for EL instructional practices, aligning curriculum, instruction, and assessment with emphasis on the MS College and Career Readiness Standards (MS CCRS). Our consultants will coordinate their services with the school to adhere to

instructional goals, align classwork with the MS CCRs and the MAAP assessment, and institute processes for infusing technology, state resources, and other standards-based materials into daily instruction. Our services encompass the entire teaching and learning spectrum by examining curriculum, instruction, assessment, and professional development practices.

BCS may support school improvement efforts through conducting monthly and/or bi-monthly professional development to instructional coaches and teachers, job-embedded coaching support with co-teaching/in-class instructional modeling support, subject-area content/curriculum training instruction, systematic data analysis, consultative services, student remediation and enrichment, and on-site teaming with teachers and administrators.

The key features that will be addressed include:

1. Administrative team communicates with staff the purpose and the roles of instructional coaches and how the coaching model supports the improvement of student learning.
2. Instructional and administrative staff review relevant data to determine building focus for coaching through the decision-making process.
3. Coaches and administrators participate in district trainings relevant to instructional coaching including the processes for determining readiness and implementing the Instructional Coaching Model in each building.
4. Instructional coaches provide in-class modeling sessions of effective research-based instructional strategies (learned from PD sessions) with all needed resources and materials

aligned to Mississippi College and Career Readiness Standards. Instructional Specialist will provide direct support to all instructional coaches to ensure efficiency and effectiveness.

5. Data analysis training and review to drive overall instruction and assessments. Data specialists will train all instructional coaches on data analysis and development of assessment using the backwards design.

Key Instructional Practices and Major Design Elements

Project Design and Scope of Services:

Beane Consulting Services' partnership with Forest Municipal School District will serve as an active support system for schools within the district and will address English learners. Our project is designed to incorporate collaboration of teachers, instructional leaders and support and best practices in curriculum, instruction, assessment, and classroom management. **Note:** All components of the BCS partnerships are connected to the MS CCRSs, MAAP assessment, and MTSS. BCS will address each school's needs by implementing four critical elements of our project design as put forth below.

Element 1: Job-embedded Services for Teachers, Building Level Leadership and Curriculum

As we are providing tutoring to students, we may also offer job-embedded professional development for instructional coaches/staff in EL including but not limited to instructional

coaching, data coaching, lesson planning, lesson modeling, **differentiating instruction**, **intervention**, integration of technology through training on effective instruction **virtually and on-site**, scaffolding, utilizing and identification of resources. Consultants will partner with instructional coaches and/or teachers along with building administrators throughout the year to offer intense support as needed using evidence-based best practices. In order to create sustainability, consultants will gradually decrease the intensity level of support and eventually charge instructional coaches and teachers with full facilitation of learned practices. BCS consultants will also collaborate with principals and other instructional leaders during the school day to guide and support them in becoming more effective in leading instruction.

The goals of job-embedded professional development are to

- Introduce and model researched based instructional strategies aligned to the standards to the MS – College and Career Readiness Standards;
- Assist teachers with implementing differentiated instruction to students that address individual learning styles and achievement gaps through analyzation of all forms of district data to modify instruction;
- Analyze formative and summative assessment data, which includes benchmark data, teacher made assessment data, and MAAP assessment data to drive instruction;
- Incorporate training on how to effectively provide instruction using the hybrid and asynchronous models for instruction;

- Assist teachers with development of higher order questioning skills, problem solving and critical thinking skills that are aligned to the 8 mathematical practices as aligned in the MS - College and Career Readiness Standards;
- Facilitate research-based instruction through student “boot camps” to prepare students for instruction in tested grade levels;
- Provide instructional leadership sessions with district and school level administrators;
- Provide professional development for all content areas;

Element 2: Coaching and Modeling

Instructional Coaches/Staff

Although our focus will be on tutoring, coaching and modeling best practices in instruction and leadership will be a critical component for professional learning and support for the instructional staff at the individual schools. BCS consultants will coach and model for instructional coaches to help expand instructional coaches’ abilities in assisting teachers with planning rigorous instruction, analyzing data, developing and administering formative and summative assessments, differentiating and scaffolding instruction, and managing daily activities in the classroom. According to Wagner (2010), the following 21st-century skills students need to know will be incorporated as part of the coaching and modeling component:

1. critical thinking and problem solving
2. collaboration and leadership
3. agility and adaptability
4. initiative and entrepreneurialism

5. effective oral and written communication
6. accessing and analyzing information and
7. curiosity and imagination

Consultants will work with instructional coaches on specific areas of need to guide and support them in building capacity with teachers and increasing student achievement. BCS consultants will also provide instructional support inclusive of, but not limited to, the following:

1. Guiding and assisting instructional coaches in pacing their instructional training appropriately and re-teaching material that is based on the assessments given;
2. Responding positively and swiftly to instructional coaches/staff questions;
3. Encouraging and guiding the development of problem-solving skills during instruction;
4. Communicating with the instructional coaches on an ongoing basis;
5. Guiding and assisting the instructional coaches/staff in handling classroom routines efficiently;
6. Guiding and assisting the instructional coaches/staff in planning and implementing sound instructional strategies to promote positive student behavior;
7. Co-demonstrating lessons through classroom modeling;
8. Providing research-based strategies for instructional coaches/staff to use to enable students to participate actively in the lesson and to monitor their own learning;
9. Providing research-based strategies for instructional coaches/staff to incorporate differentiated instruction and scaffolding support.
10. Working with individual instructional coaches, and small groups of teachers, to improve classroom instruction and student achievement;

11. Assisting instructional coaches with differentiating instructional approaches;
12. Modeling best practices to build instructional capacity and raise student achievement;
13. Providing a description of each objective and ensuring that the instructional coaches have a clear understanding and meaning of all concepts and strategies that can be used for each objective;
14. Establishing how to effectively use pacing guides for each grade level;
15. Assisting instructional coaches in understanding and utilizing evidence based instructional resources in their classrooms and the resources to meet the goals of the Common Core State Standards for EL;
16. Guiding and assisting instructional coaches in the effective use of equipment and software along with organizing materials and resources provided in their classrooms;
17. Evaluating and aligning the current programs, resources, and materials for correlations the Common Core State Standards.

Demonstration lessons may serve as opportunities for instructional coaches/staff to maximize instructional practices and self-evaluation. Consultants may conduct observations, model lessons, co-teach, and engage instructional coaches/staff in discussions on research-based strategies and techniques that are aligned with the Framework objectives and Common Core State Standards.

Lesson plan development may be addressed by BCS consultants as they work with teachers to plan and deliver lessons that are research-based and meet the needs of students based on data. Planning will be inclusive of the following Teacher Growth Rubric guidelines:

1. Plans lessons that demonstrate knowledge of content and pedagogy.

2. Plans lessons that meet the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs.
3. Selects instructional goals that incorporate higher level learning for all students.
4. Plans units of instruction that align the Common Core State Standards.

Instructional materials may be reviewed by consultants with instructional coaches and/or teachers to help ensure that teachers have and are proficient at using the available resources for planning and delivering lessons to master the targeted standards in for the state's curriculum. Instruction will be guided to adhere to the following guidelines:

1. Demonstrates deep knowledge of content during instruction.
2. Actively engages students in the learning process.
3. Uses questioning and discussion techniques to promote higher order thinking skills.
4. Brings multiple perspectives to the delivery of content.
5. Communicates clearly and effectively.

Differentiated instruction plans will be developed and modeled by BCS consultants. Teachers will assist in the development of data plans to differentiate instruction and to provide appropriate interventions for all learners through the Response to Intervention tiered approach to instruction with research-based best practices. Consultants may model for and co-teach with teachers to assist in making the classrooms more responsive to the needs, talents, and interests of students. Consultants will consistently work with teachers to use data to plan for a range of grouping experiences, materials, and methods for teaching and learning information in order for students to demonstrate mastery for all learning levels. They will also guide teachers

through the planning process and give constructive feedback after observing the implementation of the plan.

