

## **Proposal for Services:**

Instructional Effectiveness, Student Achievement, & Remediation Services  
English Language Arts, Mathematics, Science, Social Studies, Technology,  
Leadership, Data Analysis, Student Assessments, and Grades 3-12

Simpson County School District

Magee High, Mendenhall High, Magee  
Middle, Mendenhall Junior High, Simpson Central, Magee Elementary, &  
Mendenhall Elementary

January 23, 2023



**KIDS FIRST EDUCATION, LLC**

601-765-KIDS

PO Box 6512

Laurel, MS 39441

[info@kidsfirst.llc](mailto:info@kidsfirst.llc)

## Table Of Contents

<b>Part I. Proposal Transmittal Form</b>	3
<b>Part II. Vendor Profile</b>	4
<b>Kids First Leadership Team</b>	5
<b>Our Team Qualifications</b>	6
<b>Kids First Gives Back</b>	7
<b>How We Work</b>	8
<b>Our Research</b>	9
<b>Part III. Proposed Plan &amp; Scope Of Work</b>	10
<b>Instructional Effectiveness: Ela, Math, Science And Social Studies</b>	11
<b>Technology Integration</b>	12
<b>Leadership</b>	13
<b>Data Analysis And Student Assessment</b>	14
<b>Remediation Services: Grades 3-12</b>	16
<b>High Quality Instructional Materials</b>	17
<b>Value Added Resources &amp; Services</b>	17
<b>Staff Member Expertise</b>	17
<b>Proven Track Record</b>	18
<b>Kids First Data</b>	18
<b>Service Delivery</b>	27
<b>References</b>	27
<b>Additional References</b>	28
<b>Service Reports And Communication</b>	36
<b>IV. Budget</b>	36
<b>Timeline</b>	36
<b>Debarment Status</b>	36
<b>Daily Rate</b>	36
<b>Part V: Standard Terms And Conditions</b>	37
<b>Part Vi: Prospective Contractor's Representation Regarding Contingent Fees Form</b>	37
<b>Part VII: Proprietary Information Form</b>	37
<b>Appendix A: Three (3) Letters Of References</b>	38
<b>Appendix B: Sample Materials</b>	41

**Appendix C: Staff Resumes..... 49**

**English Language Arts ..... 49**

**Mathematics ..... 55**

**Science ..... 58**

**History ..... 59**

**Appendix D: Proof Of Insurance ..... 60**

## PART I. PROPOSAL TRANSMITTAL FORM

### Simpson County School District

### PROPOSAL TRANSMITTAL FORM

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

**Name of Offeror:** Kids First Education, LLC

**Name of Contact Person:** Cellie Scoggin

**Title:** Co-Founder and Vice President of Educational Services

**Location of Offeror's Principal Place of Business:**

1229 Springhill Road

Laurel, MS 39443

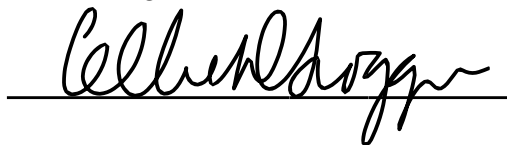
**Phone Number:** 601-765-5437

**Mailing Address:**

PO Box 6512

Laurel, MS 39441

By my signature below, I hereby represent that I am authorized to and do bind the offeror to the provisions of the attached proposal. The undersigned offers and agrees to perform the specified personal and professional services in accordance with provisions set forth in the Request for Proposals (RFP). Furthermore, the undersigned fully understands and assures compliance with the Conditions of Solicitation and Standard Terms and Conditions contained in the RFP. The undersigned is fully aware of the evaluation criteria to be utilized in awarding the contract.

A handwritten signature in black ink, appearing to read 'Cellie Scoggin', is written over a horizontal line.

Authorized Signature

January 23, 2023



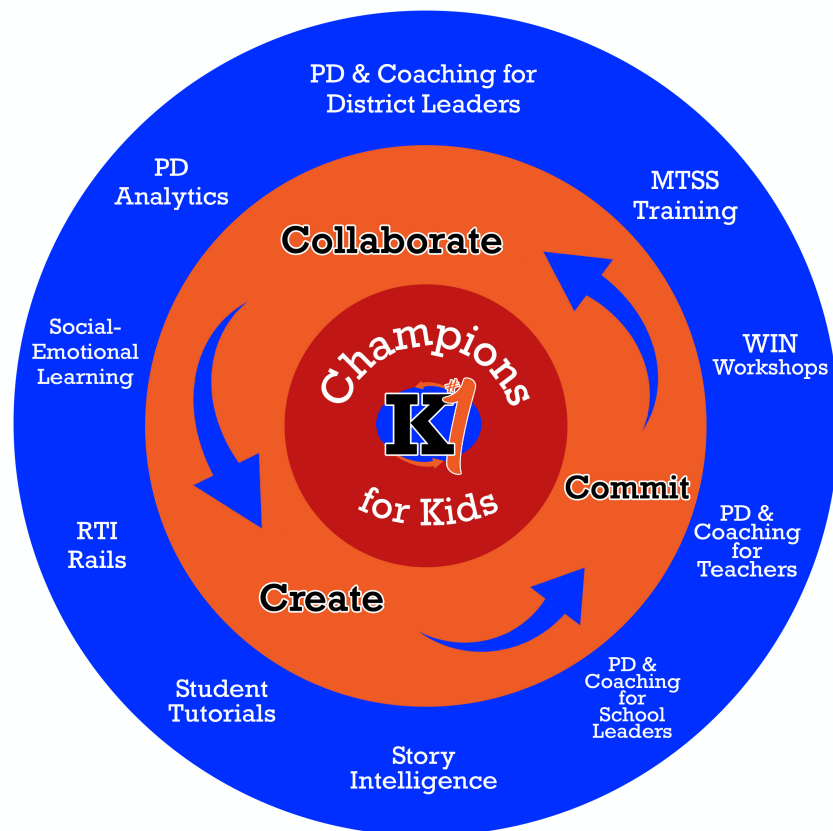
## PART II. VENDOR PROFILE

Chuck Poer and Cellie Scoggin successfully led Bailey Education Group LLC from 2008 through 2019, leading the company to prominence as Mississippi's premier service provider during their tenure.

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

Kids First Education, LLC is domiciled at 1229 Springhill Road, Laurel, MS, 39443. The company was co-founded by Chuck and Cellie on May 1<sup>st</sup>, 2020. They are joined by a team of coaches and specialists that have successfully worked with them for more than a decade. This stellar team is passionate and committed to making a difference for kids.

Kids First was founded out of a sincere desire to improve teaching and learning. The company's low overhead and research-based efficiency ensures high quality teaching and learning solutions with competitive pricing.



## KIDS FIRST LEADERSHIP TEAM



## OUR TEAM QUALIFICATIONS

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

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

- K** The Kids First Curriculum Teams have developed high quality instructional tools/resources that support coaching services, build teacher capacity, and accelerate learning for students.
- K** Visit <https://drive.google.com/drive/folders/1MULOWKoVH34BdUEFfN5ublaCFSHG6TXe?usp=sharing> & <https://kidsfirst.llc/> for evidence of the high quality instructional tools/resources.
- K** The Kids First Team members have successfully provided job embedded professional development and consultation since 2007.
- K** The Kids First Team is currently partnered with 125 districts. These comprehensive, integrated services are provided by 31 full-time employees and 150 independent coaches.
- K** The Kids First Team members have a proven track record of designing and implementing effective, sustainable solutions.
- K** The Kids First personalized solutions will allow for the individual needs of each school/school sub-group to be addressed.
- K** The Kids First company has been approved by the Mississippi Department of Education and Rivet Education to be included in Rivet's Professional Learning Partner Guide (PLPG). The PLPG is a list of organizations that provide the best curriculum-aligned professional learning services in the country. As of February 24, 2022, the PLPG features 45 professional learning partners servicing over 88% of all high-quality instructional materials across the country. Kids First Education was approved for partnering with schools and districts in launching the implementation of high-quality instructional materials and providing ongoing support for teachers and leaders in the implementation of those materials to ensure student growth and mastery.



**PROFESSIONAL  
LEARNING  
PARTNER GUIDE**



---

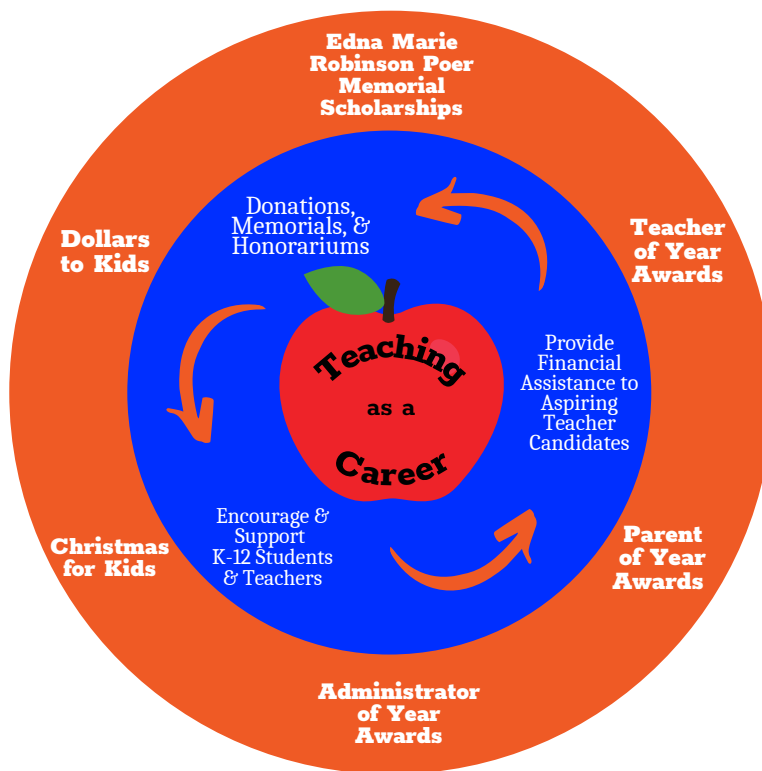
## KIDS FIRST GIVES BACK

The Kids First Education Scholarship Foundation is in the business of improving lives in Alabama and Mississippi. These two southern states rank near the bottom when compared to other U.S. states, as reported by National Kids Count, with Alabama at 47<sup>th</sup> and Mississippi at 49<sup>th</sup> respectively. These states also make up approximately 30% of the nation's poverty, and they report twenty-eight percent of children below the age of 18 living in poverty.

Poverty has eroded the well-being in many of these southern communities, impacting education, health systems, and financial security. At the same time, the teacher shortage continues to exacerbate, with fewer students enrolling in teacher education programs. If not addressed, these conditions will worsen and deny opportunities for a full and fulfilling life for present and future generations. Education is critical to making a difference in these communities.

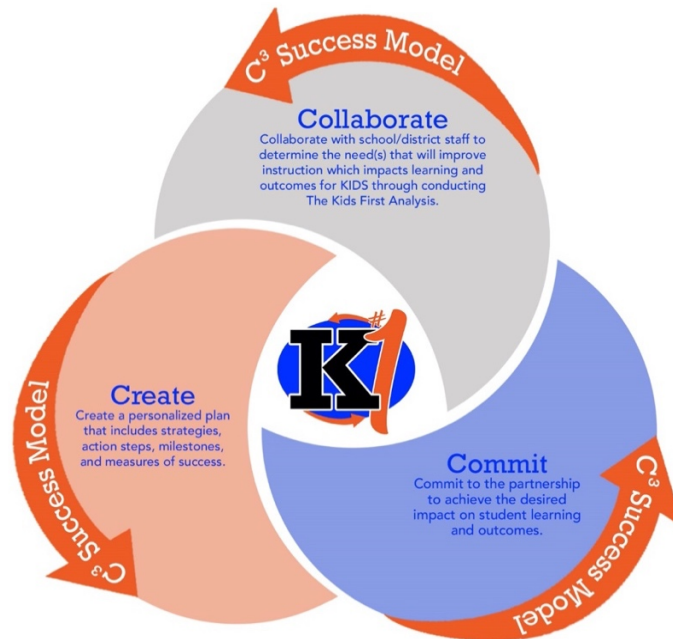
The Kids First Education Scholarship Foundation was established to generate funding and resources to help address the teacher shortages in Alabama and Mississippi. Our approach is straightforward and long term: 1) encourage K-12 students to consider teaching as a career, 2) provide financial assistance to aspiring teachers enrolled in K-12 teacher education programs, and 3) serve as a mentor to KIDS 1<sup>st</sup> teacher candidates on their journey to a degree and licensure. To learn more from Chuck about Kids First Giving Back, view the short video:

<https://www.loom.com/share/167199c51ea24f22adc0dc97581eb6b5>



## HOW WE WORK

The common threads of our work are the KIDS (students) we serve and our commitment to personalized learning. Our work with KIDS, teachers, and school and district level leadership begins and ends with KIDS in mind. Our C<sup>3</sup> process is a KIDS 1<sup>st</sup> trademark and remains constant throughout our teaching and learning solutions.



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

Kids First Services



Funding Guidance



---

## OUR RESEARCH

**PD Analytics:** PD Analytics (PDA) is a unique computer-based technology designed to align KIDS 1st professional development and coaching with teacher/administrator needs. PDA's surveys have been validated as measuring the intended constructs and have been shown to perform reliably over time. PDA collects schedule files, professional development details, and student formative and state test data for the purpose of linking professional development to student outcomes. PDA is host to a growing PD data base supervised by a Research Scientist. Professional development data within PDA serves as a resource to research ways to improve outcomes for KIDS.

**Evidence Based:** Professional Development as a school intervention is validated by the work of Timperley, Wilson, Barrar, and Fung (2007) who found 72 studies that assessed the effects of professional development on student outcomes. Based on their meta-analysis of these studies, the overall effect on student outcomes was  $d = .66$ , validating that professional development has a significant effect on student outcomes, which is significantly higher than the minimal standards of the WWC's ( $d = .25$ ).

Timperley and his colleagues further used effect sizes to identify what works best in professional development in terms of positively impacting student outcomes. KIDS 1<sup>st</sup> has teamed with PD Analytics to monitor and ensure high levels of competency in the areas identified in their work.

