



# PROPOSAL

RFP No 2025-01: Instructional  
Support Services

2025-2026

**PROPOSED TO:**

Dr. Angela Lowery  
Superintendent  
South Pike School District

**ORGANIZED BY:**

Jasmine Abbey Bell  
CEO, JAB Consulting Agency  
info@jabbeybell.com

# The Company

Our lead consultant, Jasmine Abbey Bell, founded the JAB Consulting Agency on the belief that professional learning isn't a one-time event, but a lifelong process. We help schools build strong, sustainable literacy coaching programs by supporting literacy coaches directly, developing leaders who supervise them, and stepping in to provide hands-on coaching support when gaps exist.

Our approach is grounded in the Science of Reading and built on Adult Learning Theory, which states adult learners, just like students, need learning experiences that are relevant, practical, and connected to real classroom challenges. The JAB team consists of qualified consultants and contractors who can train, coach, and support educators and the leaders who guide them. We serve secondary literacy teachers and their instructional leaders through engaging, high-quality professional development, strategic planning, and job-embedded coaching. When educators feel supported, confident, and clear in their work, students succeed.

## Meet the CEO



Jasmine Abbey Bell, founder and CEO of the JAB Consulting Agency, holds degrees in Psychology, Curriculum and Instruction, and Educational Leadership from the University of Mississippi. She's worked with the Mississippi Department of Education as a Regional Digital Learning Coordinator and Professional Development Coordinator, focusing on Secondary ELA.

During her time at the MDE, she oversaw a year-long Digital Teacher Academy cohort that provided in-person and virtual training for teachers across the state of Mississippi for the past three years. As a PDC, she worked with Student Achievement Partners, SAP, as an online course facilitator and member of the Humanities Accelerator Course design team. She has also served on the testing committees with Questar. With experience as an Instructional Coach, Humanities Multi-Classroom Leader, and teacher, she brings a wealth of expertise on secondary ELA and Instructional Coaching. For comprehensive details on Jasmine's experience, including presentations and memberships, please refer to her resume.

# Our Methodology

We specialize in providing professional learning for literacy teachers, coaches, and the instructional leaders who support them. For professional learning to be effective, we believe, it must be relevant, research-based, and responsive to the needs of educators. We focus our support across three stands, each grounded in the work of leading scholars and experts in the field:

- **Professional Development:** Our Professional Development (PD) sessions are designed with the principles of andragogy or adult learning theory in mind. We use Malcolm Knowles's research to ensure every session is practical, relevant, and immediately applicable to the classroom.
- **Professional Learning Communities:** Building on the work initiated in Professional Development, we facilitate PLCs that extend beyond compliance meetings. Inspired by the work of Richard Dufour, our structure is the bridge between learning and implementation that relies on collaborative protocols that promote shared ownership, data-driven planning, and follow-through.
- **Instructional Coaching:** We integrate key elements from both Jim Knight's *Impact Cycle* and Diane Sweeney's *Student-Centered Coaching* models to provide job-embedded coaching. Our coaching focuses on supporting educators during the implementation phase, where change is often the hardest to sustain. Coaching doesn't stop with the teachers; we also provide coaching support to coaches and their leaders to ensure the culture of coaching is established and strengthened.

# Our Signature Services

**Data Collection and Analysis:** We begin every scope of work by collecting and analyzing data to tailor our services to the specific needs of educators. Using either the school's existing data or our data sources, we identify invisible blockers, measure the effectiveness of our work, and make timely adjustments as needed.

**Targeted Professional Development:** Whether delivered in person or virtually, our professional development sessions serve as the first step in helping our partners achieve their goals. To increase the impact, we immediately follow up with school leaders to identify evidence of implementation and offer virtual office hours to support ongoing application.

**Group and 1:1 Coaching:** Whether working with literacy teachers, instructional coaches, or their leaders, we believe that everyone benefits from job-embedded coaching. We walk alongside educators as they pursue goals relevant to their daily work, offering consistent reflection, feedback, and support along the way.

**Site Visits:** Our team provides on-the-ground support for instructional leadership teams. These visits may include instructional learning walks, data analysis meetings, and other services aligned with the school's strategic priorities.

**Audits:** Through synchronous or asynchronous reviews, we examine literacy curricula, Tier 1 instruction, MTSS frameworks, and interventions to uncover barriers to student growth in literacy. Each audit includes a set of clear, actionable next steps, equipping leaders with both quick wins and sustainable strategies for improvement.

**Specialized Clinics:** Our clinics are designed to focus on areas that often require practice, modeling, and guided support. These full-day sessions, centered on lesson planning, coaching, or feedback, create space for role-play, rehearsal, and real-time strategy-building. Participants walk away with both confidence and concrete tools for success.