Consultants working with instructional coaches and/or teachers to develop intervention plans for students who border the next level will provide intervention and enrichment support. Consultants will assist instructional coaches and/or teachers with planning, instructing, and assessing EL students in collaboration with teachers. Intervention and enrichment lessons will focus on strengthening students' content knowledge, problem-solving, higher order thinking, and test-taking skills using the Common Core State Standards for EL. **BCS consultants will co-conduct weekly one-on-one and/or small group sessions to help students master the standards and prepare them for quarterly and end-of the-year assessments.**

Scaffolding activities are effective in working with students who experience difficulty in mastering a skill/concept. Consultants will assist instructional coaches and/or teachers with scaffolding activities that will reflect the following:

- Complementing explicit instructional coaches and/or teacher modeling by providing the necessary teacher support students need in order to take the necessary risks of learning a new concept/skill;
- Providing an effective way for students to gradually and thoroughly learn a concept/skill;
- Providing instructional coaches and teachers opportunities to evaluate student understanding during instruction, allowing the teacher to remodel, provide

corrective feedback, emphasize particular elements of the concept/skill prior to students being expected to perform the task independently.

Technology integration will be a focus for consultative sessions. BCS consultants will assist instructional coaches and/or teachers in integrating the **Forest Municipal School District's technology equipment** in classrooms in order to maximize teaching and learning as they focus on 21st-century skills. They will guide teachers in setting up their classrooms to enhance the instructional process, and model effective technology integration. They will also coach teachers on how to use effective software to create high-quality, rigorous, and relevant lessons with technology integration. They will support and assess teachers as they build their capacity with technology integration overall. They will assist school administration to create a plan of action to monitor and inspect expectations of teachers integration in their lesson plans. They will train instructional coaches and/or teachers to use these and other technology tools (including student response systems and cloud technology) while helping instructional coaches and/or teachers understand how to include them in the instructional planning process. Due to recent and unforeseen changes that have occurred that affect education, the consultant will particularly focus on training teachers to facilitate instruction virtually. Consultants will also design and deliver professional development virtually to demonstrate the use of technology in daily instructional practices. Consultants will model technology integration to demonstrate how technology can be used for project-based activities (i.e., addressing standards in the Mississippi College and Career Readiness Standards) and real-world experiences and provide teachers with numerous resources to plan and implement virtual lessons.

Learning environments conducive to maximizing teaching and learning will be created and sustained in the concerted effort to increase student achievement. The focus on learning environment will mirror the following expectations:

1. Manages classroom space and resources effectively for student learning;
2. Creates and maintains a climate of safety, respect, and support for all students;
3. Maximizes time available for instruction;
4. Establishes and maintains a culture of learning to high expectations;
5. Manages student behavior to provide productive learning opportunities for all students.

Focus Standards

Opportunities for principal coaching and mentoring will focus on the following research-based standards as the targeted tasks are facilitated:

Standard 1: A principal promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Standard 2: A principal promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive of student learning and staff professional growth.

Standard 3: A principal promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4: A principal promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: A principal promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Element 3: Collaboration

Beane Consulting Services will develop, implement, and sustain Professional Learning Communities (PLC) to increase capacity, research and share instructional practices, and analyze data. BCS consultants will assist administrators and the school's leadership teams in developing a PLC that will implement the core principles to guide the school's efforts to sustain the PLC model while working to deeply embed it in the school's culture. Our consultants will help customize a PLC that will target the following research-based components:

Ensuring that Students Learn

- Instructional coaches and teachers will be led to evaluate the school characteristics and practices that have been most successful in helping teachers/students achieve at high levels and methods of adopting these characteristics and practices.
- Instructional coaches and teachers will be led to review indicators to assess teachers'/students' progress.

- As part of ensuring that teachers/students learn, consultants will co-facilitate PLC members to explore expectations for student learning, assessment of what is learning, and a plan for responding when students experience difficulty in learning.

Promoting a Culture of Collaboration and Collaborative Inquiry

- Consultants will facilitate the collaboration necessary to achieve the collective purpose of learning for all while helping the leadership team promote a collaborative culture.
- The team will be led to implement the systematic process of working together to analyze and improve their classroom practice.
- Consultants will work with instructional coaches and teachers to promote their engagement in an ongoing cycle of questions that promote in-depth team learning as an integral component of increasing higher levels of teacher/student achievement.

Executing Professional Responsibilities

BCS consultants will guide teachers in the following targets:

- Engaging in continuous professional development and applying new information learned in the classroom;
- Demonstrating professionalism and high ethical standards; acting in alignment with the Mississippi Code of Ethics;
- Establishing and maintaining effective communication with families;
- Collaborating with colleagues and is an active member of a professional learning community in the school.

Focusing on Results

Consultants will help ensure that the PLC engages in an ongoing process of the following:

- Identifying the current level of student achievement;
- Establishing a goal to improve the current level;
- Working together to achieve that goal; and
- Providing periodic evidence of progress.

Proposed Plan

Production Proposal with Embedded Research-based Pedagogical Strategies

The Beane Consulting Services (BCS) proposes to provide Forest Municipal Public School District with an intense, research-based, data-driven instructional plan of improvement that will be customized and focused on professional development content that instructional coaches, administrators, and/or teachers need for instructional guidance of peers and students at the appropriate grade level and aligned to the Mississippi College and Career Readiness Standards for students and teachers and administrators to efficiently addresses the following:

- EL
- Data Analysis
- Leadership Coaching
- MTSS Process (Multi-Tiered System Support)

Technology Integration

Job-embedded professional development, coaching and on-site consultation may be provided for the instructional coaches/staff and administrators of all assigned schools at Forest Municipal School District.

Professional Development

BCS will provide:

Professional development activities will be organized and implemented based on an evidence-based approach encompassing a set of principles (Lyon and Pinnell, 2001):

- Principle 1: Encourage active participation
- Principle 2: Organize small-group discussions around common concerns
- Principle 3: Introduce new concepts in context
- Principle 4: Create a safe environment
- Principle 5: Develop participants' conceptual knowledge through conversation around shared experiences
- Principle 6: Provide opportunities for participants to use what they know to construct new knowledge
- Principle 7: Look for shifts in instructional coaches' understanding over time
- Principle 8: Provide additional experiences or participants who have not yet developed the needed conceptual understanding

On-going professional development may be facilitated by BCS consultants and serve as additional support for instructional coaches in areas identified as challenging. Topics relevant to

the goal of increasing teacher effectiveness and student achievement will be selected for research and discussion in Professional Learning Communities.

Expected Outcomes:

BCS will work with Forest Municipal School District to improve English learner student achievement for K-12 students.

Learning Outcomes Action Plan

- 1. Using the College and Career Readiness Standards for EL, teachers will utilize guidance from various resources to learn how to better integrate and teach the Standards. Teachers will also review current instructional practices and assess the effectiveness of the practices in light of the requirements of the College and Career Readiness Standards.**

Action Plan: BCS will utilize a variety of resources to help teachers integrate and teach the standards effectively. BCS will utilize the CCR Standards, testlets, and question stems to help teachers understand the CCR Standards so they integrate and teacher the Standards effectively. BCS will also incorporate the science of learning and other research to enhance instructional practices.

- 2. The College and Career Readiness Standards require a crucial shift within instruction as determined by the Critical Areas of Focus and Content Emphases by Cluster for each grade level. Teacher will examine the critical areas and major clusters across grade levels to discover both the connection and progression of related standards. Teachers will examine progress-monitoring resources to assist with tracking of student progression toward mastery within the Critical Areas of Focus and Content Emphases by Cluster.**

Action Plan: BCS will provide professional development and lead professional learning communities to help teach the Critical Areas of Focus and Content Emphases by Cluster. BCS will also help school administrators and teachers to identify effect tools and resources to monitor students' progress and how to use the data to make data-driven decisions.

- 3. Developing fluency is one of the requirements of the College and Career Readiness Standards for appropriate content areas. To prepare students to have both accuracy and speed, a flexible understanding must be developed within students instead of defaulting to "skill and drill" procedures. Coaches will review several strategies that**

can be used to assist teachers with the incorporation of conceptual understanding tasks and flexible thinking strategies within the classroom to build a solid foundation within the student.

Action Plan: BCS will provide professional development and professional learning communities to train teachers to build capacity in understanding grade level content. Additionally, BCS will provide training on effective strategies to build fluency in different subject areas. Trainings will include using bell ringers, fluency packets, questioning techniques, technology, and other resources to build student fluency.

4. Consultants will explain the progression of the College and Career Readiness Standards across grade levels. Consultants will aid teachers in studying the standards to better understand the depth of the skills and concepts expected for specific grade levels. Teachers will connect grade specific standards and understand research-based strategies that ensure an appropriate succession of skills across grade levels. Teachers should leave the services with tools needed to create instructional goals to ensure the standards are addressed appropriately in each grade.