**John Hattie's Research:** With over 250+ Influences on Student Achievement, John Hattie's *Visible Learning* research on effect sizes is prominent within Kids First Education's training, coaching, modeling, and co-teaching. Our coaches ensure teachers are aware of, understand, and know how to implement the influences that accelerate student learning, such as the Jigsaw method and meta-cognitive strategies to help in students' self-efficacy. Service reports written for a contractual day's work will also include Hattie's Influences with the effect sizes to further emphasize the research-based focus of Kids First coaching. For more information, watch <https://www.loom.com/share/b015ab76bddc43d38781860277d36673>.

### PART III. PROPOSED PLAN & SCOPE OF WORK

Kid First Education will provide professional development for instructional staff and administrators that focuses on instructional effectiveness and student achievement in English/Language Arts, Mathematics, Science, Social Studies, Technology, Leadership, Data Analysis, Student Assessments, and Grades 3-12 Remediation Services. Kids First coaches will work with Simpson County's leadership team to develop a professional development plan that will:

- Provide training in job-embedded professional development for instructional staff in English/Language Arts, Math, Science and Social Studies, including but not limited to instructional coaching, data coaching, assessment coaching, lesson planning, lesson modeling, differentiated instruction, scaffolding, remediation of students, and utilizing and identification of resources.
- Provide coaching to develop and implement data plans to impact differentiated instruction for all learners to further implement the Multi- Tiered System of Support approach to instruction.
- Provide professional development and leadership through job-embedded coaching and workshops to include, but not limited to collaboration, research-based reading and math teaching strategies and classroom management.
- Develop and submit daily reports to the school administration and/or district contact no later than the second day following observation.
- Analyze data and use multiple data points to correlate student achievement to teacher effectiveness.
- Assist the school's and district's leadership teams in assessing students' learning strengths and gaps using assessment data from a variety of sources to include state, school, district data, or other sources; help to facilitate regular data meetings with the school's and district's leadership teams to assess, monitor, and adjust students' learning based on the students' identified strengths and weaknesses.
- Provide any other training as identified by observation or upon the district's request.
- All responses to the RFP must demonstrate the vendor's expertise and capacity to integrate the use of technology to do the following at each school:
  - Guide teachers in setting up technology in their classrooms to enhance the instructional process.
  - Model for teachers how to use technology such as electronic (interactive) whiteboards, student response systems, document cameras, laptops, IPAD, IPAD carts, Chromebooks, cloud technology and slates to monitor or to improve the instructional program and improve the teaching and learning process.
- Coach teachers on how to use software to create lesson plans integrating technology.
- Critique teachers' lesson plans integrating technology and provide teachers feedback on improving those plans.
- Assist the school's administrator in creating a plan to monitor teachers integrating technology in their lesson plans.

---

## INSTRUCTIONAL EFFECTIVENESS: ELA, MATH, SCIENCE AND SOCIAL STUDIES

**Personalized Plan:** Kids First Education coaches will collaborate with the Simpson County School District Team to create a plan to train, model, coach, and co-teach to ensure the connection between knowing and understanding standards and effective implementation. The scope of the project shall be teacher and student focused in the areas identified by the need's assessment.

Kids First Education coaches will train, model and co-teach to ensure the connections between knowing and understanding standards and effective implementation. Kids First coaches will guide teachers to:

- Understand the process of collaborating, planning, preparing, and adjusting to ensure student growth through Professional Learning Communities.
- Develop instructional plans: addressing mastery of learning & learning loss.
- Provide guidance for effective curriculum implementation.
- Collaborate for cross-curriculum opportunities.
- Understand research-based practices for providing social and emotional support for students.
- Understand research-based practices for students of poverty.
- Understand the importance of early intervention for kindergarten through second grade students.
- Understand and analyze developmental and academic student data kindergarten through second grade.
- Understand how to utilize developmental and academic data to address the needs of the whole child in kindergarten through second grade.
- Access and analyze all student data (correlated the data points) to determine learning gaps and establish plans for potential learning loss and student acceleration.
  - Identify curricular and instructional strengths and areas of concern.
  - Establish classroom and individual student goals.
  - Collect and organize data from assessments to provide feedback to students.
  - Adjust instructional plans for the “new” traditional, virtual, and/or blended classes.
  - Incorporate assessments into instructional planning that demonstrate high expectations for all students.
  - Organize for extended learning time and differentiated learning for the lowest 25% of students.
- Understand the expectations of teaching exit standards through acceleration while addressing learning loss according to the data.
  - Develop a 20-Day Acceleration Plan for second semester. Note: The Kids First Team has developed the WIN Workshops for ELA, Math, Science, Writing, and Math Fluency.
  - Ensure a quality plan for leveled-guided reading.
  - See details concerning writing plans: Kids First Writing:  
<https://www.loom.com/share/77f0ae03c3cc48eab1070109aff03cc6>



- Understand the instructional shifts needed for standards-based instruction.
- Utilize formative and summative assessments to maximize teaching and learning.
- Determine proper pacing and curriculum alignment for MSCCR standards (all content areas).
- Model best practices for designing lesson plans, preparing for personalized instruction, and delivering through various methods.
- Model best practices for instructional delivery that ensures student *learning* for all modes of learning: traditional, virtual, & a hybrid of traditional and virtual.
- Model instructional strategies emphasizing learning intentions, success criteria, and feedback (*Hattie's Visible Learning*).
- Model student learning strategies including (but not limited to) meta-cognitive strategies, strategy monitoring, transfer strategies, and others that accelerate student learning (*Hattie's Visible Learning*).
- Provide services throughout the school year to assist in the sustainability of quality instructional practices.

---

## TECHNOLOGY INTEGRATION

Kids First coaches will guide teachers to:

- Utilize technology to include electronic whiteboards, iPads, Chromebooks, document cameras, smart tables, etc. to enhance quality teaching and learning.
- Guide teachers in setting up technology in their classrooms to enhance the instructional process
- Model for teachers how to use technology such as electronic smartboards, student response systems, document cameras, laptops, IPAD, IPAD carts, Chromebooks, cloud technology and slates to monitor or to improve the instructional program and improve the teaching and learning process
- Coach teachers on how to use software to create lesson plans integrating technology
- Critique teachers' lesson plans integrating technology and provide teachers feedback on improving those plans using pacing guides and the use of standards
- Assist the school's administrator in creating a plan to monitor teachers integrating technology in their lesson plans
- Demonstrate expertise and capacity to use the following technologies in classrooms: Smart boards, E-Instruction Clickers, Smart Lessons, IPADs and IPAD carts, Laptops, Desktops, Chromebooks, Cloud Technology, Google Classroom, Virtual Instruction, Smart Slates, and document cameras
- Utilize practical apps.
  - Planning and preparing for the virtual teaching and *learning*
    - Modified pacing of lessons, etc.
    - Managing time and space within the district's LMS
  - Utilizing research-based strategies and appropriate apps for:
    - Engagement with the teacher
    - Engagement in content
    - Formative assessment
    - Higher order questioning
    - Motivation
    - Differentiated instruction
  - Creating virtual lesson lines
    - Procedures
    - Norms
    - Brain-break

---

## LEADERSHIP

The KIDS 1<sup>st</sup> **LEAD**ership teams are committed to providing a comprehensive, multi-faceted approach to building administrative capacity in a post-pandemic era. Through a partnership with Simpson County School District, KIDS 1<sup>st</sup> leadership coaches will collaborate to create a detailed plan to build capacity in building level leadership. The Simpson County School District leadership teams will experience hands-on opportunities in **Leading, Educating, Advancing and Developing** school level teams.

Kids First Education leadership coaches will train/model best practices in:

- Accessing, Analyzing, and *Utilizing* Data:
  - Analyzing student data (fall, winter, and spring) to determine plans for acceleration and plans to learning gaps.
  - Utilizing student data (fall, winter, and spring) to establish academic acceleration and plans to recovery student learning loss.
  - Tracking the depth of the standard through data analysis utilizing benchmark and common assessment data each 9 weeks and tracking each standard to determine the parts of the standard that have been assessed and/or not assessed to ensure instruction occurs at the depth of the standard for all performance levels.
- Adjusting pacing and curriculum alignment for MSCCR based on all available data.
- Designing a “Spring Game Plan” to ensure mastery of learning for end-of-year assessments.
- Designing and implementing systems for the organization of a principal.
- Tackling critical conversations for communicating effectively with employees, parents, students and other stakeholders.

KIDS 1<sup>st</sup> leadership coaches will work with school leadership to provide personalized professional development & job embedded instructional leadership coaching/mentoring focused on evidence-based strategies & learning outcomes for KIDS.

Kids First Education Instructional Leadership Coaches will:

- Provide training for the following (but not limited to):
  - Teacher Growth Rubric “Carousel Walk”
    - Physical classroom evidences
    - Virtual classroom evidences
    - Specific schedule for being in classrooms: physical and virtual
  - Effective PLCs Focusing on Recovery Standard Deficits
    - Evidences of Effective PLCs
      - Level 4/5 Tier I Instruction
        - What do we want students to know and be able to do?
          - Specific skills/concepts for physical classroom
          - Identified skills/concepts conducive for virtual classroom
          - Specific process for identifying skills/concepts for how to recover what is lost
        - How will we KNOW when they have learned it?
          - Physical Classroom: formative and summative assessment
          - Virtual Classroom: best practices for virtual formative assessment

- Personalized Instruction
  - What will we do when they haven't learned it? (How to recover standards)
    - Physical Classroom remediation
    - Virtual Classroom remediation
  - What will we do when they already know it? (How to accelerate what has been retained)
    - Physical Classroom enrichment
    - Virtual Classroom enrichment
- Recovery & acceleration process for preparing
- Recovery & acceleration process for learning
- Best practices to ensure student learning:
  - Model best practices for instructional delivery that ensures student *learning* for each mode: traditional, virtual, & a hybrid of traditional and virtual
  - Model instructional strategies emphasizing learning intentions, success criteria, and feedback (*Hattie's Visible Learning*)
  - Model student learning strategies including (but not limited to) meta-cognitive strategies, strategy monitoring, transfer strategies, and others that accelerate student learning (*Hattie's Visible Learning*)
- Tracking the depth of the standard through data analysis
  - Using benchmark and common assessment data each 9 weeks, track each standard to determine the parts of the standard that have been assessed and/or not assessed to ensure instruction occurs at the depth of the standard for all performance levels
- Provide services throughout the school year to assist in the sustainability of quality instructional practices

---

## DATA ANALYSIS AND STUDENT ASSESSMENT

Data-driven decision making is critical to improving teaching and learning through goal setting, differentiated and personalized instruction, program evaluation, and school improvement. KIDS 1st data coaches will work with instructional leaders and teachers to develop and implement a comprehensive data plan based on the school's instructional continuity plan. This data plan will address needs for the traditional, virtual, and blended models. Coaches will train, coach, and model research-based practices for the goal areas below:

- Access, analyze, and interpret all available data.
- Utilize available data to implement district instructional continuity plans.
- Identify curricular and instructional strengths and areas of concern.
- Establish classroom and individual student goals.
- Collect and organize data from assessments to provide feedback to students.
- Adjust instructional plans for the "new" traditional, virtual, and/or blended classes.
- Incorporate assessments into instructional planning that demonstrate high expectations for all students.
- Organize for extended learning time and differentiated learning for the lowest 25% of students.
- Utilize formative and summative assessments to maximize teaching and learning.

Kids First coaches will:

- Provide training in job-embedded professional development for instructional staff in English/Language Arts, Math, Science and Social Studies, including but not limited to instructional coaching, data coaching, assessment coaching, lesson planning, lesson modeling, differentiated instruction, scaffolding, and utilizing and identification of resources.
- Provide coaching to develop and implement data plans to impact differentiated instruction for all learners to further implement the Multi- Tiered System of Support approach to instruction.
- Provide professional development and leadership through job-embedded coaching and workshops to include, but not limited to collaboration, research-based reading and math teaching strategies and classroom management.
- Analyze data and use multiple data points to correlate student achievement to teacher effectiveness.
- Assist the school's and district's leadership teams in assessing students' learning strengths and gaps using assessment data from a variety of sources to include state, school, district data, or other sources; help to facilitate regular data meetings with the schools and districts leadership team to assess, monitor, and adjust students' learning based on the students' identified strengths and weaknesses.

Kids First coaches will guide teachers to:

- Utilize formative and summative assessments to maximize teaching and learning.
- Incorporate assessments into instructional planning that demonstrate high expectations for all students.
- Access, analyze, and interpret all available data.
- Utilize available data from summative and formative assessments to implement district instructional continuity plans.
- Identify curricular and instructional strengths and areas of concern.
- Collect and organize data from assessments to provide feedback to students.
- Organize for extended learning time and differentiated learning for the lowest 25% of students.

## REMEDIATION SERVICES: GRADES 3-12

KIDS 1st recognizes that the COVID-19 pandemic requires new practices for teacher and student support services. In response to the issue of “unfinished learning” and learning loss, KIDS 1st curriculum specialists developed workshops for English Language Arts, English Language Arts Writing for all Modes, math, and science. These W.I.N. workshops allow students to solidify foundations for mastering grade level standards where the focus is quality instruction rather than test preparation. Teachers can access the high-quality instructional materials for summer programs, after school programs, and school closures. KIDS 1st coaches will train and coach teachers around best practices to build capacity and produce positive results with a focus on KIDS.

### **Focus: W.I.N (What's Important Now) Workshop: Teacher Training**

#### **Training:**

Through a hand-on training workshop, KIDS 1<sup>st</sup> coaches will ensure teachers understand the:

- Purpose of WIN Workshops
- Concept of workshops vs. “bootcamps”
- Map to Success: Standards, focus parts of the standards, learning intentions, and measures of success
- Components of WIN Workshops
- Time management through the workshop setting
- Research-based strategies for workshops
- Standards-based instruction with opportunities for scaffolding
- Mapping out sessions for allotted times

### **Focus: W.I.N. (What's Important Now) Teacher & Student Workshop Materials**

The four-week WIN Workshop materials include:

- 4 Week Map to Success
  - Essential Standards with Essential Skills
- Daily Detailed Agendas (Paced by the minute)
- Daily Learning Intentions
- Daily Success Criteria
- PowerPoint for each day
- All articles, practice sets, etc.