# Our Partners

The JAB Consulting Agency has supported numerous public Charter School organizations and traditional school districts in their work supporting educators. We have provided the following testimonial from one of our partnerships to showcase our impact:

She has consistently demonstrated an unparalleled commitment to enhancing teaching and learning and educational outcomes through her comprehensive range of services, including teacher coaching, student coaching, curriculum development, data management/analysis, relationship building, and the instructional coaching cycle.

Her instructional coaching program is meticulously designed to empower coaches and educators with the tools and strategies necessary to build capacity and foster student success.

Through personalized guidance and professional development opportunities, our coaches have shown significant growth in their guiding practices to include stronger systems as it relates to the development of uniform documents and a structured approach for novice and veteran coaches.

Herbert Smith,  
Assistant Superintendent  
Clarksdale Municipal School District

# Our Partners

The services outlined in this proposal are informed by a diverse array of experiences providing similar services to **traditional school districts, public Charter Schools, and Charter Management Organizations.**

Specifically, we have worked directly with the following partners:



East Tallahatchie School District,  
Charleston Middle School



Republic Schools,  
Smillow Collegiate



Clarksdale Municipal School District,  
Clarksdale High School & District Coaches



Lee County School District,  
Shannon Middle School



Mississippi First Charter Organization  
6 elementary schools

# Our Results

In every school we've partnered with for literacy coaching and student support, we've seen measurable growth in ELA outcomes. Some key results include:

- Delivered high-dosage tutoring to Rising Scholars (Bottom 25%), resulting in double-digit gains in LPS student growth points within a single school year.
- Provided targeted tutoring to English II students, leading to a 16-point growth increase from the previous year and a total of 69 growth points.
- Coached and provided feedback to ELA teachers, leading to improved proficiency and growth in ELA and contributing to a one-letter grade increase in the school's state accountability rating.
- Earned a 90% participant satisfaction rate on post-session evaluations from a team of ELA teachers in a charter school network.

Our partnerships with instructional coaches and leadership teams have also led to significant results:

- Coached a charter school leadership team on literacy and MTSS systems, contributing to a two-letter grade improvement in one year on the state accountability system.
- Supported a team of district instructional coaches, resulting in greater role clarity and increased confidence in their coaching practice.
- Designed a coaching handbook for new instructional coaches, where 80% of users reported it was a valuable resource in supporting their work.



# Project Objectives

1

Onboarding/orientation meeting with the District and School Leaders to

- Solidify expectations of the support
- Review preliminary feedback on the proposed scope of work
- Build consensus on key outcomes, implementing professional development and coaching using the JAB Framework and district Resources
- Collaborate with leaders to plan various PD throughout the year

2

Review and disaggregate SY 2024–2025 data to identify needs based on urgency and impact.

Examples of data and organization artifacts to review include, but are not limited to:

- 6–8 & Eng II student assessment data
- Secondary ELA teacher evaluation data
- teacher surveys (i.e., Needs Assessment)
- District and school Professional Learning plan

3

Use the data to develop a differentiated Professional Learning plan and calendar for secondary ELA teachers, instructional coaches, and district/school leadership that addresses the common needs

4

Provide job-embedded PD and Coaching for secondary ELA teachers and Instructional Coaches to include, but not limited to:

- In-person PDs
- Site Visits for observations, data analysis, coaching, and feedback
  - opportunities for individual coaching
- Virtual group coaching for teachers and instructional coaches (optional)
- Specialized Clinics

5

Collect and analyze data to include, but not limited to:

- walkthroughs and observation
- educator self-assessment survey
- JAB Literacy Best Practices Rubric™
- interim student data
- feedback from leadership

Data will be shared via quarterly Reports to the District and School leadership



# Transformation

Participants can expect the following key transformations:

- **Empowered Instructional Leaders** who can confidently analyze data and design targeted professional development that addresses the urgent needs of educators.
- **Increased Confidence and Impact** as educators learn to use research-based instructional strategies to deliver rigorous, grade-level instruction aligned to state standards.
- **Comprehensive, Differentiated PD Plans** that support student achievement and teacher growth through PD and job-embedded coaching tailored to educator needs.
- **Data-Driven Decision-Making** that equips educators to select and apply evidence-based strategies informed by real-time assessment data, feedback, and ongoing progress monitoring.
- **Improved Student Achievement & Teacher Effectiveness** through a combination of differentiated synchronous and asynchronous learning opportunities developed by the company.