Action Plan: BCS will use professional development, professional learning communities, and instructional coaching to deepen teachers' level of understanding of skills and concepts. BCS will conduct PLCs to deepen each teachers' level of understanding of the CCR Standards as well. BCS consultants will model in PLCs and professional development sessions how to create instructional goals to ensure standards are addressed appropriately. A plan to prioritize which standards, concepts & skills, and tools to present to the teachers will be created with the input of central office staff, school administrators, and teachers.



Section 3: Cost Efficiency

TOTAL COST OF PROPOSED SERVICES

Scope of Service for Schools	PRICE per unit	Proposed units	Total
English Language Proficiency Assessments for K-12th Grade			
Services provided:			
<ul style="list-style-type: none"> English Language Proficiency Assessments aligned to the Mississippi Department of Education's English Learner Proficiency Standards. This includes all necessary assessment components for administering English Language Proficiency Assessments to K-12th grade students. 	\$60	585	\$35,100.
English Language Proficiency Assessments for K-12th Grade-Administration (2 consultants per assessment, per school)	\$1,400	18	\$25,200.
District Wide Professional Development Services include/not limited to: EL, Data, Leadership	\$1,400	10	\$14,000.
TOTAL + \$40 technology fee			\$74,340.



Section 4: Program Operation

Adequacy of Resources

Beane Consulting Services is equipped with the necessary resources inclusive of highly qualified consultants, equipment, financial stability, and other related factors to effectively organize, implement, and manage the proposed services.

Beane Consulting Services, LLC has active comprehensive general and professional liability insurance, business auto liability insurance (\$1,000,000 on account of bodily injuries to or death of one person and an aggregate of \$3,000,000 for any one occurrence) along with a policy of workers' compensation insurance with the limit of the following:

Bodily Injury by accident - \$500,000 each employee

Bodily Injury by disease - \$500,000 policy limit

Bodily Injury by disease - \$500,000 each employee

Management and Planning

Beane Consulting Services' management will implement the following quality control measures to monitor and evaluate progress and ensure needs are addressed in a professional and timely manner. All staffing and/or scope of services changes will be informed primarily by project communication mechanisms such as the regularly scheduled teacher and administrator meetings as well as through the use of the Reports of Daily Service (RDS) that will be completed by consultants, and subsequently closely monitored by BCS's chief operating officer, to document observations and recommendations for areas of need. Principals and assigned

district administrators will receive this documentation for review and to assist BCS in ensuring action plans are being implemented.

Additionally, random observations will be conducted by Sylvia Beane and/or Dr. Ezzard Beane. Upon contract procurement, BCS will schedule an entrance conference with pertinent Forest Municipal School District personnel to discuss the project scope of services, logistical matters, and grievance procedures. Should a complaint arise during the service period, Mrs. Beane and/or Dr. Beane will investigate the complaint by first meeting with Forest Municipal School District administration and then the affected teacher(s) to gather additional information before making a recommendation. A corrective action plan will be implemented with the applicable consultant to allow for him/her to modify service delivery accordingly. The corrective action plan will be supplemented by direct observations by Mrs. Beane and/or Dr. Beane in an attempt to minimize service disruption; however, should at any time Forest Municipal School personnel wish to request immediate staffing adjustment, BCS will assign a new consultant within twenty-four hours. Review and client feedback will inform changes in the scope of services/service delivery. Depending on the magnitude of the proposed change(s), and if necessary, Mrs. Beane and/or Dr. Beane will schedule a meeting with relevant Forest Municipal School District personnel to address the matter and formulate documentation of any necessary changes. BCS insists on the utmost professionalism for all staff and subcontractors; consequently, all BCS consultants undergo and pass a criminal background and Department of Public Safety Sex Offenders' Registry check prior to reporting to the service site(s). Likewise, all subcontractors' credentials and references will be verified by the Beane Consulting Services,

LLC. Finally, other internal controls such as regular consultant performance appraisals will continue to ensure client satisfaction.

Timeliness of Services

Beane Consulting Services, LLC will work closely with building and district personnel to plan and render services within the agreed-upon timeline. Documentation of targeted services will be recorded in reports for review.

BCS will evaluate the outcomes and goals of each day of service through verbal feedback throughout the daily sessions, participants' active contributions to the targeted projects and plans, and end-of-the-day evaluations from each session. Any necessary adjustments will be made to meet the goals of the project and to ensure that principals and other participating administrative staff are prepared for the instructional and operational transition.

Value Added

Beane Consulting Services will provide instructional coaches, teachers, and administrators with the following resources as part of this project:

- Two Full-Day Professional Development Sessions
- One Full-Day of an Instructional Modeling Session of an effective learning strategy and best practices (classroom management strategies, student motivational strategies, effective learning strategies).
- One Day of providing PLCs which will include using data to drive instruction and effective lesson planning.

There will be no cost associated with the resources listed above, as they are a value-added component in BCS's proposal.

Sources

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Knight, J. (2007). *Instructional Coaching: A partnership approach to improving instruction*. Corwin Press: Thousand Oaks, California.

Knight, J. (2011). What good coaches do. *Educational Leadership*, 69(2), 18-22.

Lyons, C. A., & Pinnell, G. S. (2001). *Systems for Change in Literacy Education: A Guide to Professional Development*. Heinemann, 88 Post Road West, PO Box 5007, Westport, CT 06881.

APPENDIX A: LETTERS OF RECOMMENDATIONS



A.W. James Elementary School

Ms. Barbara C. Akon, Principal
Mrs. Barbara Steele-Herring, Counselor
Mrs. Avis Brown, Academic Coach
“Striving Towards Excellent Performance”

June 17, 2022

To: Whom it may Concern
Re: Fuchess & Beane Consulting
Sylvia Beane in Particular

It gives me great pleasure to write about the magical and amazing work of Mrs. Sylvia Beane! It is important that a consultant has great character, is trustworthy, concerned and of course is hardworking and focused. Mrs. Beane proved to be all of those and more as she worked with my 3rd, 4th and 5th grade English Language Arts (ELA) students during the school year of 2021-2022. I met Mrs. Beane a few years ago when she was employed by our District for professional development. The teachers came alive, they were engaged and they, as well as Mrs. Beane were excited.

While working with my students during the 2021-2022 school year, she always seemed to go above and beyond what was expected to make sure that my goal and her purpose were accomplished. She treated everyone with respect and she gave 100% of herself, her time and her energy to the students. She is a mindful worker, she puts a lot and thought and heart into her work. Her work ethics are impeccable – never late and willing to stay longer than the contracted day, if necessary.

The data shows that her work and efforts along with the teachers', made a difference in the children's knowledge and mindset. Eighty-five point two percent of our third grade students passed the state-required reading test on the initial administration. Only four did not pass. This is significant because of the third graders initially tested statewide, 73.9% passed, in our school district our students scored highest, in the Mississippi Delta, they scored third place. Only one of the 3rd graders did not pass, but was given Good Cause. I excitingly anticipate the results of her impact on our students that she worked with regarding state testing.

Data also shows that all of our students in grades 3-5 made significant growth during the third nine weeks. Mrs. Beane is very innovative. The reading fluency challenges she gave to our students, both the ones she worked with and the ones that she didn't, and our teachers, caused everyone to want to read and read more. When the students realized her last day was approaching, they asked me if she could come back next year and work at their school. This shows that something great had to be happening if children want her to return for the next year, even before the end of the present year.

Although creativity, innovativeness, and fun-loving, her strategies and methods are research based and she is data driven. When students didn't grasp the concept, she knew (and she did) she had to go back to regroup, refocus and reteach to assure that every child could experience success. As you can



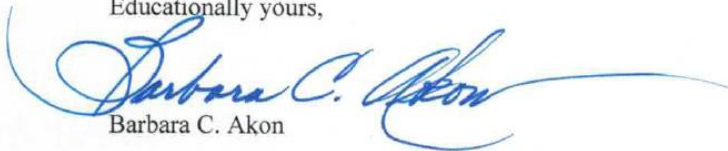
A.W. James Elementary School

Ms. Barbara C. Akon, Principal
Mrs. Barbara Steele-Herring, Counselor
Mrs. Avis Brown, Academic Coach
"Striving Towards Excellent Performance"

see from this letter, she is always professional, knowledgeable in the content area of ELA, which includes reading fluency, vocabulary and writing, she is a motivator of reluctant students, and a caring teacher. I highly recommend Mrs. Beane and her services to help with student growth and achievement.