---

## HIGH QUALITY INSTRUCTIONAL MATERIALS

The Kids First curriculum team is committed to accessing, organizing, developing, and providing high-quality instructional materials aligned to MDE's expectations. These materials are designed to provide opportunities for students to gain months of learning. To view samples of these resources, visit our website at <https://kidsfirst.llc/resources/>

**Kids First Science:** <https://www.loom.com/share/57685e3413e64dc9aa445918f343b97f>

**Kids First Writing:** <https://www.loom.com/share/77f0ae03c3cc48eab1070109aff03cc6>

**Kids First ELA and Math:**

<https://drive.google.com/drive/folders/1MULOWKoVH34BdUEFN5ublaCFSHG6TXe?usp=sharing>

---

## VALUE ADDED RESOURCES & SERVICES

The Kids First High-Quality Curriculum Resources include collection of standards-based resources created by the Kids First curriculum specialists. All resources are aligned to the Mississippi Teacher and Principal Performance Standards and the Mississippi College and Career Readiness Standards. To view samples of these resources, visit our website at <https://kidsfirst.llc/resources/>.

All resources are updated annually. In the even resources are updated, the district is notified immediately.

Kids First Head Coaches will provide value added time on site to ensure the smooth operation of the project. She/He will review and approve timeframes and work plans for the project. Additionally, she/he will communicate with district teams to provide all available information. All Kids First Coaches will provide technical assistance on a consistent basis. All requests will be addressed within 24 hours.

For additional samples, see Appendix B.

---

## STAFF MEMBER EXPERTISE

Kids First Education ensures that consultants have relevant experience and proven success in all-inclusive professional development programs for school districts and individual school sites. Staff resumes have been included in Appendix C.

***For resumes, see Appendix C.***

## PROVEN TRACK RECORD

### KIDS FIRST DATA

**Content Specific Instructional Data:**  
***Additional Data Provided Upon Request***

<b>Mathematics Project Achievement Exemplars 2021-2022</b>						
<b>District</b>	<b>School</b>	<b>2021 % Prof</b>	<b>2022 % Prof</b>	<b>% Change</b>	<b>2022 Growth %</b>	<b>2022 25% Growth</b>
Harrison County School District	River Oaks Elementary School	35.6	44.2	8.6	71.1	68.0
Amite County School District	Amite County Elementary	24.5	35.7	11.2	67.0	65.9
Water Valley School District	Davidson Elementary School	29.2	40.5	11.3	61.4	59.8
Tupelo Public School District	Tupelo Middle School	46.7	59.6	12.9	78.8	59.4
Harrison County School District	Diberville High School	78.9	92.1	13.2	104.0	94.0
Harrison County School District	Three Rivers Elementary	38.0	51.5	13.5	78.1	71.5
Desoto County School District	Southaven Elementary School	20.7	34.8	14.1	73.2	70.1
Holmes County School District	William Dean Jr. Elementary School	0.8	15.1	14.3	73.7	67.9
Marshall County School District	H W Byers High School	11.7	26.2	14.5	65.0	79.2
North Panola School District	Como Primary	1.0	16.0	15.0	85.3	76.3
Marion County School District	East Marion High School	29.3	45.4	16.1	79.0	84.4
Harrison County School District	Orange Grove Elementary	43.6	60.2	16.6	77.5	71.2
Harrison County School District	Crossroads Elementary School	32.9	49.7	16.8	74.6	69.2
Webster County School District	Eupora Elementary School	36.0	53.6	17.6	75.4	63.2
Water Valley School District	Water Valley High School	32.5	51.6	19.1	76.8	78.1
Wayne County School District	Buckatunna Elementary School	35.0	54.3	19.3	77.0	75.0
Tate County School District	Coldwater Elementary School	9.2	28.8	19.6	70.6	72.7
Itawamba County School District	Tremont Attendance Center	22.5	44.9	22.4	82.2	65.7
Wayne County School District	Clara Elementary School	31.5	54.2	22.7	83.0	70.4

<b>Mathematics Project Achievement Exemplars 2021-2022</b>						
<b>District</b>	<b>School</b>	<b>2021 % Prof</b>	<b>2022 % Prof</b>	<b>% Change</b>	<b>2022 Growth %</b>	<b>2022 25% Growth</b>
Smith County School District	Raleigh High School	45.0	68.0	23.0	87.6	81.5
Harrison County School District	Harrison Central Elementary School	51.8	75.0	23.2	65.7	56.7
Webster County School District	East Webster Elementary School	46.0	69.4	23.4	81.1	56.3
Canton Public School District	Huey L. Porter Middle School	15.7	39.6	23.9	87.4	88.3
Wayne County School District	Wayne County High School	36.6	63.8	27.2	107.6	116.4
Marshall County School District	Byhalia High School	24.1	57.3	33.2	107.6	112.9
Sunflower County School District	Lockard Elementary School	12.5	54.3	41.8	88.4	83.0
West Jasper School District	Bay Springs High School		59.6	59.6	93.8	108.3
Hancock County School District	Hancock High School	26.5	87.8	61.3	109.3	109.8

<b>English Project Achievement Exemplars 2021-2022</b>						
<b>District</b>	<b>School</b>	<b>2021 % Prof</b>	<b>2022 % Prof</b>	<b>% Change</b>	<b>2022 Growth %</b>	<b>2022 25% Growth</b>
Smith County School District	Raleigh High School	35.7	43.9	8.2	63.9	65.4
Wayne County School District	Wayne County High School	22.8	31.2	8.4	44.3	38.5
Webster County School District	East Webster Elementary School	38.5	47.1	8.6	53.9	69.8
Winona-Montgomery Consolidated	Winona Elementary School	24.0	33.1	9.1	54.1	54.2
Tupelo Public School District	Tupelo Middle School	40.8	49.9	9.1	70.9	61.4
Tate County School District	Coldwater Elementary School	12.5	22.0	9.5	49.7	53.1
Hinds County School District	Bolton-Edwards Elem/Mid School	24.9	34.6	9.7	71.1	63.2
Canton Public School District	Huey L. Porter Middle School	18.6	28.5	9.9	57.7	64.0
Harrison County School District	Orange Grove Elementary	44.0	54.1	10.1	66.5	56.0
Harrison County School District	Three Rivers Elementary	45.9	56.2	10.3	68.9	69.0



### English Project Achievement Exemplars 2021-2022

<b>District</b>	<b>School</b>	<b>2021 % Prof</b>	<b>2022 % Prof</b>	<b>% Change</b>	<b>2022 Growth %</b>	<b>2022 25% Growth</b>
Desoto County School District	Southaven Elementary School	23.0	33.4	10.4	72.4	62.3
Monroe County School District	Smithville High School	41.0	52.4	11.4	65.6	59.0
Harrison County School District	Diberville High School	56.9	68.6	11.7	77.1	49.6
Harrison County School District	Bel Aire Elementary School	33.7	45.5	11.8	68.2	66.1
Marion County School District	East Marion High School	18.5	30.5	12.0	63.4	55.7
Wayne County School District	Clara Elementary School	40.4	52.6	12.2	71.7	57.4
Webster County School District	Eupora Elementary School	43.3	56.9	13.6	82.5	81.3
Harrison County School District	River Oaks Elementary School	30.7	45.1	14.4	66.4	58.7
Itawamba County School District	Tremont Attendance Center	29.6	44.7	15.1	69.3	63.5
West Jasper School District	Bay Springs High School	14.5	30.0	15.5	48.0	49.3
Jackson County School District	Vancleave Middle School	42.3	58.3	16.0	75.8	57.6
Harrison County School District	Crossroads Elementary School	26.6	44.1	17.5	63.0	62.3
Moss Point Separate School District	Moss Point Kreole Primary School	12.8	32.1	19.3	47.8	73.8
East Jasper School District	Heidelberg High School	21.2	42.6	21.4	63.4	78.3
Harrison County School District	Harrison Central Elementary School	37.7	68.2	30.5	62.1	62.0
Sunflower County School District	Lockard Elementary School	23.4	54.3	30.9	79.0	100.0

### Science Project Achievement Exemplars 2021-2022

<b>District</b>	<b>School</b>	<b>2021 % Prof</b>	<b>2022 % Prof</b>	<b>% Change</b>
Hinds County School District	Carver Middle School	28.6	43.9	15.3
Wayne County School District	Clara Elementary School	53.6	69.4	15.8
Marion County School District	East Marion High School	29.8	47.2	17.4
Water Valley School District	Water Valley High School	38.3	57.6	19.3
Okolona Separate School District	Okolona Elementary School	23.5	43.2	19.7
Harrison County School District	Orange Grove Elementary	58.5	78.3	19.8
Wayne County School District	Buckatunna Elementary School	42.0	65.2	23.2
Itawamba County School District	Tremont Attendance Center	42.6	68.9	26.3
Wayne County School District	Wayne County High School	36.1	63.5	27.4
Tate County School District	Coldwater Elementary School	8.3	36.4	28.1
Hinds County School District	Bolton-Edwards Elem/Mid School	30.7	60.0	29.3
Hattiesburg School District	Hattiesburg High School	22.2	52.9	30.7
Desoto County School District	Southaven Elementary School	19.1	50.9	31.8
Hinds County School District	Raymond High School	15.4	53.4	38.0
Okolona School District	Okolona High School	20.0	60.7	40.7
Harrison County School District	Crossroads Elementary School	39.0	85.7	46.7

### U.S. History Project Achievement Exemplars 2021-2022

<b>District</b>	<b>School</b>	<b>2021 % Prof</b>	<b>2022 % Prof</b>	<b>% Change</b>
Water Valley School District	Water Valley High School	46.7	62.7	16.0
Hinds County School District	Raymond High School	50.4	77.2	26.8
Hinds County School District	Terry High School	40.6	67.9	27.3
Webster County School District	East Webster High School	49.2	88.2	39.0
Wayne County School District	Wayne County High School	28.4	68.9	40.5
Hattiesburg School District	Hattiesburg High School	23.2	67.6	44.4
Marion County School District	East Marion High School	23.7	83.0	59.3

**School Level Data:**  
***Additional Data Provided Upon Request***

<b>Traditional 1000 Point Schools</b>			
<b>District</b>	<b>School</b>	<b>2019</b>	<b>2022</b>
Hattiesburg School District	Hattiesburg High School	F	B
East Jasper School District	Heidelberg High School	C	A
Marshall County School District	Byhalia High School	D	B
Hancock County School District	Hancock High School	B	A
Harrison County School District	Diberville High School	B	A
Hinds County School District	Raymond High School	C	B
Hinds County School District	Terry High School	C	B
Lee County School District	Saltillo High School	C	B
Okolona School District	Okolona High School	C	B
Wayne County School District	Wayne County High School	C	B
West Jasper School District	Bay Springs High School	C	B
DeSoto School District	Horn Lake High School	D	C
Lee County School District	Shannon High School	F	D

Non-Traditional 1000 Point Schools			
District	School	2019	2022
Smith County School District	Raleigh High School	C	A
Monroe County School District	Smithville High School	B	A
Smith County School District	Mize Attendance Center	B	A
Webster County School District	East Webster High School	B	A
Itawamba County School District	Tremont Attendance Center	C	B
Marion County School District	East Marion High School	C	B
Water Valley School District	Water Valley High School	C	B
Marshall County School District	H W Byers High School	D	C
Tate County School District	Coldwater High School	D	C
Winona-Montgomery School District	Winona Secondary School	D	C
700 Point Schools			
District	School	2019	2022
North Panola School District	Como Primary	F	B
Harrison County School District	Crossroads Elementary School	C	A
Wayne County School District	Buckatunna Elementary School	C	A
Canton Public School District	Huey L. Porter Middle School	D	B
Canton Public School District	Nichols Middle School	D	B
Carroll County School District	Marshall Elementary School	D	B
Desoto County School District	Southaven Elementary School	D	B
Hinds County School District	Carver Middle School	D	B
Amite County School District	Amite County Elementary	F	C
Holmes County Consolidated School District	William Dean Jr. Elementary School	F	C

<b>700 Point Schools</b>			
Tate County School District	Coldwater Elementary School	F	C
Harrison County School District	Harrison Central Elementary School	B	A
Harrison County School District	Orange Grove Elementary	B	A
Harrison County School District	Three Rivers Elementary	B	A
Jackson County School District	Vancleave Middle School	B	A
Sunflower County Consolidated School District	Lockard Elementary School	B	A
Tupelo Public School District	Rankin Elementary School	B	A
Tupelo Public School District	Tupelo Middle School	B	A
Wayne County School District	Clara Elementary School	B	A
Webster County School District	East Webster Elementary School	B	A
Webster County School District	Eupora Elementary School	B	A
East Jasper Consolidated School District	Heidelberg Junior High School	C	B
Harrison County School District	Bel Aire Elementary School	C	B
Harrison County School District	River Oaks Elementary School	C	B
Hinds County School District	Bolton-Edwards Elementary & Middle School	C	B
Hinds County School District	Gary Road Intermediate School	C	B
Lee County School District	Shannon Elementary School	C	B
Lee County School District	Shannon Primary School	C	B
Marshall County School District	Byhalia Middle School	C	B
Marshall County School District	H. W. Byers Elementary	C	B
Smith County School District	Raleigh Elementary School	C	B
Hinds County School District	Gary Road Elementary	D	C

<b>700 Point Schools</b>			
Holmes County Consolidated School District	Goodman-Pickens Elementary School	D	C
Lamar County School District	Lumberton Elementary School	D	C
Laurel School District	Oak Park Elementary School	D	C
Lawrence County School District	Rod Paige Middle School	D	C
Okolona Separate School District	Okolona Elementary School	D	C
Quitman County School District	Quitman County Middle School	D	C
Water Valley School District	Davidson Elementary School	D	C
Winona-Montgomery Consolidated	Winona Elementary School	D	C
East Tallahatchie Consolidated School District	Charleston Elementary School	F	D
East Tallahatchie Consolidated School District	Charleston Middle School	F	D
Laurel School District	Laurel Middle School	F	D
Moss Point Separate School District	Moss Point Escatawpa Upper Elementary	F	D
Moss Point Separate School District	Moss Point Kreole Primary School	F	D

<b>Turnaround School Districts/Schools</b>			
<b>District</b>	<b>School</b>	<b>2019</b>	<b>2022</b>
Moss Point Separate School District	Moss Point Escatawpa Upper Elementary	F	D
Moss Point Separate School District	Moss Point Kreole Primary School	F	D
Marion County School District	East Marion High School	C	B
Canton Public School District	Huey L. Porter Middle School	D	B
Canton Public School District	Nichols Middle School	D	B
Tate County School District	Coldwater Elementary School	F	C
Tate County School District	Coldwater High School	D	C

---

## SERVICE DELIVERY

Through our **C<sup>3</sup>** Success Model, Kids First coaches will support teaching and learning. The coaches will **C**ollaborate with the Simpson County School District and schools to **C**reate personalized plans for teachers and students. The KIDS 1<sup>st</sup> coaches will train, model, co-teach, throughout the project. Through debriefing with the principal or designee, the scope of work will be adjusted and communicated as needed for the school, teachers, and/or students. The Kids First team will fully **C**ommit to implementing the plans for the partnership.