If additional information is needed, please contact me at the phone number, mailing or email address below.

Educationally yours,



Barbara C. Akon



Choctaw County School District

P.O. Box 398
Ackerman, Mississippi 39735
Phone (662) 285-4022
Fax (662) 285-4049
www.choctaw.k12.ms.us

Stewart G. Beard, Jr.
Superintendent of Education

To Whom it May Concern,

Ms. Sylvia Beane worked as a Consultant with the Choctaw County School District a few years ago. While she was with our district, her services were invaluable. One duty she performed was collecting data on our different programs and analyzing. She would then turn around and develop plans as to how to improve the classroom and would help the teachers implement those plans. The growth during this time could be felt across the board. Another service she performed was going into the classrooms and performing modeled lessons for the teachers to learn from and then would be available for feedback and assistance for growth. Ms. Beane will be an asset to any establishment in which she works and we wish her the best of luck. If you should have any question please feel free to give me a call.

Sincerely,

Glen Beard, Jr. Superintendent

Jalma L. Latham
Academic Coach
1310 Sixth Avenue
Cleveland, Mississippi 38732
nailorppp@yahoo.com
662.843.4528(w) or 662.719.5706(c)

June 7, 2018

To Whom It May Concern:

It is a pleasure to write in support of Funchess and Beane as educational consultants that will tackle your needs with energy and heart. I began working with Funchess and Beane in 2015 going into the 2016-2017 school year. My previous school had used a larger consultant company for a number of years and although we had grown we just felt they were no longer meeting our needs. In came Mrs. Tekeeta Funchess and Sylvia Beane with fresh ideas and just what we needed at just the right time to continue to grow our teachers and students.

After sitting with my principal and myself, Funchess and Beane developed a plan of action that gave the staff a new excitement about the upcoming school year. Our staff implemented the ideas and not only did the reading skills grow but students began to work toward their goals due to the reward system presented by this company.

When I changed districts and schools, I became thrilled when I learned I would continue to work with Funchess and Beane. Mrs. Funchess conducted math trainings before school began on strategies and data analyzes that allowed me to grow more in knowledge than any training I've had. This made me more prepared for my job and better able to serve my school committee.

Funchess and Beane is a small company, but with them you will get a hands on experience. They were always available to answer questions and discuss strategies for growth... even when they were not "on the clock". I highly recommend them for any of your professional or staff needs.

Sincerely,



Jalma L. Latham

June 17, 2022

To whom it may concern:

It is with great enthusiasm that I am writing this letter in support of Mrs. Sylvia Beane. She is the Co-Owner and CEO of Funchess and Beane Consulting Services.

When I was hired as a Kindergarten teacher, I thought attending professional development sessions were a waste of time. After attending one of Mrs. Beane's sessions, I quickly erased that thought out of my mind and couldn't wait to sign up for the next session.

I found Mrs. Beane to be very professional, full of content knowledge, and organized. When I walked through the doors where the session was held, I instantly knew I was in the right place. I was amazed at how Mrs. Beane had the room set up and ready for each teacher when they arrived. Her presentation grasped my attention and I left the session motivated to finish the school year strong.

I would never forget Mrs. Beane and her professional development sessions. She served as a motivational speaker, an expert in education, and she showered generosity. She is a natural leader. In observation I was inspired by her work. She was patient with each teacher, her communication skills were impeccable, and her professionalism was outstanding. Mrs. Beane is awesome; I recommend her for any educational services that are needed.

Respectfully Yours,

Ahbre Thaggard

Third Grade Teacher

Pleasant Run Elementary

Cornishee J. Bruce-Sims
526 S. Choctaw Street
Clarksdale, Mississippi 38614

June 16, 2022

Re: Letter of Support

To Whom It May Concern:

With great pleasure, I write this letter supporting Funchess and Beane. As an educator with 19 years of experience and a five-year building-level principal, Mrs. Funchess and Mrs. Beane were my educational consultants. I currently serve as K-6 Curriculum Coordinator. The wealth of knowledge, professionalism, and being solution-driven were instrumental in working with teachers and administration. Funchess and Beane will have a positive impact on the achievement of our school district.

Mrs. Beane is personable and made working with her a joy. She worked with teachers and administration hand in hand. Her expertise in ELA and the SMILA approach contributed to building teachers' pedagogy. Mrs. Beane provided teachers with high-quality resources that maximized their instructional capacity. Her observations were followed by feedback and the pedagogical support needed to make the necessary instructional shifts to improve Tier One Instruction. This response allowed teachers to buy into the process and implement strategies.

Mrs. Funchess supported our school with Math and Data. Her expertise with mathematical practices and data is unmatched. By tracking our data every nine weeks, we were able to identify and make instructional shifts to provide teachers with the necessary tools needed for improvement. Frequent data conversations provided teachers with a clear understanding of which standards students did not understand, needed reteaching, or those standards that students understood. By tracking our data, we also predicted how the school would score on the MAAP exam in a five-point range. The accountability points increased from 254 (F) to 394 (B) in one school year.

I wholeheartedly support a partnership with Funchess and Beane Consulting, LLC. I have witnessed firsthand the quality of work, care, and concern they have for students, teachers, and administrators. I believe partnering with Funchess and Beane Consulting, LLC will positively impact our school district. In turn, a partnership will assist with meeting our district Goal 1: Improve student achievement results as reported by the state and other standardized test results to garner a performance rating of "C" or better, as written in the District's Strategic Plan.

If additional information is needed, you may contact me at 662.645.4059 or email me at cjbruce@cmsd.k12.ms.us.

Educationally,
Cornishee Sims
K-6 Curriculum Coordinator

APPENDIX B: RESUMES & BIOGRAPHIES

Dr. Ezzard Charles Beane Jr.
308 Oak Grove Dr. • Grenada, MS 38901
Phone: (662) 227-4553 (home) • (662) 809-1005 (cell)
E-mail: ezzardbeane@hotmail.com

SUMMARY OF OBJECTIVE

To pursue a career in education administration where my leadership capabilities and work experience can be utilized in a capacity to communicate with and motivate educators to provide a rich and meaningful educational experience for all students.

PROFESSIONAL EXPERIENCE

Grenada High School, Grenada School District

9th Grade Principal

July 2019 – Present

- Responsible for Grenada High School's Project Lead the Way program which includes; Engineering, Biomedical Science, and Computer Science.
- Participated on District of Innovation Committee, Grenada School District has been identified twice as District of Innovation.
- Responsible for coaching teachers to improve content and pedagogy knowledge.
- Responsible for facilitating IEP meetings for 9th grade students.
- Responsible for ACT program; organizing ACT workshops, planning practice ACT tests, monitoring college readiness data, developing school wide ACT action plan.
- Responsible for monitoring acceleration program; monitoring dual credit students, communicating with local community college, tracking student data, academic advising for dual credit classes, and promoting school dual credit program.
- Responsible for providing academic and data support to the Mathematics department with emphasis on Algebra I and Foundations of Algebra.
- Responsible for discipline and monitoring student data of 9th grade students.
- Conduct classroom formal and informal observations and provide feedback to ensure quality instruction for students.

Assistant Principal

July 2018 – June 2019

- Responsible for discipline and monitoring student data of 10th grade students.
- Conducted classroom formal and informal observations and provide feedback to ensure quality instruction for students.
- Coached teachers to improve content and pedagogy knowledge.
- Responsible for facilitating IEP meetings for 10th grade students.
- Responsible for coordinating substitute teachers.
- Responsible for monitoring Fast Track Program, a program to help students at least two years behind their cohort.
- Responsible for providing academic and data support to the Social Studies department with emphasis on U.S. History.

Davidson Elementary School, Water Valley School District

Principal

July 2017 – June 2018

- Responsible for discipline using the school code of conduct.
- Responsible for classroom formal and informal observations and providing feedback to ensure quality instruction for students.
- Coaches teachers to improve content and pedagogy knowledge.
- Responsible for facilitating IEP meetings for special education students.
- Responsible for overseeing school's MTSS process and reporting to school district leaders.

Grenada High School, Grenada School District

Assistant Principal

July 2014 – June 2017

- Responsible for discipline and monitoring student data of 10th grade students.
- Conducted classroom formal and informal observations and provide feedback to ensure quality instruction for students.
- Coached teachers to improve content and pedagogy knowledge.
- Responsible for facilitating IEP meetings for 10th grade students.
- Responsible for coordinating substitute teachers.
- Responsible for lockers, maintenance request, athletic duty, and monitoring lunch room.
- Assists with implementing Positive Behavior Intervention Strategies and monitoring student discipline data through SWIS.

Bailey•Kirkland Education Group

Education Consultant

July 2012 – May 2014

- Coached teachers to improve content and pedagogy knowledge.
- Conducted classroom observations and provide feedback to ensure quality instruction for all students in grades K-12.
- Responsible for conducting professional development sessions designed to assist teachers' transition to the Common Core State Standards.
- Facilitated an on-line professional learning community on integrating reading and writing in math instruction.
- Responsible for assisting teachers in creating an engaging classroom that is student centered, managed well, and rigorous.
- Assisted teachers in creating behavior plans to improve classroom management reimbursement.
- Presented at 2013 Winter MASS conference and 2013 Bailey – Kirkland Common Core Institute

**Leflore County School District
Claudine Brown Elementary School**

Principal – Greenwood, MS

June 2008 – May 2012

- Leflore County School District Administrator of the Year, 2012.
- Improved school's Quality Distribution Index (QDI) from 125(2008) to 169 (2011).
- Responsible for observing and evaluating teachers to ensure quality instruction for all students.
- Responsible for leading the Teacher Support Team and creating student interventions by observing classroom instruction, facilitating meetings, and monitoring student progress throughout intervention.
- Responsible for creating academic and duty schedules.
- Assisted in creating district's Section 504 and Title IX policies for submitting grievances that was approved by the Office of Civil Rights.
- Conducted district level New Teacher Orientation (2008).
- Responsible for reviewing, analyzing, and presenting MCT2 test data and formative assessment data for school to the school's and district's stakeholders.
- Facilitated faculty meetings and professional development seminars for school and district personnel.
- Established School-wide Reading Initiative which included a 1000 Book Challenge, AR Reading Challenge, and Reading Night Out, increasing the volume of books available in the library and classrooms, and providing Reading incentives. Reading Incentives include autographed books from Ronde Barber, NFL All-Pro, and Curtis Granderson, MLB All-Star.
- Received the Mathematics Value Added Award for the 2008-2009, 2009-2010, and 2010-2011 school years. School received the Language Arts Value Added Award for the 2010-2011 school year.
- Responsible for designing LCSD's Kindergarten Academy. The Kindergarten Academy is a summer program that prepares in-coming Kindergarten students for the upcoming school year. The Kindergarten Academy is a partnership between the LCSD and our local Head Start programs.

**Memphis City School District
Cordova Middle School**

8th Grade Algebra & Pre-Algebra Teacher – Memphis, TN

Aug 2007 – May 2008

- Assisted in completing School Improvement Plan
- Responsible for scheduling regimented practices, organizing parent volunteers, and managing after-school tutoring session as Track Coach.
- Responsible for weekly lesson plans and daily instruction of Honors Algebra I and Pre-Algebra students.

**Memphis City School District
Colonial Middle School**

Assistant Principal – Memphis, TN

October 2006 – May 2007

- Responsible for discipline of 8th grade students, overseeing behavior intervention plans, supervising Support-Team intervention, and developing Success School referrals.
- Assisted in developing the School Improvement Plan (SIP) and SACS report. Responsible for collecting and presenting School Data for the SIP and writing the Quality Assurance component of the SACS report.
- Responsible for supervising 8th grade lunch.
- Responsible for creating recruitment material for school's Creative and Performing Arts (CAPA) program.
- Responsible for reviewing and analyzing 8th grade report cards and creating interventions for students that were failing. Interventions were also created for CAPA students that were not meeting academic or attendance standards.
- Responsible for reviewing and analyzing TCAP test data and formative assessment data for school. Also responsible for presenting data and trends to faculty members in team meetings.
- Facilitated faculty meetings and professional development seminars for school faculty.

**Memphis City School District
Colonial Middle School**

8th Grade Pre-Algebra Teacher – Memphis, TN

Aug. 2002 – October 2006

- Assisted in developing the school's Blue Ribbon Discipline Plan. The plan was designed to improve student attendance, reducing the number of students that chronically misbehave, and promote positive student behavior.
- Assisted in developing school Professional Development plan as a member of the Professional Development Team.
- Served as track coach. Responsible for scheduling regimented practices, organizing parent volunteers, and managing after-school tutoring sessions.
- Managing athletic schedules, fundraising projects, and monitoring student information as Assistant Athletic Director.
- Represented the faculty and staff as an elected member of the School Leadership Council.

**Leflore County School District
Amanda Elzy High School**

Special Education Teacher – Greenwood, MS

Aug. 2000 – May 2002

- Taught Employment English to 9th through 12th grade students. Instructed students on Test of Adult Basic Education (TABE) skills, interview skills, job safety awareness, completing job applications, completing college applications and various other employment related skills.
- Prepared lesson plans and IEPs for classroom instruction. Conducted and scheduled IEP meetings with parents, students, teachers, and administrators.
- Served as co-advisor for award winning Student Council Association (SCA). Duties as SCA advisor including overseeing community service projects, coordinating field trips, and developing press releases.

- Coordinating school and community Blood Drive as well as other health related presentations.
- Volunteered as Assistant Softball Coach.

Leflore County School District
Amanda Elzy High School / School District Services Building

Administrative Intern – Greenwood, MS Aug 2000 – Dec. 2001

- Served as Administrative Intern under an Assistant Principal and Director of Special Education for Leflore County School District
- Maintained student safety and facilitated administrative duties as football and basketball games.
- Developed foundation for District Recruitment Folder
- Served as a district representative at Mississippi Teacher Job Fair
- Conducted research for a Direct Service Grant, which was funded through the Mississippi State Department of Education (\$10,000) in order to provide medical equipment and services for severe and profound handicapped students.
- Wrote a competitive Capacity Building Grant which was funded through the Mississippi State Department of Education (\$50,000) in order to reduce the number of students receiving their educational services in alternative settings.
- Wrote a competitive Data Based Grant which was funded twice through the Mississippi State Department of Education (\$50,000) in order to increase the number of students receiving 80% of education in the regular education setting.
- Developed a lesson plan checklist that was used by Amanda Elzy High School's Assistant Principal to monitor teachers
- Performed teacher observations using the clinical observation model.

Leflore County School District
Leflore County Elementary School

Special Education Teacher – Itta Bena, MS Jan. 1999 – May 2000

- Taught special education students in grades first through fourth.
- Prepared lesson plans and IEPs for classroom instruction. Conducted and scheduled IEP meetings with parents, teachers, and administrators.
- Conducted a district wide in-service demonstrating the district's reading program.
- Served as School Newspaper Co-Advisor.
- Volunteered as Assistant Junior High Basketball Coach.

United States Navy
NAB Little Creek, VA

Gas Turbine Electrician – Virginia Beach, VA June 1991 – Dec. 1994

- Performed electrical work on Landing Cushion Air Crafts (LCAC).
- Trained in using technical manuals for trouble shooting.
- Experienced in working on engines, propellers, and lift fans on LCACs.

EDUCATION

Doctorate of Philosophy in Education with an emphasis in K-12 Leadership, 2022

Overall G.P.A. – 3.9

University of Mississippi, University, MS

Master of Education in Literacy Education, 2013

Overall GPA - 3.9

University of Mississippi, University, MS

Master of Education in Educational Leadership, 2001

Overall GPA - 4.0

University of Mississippi, University, MS

Bachelor of Science in Elementary Education, 1998

Overall GPA – 3.9

Mississippi Valley State University, Itta Bena, MS

PRESENTATIONS

2022 Project Lead the Way National Conference, PLTW and Community Impact

2013 Bailey/Kirkland Summer Common Core Institute, Required Instructional Shifts for Math and Standards for Mathematical Practices

2013 Mississippi Association of School Superintendents Winter Conference, Common Core Math for All.

2012 Mississippi Association of School Superintendents Winter Conference, Using Data to Improve Student Achievement.

Sylvia H. Beane

308 Oak Grove Dr. • Grenada, MS 38901
Phone: (662) 809-1006 • E-Mail: sbeane@funbeane.com



Objective

I am a licensed educator in the state of Mississippi and Tennessee with National Board Certification in Early Childhood, National Board Certified Dyslexia Therapist, Specialist Certification in the Slingerland Approach, Master's degree in Elementary Education with an emphasis in Reading coupled with 17 years of experience teaching elementary and middle school students as well as providing speech and language therapy. I am a very organized individual that pays extraordinary attention to details. In addition, I am accustomed to handling numerous tasks simultaneously on a daily basis as a part of my current position as an education consultant.