---

## REFERENCES

Three (3) letters of reference have been included in Appendix A.

### Reference 1

Mississippi Public School District	Lincoln County School District
Contact Name	Richelle Raticliff, Curriculum Director
Contact Telephone Number	662-835-0011
Date of Project	May 2020-Currently
Brief Description of Project	Extensive, job-embedded professional development through teacher coaching (ELA, math, science), Utilizing the Learning Management System for Teaching & Learning (Google), Recording Virtual Lessons, Curriculum Development: ELA, Math, Science Pacing Guides & Instructional Binders, WIN Workshops: Ensuring Accelerated Learning Resources & Training for Teachers & Students

### Reference 2

Mississippi Public School District	Harrison County School District
Contact Name	Dori Hanson, Curriculum Director
Contact Telephone Number	228-669-0434
Date of Project	May 2020—Currently
Brief Description of Project	Extensive, job-embedded professional development through teacher coaching, leadership coaching and student tutorial. Subject areas: ELA, Math, Science, Social Studies, Leadership, MTSS, Special Education, Instructional Leaders, Schoology LMS Training and Support

### Reference 3

Mississippi Public School District	Tupelo Public School District
Contact Name	Mark Enis, Principal
Contact Telephone Number	(662)-841-8609
Date of Project	May 2021—Currently
Brief Description of Project	Extensive, job-embedded professional development through teacher coaching in Special Education Coaching and Science



## ADDITIONAL REFERENCES

District	Contact	Scope of Work
Amite County School District	Don Cuevas, Superintendent dcuevas@amite.k12.ms.us	<ul style="list-style-type: none"> <li>Teacher Coaching: English Language Arts, Mathematics (K-Algebra), U.S. History, and Biology</li> </ul>
Amory School District	Andrea Stevens, Assistant Superintendent astevens@amoryschools.com	<ul style="list-style-type: none"> <li>K-2 Summer Program Development</li> <li>WIN Workshops: Ensuring Accelerated Learning Resources &amp; Training for Teachers &amp; Students</li> <li>ACT WIN Workshop</li> <li>Dyslexia Training</li> <li>Special Education Professional Development &amp; Classroom Management Training</li> </ul>
Baldwyn School District	Rhonda Crump, Federal Programs crumpr@baldwynschools.com	<ul style="list-style-type: none"> <li>Special Education Training &amp; Coaching</li> <li>SEL</li> </ul>
Barbour County School District (Alabama)	Latasha Kendrick, HS Principal Latasha.kendrick@barbourschools.org	<ul style="list-style-type: none"> <li>Teacher Mentoring</li> </ul>
Bay St. Louis Waveland School District	Nikki Menotti, Assistant Superintendent nmenotti@bwsd.org	<ul style="list-style-type: none"> <li>HQIM: LAUNCH &amp; SUPPORT 2021-2023</li> <li>Instructional Coach Coaching</li> <li>Special Education Coaching</li> </ul>
Benton County School District	Sandy Childs, Principal schilds@benton.k12.ms.us	<ul style="list-style-type: none"> <li>School Improvement: ELA, Math, Science, &amp; US History</li> </ul>
Bessemer City Schools	Dr. Jameka Thomas, Curriculum Director jathomas@bessk12.org Dr. Autumn Jeter, Superintendent ajeter@bessk12.org	<ul style="list-style-type: none"> <li>Math Job-embedded coaching</li> </ul>
Biloxi Public School District	Jamie Barnes, Principal jamie.barnes@biloxischools.net April Rice, Director of Special Education sped@biloxischools.net	<ul style="list-style-type: none"> <li>Instructional Coaching Professional Development</li> <li>Special Education</li> </ul>
Brookhaven School District	Rod Henderson, Superintendent rod.henderson@brookhavenschools.org  LaTronda Gayten latronda.gayten@brookhavenschools.org  Patrick Hardy, Principal Patrick.hardy@brookhavenschools.org	<ul style="list-style-type: none"> <li>Teacher Coaching: ELA and Math</li> <li>Utilizing the Learning Management System for Teaching &amp; Learning (Canvas)</li> <li>WIN Workshops: Ensuring Accelerated Learning Resources &amp; Training for Teachers &amp; Students</li> <li>MTSS</li> </ul>
Bullock County School District (Alabama)	Dr. Michael King, Director of Teaching & Learning michael.king@bullockco.org	<ul style="list-style-type: none"> <li>Instructional Coaching</li> <li>Student Tutorials</li> <li>ACT WIN Workshop</li> </ul>

District	Contact	Scope of Work
Canton Public School District	Victoria Johnson, Director of Secondary Curriculum victoriajohnson@cantonschools.net	<ul style="list-style-type: none"> <li>– ELA, Math, and Science Professional Development &amp; Coaching</li> <li>– WIN Workshops: Ensuring Accelerated Learning Resources &amp; Training for Teachers &amp; Students</li> </ul>
Carroll County School District	Jim Ray, Superintendent jray@ccsd.ms	<ul style="list-style-type: none"> <li>– Teacher Coaching: ELA, Math, Science, &amp; Social Studies</li> <li>– Special Education</li> <li>– WIN Workshops: Ensuring Accelerated Learning Resources &amp; Training for Teachers &amp; Students</li> </ul>
Chickasaw School District	John Ellison, Superintendent jellison@houston.k12.ms.us	<ul style="list-style-type: none"> <li>– Teacher Coaching (ELA &amp; Math)</li> <li>– WIN Workshops: Ensuring Accelerated Learning Resources &amp; Training for Teachers &amp; Students</li> </ul>
Clarksdale School District	Toya Harrell-Matthews, Superintendent thmatthews@clarksdale.com	<ul style="list-style-type: none"> <li>– HQIM: Launch &amp; Support 2021-2023</li> </ul>
Clinton Public School District	Teresa Duke TDuke@clintonpublicschools.com	<ul style="list-style-type: none"> <li>– ACT WIN Workshops: Ensuring Accelerated Learning Resources &amp; Training for Teachers &amp; Students</li> </ul>
Cleburne County School District (Alabama)	Coline Worthy cworthy@cleburneschools.net	<ul style="list-style-type: none"> <li>– Teacher Coaching: ELA and Math</li> <li>– Leadership Coaching</li> </ul>
Choctaw County School District	Glen Beard, Superintendent glenbeard@choctawsd.ms	<ul style="list-style-type: none"> <li>– English Learner Training</li> <li>– MTSS</li> <li>– Social Emotional Learning</li> <li>– WIN Workshops: Ensuring Accelerated Learning Resources &amp; Training for Teachers &amp; Students</li> <li>– Teacher Coaching: ELA, math, science, &amp; U.S. History</li> </ul>
Copiah County School District	Jessica Dowd Jessica.Dowd@copiah.ms	<ul style="list-style-type: none"> <li>– ELA, Math &amp; Science Teacher Coaching</li> <li>– WIN Workshops: Ensuring Accelerated Learning Resources &amp; Training for Teachers &amp; Students</li> </ul>
Covington County School District	Babette Duty, Superintendent bduty@covingtoncountyschools.org	<ul style="list-style-type: none"> <li>– Teacher Coaching: ELA, Math, &amp; Science</li> <li>– Leadership Coaching</li> <li>– WIN Workshops: Ensuring Accelerated Learning Resources &amp; Training for Teachers &amp; Students</li> </ul>

District	Contact	Scope of Work
DeSoto County School District	Cory Uselton, Superintendent Cory.uselton@dcsms.org Jennifer Stripling, Director of Secondary Education Jennifer.stripling@dcsms.org Carol Smith, Director of Elementary Education Carol.smith@dcsms.org	<ul style="list-style-type: none"> <li>– District Level Instructional Coach Coaching</li> <li>– Utilizing the Learning Management System for Teaching &amp; Learning (Schoology)</li> <li>– Teacher Coaching: ELA, Math, Science, &amp; US History</li> </ul>
Dothan City (Alabama)	Maria Johnson, Assistant Superintendent majohnson@dothan.k12.al.us	<ul style="list-style-type: none"> <li>– Teacher Coaching</li> <li>– Curriculum Mapping</li> </ul>
East Jasper School District	Dr. Stacie Collins, Director of Federal Programs/Professional Development Coordinator scollins@eastjasper.k12.ms.us	<ul style="list-style-type: none"> <li>– Teacher Coaching: ELA</li> <li>– Student Tutorials</li> </ul>
East Tallahatchie School District	Jasmine Roberson, Federal Programs jroberson@etsdk12.org	<ul style="list-style-type: none"> <li>– WIN Workshops for ACT WorkKeys</li> <li>– Federal Programs Coaching</li> </ul>
Eufaula City Schools (Alabama)	Mrs. Holly Mitchell, Director of Curriculum & Instruction holly.mitchell@ecsk12.org	<ul style="list-style-type: none"> <li>– Teaching Coaching: ELA</li> </ul>
Fayette County School District (Alabama)	Dr. Kim Williams, Director of Curriculum & Instruction kwilliams@fayette.k12.al.us	<ul style="list-style-type: none"> <li>– Teacher Coaching Math</li> <li>– Leadership Coaching</li> </ul>
Gadsden City Schools (Alabama)	Hector Baeza hbaeza@gadsdencityschools.org	<ul style="list-style-type: none"> <li>– Federal Programs</li> </ul>
Greenwood-Leflore Consolidated School District	James Johnson-Waldington, Superintendent jjwaldington@glcsd.org	<ul style="list-style-type: none"> <li>– K-2 Teacher Coaching</li> <li>– ACT Teacher Coaching</li> <li>– ACT WIN Workshops</li> </ul>
Hattiesburg Public Schools	Tonsa Vaughn, Federal Programs Director tonsa.vaughn@hattiesburgpsd.com	<ul style="list-style-type: none"> <li>– Teacher Coaching US History</li> </ul>
Harrison County School District	Dori Hansen dhansen@harrison.k12.ms.us	<ul style="list-style-type: none"> <li>– Instructional Coach Coaching (District Level &amp; School Level)</li> <li>– Leadership Coaching</li> <li>– Teacher Coaching: ELA, Math, and Science</li> <li>– Special Education</li> </ul>
Hinds County School District	Chasity Bergold, Assistant Superintendent cbergold@hinds.k12.ms.us	<ul style="list-style-type: none"> <li>– Teacher Effectiveness: ELA and Science</li> <li>– WIN Workshops: Ensuring Accelerated Learning Resources &amp; Training for Teachers &amp; Students (Summer Programs)</li> <li>– US History Curriculum Development &amp; Coaching</li> <li>– Science Curriculum Development &amp; Coaching</li> </ul>

District	Contact	Scope of Work
Holly Springs School District	Eileen Dowsing Assistant Superintendent/ Federal Programs Director edowsing@hssdk12.org	– ACT WIN Workshop
Holmes County School District	Shimelle Mayers, Assistant Superintendent smayer@holmesccsd.org	– Teacher Effectiveness: K-2 – Special Education – WIN Workshops: Ensuring Accelerated Learning Resources &
Houston County School District (Alabama)	Mr. Brandy White, Superintendent white.brandy@hcboe.us  Mr. Joshua Robertson, Director of Secondary Curriculum & Instruction Robertson.joshua@hcboe.us	– Leadership Coaching
Itawamba County School District	Sheryl Ewing, Curriculum Director sewing@itawambaschools.com	– HQIM: LAUNCH & SUPPORT 2021-2023 – Teacher Coaching: ELA, math, & science
Jackson Public School District	Kim Smith, Executive Director of Teaching & Learning ksmith@jackson.k12.ms.us	– Early Learning Project (K-2 Literacy) – Bridge to Pre-K Programming
Jefferson County School District	Alma Jones, Curriculum Director arankin@jcpsd.net	– HQIM: LAUNCH & SUPPORT 2021-2023 – Teacher Effectiveness: ELA – WIN Workshops: Ensuring Accelerated Learning Resources & Training for Teachers & Students
Jones County School District	Hayley Yarbrough, Assistant Principal heyarbrough@jonesk12.org	– Teacher Coaching (ELA)
Kemper County School District	Delisa Cole, Principal dcole@kemper.k12.ms.us	– WIN Workshop
Lafayette County School District	Patrick Robinson, Assistant Superintendent Patrick.robinson@gocommodores.org	– Social Emotional Learning Coaching
Lamar County School District	Teresa Jenny – Assistant Superintendent Teresa.jenny@lamark12.org Dr. Patrick Gray – Assistant Superintendent patrick.gray@lamarcountyschools.org	– Teacher Coaching (Math) – WIN Workshop
Lauderdale County School District	Dr. John-Mark Cain Superintendent jcain@lauderdale.k12.ms.us	– Leadership Coaching
Laurel School District	Kristina Pollard, Principal kristinapollard@laurelschools.org	– Teacher Coaching (Math & Science) – Data Coaching (Math & Science) – District Wide ELA Coaching