Areas of Expertise:

Data Analysis – Assessment Creation – Teacher Observations – Curriculum Development – Understanding by Design Lesson Planning – Classroom Management – Differentiated Instruction – Slingerland/SMILA Approach – Performance Based Assessments – Common Core Reading/Language Arts (K – High School) – Implementation of Technology – Graphing Calculator – Research Based Instructional Strategies – Response To Intervention – Differentiated Instruction – Professional Development

Experience

Education Consultant

June 2009 - Present

- Present Literacy workshops
- Facilitate literacy workshops for all grade levels
- Introduce real-life centers (Text-to-Text, Text-to-Self, Text-to-World, Informal -VS- Formal Language, Integration of Reading/Language across the curriculum (Math, Science, Social Studies, etc.)
- Model classroom instruction (K-12th grade).
- Observe teachers and offer feedback
- Provide guidance in lesson planning, classroom set-up, classroom management
- Serve as teacher and/or administrator coach
- Facilitate training on various subject areas and teaching approaches (integrating all subjects, differentiated instruction, MS-CCR Standards alignment, Slingerland/SMILA Approach, guided reading, the responsive classroom, classroom management, common core, role of assistant teacher within a classroom, and etc.).

Reading Specialist

July 2005 – July 2006

Shelby Oaks Elementary, Memphis, TN

- Taught 2 years of summer class (SMILA)
- Facilitated training sessions on the SMILA Approach
- Trained teachers and tutors on guided reading and reading groups.



- Trained teachers on "The Responsive Classroom"
- Planned and conducted literacy workshops.

Classroom Teacher**August 2003-May 2008****Memphis City Schools**

- Taught kindergarten and 1st grade
- Provided speech language therapy (children and adult)
- Conducted assessments and planned lessons accordingly
- Served as a teacher mentor
- Served as a supervising teacher for student teachers
- Incorporated response classroom approach in classroom instruction
- Incorporated SMILA approach in classroom instruction.
- Model classroom instruction to teachers within school district.

Speech Language Pathologist**August 2001-May 2003****H.M. Nailor Elementary, Cleveland, MS**

- Developed IEPs for classroom instruction and speech/language therapy (Pre.K-8th grade)
- Team taught with Special Education teacher (3rd-6th grade)
- Planned individualized and group therapy based on specific speech or language needs.
- Planned individualized daily academic plans for students with reading learning disabilities.
- Developed IEPs for students based on specific learning disabilities and speech/language needs
- Served as student council advisor
- Served as Girl Scout leader

Education

Early Childhood National Board Certification, Mississippi State University Extension Services, May 2012

Reading Specialist & Dyslexia Therapist- National Certification, Slingerlands (SMILA) Christian Brothers University, Memphis, TN, July 2005 (G.P.A. 4.0)



M.Ed. Elementary Education (Emphasis in Reading and Special Education), Delta State University, Cleveland, MS December 2003 (G.P.A. 3.25)

B.S. Speech Language Pathology and Audiology (Minor in Special Education), Delta State University, Cleveland, MS, 2001 (G.P.A. 3.82)

Nam ut est. In vehicula venenatis dui. Vestibulum ante ipsum primis in faucibus orci luctus et ultrices posuere cubilia Curae; Praesent venenatis gravida justo. In hac habitasse platea dictumst. Suspendisse dui.

Professional Organizations

- National Association of Educators (NEA)
- Parent-Teacher Association (PTA)
- Association of Speech, Hearing, and Audiology (ASHA)
- International Literacy Association (ILA)



Professional References

- **Barbra Akon, Principal**
(A.W. James Elementary)
(662)719-2440
- **Regina Chess, Principal**
(George H. Oliver Elementary)
(662) 902-7216
- **Kizzy Miller, Academic Coach**
(Drew Hunter Middle)
(469) 878-5128
- **Kursandral McVey, Assistant Principal**
(Shelby County Schools)
(901) 650-5481

Marilyn S. Washington
901-390-0228
MSW830@comcast.net

Self-motivated and cooperative Educational Specialist with Admin Endorsement. ELA Instructional Leader with a love for educating our youth and empowering students to embrace their untapped potential. I have worked in the field of education for 29 years and have helped institutions retain teachers, and helped students meet and/or exceed proficiency on district and state tests. As an instructional lead, many of my responsibilities were to evaluate teachers' performance, and model how to implement lessons to increase student comprehension and testing abilities. Also, as an education specialist, I helped students synthesize course content and assess new information related to reading and writing skills. Making sure students understand how to read efficiently and why they are writing. To be a part of a leadership team of a progressive consultancy firm, where emphasis is placed on student literacy success and faculty support, is an important factor in student success in which I find fulfillment.

My educational background and accomplishments include:

Education Specialist w/Admin Endorsement with Honors, Union University, Germantown, TN (May 2011)

Master of Education (Curriculum and Instruction), Union University, Germantown, TN (May 2009)

Bachelor of Science in Education, Crichton College, TN (May 1999)

Accomplishments:

- 2021-2023 Teacher Mentor (New to the school and/or New to the profession)
- 2021-2022 Summer School Administrator (Middle School/Snowden School)
- 2021-present ELA ILT (Instructional Lead ELA Teacher/Cordova Middle Optional School)
- 2021-present Writing Committee Lead teacher (Cordova Middle Optional School)
- 2021-present ELA Tutor (A. Maceo Walker and Cordova Middle Schools)
- 2019-2021 Team Leader (A. Maceo Walker Middle School)
- 2019 Lead Professional Development on LAN School (A. Maceo Walker Middle)
- 2003-2019 TEI (Teacher Effectiveness Initiative Ambassador (A. Maceo Walker Middle)
- 2012- Present Common Core Lead Teacher
- 2012- Present ELA Professional Development Workshops (A. Maceo Walker Middle)
- 2012-18 Mentor for New Teachers (A. Maceo Walker Middle)
- 2012-15 Summer School Curriculum Writer (Legacy Memphis City Schools)
- 2012-15 7th and 8th Grade Curriculum Writer (Legacy Memphis City Schools)
- 2012-15 School Improvement Team Member
- 2010-18 TEM 5 Professional
- Completed Administration and Supervision License Program (May 2011)

- **ELA Consultant (2023)** Assist the curriculum advisor with increasing student proficiencies in Reading and Language arts with a concentration in writing. Grouped students based on their bi-weekly assessment data to provide reading activities, and strategies to increase students' scores.
- **Sped Consultant (2023)** Assist the curriculum advisor, inclusion teachers, and regular ed teachers with implementing strategies that accommodated students with disabilities. Provided professional development instructions and strategies that foster a cohesive work environment for admin, teachers, and teacher leaders.

Kursandral Strong-McVey

Email: sandelta54@gmail.com

Summary Statement

Insightful data driven leader, who can coordinate direct instruction efforts while managing, motivating, and guiding teams. Strategic thinker who analyzes alternatives to achieve optimal results in the field of education. Charismatic communicator with the ability to motivate teachers, students, and employees to work to their full potential, to establish strong and productive teams.

Education

K-12 Administrative License, Oct. 2015
Bethel University, McKenzie, TN

M.A. ED in Elementary Education, May 2003
Cumberland University, Lebanon, TN

M.ED in Special Education, Aug. 2007
University of Mississippi, Oxford, MS

B.S. ED in Schools and Society, Dec. 1998
University of Memphis, Memphis, TN

Certifications

ILL Administrator License
Professional (Elementary K-8 and Sped Modified K-12)
MEA Emerging Leaders Academy
Simultaneous Multisensory Institution of Language Arts
Youth Mental Health/CPR/First Aid
Finance, Personnel Administration and Leadership (United States Army)

Professional Experience

Cordova Middle School, Aug. 2019-Present

Assistant Principal, Sixth Grade Adm., RTI ADM, ELA ADM, TEMS Certified, and BTC

Summer/Fall Learning Academy Administrator

Instructional Facilitator, RTI ADM, Social Studies ADM, TEMS Certified, and BTC

U.S. Army and National Guard, March 1986 - April 1992

Sergeant (E-5) Finance and Personnel

- Managed and ensured recurring reports and advised the command staff on personnel, promotions, and finance related matters.
- Responsible for the training of subordinates in their basic military skills and their respective military occupational specialties.
- Managed and shared the finance and personnel duties with other clerks.
- Served as the Data Entry Supervisor and managed the clerical unit.
- Combat field duties as assigned.

Consultant Biographies

Kembela Brown Hawkins -

My name is Kembela Brown Hawkins, and I am an accomplished educator. I use my experiences, knowledge, skills, and abilities to encourage, engage and contribute to the field of education while coaching other educators and leaders. During my 19 years of experience, I have mentored novice elementary and secondary teachers in ELA, mathematics, science and social studies, presented during district and school-based math, science and social studies professional development sessions, attended STEM conferences throughout the state of Tennessee , received Work Based Learning certification, completion of New Leaders Emerging Leaders Program Cohort 5, successfully completed Early and Secondary Literacy training, SMILA (Simultaneous Multisensory Institute for Language Arts) training, served on the Instructional Leadership Teams, building test coordinator, after school tutoring coordinator and administrative lead for middle school STEM, math and science teacher teams as the Instructional Coach. Educational degrees include a Bachelor of Arts degree in Psychology from the University of Memphis, Master's in Teaching as well as my Instructional Leadership certification from Christian Brothers University, and an Educational Specialist's Degree in Instructional Leadership and Curriculum & Instructions from Nova Southeastern University. It is a personal and professional mission to prepare students and teachers to reach their fullest potential in a least restrictive learning environment which in the end allows positive, enduring impact and interactions within the surrounding community.

Derek Wilson

My name is Derek Wilson and I am an accomplished educator. I enjoy using my skills to contribute to the field of education while providing a vast amount of educational training to other educators and leaders. During my 27 years of experience, I have mentored novice teachers in ELA and SPED, operated as department chair for social studies and served on multiple Instructional Leadership Teams. Educational degrees include a Bachelor's of Science degree in Elementary Education from Mississippi Valley University and a Educational Specialist's Degree in Administration and Supervision from Walden University. My work is rooted in the belief that a great education is foundational to life success.

APPENDIX C: COACHING SUPPORT DOCUMENTS & AGENDAS

Student Data Tracker

Beane Consulting Services trains teachers in strategies to engage students in tracking their own data. Student Data Tracker is a tool for teachers to engage students in tracking their own data and holding them accountable for their academic performance. Through the use of the Student Data Tracker, students understand their goal and the work required to reach their goal if he/she is not on track to meet their goal.

	A	B	C	D	E	F	G	H	I	J
1	Student Name:		Subject:		Teacher:					
2	Assigned Number:									
3	My Growth Goal Is:									
4										
5	DCA Performance Level/Scores									
6	<i>Minimal</i>		<i>Basic</i>		<i>Pass</i>		<i>Proficient</i>	<i>Advanced</i>		
7	1A	1B	2A	2B	3A	3B	4	5		
8	0-12	13-25	26-30	31-37	38-47	48-55	56-86	87-100		
9										
10										
11		Test 1.1	Test 1.2	Test 1.3	Test 1.4	DCA 1	No data			
12	Goal									
13	Score									
14	Level	Choose Level ▾	Choose Level ▾	Choose Level ▾	Choose Level ▾	Choose Level ▾				
15	Areas of Strength on DCA 1:									
16	Areas of Growth on DCA 1:									
17	Goal for DCA 2:									
18	What will you do to improve?									
19										
20										

+
≡
1st Nine Weeks ▾
2nd Nine Weeks ▾
3rd Nine Weeks ▾
Overall DCA Tracking ▾



Beane Consulting Services| Algebra I Data Reporting Form

□

Teacher: _____ 1st Nine Weeks

Note: This form must be completed each week. It must be brought with you each Wednesday to the Algebra I PLC/data meeting. Please be prepared to discuss your data with your team. If you did not give an assessment during the week, be prepared to discuss informal indicators you are using to assess instruction and student performance.

	Test 1.1	Test 1.2	Test 1.3	Test 1.4	DCA1
Average Score in the Assessment	1 st - 2 nd - <u>3rd -</u> 5 th - 6 th - 7 th -	1 st - 2 nd - <u>3rd -</u> 5 th - 6 th - 7 th -	1 st - 2 nd - <u>3rd -</u> 5 th - 6 th - 7 th -	1 st - 2 nd - <u>3rd -</u> 5 th - 6 th - 7 th -	1 st - 2 nd - <u>3rd -</u> 5 th - 6 th - 7 th -
Grade breakdown	90-100: 80-89: 70 - 79: 65-69: 64-0:	90-100: 80-89: 70 - 79: 65-69: 64-0:	90-100: 80-89: 70 - 79: 65-69: 64-0:	90-100: 80-89: 70 - 79: 65-69: 64-0:	90-100: 80-89: 70 - 79: 65-69: 64-0:
Topic	Equations & Inequalities	Graphs & Functions	Functions	Writing Linear Functions	
Frequently Missed Questions					

Remember to Complete the Back Portion of this Form

Question Stems

Beane Consulting Services uses question stems from Testlets and Item Samplers provided by the Mississippi Department of Education. The testlets and the item samplers are used to help teachers understand the standards, understand how to assess the standards, and how to prepare activities with the appropriate level of rigor.



Created by Ezzard Beane

Standard	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.	Cite Evidence <ul style="list-style-type: none"> Which quotation from the story shows why Pinocchio was happy? (PT-2) At the beginning of the story, how do the little crickets feel about having to wake up? (PT-21A) Which quotation from the story supports the answer to Part A? (PT-21B) Read the sentence from paragraph 2, <i>But the little crickets snuggled under the bedclothes just as if they did not hear their mother's words.</i> What can the reader infer about the little crickets? (PT-23)

Standard	Stems
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"> Choose three statements that should be included in a summary of the story. (PT-6) Read the summary of <i>The Adventures of Pinocchio</i>. <i>Pinocchio is rewarded and forgiven for his past behavior because of his kind heart. He is given new clothes, a leather purse with money, and a real body to replace his wooden body.</i> Choose the detail that best completes the summary. (PT-9) What is a theme of the story? (PT-11) Which sentence should be included in a summary of the story? (PT-27) Which statement describes a theme of the story? (PT-28)

Created by Ezzard Beane



How People Learn PLC



Three Principles of How People Learn

Facilitator: Ezzard Beane
February 28th - 3:30 - 4:45

- A. Purpose of the PLC and what we hope to learn (10 min)
 - 1. Formative assessment: [goformative.com/join - ftnq933](https://goformative.com/join-ftnq933)
- B. Text based seminar on chapter 1 and the three principles of how people learn (20 min)
- C. Current classroom practices vs. practices aligned with the three principles (5 min)
- D. Identify first steps to implementing change in our classroom (15 min)
 - a. The Science of Learning, make connections with How People Learn and review classroom practices
- E. How will we make changes in our classes starting tomorrow (10 min)
- F. Develop question to focus on in upcoming lessons (10 min)

Notes: _____



How People Learn PLC



Week 1: February 28th - 3:30 - 4:45

Three Principles of How People Learn

- A. Assign study partners
- B. Text based seminar on chapter 1 and the three principles of how people learn
- C. Current classroom practices vs. practices aligned with the three principles
- D. Identify first steps to implementing change in our classroom
- E. How will we make changes in our classes starting tomorrow
- F. Develop question to focus on in upcoming lessons

Week 2: March 7th - 3:30 - 4:45

Formative Assessment: Dylan William's Formative Assessment Chart

- A. Week 1 reflections on focus question (15 mins.)
- B. What is formative assessment? (15 mins.)
- C. Formative assessment vs. summative assessment (20 mins.)
- D. Formative assessment and self-regulated learning (10 mins.)
- E. Closing: What did you learn today & evaluation (15 mins.)

Week 3: March 21st - 3:30 - 4:45

Strategies for Content - Kintsch Model of Text Base Comprehension and How Writing Shapes Thinking?

- A. Week 2 reflections on formative assessments (15 mins.)
- B. General instructional strategies
 - a. The Model of Text Comprehension: Text Base & Mental Model (15 mins.)
 - b. Text based seminar (20 mins.)
- C. Instructional strategies specific to content
 - a. Group discussions (15 mins.)
- D. Closing: What did you learn today & evaluation (10 mins.)