District	Contact	Scope of Work
Lawrence County School District	Teffany Madison, Curriculum Director Tiffany.madison@lawcosd.org	<ul style="list-style-type: none"> <li>– WIN Workshops: Ensuring Accelerated Learning Resources &amp; Training for Teachers &amp; Students</li> <li>– Summer Tutorials</li> </ul>
Leake County School District	Sandra Dewberry, Assistant Superintendent sdewberry@leakesd.org	<ul style="list-style-type: none"> <li>– Instructional Coach Coaching</li> <li>– Student Tutorials K-8</li> </ul>
Leeds City School District (Alabama)	Rayford Williams, Principal rwilliams@leedsk12.org	<ul style="list-style-type: none"> <li>– ACT WIN Workshop</li> </ul>
Lincoln County School District	Richelle Ratcliff, Curriculum Director rratcliff@lincoln.k12.ms.us	<ul style="list-style-type: none"> <li>– Teacher Coaching: ELA, math, science</li> <li>– Special Education</li> </ul>
Lowndes County School District	Robin Ballard, Assistant Superintendent Robin.Ballard@lowndes.k12.ms.us	<ul style="list-style-type: none"> <li>– English Learner Training</li> <li>– Teacher Coaching</li> <li>– MTSS Coaching</li> <li>– Dyslexia Training</li> </ul>
Magnolia Heights	Brooke Howell, Principal brooke.howell@magnoliaheights.com	<ul style="list-style-type: none"> <li>– Instructional Coaching</li> </ul>
Marion County School District	Carl Michael Day, Superintendent cmday@marionk12.org	<ul style="list-style-type: none"> <li>– Teacher Coaching: ELA, math, science</li> <li>– Leadership Coaching</li> <li>– WIN Workshops: Ensuring Accelerated Learning Resources &amp; Training for Teachers &amp; Students</li> </ul>
Marshall County School District	Leigh Anne Sanderson, Curriculum Director lsanderson@mcschools.us	<ul style="list-style-type: none"> <li>– Teacher Coaching: ELA and math</li> </ul>
Meridian Public School District	Amy Carter Superintendent amcarter@mpsdk12.net	<ul style="list-style-type: none"> <li>– Leadership Coaching</li> <li>– Student Tutorials: ELA &amp; Math (Middle Schools)</li> </ul>
Monroe County School District	Billy Tacker, Federal Programs bubbatacker@mcsd.us	<ul style="list-style-type: none"> <li>– Teacher Coaching: ELA &amp; Science</li> <li>– WIN Workshops: Ensuring Accelerated Learning Resources &amp; Training for Teachers &amp; Students</li> </ul>
Moss Point School District	Dr. Shannon Vincent-Raymond, Superintendent Svincent@mpsdknow.org	<ul style="list-style-type: none"> <li>– Student Tutorials</li> </ul>
Neshoba County School District	Dana McClain, Assistant Superintendent dmclain@neshobacentral.com	<ul style="list-style-type: none"> <li>– ACT Support</li> <li>– ACT WIN Workshops: Ensuring Accelerated Learning Resources &amp; Training for Teachers &amp; Students</li> <li>– Teacher Coaching: Special Education</li> </ul>
New Albany Public School District	Lance Evans Superintendent levans@nasd.ms	<ul style="list-style-type: none"> <li>– Teacher Coaching: Math, Science, History, and ELA</li> </ul>

District	Contact	Scope of Work
North Bolivar Consolidated School District	Xandra Keys Curriculum Director xkeys@nbcasd.k12.ms.us	<ul style="list-style-type: none"> <li>– WIN Workshops: Ensuring Accelerated Learning Resources &amp; Training for Teachers &amp; Students</li> </ul>
North Panola School District	Deatrice White, Curriculum Director dwhite@northpanolaschools.org	<ul style="list-style-type: none"> <li>– Leadership Coaching</li> <li>– WIN Workshops: Ensuring Accelerated Learning Resources &amp; Training for Teachers &amp; Students</li> </ul>
North Pike School District	Jay Smith, Superintendent jay.smith@npsd.k12.ms.us	<ul style="list-style-type: none"> <li>– Teacher Effectiveness: Math</li> </ul>
North Tippah School District	Scott Smith, Superintendent Scott.smith@ntippah.k12.ms.us	<ul style="list-style-type: none"> <li>– HQIM: LAUNCH &amp; SUPPORT 2021-2023</li> <li>– WIN Workshops: Ensuring Accelerated Learning Resources &amp; Training for Teachers &amp; Students</li> </ul>
Checotah School District Oklahoma	Ryan Ambrose, Principal drambrose@checotah.k12.ok.us	<ul style="list-style-type: none"> <li>– Data Coaching</li> </ul>
Pike Road City Schools (Alabama)	Dr. Bonnie Sullivan, District Office Bonnie.sullivan@pikeroadschools.org	<ul style="list-style-type: none"> <li>– Social Emotional Learning</li> </ul>
Pontotoc City Schools	Dr. Michelle Bivens Superintendent mbivens@pontotoc.k12.ms.us	<ul style="list-style-type: none"> <li>– Leadership</li> </ul>
Pontotoc County School District	Brock Puckett, Superintendent brockpuckett@pcsd.ms	<ul style="list-style-type: none"> <li>– Leadership</li> </ul>
Prentiss County School District	Kim Hamm, Federal Programs khamm@prentiss.k12.ms.us	<ul style="list-style-type: none"> <li>– Teacher Coaching (Special Education)</li> <li>– WIN Workshops: Ensuring Accelerated Learning Resources &amp; Training for Teachers &amp; Students (Summer Programs)</li> </ul>
Prentiss Christian Academy	Jeremy Nix Curriculum Director jeremy.nicks.1988@gmail.com	<ul style="list-style-type: none"> <li>– Professional Development</li> <li>– Curriculum Alignment</li> </ul>
Quitman County School District	Dr. Fredrick Robinson Superintendent fredrickrobinson@qcsd.k12.ms	<ul style="list-style-type: none"> <li>– Teacher Coaching in ELA and Math</li> <li>– WIN Workshops: Ensuring Accelerated Learning Resources &amp; Training for Teachers &amp; Students</li> </ul>
Quitman School District	Bill Russell brussell@qsd.k12.org	<ul style="list-style-type: none"> <li>– Teacher Effectiveness: ELA &amp; Math</li> <li>– WIN Workshops: Ensuring Accelerated Learning Resources &amp; Training for Teachers &amp; Students</li> <li>– Summer School-Student Tutoring</li> </ul>

District	Contact	Scope of Work
Senatobia School District	Chris Fleming, Superintendent cflemming@senatobia.com	<ul style="list-style-type: none"> <li>– HQIM: LAUNCH &amp; SUPPORT 2021-2023</li> <li>– Instructional Coach Coaching</li> <li>– ACT WorkKeys WIN Workshops: Ensuring Accelerated Learning Resources &amp; Training for Teachers</li> </ul>
South Delta School District	Erra Kelly, Superintendent ekelly@southdelta.k12.ms.us	<ul style="list-style-type: none"> <li>– Leadership Coaching</li> <li>– WIN Workshops: Ensuring Accelerated Learning Resources &amp; Training for Teachers &amp; Students</li> </ul>
South Panola School District	Tim Wilder, Superintendent twider@spanola.net	<ul style="list-style-type: none"> <li>– Strategic Planning for ACT</li> <li>– Social Emotional Learning</li> <li>– Leadership</li> </ul>
South Tippah School District	Tony Elliot, Superintendent telliott@stippah.k12.ms.us	<ul style="list-style-type: none"> <li>– Social Emotional Learning Coaching</li> <li>– Special Education</li> </ul>
Starkville-Oktibbeha School District	Angie Abernathy, Curriculum Coordinator aabernathy@starkvillesd.com	<ul style="list-style-type: none"> <li>– Teacher Coaching (ELA, math, science)</li> <li>–</li> </ul>
Stone County School District	Inita Owen, Superintendent iowen@stoneschools.org  Rebecca Puckett, Curriculum Director rpuckett@stoneschools.org	<ul style="list-style-type: none"> <li>– Teacher Coaching K-12 (ELA, math, science, English Learner)</li> <li>– WIN Workshops for ELA, math, &amp; ACT</li> <li>– WIN Workshops for ELA &amp; Math</li> </ul>
Sunflower Consolidated School District	Miskia Davis, Superintendent mdavis@sunflower.k12.ms.us	<ul style="list-style-type: none"> <li>– WIN Workshops: ELA, math, &amp; ACT WorkKeys: Ensuring Accelerated Learning Resources &amp; Training for Teachers &amp; Students</li> <li>– Student Tutorials</li> </ul>
Tallapoosa County School District (Alabama)	Mr. Raymond Porter, Superintendent raymond.porter@tallapoosak12.org	<ul style="list-style-type: none"> <li>– Leadership</li> </ul>
Tate County School District	Alee Dixon, Superintendent adixon@tcsdms.org	<ul style="list-style-type: none"> <li>– Teacher Coaching: ELA, math, &amp; science</li> <li>– Leadership Coaching</li> <li>– Social Emotional Learning Coaching</li> </ul>
Tishomingo County School District	Christie Holly, Superintendent cholly@tcsk12.com	<ul style="list-style-type: none"> <li>– Leadership Coaching</li> <li>– WIN Workshops: ELA, math, &amp; ACT WorkKeys: Ensuring Accelerated Learning Resources &amp; Training for Teachers &amp; Students</li> </ul>
Tupelo School District	Mark Enis, Principal mtenis@tupeloschools.com	<ul style="list-style-type: none"> <li>– Special Education Coaching</li> <li>– Teacher Coaching: Science</li> </ul>
Vicksburg-Warren School District	Mark Hughes, Principal mhughes@vwsd.org	<ul style="list-style-type: none"> <li>– Teacher Coaching: ELA, math, &amp; science</li> </ul>

District	Contact	Scope of Work
	Mikki McCann, Principal Miki.mccann@vwvsd.org	<ul style="list-style-type: none"> <li>– WIN Workshops: Ensuring Accelerated Learning Resources &amp; Training for Teachers &amp; Students</li> </ul>
Water Valley School District	Jerry Williams, Superintendent jwilliams@wvvsd.k12.ms.us	<ul style="list-style-type: none"> <li>– Teacher Coaching: ELA, math, &amp; science</li> <li>– WIN Workshops: Ensuring Accelerated Learning Resources &amp; Training for Teachers &amp; Students</li> </ul>
Wayne County School District	Cindy Cooley, Federal Programs Director cooleyc@wdsdms.com	<ul style="list-style-type: none"> <li>– Teacher Coaching (ELA, math, science)</li> <li>– Student Tutorials</li> </ul>
Wayne County Academy	Cindy Cooley, Federal Programs Director cooleyc@wdsdms.com	<ul style="list-style-type: none"> <li>– Teacher Coaching</li> <li>– Dyslexia: Best Practices &amp; Resources for Success</li> <li>– Best Practices for Teaching AP Courses</li> <li>– Integration of Technology in the Classroom</li> <li>– ACT Workshops &amp; Bootcamps for Students</li> </ul>
Webster County School District	Sue Anne Boatman, Assistant Superintendent sboatman@webstercountyschools.org	<ul style="list-style-type: none"> <li>– Teacher Coaching: ELA, Math, &amp; Science</li> <li>– WIN Workshops: Ensuring Accelerated Learning Resources &amp; Training for Teachers &amp; Students</li> </ul>
West Bolivar School District	Will Smith, Superintendent wsmith@wbcsdk12.org	<ul style="list-style-type: none"> <li>– Leadership Coaching</li> <li>– Teacher Coaching: ELA, Math, &amp; Science</li> </ul>



---

## **SERVICE REPORTS AND COMMUNICATION**

Kids First Education will:

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

## **IV. BUDGET**

---

### **TIMELINE**

The contract will become effective on the date it is signed by all parties and will end no later than June 30, 2025. A contract will be awarded to the vendor whose proposal is determined to be the most advantageous to the district, taking into consideration the price and the evaluation factors outlined in the RFP. The Simpson County School District may accept bids based on the needs of the district and available funding.

---

### **DEBARMENT STATUS**

Kids First Education DUNNS number is 117514649.

---

### **DAILY RATE**


Kids First Education, LLC will provide services at a daily rate of \$1,375 per day and \$750 per one-half day per consultant. For contracts that exceed 100 days in duration, the daily rate is \$1,300 per day and \$650 per half-day per consultant. This rate is all inclusive of all expenses and travel costs. Materials and instructional deliverables provided to the district during the duration of the project will be provided via electronic copies to the district.

It is anticipated that this contract will be a day rate fixed price contract and including goods and services. Payment will be made upon completion of tasks identified within the proposal. This is a three-year contract that includes the option to renew each product and services in the second year and third year.

## PART V: STANDARD TERMS AND CONDITIONS

Signature page of Standard Terms and Conditions below:

As a bidding vendor, Kids First Education, LLC understands that all of the provisions listed in the RFP must be strictly complied with in order to fulfill the contract.



**Cellie Scoggin**

Vice President of Educational Services & Co-Owner

January 23, 2023

**Date**

## PART VI: PROSPECTIVE CONTRACTOR'S REPRESENTATION REGARDING CONTINGENT FEES FORM

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



**Cellie Scoggin**

Vice President of Educational Services & Co-Owner

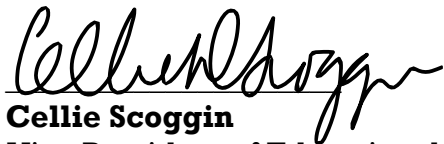
January 23, 2023

**Date**

## PART VII: PROPRIETARY INFORMATION FORM

### PROPRIETARY INFORMATION

The enclosed proposal does NOT contain trade secrets or other proprietary data which the offering vendor wishes to remain confidential in accordance with Section 24-61-9 and 79-23-1 of the Mississippi Code.



**Cellie Scoggin**

Vice President of Educational Services & Co-Owner

January 23, 2023

**Date**

## **Harrison County School District**

11072 Highway 49 Gulfport, MS 39503

Telephone: (228)539-6500 Facsimile: (228)539-6507

Roy Gill, Superintendent of Education

E. Mitchell King, Assistant Superintendent

---

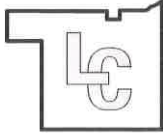
June 8, 2021

To Whom It May Concern,

It is my pleasure to submit this letter of recommendation and support for Kids First Education. Harrison County School District contracts with these professionals for leadership, instructional coaching, and teacher coaching and professional development. Their level of commitment to our district is outstanding. Through their dedication, they have worked with us to develop plans, training sessions, and coaching that supports our district's goals. Cellie Scoggin and her team are always available to meet, to review data, and to provide feedback beyond the contract days. That speaks to their dedication to all projects, and we value their partnership.

Sincerely,  
Dorene Hansen  
Director of Curriculum and Accountability  
Harrison County School District





## **LINCOLN COUNTY SCHOOL DISTRICT**

P. O. Box 826  
233 East Monticello Street  
Brookhaven, Mississippi 39602-0826

Phone 601.835.001  
Fax 601.833.3030

June 1, 2021

The Lincoln County School District has partnered with Kids First Education, LLC for the 2020-2021 school year. Our district leadership, school leadership, and teachers have worked with Cellie Scoggin and other Kids First consultants since 2018 leading our district to a "B" rating.

The team has coached in the following areas: Leadership, Teacher, Data, Special Education- Subgroups, and English Learner. These services have followed the research-based practices around school improvement.

Through our current partnership, the Kids First team is providing services for Re-Start & Instructional Continuity Planning for 2020-2021; Leadership Coaching; Teacher Coaching (all content areas) which includes English Learners and Special Education. Our principals and teachers are looking forward to working the coaches they have worked with for the last two years.

Feel free to contact me for additional information at [ratcliff@lincoln.k12.ms.us](mailto:ratcliff@lincoln.k12.ms.us).

I highly recommend Kids First Education to any district that needs guidance and assistance through the school improvement process.

Richelle Ratcliff, Assistant Superintendent



1009 Varsity Drive, Tupelo, MS 38801  
Phone: 662.840.8780 Fax: 662.840.1831

It is my pleasure to recommend Kids First Education for your educational consultant needs. Tupelo Middle School contracted with Kids First throughout the 2020-2021 school year to provide instructional coaching services, focusing on special education teachers. The Kids First Team effectively supported our teachers in analyzing student and school-level data, implementing high-leverage, research-based instructional strategies, lesson planning, and classroom management and organization.

The Kids First Coach serving Tupelo Middle School provided timely support and communication. Weekly reports that included detailed services and next steps ensured that all stakeholders were working toward a common goal. A willingness to adapt to the needs of the teachers and students during this extremely challenging school year exemplified Kids First's commitment to our school.

Based on the success of the 2020-2021 project, Tupelo Middle School will again be utilizing the coaching services of the Kids First Team for the 2021-2022 school year. If I can provide further information, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink that reads "Mark Enis". The signature is written in a cursive style with a long, sweeping underline.

Mark Enis

# Gradual Release LEARNING in *myPerspectives* Through the Student- Centered Unit Structure



Our Name is Our Mission and Our  
Vision for All K-12 Schools

## Gradual Release LEARNING in *myPerspectives*

### FACILITATING

**Jump Start**

The Voyage of the James Caird

The Voyage of the James Caird is a story of survival, courage, and adventure. It is a story of a small group of men who, in 1914, set out on a journey across the world's oceans. They were the only survivors of the RMS Titanic, and they were the only ones who made it back to land.

**Concept Vocabulary**

Survival, courage, adventure, journey, voyage, survival, courage, adventure, journey, voyage.

### SMALL-GROUP LEARNING

The Small-Group Learning pages are in turquoise and are labeled **Facilitating** to reflect the shifting role of the teacher as students take on more responsibility for their learning. The Performance Task that takes place at the end is also labeled **Facilitating**. Students collaborate as they work through the Performance Task, while the teacher is available to facilitate and support students as needed.

### SMALL-GROUP LEARNING

- Students work **collaboratively** as they read texts and complete projects, holding **each other accountable** in supportive ways.
- As a group, students **choose** how to **deliver** projects, leveraging the **diverse learning styles, unique backgrounds, and interests** of individuals in the group.

### PERFORMANCE TASK

- Students **collaboratively** share their ideas and learning as they **develop formal presentations, mock trials, debates, or other activities** through a Speaking & Listening Performance Task.

UNIT INTRODUCTION		
<ul style="list-style-type: none"> <li>The <b>Essential Question</b> draws ALL students in as they share their <b>ideas, backgrounds, and experiences</b> to set the stage for learning.</li> </ul>	<ul style="list-style-type: none"> <li>The unit opener video and discussion prompt <b>spark students' interests</b> as they begin to <b>build knowledge</b> on the unit theme or topic.</li> <li>An accessible <b>Launch Text</b> provides a model for the unit's writing mode.</li> </ul>	<ul style="list-style-type: none"> <li>Students <b>set goals</b> and high expectations for themselves as they develop <b>responsibility for their learning</b>.</li> </ul>
1. WHOLE-CLASS LEARNING	2. SMALL-GROUP LEARNING	3. INDEPENDENT LEARNING
<ul style="list-style-type: none"> <li>Teachers <b>model</b> how to <b>read and analyze</b> complex texts with anchor texts.</li> <li>Teachers <b>lead</b> discussions and model important behaviors as students ask questions of each other and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Students work <b>collaboratively</b> as they read texts and complete projects, holding <b>each other accountable</b> in supportive ways.</li> <li>As a group, students <b>choose</b> how to <b>deliver</b> projects, leveraging the <b>diverse learning styles, unique backgrounds, and interests</b> of individuals in the group.</li> </ul>	<ul style="list-style-type: none"> <li>Students <b>choose</b> a text to <b>read and analyze independently</b>.</li> <li>Teachers <b>advise</b> and <b>encourage</b> students as they implement <b>close-reading</b> strategies.</li> </ul>
PERFORMANCE TASK	PERFORMANCE TASK	SHARE INDEPENDENT LEARNING
<ul style="list-style-type: none"> <li>Students are guided through the writing process as they write, use feedback to revise, and produce <b>high-quality work</b> through a Writing Performance Task.</li> </ul>	<ul style="list-style-type: none"> <li>Students <b>collaboratively</b> share their ideas and learning as they <b>develop formal presentations, mock trials, debates, or other activities</b> through a Speaking &amp; Listening Performance Task.</li> </ul>	<ul style="list-style-type: none"> <li>Students <b>reflect on, evaluate, and share</b> the information they gain from independently reading a <b>self-selected text</b>.</li> </ul>
PERFORMANCE-BASED ASSESSMENT		
<ul style="list-style-type: none"> <li>Students <b>push themselves academically</b> as they gather their notes and learning from the unit to write and present a <b>Performance-Based Assessment</b>.</li> </ul>		
UNIT REFLECTION		
<ul style="list-style-type: none"> <li>Students <b>reflect on their goals, the texts they read, and what they learned from their peers</b>, as they assess <b>personal growth and development</b>.</li> </ul>		





## Gradual Release **LEARNING** in myPerspectives

Turn in or click through your Teacher's Edition to "Reaching ALL Students Through the Unit Design." We are going to look at each section and analyze it for the gradual release process through student-centered learning. Following the facilitators timing through the PowerPoint for each section, fill in the table through your collaborative discussions with your grade level groups.



### Unit Introduction

<b>Purpose</b>	
<b>Parts</b>	
<b>Teacher's Role</b> (How is the teacher supporting student learning?)	
<b>Student's Role</b> (How is the student engaged in his/her own learning?)	



### Whole-Class Learning

<b>Purpose</b>	
<b>Parts</b>	
<b>Teacher's Role</b> (How is the teacher supporting student learning?)	
<b>Student's Role</b> (How is the student engaged in his/her own learning?)	



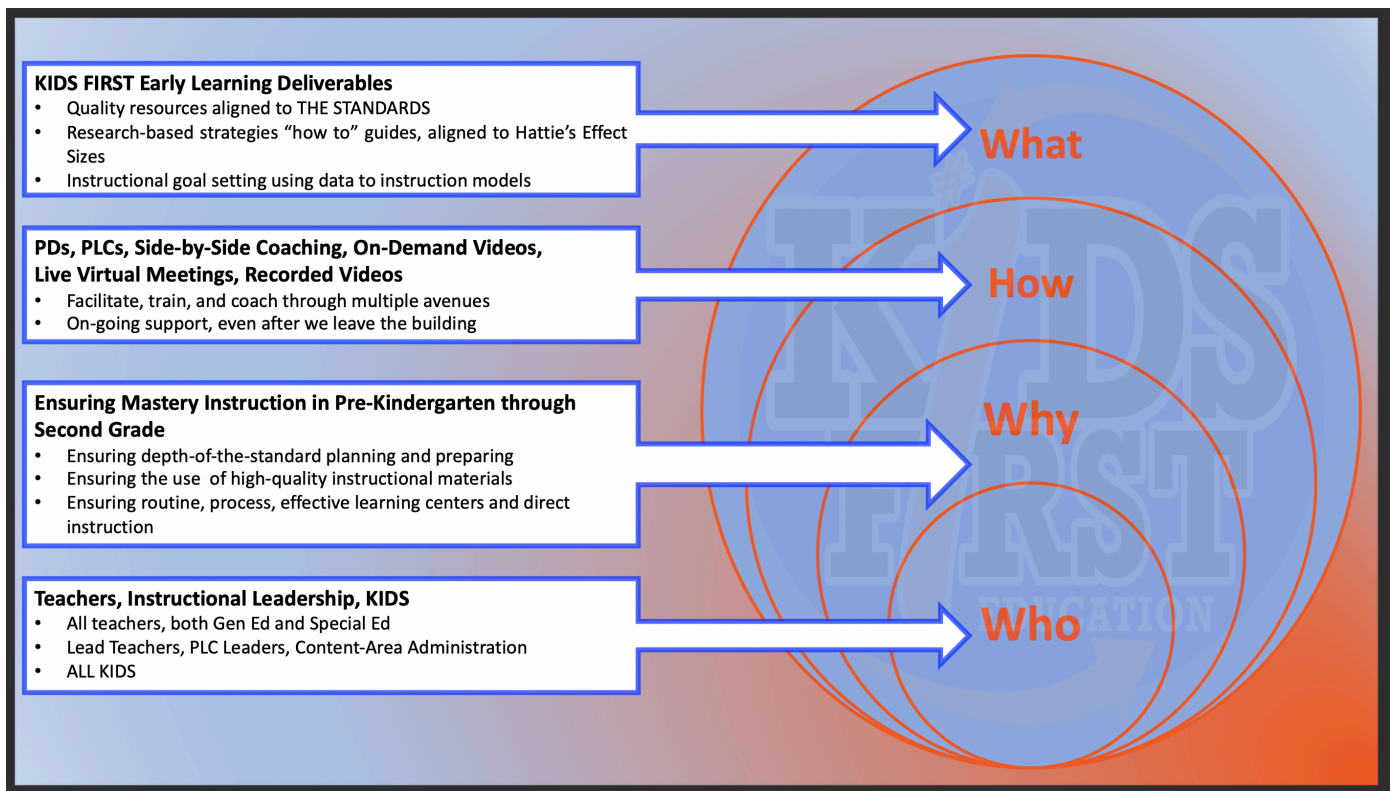
### Small-Group Learning

<b>Purpose</b>	
<b>Parts</b>	
<b>Teacher's Role</b> (How is the teacher supporting student learning?)	
<b>Student's Role</b> (How is the student engaged in his/her own learning?)	

### Independent Learning

<b>Purpose</b>	
<b>Parts</b>	
<b>Teacher's Role</b> (How is the teacher supporting student learning?)	
<b>Student's Role</b> (How is the student engaged in his/her own learning?)	





# Instructional Data

- Look at how the class did on each standard
- Look at any standards that scored under 50%
- With all standards under 50%, closely analyze scaffolding document for all parts of the standard
  - ✓ Consider how the standard was taught
  - ✓ Consider if all parts of the standard were taught
  - ✓ Consider how the question was asked
  - ✓ Suggest new strategies for mastering the standard

Especially Focus on  
Priority Standards

1	2	3	4	5	6	7	8	9	10	11	12	13
RI.9-10.2	RI.9-10.1	RI.9-10.3	RI.9-10.1	RI.9-10.6	RI.9-10.5	RI.9-10.1	RI.9-10.3	RI.9-10.2	RI.9-10.2	RI.9-10.3	L.9-10.4	RI.9-10.3
Easy	Easy	Easy	Easy	Easy	Easy	Easy	Easy	Medium	Medium	Medium	Medium	Medium
Nonf	Nonf	Nonf	Nonf	Nonf	Nonf	Nonf	Nonf	Fict	Fict	Fict	Fict	Fict
2	2	2	2	2	2	2	1	2	2	2	2	2
B	A	C	B	A	B	B	A	BE	C	A	D	A
95.24	90.48	71.43	66.67	61.90	52.38	76.19	61.90	9.52	80.95	47.62	47.62	38.10
95.00	80.00	70.00	55.00	55.00	95.00	95.00	55.00	50.00	90.00	40.00	80.00	45.00
86.67	86.67	93.33	33.33	86.67	100.00	93.33	66.67	53.33	86.67	40.00	73.33	53.33
94.44	66.67	66.67	61.11	83.33	50.00	66.67	50.00	33.33	55.56	44.44	55.56	33.33
100.00	95.45	81.82	72.73	77.27	81.82	81.82	77.27	36.36	90.91	40.91	72.73	59.09
100.00	94.44	94.44	83.33	88.89	94.44	94.44	94.44	55.56	94.44	55.56	77.78	27.78
95.61	85.96	78.95	63.16	74.56	78.07	84.21	67.54	38.60	83.33	44.74	67.54	42.98
93.06	80.36	71.03	61.11	69.25	78.97	77.18	52.98	42.26	78.17	41.07	66.87	39.29

# Student Data Tracking

1. Consider students' past MKAS performance level
2. Consider the current projected performance level from benchmark
3. Are students growing, regressing, or staying stagnant? Why/How?
4. How close is the student to meeting proficiency?
5. Create a customized plan based on the data.