Week 4: March 28th - 3:30 - 4:45

Develop question for self-study/Action Research: Teacher Leadership and Action Research

- A. Week 3 reflections on Text Base & Mental Models (10 mins.)
- B. Develop research questions for action research (15 mins.)
- C. Consultation circle to discuss research questions (20 mins.)
- D. Review action research article - pre-reading article (15 mins.)
- E. Discuss length of action research project and end product (10 mins.)
- F. Closing: What did you learn today & evaluation (5 mins.)



How People Learn PLC



Week 5: April 4th - 3:30 - 4:45

Discuss findings from research and strategies used in the classroom

- A. Reflection of Week 4 (10 mins)
- B. Present article(s) on research question (30 mins.)
- C. Discuss steps taken for action research (10 mins.)
- D. Work with partner on logistics, data collection, and data analysis of research project (15 mins.)
- E. Closing: What did you learn today & evaluation (10 mins.)

Week 6: Continue research discussions

- A. Reflection of Week 5 (10 mins)
- B. Present article(s) on research question (30 mins.)
- C. Discuss steps taken for action research (10 mins.)
- D. Work with partner on data collection and data analysis of research project (15 mins.)
- E. Closing: What did you learn today & evaluation (10 mins.)

Week 7: Continue research discussions

- A. Reflection of Week 6 (10 mins)
- B. Present article(s) on research question (30 mins.)
- C. Discuss steps taken for action research (10 mins.)
- D. Work with partner on data collection and data analysis of research project (15mins.)
- E. Closing: What did you learn today & evaluation (10 mins.)

Week 8: Action Research Fair

- A. Teachers present their Action Research Projects to the participants and guests (75 mins.)



**Academic Coach Summer Seminar
Margaritaville, Biloxi, MS
June 8-9, 2022
8:30 am-4:30 pm**

Facilitated by: Funchess and Beane Consulting Services, LLC
Sylvia H. Beane, Dr. Keneisha Alford, and Ezzard C. Beane, Jr.

Day 1

- I. **8:30-9:00:** Sign-In (Morning Team Building)
- II. **9:00-10:00:** Ice Breaker and Gallery Walk
 - A. What is an effective academic coach?
 - B. What is your role and responsibilities?
 - C. Efficiently Working as a cohesive team
- III. **10:00-10:15:** Morning Break
- IV. **10:15-11:00:** Overview/Academic Framework
 - A. Coaching for Student Outcome
 - B. Support Strategies for Reluctant/Struggling Readers
- V. **11:00-12:30:** Lunch
- VI. **12:30-2:00:** Side-by-Side Coaching
 - A. Effectively Supporting Teachers (interactive scenarios)
 - B. Effectively Supporting Students (interactive scenarios)
- VII. **2:00-2:15:** Evening Break
- VIII. **2:15-3:30:** Developing appropriate PLCs
 - A. Effectively facilitating PLCs (instructional planning)
 - B. PLC protocol (hands-on activity)
- IX. **3:30-4:30:** One on One Support/Planning
 - A. Intensive support for New Academic Coaches
 - B. Intensive support for individual needs



**Academic Coach Summer Seminar
Margaritaville, Biloxi, MS
June 8-9, 2022
8:30am-4:30pm**

Facilitated by: Funchess and Beane Consulting Services, LLC
Sylvia H. Beane , Dr. Keneisha Alford, and Ezzard C. Beane, jr.

Day 2

- I. **8:45-9:00:** Sign-In (Morning Team Building)
- II. **9:00-10:00:** The Power of Effective Coaching and Feedback
 - A. Setting a foundation for effective observation
 - B. Setting a foundation for effective instructional feedback
- III. **10:00-10:15-** Morning Break
- IV. **10:15-11:00:** Effectively using student work data for instructional planning
 - A. Effectively facilitating data driven professional development
 - B. Effective instructional planning driven by data (interactive scenarios)
- V. **11:00-12:30:** Lunch
- VI. **12:30-2:00:** Effective Instructional Grouping (non-negotiables)
 - A. Whole Group
 - B. Small Groups
 - 1. Reading Fluency
 - 2. Math Fluency
 - 3. Vocabulary
 - 4. Writing
 - C. Pull-Out Groups
- VII. **2:00-2:15:** Evening Break
- VIII. **2:15-3:30** Part II: Instructional Planning for Instructional Grouping
- IX. **3:30-4:30:** One-on-One Support/Planning
 - A. Intensive Support for New Academic Coaches
 - B. Intensive Support for Individual Needs

Funchess & Beane

Consulting Services, LLC

Making ACT a Priority & ACT Strategies

January 13, 2023

Sunflower Consolidated School District

Facilitator: Dr. Ezzard Beane

- I. What are your goals related to the ACT?
- II. How do you plan on accomplishing your goals?
- III. ACT Content
- IV. Scoring Breakdown
- V. Establishing Realistic Student Goals
- VI. Question Makeup for English & Reading
- VII. Math & Science
- VIII. Introducing students to the ACT before 11th-grade testing
- IX. Organizing Resources
- X. Creating an Action Plan

"Making the Right Moves to Grow Teachers and Students."



ACT/PSAT & AP/DC Plan of Action

2018\2019

● ACT/PSAT

- Meet with 10th-grade students in World History class and honors 9th graders about taking ACT early
- Met with 25 9th-grade students about taking the PSAT, we will meet with the 10th-graders in the spring.
- ACT Prep teachers attended an instructor's training and are implementing the strategies from the workshop.
- We will continue to look for training opportunities

● AP/DC

- Compass testing in May 2019 for the 2019-20 school year for students who have not taken the ACT and have a 3.0
- Prerequisite testing for AP for the 2019-20 school year
 - ACT
 - Potential
 - Compass
- We will meet with students who have only taken an AP class in November to encourage them to enroll in a DC class for the spring semester
- All students eligible for DC were identified and met with Mr. Williams, a second meeting will be conducted to encourage those who have not enrolled in a DC class
- We have identified all students who are enrolled in AP classes only and will recruit them to take a DC class to improve chances for passing points



Funchess & Beane Consulting Services, LLC

Evaluation of Professional Development

Presenter(s) Name: Sylvia H. Beane
School Hentry Grade/Subject 10th-12th Date 1/16/23
Teacher ☒ Administrator ☐ non-Certified ☐ Other (Specify) clusion

Please indicate the name, date, and school district of the session.

Jelicia Brooks 1/16/23 SCSD

A. Please rate the content, value to you, and presenters of the meeting you attended today, using the following scale:

4 = Excellent 3=Good 2=Fair 1=Poor N/A = Does not Apply

Rate the meeting you attended using the scale rating scale.

Rating	Description	Comments
<u>4</u>	Content: I learned something that I can use in my classroom.	
<u>4</u>	Value: The training I attended is useful.	
<u>4</u>	Presenter: The presenter was knowledgeable of the subject.	
<u>4</u>	Presenter: The presenter answered questions and provided opportunities to practice topics learned.	

Would you be interested in the consultant providing additional professional development, instructional coaching, or student remediation in your classroom or school?

Circle: Yes No If yes, please indicate the subject, area, and focus of support.

More Strategies for clusion Students

Please share thoughts about the following:

What I liked most:

Presenter made it entertaining &

What I would have changed:

interesting



Funchess & Beane Consulting Services, LLC

Evaluation of Professional Development

Presenter(s) Name: Mrs. Sylvia H. Beane
School Robert L. Merritt JHS Grade/Subject 8th/Inclusion Date 01.17.2023
Teacher ☒ Administrator ☐ non-Certified ☐ Other(Specify) ☐

Please indicate the name, date, and school district of the session.

Effective Instructional Strategies for Inclusion Teachers
01.17.2023 Sunflower County JCSD

A. Please rate the content, value to you, and presenters of the meeting you attended today, using the following scale:

4 = Excellent 3=Good 2=Fair 1=Poor N/A = Does not Apply

Rate the meeting you attended using the scale rating scale.

Rating	Description	Comments
<u>4</u>	Content: I learned something that I can use in my classroom.	<u>Love the writing part</u>
<u>4</u>	Value: The training I attended is useful.	<u>lots of engagement</u>
<u>4</u>	Presenter: The presenter was knowledgeable of the subject.	<u>love the energy</u> <u>no down time</u>
<u>4</u>	Presenter: The presenter answered questions and provided opportunities to practice topics learned.	

Would you be interested in the consultant providing additional professional development, instructional coaching, or student remediation in your classroom or school?

Circle: Yes No If yes, please indicate the subject, area, and focus of support.

whatever helps

Please share thoughts about the following:

What I liked most:

I loved the section on writing.

What I would have changed:

Nothing

Thank you ☺