Test Grade	Test Type	Scale Score	Performance Level	NWEA Fall 2020 RIT	NWEA Fall 2020 Projected PL	On Track for Growth? (compare to MA)	Case 2020 Proj Scale Score	Case 2020 Projected PL	On Track for Growth? (compare to MAAP)
03	M	340	2b	204	2b		558	3a	
03	M	355	3a	199	2a		549	2b	
03	M	355	3a	210	3a		558	4	
03	M	358	3b	210	3a		558	4	
03	M	358	3b	204	2b		556	3a	



**myPerspectives Scavenger Hunt-Teacher's Edition**  
**Professional Learning: Session 1**

Using the Teacher's Edition Introductory Pages for your grade level, answer each question by providing a page number/page numbers and an explanation/answer for the question.

Question	Page Number/s	Explanation/Answer
How many units does your grade level have and what are the topics of each unit in your grade level? Please record your grade level here:		
What is each unit framed around and why is that important to helping students explore their perspective within the unit?		
What is each unit backward-designed around? Why is that an effective way to plan, prepare, and teach?		
What are the multiple purposes of the "Launch Text" within each unit?		
How will each of the following types of learning help develop students' perspectives on the unit topic: <ul style="list-style-type: none"><li>• Whole Class Learning</li><li>• Small-Group Learning</li><li>• Independent Learning</li></ul> Why do these section titles have "learning" at the end, and not "teaching"?		



## The “Dynamic” ELA Classroom Carousel

On your interactive notes page, highlight/underline specific words and phrases that stand out to you about the “dynamic” ELA classroom.

Taken from Kelly Gallagher’s Author Perspective, page T5, 7<sup>th</sup> Grade TE, myPerspectives, 2017 Edition; “Make Literature Relevant,” page T22, 7<sup>th</sup> Grade TE, myPerspectives

For the myPerspectives Curriculum, Kelly Gallagher, M.Ed, has this to quote:

“The myPerspectives classroom is dynamic. The teacher inspires, models, instructs, facilitates, and advises students as they evolve and grow. When teachers guide students through meaningful learning tasks and then pass them ownership of their own learning, students become engaged and work harder. This is how we make a difference in student achievement--by putting students at the center of their learning and giving them the opportunities to choose, explore, collaborate, and work independently.”



## The “Dynamic” ELA Classroom Presentation

What does a “Dynamic” classroom look like from your perspective?

Adapted from Kelly Gallagher’s Author Perspective, page T5, 7<sup>th</sup> Grade TE, myPerspectives

- From your perspective, what is the teacher **DOING** within the following actions to create the “dynamic” ELA classroom:
  - Inspiring
  - Modeling
  - Instructing
  - Facilitating
  - Advising
- From your perspective, what is the student **DOING** within the following actions to create the “dynamic” ELA classroom:
  - Choosing
  - Exploring
  - Collaborating
  - Working Independently



# Framing Each Unit

An **Essential Question** frames each unit around an engaging topic.

ESSENTIAL QUESTION: What can one generation learn from another?

An Essential Question frames all unit activities and discussions.


## Framing Each Unit Analysis Activity

- You have identified the topic for each of your grade-level units through the Scavenger Hunt.
- Go to the beginning pages for your Unit 1 and discuss the following with your grade level team:
  - Essential Question for the unit
  - Jump Start engagement
  - Any Tier 2 vocabulary related to the topic and Essential Question
  - Multimedia pairing
  - Student Prompts throughout the unit
- Answer these questions related to each component/activity above:
  - Why is this component important to helping students reflect on their perspective of the Unit Topic and Essential Question?
  - How long would you anticipate the activity taking within the class period?




## APPENDIX C: STAFF RESUMES

### ENGLISH LANGUAGE ARTS

<b>Tiffani Chandler</b> <b>KIDS First Education, LLC</b>	<a href="mailto:tiffanichandlerkidsfirst@gmail.com">tiffanichandlerkidsfirst@gmail.com</a> ELA Support Team Member Liberty, MS	
<b>Experience</b>	<p><b>KIDS FIRST Education, LLC / ELA Support Team Member</b>          SEPTEMBER 2020 - PRESENT, LAUREL, MS          Provide instructional support and coaching to ELA teachers as they work to ensure that each student is able to reach his or her academic potential; Observe and model instructional delivery and provide feedback to enhance and support the development of teachers' capacity; Support teachers in the design of units and lessons for the development of their year-long curriculum; Support teacher in implementing instruction on virtual platforms; Tutor students to identify and close learning gaps to ensure growth</p> <p><b>Bailey Education Group, LLC / ELA Instructional Coach/Data Specialist</b>          OCTOBER 2018 – SEPTEMBER 2020, RIDGELAND, MS          Provide instructional support and coaching to ELA teachers as they work to ensure that each student is able to reach his or her academic potential; Observe and model instructional delivery and provide feedback to enhance and support the development of teachers' capacity; Support teachers in the design of units and lessons for the development of their year-long curriculum; Support teacher in implementing instruction on virtual platforms; Facilitates the analysis of data for assigned schools; Leads teachers in building capacity in analyzing, interpreting, and utilizing data; Coaches teachers in making data driven instructional decisions to impact student outcomes</p> <p><b>South Pike High School / English II Educator</b>          AUGUST 2016 - JULY 2018, MAGNOLIA, MS          Served as the ELA Department Chairperson; Served on the Superintendent's Advisory Committee; Served as an Administration Intern; Served on the Data Committee</p> <p><b>North Pike High School / Language Arts Educator</b>          AUGUST 2012 - JULY 2015, SUMMIT, MS          Served on the Instructional Team as the ELA representative; Served on the Leadership Team</p> <p><b>Alexander Junior High School / Language Arts Educator</b>          AUGUST 2012 - JULY 2015, SUMMIT, MS          Served as the ELA Department Chairperson</p>	
<b>Education</b>	<p><b>Jackson State University</b>          Bachelor of Science in Psychology with a Concentration in Adolescent Development</p> <p><b>William Carey University</b>          Master of Arts in Education with a Concentration in Secondary Education</p>	




<p><b>Sheawanna W. Finley, M.Ed. KIDS First Education, LLC</b></p>	<p>Email: <a href="mailto:sheawannafinleykidsfirst@gmail.com">sheawannafinleykidsfirst@gmail.com</a> ELA Support Team Member Byram, MS</p>	
<p><b>Experience</b></p>	<p><b>Jackson Public Schools / Interventionist</b> SEPTEMBER 2020 – OCTOBER 2021, JACKSON, MS</p> <p>Responsibilities</p> <ul style="list-style-type: none"> <li>○ Observed classroom teachers implementing assigned interventions with fidelity</li> <li>○ Monitored, collected, and analyzed reading and mathematics instructional assessment data and data in interventions groups; utilized student achievement data in an intervention/academic support setting to plan, deliver, and make decisions on instruction</li> <li>○ Worked collaboratively with teachers and interventionists to monitor students' progress in reading and mathematics and built instructional plans to address areas revealed by data</li> <li>○ Monitored MTSS intervention block for interventionists, teachers, and students</li> </ul> <p><b>Achievement School District / PLC Coach/RTI Coordinator</b> AUGUST 2016 - MAY 2020, MEMPHIS, TN</p> <p>Responsibilities</p> <ul style="list-style-type: none"> <li>○ Regularly consulted with the school-level administrative team about planning, operation, supervision, and evaluation of instructional program</li> <li>○ Provided instructional resources and materials to support staff in accomplishing instructional goals</li> <li>○ Communicated and promoted exceptions for high-level performance to staff and students; recognized excellence and achievement</li> <li>○ Analyzed school data and identified struggles to promote school improvement</li> <li>○ Observed employee performances, recorded observations, and conducted evaluation conferences with staff</li> <li>○ Collaboratively planned with teachers and researched and modeled best practices</li> <li>○ Assisted teachers with designing instructional decisions based on assessment data</li> <li>○ Used research-based reading and mathematics instructional programs and strategies to improve student learning in Tier 1</li> <li>○ Designed, implemented, and monitored RTI2 intervention block for interventionists, teachers, and students</li> <li>○ Developed, facilitated, and presented professional developments on RTI2, Academic Support, and universal screeners</li> </ul>	


	<p><b>Shelby County Schools / Learning Coach/Teacher</b> AUGUST 2013 - MAY 2016, MEMPHIS, TN Responsibilities</p> <ul style="list-style-type: none"> <li>○ Presented professional developments on instructional strategies, data driven instruction, differentiated instruction to individuals with learning challenges</li> <li>○ Aligned and created rigorous common assessments and implemented ELA workstations for classroom instruction</li> <li>○ Collaborated with teachers to increase scholars' engagement and achievement</li> <li>○ Designed a teaching plan and used activities and instructional methods to motivate scholars</li> </ul> <p><b>Tunica County School District / Teacher</b> MONTH 202008 - MONTH 2013, TUNICA, MS Responsibilities</p> <ul style="list-style-type: none"> <li>○ Provided differentiated learning opportunities for every scholar during small group instruction, whole group instruction, and independent practice</li> <li>○ Delivered instruction in a variety of subjects and reached students with engaging lesson plans</li> </ul> <p><b>Sunflower County Schools / Teacher</b> MONTH 2004 - MONTH 2008, INDIANOLA, MS Responsibilities</p> <ul style="list-style-type: none"> <li>○ Delivered instruction in a variety of subjects and reached students with engaging lesson plans</li> <li>○ Develop and issued educational content</li> <li>○ Supervised classes to ensure all students are learning in a safe and productive environment</li> </ul>
<p><b>Education</b></p>	<p><b>Ole Miss: The University of Mississippi, Oxford, MS</b> Master of Education in Literacy Education</p> <p><b>Jackson State University, Jackson, MS</b> Bachelor of Science in Elementary Education</p>





<b>Azeeka Dunigan</b> <b>KIDS First Education,</b> <b>LLC</b>	Email: <a href="mailto:azeekadunigankidsfirst@gmail.com">azeekadunigankidsfirst@gmail.com</a> ELA Support Team Member Biloxi, MS 39532	
<b>Experience</b>	<b>Moss Point Public Schools / Instructional Coach</b> August 2019 – PRESENT, Magnolia Middle School Moss Point, MS Responsibilities: Provide leadership and support to teachers; increase evidence-based best practices to ensure overall student success; planned, coordinated, and implemented a schoolwide literacy program <b>Jackson Public Schools /Literacy &amp; Academic Coach</b> August 2017 - July 2019, Blackburn Laboratory Middle School Jackson, MS Responsibilities: Coached teachers in all curriculum areas on how to enhance student's literacy skills, planned, coordinated, and implemented a comprehensive schoolwide literacy program that increased student outcomes; provided site-based training to teachers; worked as the school test coordinator; member of the school leadership team <b>Jackson Public Schools /Lead Interventionist</b> August 2016 - July 2017, Blackburn Laboratory Middle School Jackson, MS Responsibilities: Provided systematic interventions to students; trained the teachers on the tier model and how to effectively implement MTSS with fidelity schoolwide; increased evidence-based best practices across the grade levels to ensure overall student success <b>Hinds County Schools / Teacher</b> August 2004- July 2011 and - August 20, 2014 – July 2016 Byram Middle School Byram, Mississippi Responsibilities: Instructed over 150 students in reading, English, and journalism lessons; planned lessons, effectively organized daily instruction using best practices with centers, projects, and assessments; created and produced a morning news show while integrating real-world experiences into the lessons.	
<b>Education</b>	<b>University of Southern Mississippi</b> Bachelor of Art in Radio/ TV/ Film  <b>Mississippi Valley State University</b> Master of Art in Teaching  <b>Arkansas State University</b> Specialist in Educational Leadership	


<b>Gwen Cobb</b> <b>KIDS First Education, LLC</b>	Email: <a href="mailto:GwenCobbKidsFirst@gmail.com">GwenCobbKidsFirst@gmail.com</a> Special Education Support Team Member Como, MS	
<b>Experience</b>	<p><b>Southaven Intermediate</b>   Interventionist  08/2020 - Current Southaven, MS</p> <ul style="list-style-type: none"> <li>•Collaborated with other educational personnel to provide inclusive activities or programs for children with disabilities.</li> <li>•Organized and prepared instructional materials, communications and reports to facilitate student learning.</li> <li>•Adapted instructional techniques to appropriate ages and skill levels of supervised students.</li> </ul> <p><b>Desoto County Schools</b>   Special Education Teacher/  Assessor  08/1989 - 06/2017 Hernando, MS</p> <ul style="list-style-type: none"> <li>•Administered and documented results of student assessments.</li> <li>•Collaborated with other educational personnel to provide inclusive activities or programs for children with disabilities.</li> <li>•Facilitated skills development for students with autism and other intellectual disabilities using proven instructional models.</li> <li>•Worked with teachers and administrators to create programs and classroom settings for instruction.</li> </ul> <p><b>Memphis City Schools</b>   General Education Teacher  08/1987 - 05/1989 Memphis, TN</p> <ul style="list-style-type: none"> <li>•Selected curriculum and developed lesson plans based on class needs.</li> </ul>	
<b>Education</b>	<p>University of Mississippi   University, MS  <b>Specialist Curriculum And Instruction</b> in Special Education  05/2011</p> <p>University of Mississippi   University, MS  <b>Master of Science</b> in Special Education  05/2000</p> <p>Delta State University   Cleveland, MS  <b>Bachelor of Science</b> in Education  05/1987</p>	



<p><b>Erica Y. Frazier</b>  <b>KIDS First Education, LLC</b></p>	<p>Email:  <a href="mailto:EricaFrazierKidsFirst@gmail.com">EricaFrazierKidsFirst@gmail.com</a>  English Language Arts  Instructional Coach  Brandon, MS</p>	
<p><b>Experience</b></p>	<p><b>Pearl Public School District/ELA Teacher &amp; Department Chair - Pearl Junior High School</b>  August 2014 - PRESENT, Pearl, MS</p> <p><b>Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Developed and maintains positive rapport with students, parents, members of staff, and administration</li> <li>• Executed various differentiated instruction methods with all students, documented growth, and made consistent and effective communication with parents and cohorts through conferences, emails, and calls</li> <li>• Commands organization, neatness, and stability as it relates to academic achievement and overall classroom layout</li> <li>• Maintains a highly functional classroom with rigor and engaging lessons consistently</li> <li>• Responsible for organizing and delivering concerns and questions from my cohorts to others in the next chain of command, and vice versa</li> <li>• Plans extensively engaging lessons for advanced placement groups as well as executes different scaffolding techniques to reach the most difficult learners</li> <li>• Thoroughly communicates the change in plans and service modifications following IEP conferences to ensure timely implementation of new and effective educational strategies</li> <li>• Effective facilitator of case conferences that foster a productive partnership between parents and school personnel while insuring that the individual needs of each student are met</li> <li>• Possesses a solid working knowledge of the state and federal requirements that enable students to participate in programs and services</li> </ul> <p><b>Jackson Public School District/Teacher &amp; Grade Level Team Lead - Lake and Lester Elementaries</b>  August 2006 - May 2014, Jackson, MS</p> <p><b>Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Showed and established significant QDI growth of a class that consisted of Tier 3 students. The students possessed various behavioral challenges in addition to their academic deficits</li> <li>• Served as fourth grade team leader responsible for the cohesiveness of the team and the support of novice colleagues</li> <li>• Facilitated and conducted professional development following Common Core trainings</li> <li>• Maintained excellent rapport with students, parents, and colleagues</li> <li>• Exuded excellent classroom management and provided a conducive yet rigorous learning environment that students enjoyed</li> </ul>	


<p><b>Katy Boyd</b> <b>KIDS First Education, LLC</b></p>	<p>Email: <a href="mailto:katyboyd@kidsfirst.llc">katyboyd@kidsfirst.llc</a></p>	
<p><b>Experience</b></p>	<p><b>Kids First Education</b> August 2020–Currently High Quality Instructional Team Leader Math Teacher Coach Instructional Management Systems Coach MTSS Coach SEL Coach Special Education Coach</p> <p><b>Forrest County School District: Teacher</b> July 2012–July 2020, Hattiesburg, MS First grade Self-Contained and Inclusion K-2 Language Arts 3<sup>rd</sup> Grade Math &amp; Inclusion 4<sup>th</sup> Grade Math &amp; Inclusion Project Manager for FCSD Summer Roadshow Promethean/ActivInspire District Trainer Leadership Committee Chair</p> <p><b>William Carey University: Graduate Assistant</b> June 2016–May 2017, Hattiesburg, MS Supervised Master level interns Conducted and lead classroom lectures and meetings Reviewed and graded coursework for Master level courses Research assistant to Dr. Brenda Thomas, Ph.D. Taught online classes through Canvas</p> <p><b>Roseland Park Baptist Academy: Teacher</b> August 2005–May 2006, Picayune, MS 2<sup>nd</sup> Grade self-contained Testing Coordinator</p> <p><b>West Jones Elementary: Teacher</b> August 2016–May 2011, Laurel, MS Fifth Grade English, Language Arts, Math, Science, and Social Studies Inclusion</p>	
<p><b>Education</b></p>	<p><b>William Carey University</b> Bachelor of Science -Elementary Education – 2005 Master’s Degree – Mild to Moderate Disabilities – 2015 Education Specialist Degree – Curriculum &amp; Instructional Leadership – 2017</p>	

<b>Adrienne Graham</b> <b>KIDS First Education,</b> <b>LLC</b>	Email: <a href="mailto:adriennegrahamkidsfirst@gmail.com">adriennegrahamkidsfirst@gmail.com</a> Math Instructional Coach Columbus, MS	
<b>Experience</b>	<p><b>Kids First Education,</b> Math Coach April 2021—Current</p> <p><b>Noxubee County High School /</b> Academic School Officer June 2021 - PRESENT, Macon, MS</p> <ul style="list-style-type: none"> <li>• School Test Coordinator</li> <li>• PLC Facilitator</li> <li>• Data Analysis</li> </ul> <p><b>Noxubee County High School /</b> Teacher August 2019 - May 2021, Macon, MS</p> <ul style="list-style-type: none"> <li>• Algebra I Teacher</li> <li>• Geometry Teacher</li> </ul> <p><b>Columbus High School /</b> Teacher October 2007 - July 2018, Columbus, MS</p> <ul style="list-style-type: none"> <li>• Algebra I Teacher</li> <li>• Geometry Teacher</li> <li>• Algebra II Teacher</li> <li>• Math Department Head</li> <li>• PLC Facilitator</li> <li>• New Teacher Mentor</li> </ul>	
<b>Education</b>	<p><b>University Of West Alabama</b> M.Ed. in School Counseling</p> <p><b>Southern University</b> B.S in Elementary Education</p>	


<b>Tiffany Phinisey</b> <b>KIDS First Education,</b> <b>LLC</b>	Email: <a href="mailto:tiffanyphiniseykidsfirst@gmail.com">tiffanyphiniseykidsfirst@gmail.com</a> Math Support Team Member	
<b>Experience</b>	<p><b>Kids First Education, LLC / Math Support Team Member</b></p> <ul style="list-style-type: none"> <li>• Mathematic Tutor</li> <li>• Classroom Coach</li> <li>• Professional Development Facilitator</li> <li>• Math Curriculum Developer (WIN Workshops, Math Fluency WIN Workshops, ACT WIN Workshops)</li> </ul> <p><b>Eastwood Middle School / Mathematics Teacher</b></p> <ul style="list-style-type: none"> <li>• 7<sup>th</sup> Grade Mathematics Teacher</li> <li>• Pod Lead Teacher</li> <li>• Mathcounts and Art Club Sponsor</li> <li>• 21<sup>st</sup> Century Scholar After School Initiative Teacher</li> </ul> <p><b>Aliceville High School / Mathematics Teacher</b></p> <ul style="list-style-type: none"> <li>• 7<sup>th</sup> – 12<sup>th</sup> Grade Mathematics Teacher</li> <li>• RtI Coordinator</li> <li>• Mathematics Department Head</li> <li>• Upward Bound Coordinator</li> <li>• Varsity and Jr. Varsity Cheerleading Coach</li> </ul> <p><b>Aberdeen Middle School / Mathematics Teacher</b></p> <ul style="list-style-type: none"> <li>• 6<sup>th</sup> Grade Mathematics Teacher</li> </ul> <p><b>West Lowndes High School / Mathematics Teacher</b></p> <ul style="list-style-type: none"> <li>• 7<sup>th</sup> - 9<sup>th</sup> Grade Mathematics Teacher</li> <li>• PLC Facilitator</li> <li>• Mathematics Department Head</li> <li>• Teacher Mentor</li> <li>• Parent Coordinator</li> <li>• Technology Chairmen</li> <li>• Volleyball, Girls Basketball, and Cheerleader Coach</li> </ul> <p><b>Columbus High School / Mathematics Teacher</b></p> <ul style="list-style-type: none"> <li>• 9<sup>th</sup> Grade Mathematics Teacher</li> <li>• Freshman Academy Team Teacher</li> </ul>	
<b>Education</b>	<p><b>Arkansas State University</b></p> <ul style="list-style-type: none"> <li>• Educational Specialist in Educational Leadership-Curriculum, Anticipated Date: December 2021</li> <li>• Master of Science in Early Childhood Services Graduation Date: December 2019</li> </ul> <p><b>Mississippi University for Women</b></p> <ul style="list-style-type: none"> <li>• Bachelor of Science in Elementary Education Graduation Date: May 2010</li> </ul>	



## SCIENCE



<b>Jamie Loper</b> <b>KIDS First Education, LLC</b>	<a href="mailto:jamieloper@kidsfirst.llc">jamieloper@kidsfirst.llc</a> Head Coach Science and U.S. History Support Team Leader Olive Branch, MS	
<b>Experience</b>	<b>Kids First Education/Head Coach and Science Coach</b> May 2020-Currently <ul style="list-style-type: none"><li>• Teacher and Leadership Coaching</li><li>• Data Analysis</li><li>• Project Manager</li><li>• Curriculum Development</li></ul> <b>Bailey Education Group/ Head Coach and Science Lead</b> June 2018-April 2020, Ridgeland, MS <ul style="list-style-type: none"><li>• Teacher and Leadership Coaching</li><li>• Data Analysis</li><li>• Project Manager</li><li>• Curriculum Development</li></ul> <b>Pleasant Hill Elementary School / Principal</b> July 2004-June 2018, Olive Branch, MS <ul style="list-style-type: none"><li>• Opened Pleasant Hill Elementary School in July 2004</li><li>• Supervised and developed a staff of 120</li><li>• Responsible for academic growth of over 1000 students</li><li>• Maintained an A Status from the State of MS for 12 years</li></ul> <b>Desoto County Schools / Assistant Principal</b> July 1996-June 2004, Southaven, MS <ul style="list-style-type: none"><li>• Assistant Principal grades K-8</li><li>• Supervised and Developed Teachers and Staff</li></ul> <b>Olive Branch Middle / High School / Science Teacher</b> August 1993-June 1996, Olive Branch, MS <ul style="list-style-type: none"><li>• Taught biology, chemistry and 7th grade science</li><li>• Tech Prep Certified Teacher</li><li>• Student Advisor</li><li>• Lead Teacher</li></ul> <b>Baldwyn High School / Science Teacher</b> August 1991-May 1993, Baldwyn, MS <ul style="list-style-type: none"><li>• Taught biology, A&amp;P, chemistry and physics</li><li>• Science Committee Chairperson</li></ul> <b>South Tippah Schools / Science Teacher</b> August 1990-May 1991, Pine Grove, MS <ul style="list-style-type: none"><li>• Taught 8th grade science, chemistry, and biology</li><li>• Beta Club Co-Sponsor</li></ul>	
<b>Education</b>	<b>University of Mississippi</b> Master of Education: Educational Leadership  <b>University of Mississippi</b> Bachelor of Education: Secondary Education -Science	

## HISTORY

<p><b>Gabriel McPhearson</b> <b>KIDS First Education, LLC</b></p>	<p><a href="mailto:GabrielMcPhearsonKidsFirst@gmail.com">GabrielMcPhearsonKidsFirst@gmail.com</a> US History, Biology, Math, Special Education Support Team Member Hattiesburg, MS</p>	
<p><b>Experience</b></p>	<p><b>Kids First Education /</b> US History, Biology, Math, Special Education Support Team Member JULY 2021 - PRESENT, HATTIESBURG, MS</p> <ul style="list-style-type: none"> <li>• Collaborate with teachers and administrators to increase growth and achievement with all students.</li> <li>• Provide classroom coaching / co-teaching and modeling best instructional practices.</li> <li>• Facilitate professional development sessions and training.</li> </ul> <p><b>West Marion High School /</b> Special Education &amp; US History Teacher JULY 2018 - JULY 2021, FOXWORTH, MS</p> <ul style="list-style-type: none"> <li>• U.S. History Teacher</li> <li>• Student Tutorials</li> <li>• Inclusion teacher for Algebra I, Algebra II, Biology, English III, US History, Geometry</li> <li>• Google Professional Development Leader/Trainer</li> <li>• SEL Committee member</li> </ul> <p><b>Forrest County Agricultural High School /</b> US History Teacher JULY 2013 - JULY 2018, BROOKLYN, MS</p> <ul style="list-style-type: none"> <li>• U.S. History Teacher</li> <li>• AP U.S. History Teacher</li> <li>• History Department Chair</li> <li>• Disciplinary Hearings Chair</li> <li>• National History Day Lead</li> <li>• Curriculum Development</li> <li>• Administrative Intern</li> </ul> <p><b>Gautier High School /</b> Social Studies Teacher AUGUST 2006 - JULY 2013, GAUTIER, MS</p> <ul style="list-style-type: none"> <li>• AP U.S. History Teacher</li> <li>• AP Micro/Macro Economics</li> <li>• History Department Chair</li> <li>• National History Day Lead</li> <li>• Curriculum Development</li> <li>• Assistant Girls Basketball Coach</li> <li>• Middle School Baseball Coach</li> </ul> <p><b>University of Southern Mississippi /</b> Administrative Assistant JULY 2004 - JUNE 2006, HATTIESBURG, MS</p> <ul style="list-style-type: none"> <li>• Administrative Assistant to Graduate Programs Director in College of Business</li> <li>• Graduate Assistant for last 6 mo.</li> </ul> <p><b>Quitman Jr High School /</b> Social Studies Teacher JANUARY 2003 - JULY 2004, QUITMAN, MS</p> <ul style="list-style-type: none"> <li>• 7<sup>th</sup> Grade World History Teacher</li> <li>• 8<sup>th</sup> Grade US History Teacher</li> </ul>	



## APPENDIX D: PROOF OF INSURANCE

 <b>CERTIFICATE OF LIABILITY INSURANCE</b>		DATE (MM/DD/YYYY) 07/01/2020			
THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.					
<b>IMPORTANT:</b> If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).					
<b>PRODUCER</b>  Brian Ginn, State Farm 1126 Hwy 15 N Laurel, MS 39440 601.649.0120	<b>CONTACT</b> NAME: PHONE (A/C, No, Ext): 601.649.0120 FAX (A/C, No): 601.649.4300 E-MAIL: ADDRESS:				
<b>INSURED</b> Kids First Education, LLC PO Box 6512 Laurel, MS 39441-6512		<b>INSURER(S) AFFORDING COVERAGE</b> INSURER A: State Farm Fire and Casualty Company INSURER B: INSURER C: INSURER D: INSURER E: INSURER F:			
		<b>NAIC #</b> 25143			
<b>COVERAGES</b> <b>CERTIFICATE NUMBER:</b> <b>REVISION NUMBER:</b>					
THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.					
INSR LTR	TYPE OF INSURANCE	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR  GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PROJECT <input type="checkbox"/> LOC OTHER:	99BUJ4237	07/01/2020	07/01/2021	EACH OCCURRENCE \$ 2,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 300,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 2,000,000 GENERAL AGGREGATE \$ 4,000,000 PRODUCTS - COM/PROP AGG \$ 4,000,000 \$
	AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> NON-OWNED AUTOS ONLY	99BUJ4237	07/01/2020	07/01/2021	COMBINED SINGLE LIMIT (Ea accident) \$ 2,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
	UMBRELLA LIAB <input type="checkbox"/> OCCUR EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED <input type="checkbox"/> RETENTION \$				EACH OCCURRENCE \$ AGGREGATE \$ \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N <input type="checkbox"/> N/A	99BUJ4249	07/01/2020	07/01/2021