# Proposed Scope of Work

Timeline	Task & Deliverables
August–January	<p><b>Professional Development</b> Three (3) full days</p> <p><b>Audience:</b> all secondary ELA teachers, coaches, and their leaders (Principal, Assistant Principals, etc.) from the School District.</p> <p><b>Topic:</b> selected based on the Needs Assessment results.</p> <ul style="list-style-type: none"> <li>• Sessions will incorporate resources from the Mississippi Department of Education (MDE) as well as curated materials provided by the district.</li> <li>• We will debrief with school leadership to co-create a Look For checklist to use as an informal observation/evaluation for leadership.</li> </ul> <p><b>Note:</b> Dates will be aligned to the District’s approved instructional calendar</p>
<p><b>Semester 1:</b> September–December</p> <p><b>Semester 2:</b> January–April</p>	<p><b>Leader Site Visits</b> Two (2) per year or One (1) per semester, 4–6 hour visit per school</p> <p><b>Audience:</b> all school leaders and their instructional teams (assistant principals, instructional coach, counselor, and MTSS chairperson)</p> <p><b>Objective:</b> Provide in-person coaching to build the capacity of school leaders and instructional teams, focusing on implementation, instructional alignment &amp; data-informed decision making.</p> <ul style="list-style-type: none"> <li>• <b>AM:</b> Learning Walks w/ Leadership</li> <li>• <b>Midday:</b> Data review or coaching debrief</li> <li>• <b>PM:</b> Co-planning of a customized “Look For” checklist aligned to the school’s goals and priorities.</li> </ul> <p><b>Note:</b> The number of visits can be decreased if needed.</p>

# Proposed Scope of Work

Timeline	Task & Deliverables
August–May	<p><b>Virtual Office Hours/Touchpoints</b> 60-minute sessions via Zoom</p> <p><b>Audience:</b> all secondary ELA teachers, coaches, and their leaders (Principal, Assistant Principals, etc.) from the School District (minimum of 20 teachers)</p> <p><b>Objective:</b> Assist participants will implementation support following each in-person PD, Coaching sessions, and Clinics</p>
September–May	<p><b>ELA Teacher Coaching</b> Bi-weekly, 75-minute sessions (virtual or in-person)</p> <p><b>Audience:</b> all secondary ELA teachers for each school (minimum of 10 teachers)</p> <p><b>Proposed Coaching Focus Areas:</b></p> <ul style="list-style-type: none"> <li>• Classroom Management</li> <li>• Data-driven instruction</li> <li>• Lesson Planning (Rigor, Differentiation [Remediation &amp; Enrichment])</li> <li>• Assessments (Formative &amp; Summative)</li> </ul> <p><b>Note:</b> This includes “anytime” support via email, text, and/or Slack</p>
Fall, Winter & Spring	<p><b>Seasonal Specialized Clinics</b> Three (3), two full-day (6-hour) sessions</p> <p><b>Audience:</b> all secondary ELA teachers for each school</p> <p><b>Objective:</b> Provide educators with space and time to digest research, apply it to the classroom, and receive real-time support.</p> <p><b>Proposed Focus Areas:</b></p> <ul style="list-style-type: none"> <li>• Pacing Guides &amp; Lesson Pacing</li> <li>• Analyzing Benchark Data &amp; Small Group Instruction Planning</li> <li>• “BootCamp”/Spring Sprint Planning</li> <li>• Coaching Clinics– providing strengths-based feedback*</li> </ul>

# Proposed Scope of Work

Timeline	Task & Deliverables
August–May	<p><b>Data Collection &amp; Reporting</b> Asynchronous</p> <p><b>Objective:</b> Track qualitative teacher and leadership data, student interim and summative data, and surveys to plan support.</p>
October. December, February & April	<p><b>Partner Progress Meetings</b> Quarterly, 60-minute meetings via Zoom</p> <p><b>Audience:</b> all school district leadership staff members</p> <p><b>Objective:</b> Review reports and receive feedback and recommendations.</p>

# Implementation Timeline

## SAMPLE SCHEDULE

Phase	Key Activities	Deliverables
<b>Phase 1: Onboarding &amp; Planning</b> (Month 1)	<ul style="list-style-type: none"> <li>• Meet with district and school leaders to align on goals &amp; priorities</li> <li>• Gather baseline data</li> <li>• Finalize PD Calendar</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership Kickoff Meeting</li> <li>• Baseline Data Report</li> <li>• Customized PD Calendar</li> </ul>
<b>Phase 2: Early Implementation</b> (Month 2–5)	<ul style="list-style-type: none"> <li>• Facilitate PDs</li> <li>• Conduct the first round of Leadership Site Visits</li> <li>• Launch Teacher Coaching</li> <li>• Launch Office Hours</li> </ul>	<ul style="list-style-type: none"> <li>• Observations Begin</li> <li>• Initial Progress Check-in &amp; Reports</li> <li>• PD Agenda</li> <li>• Next Steps Checklists</li> <li>• Site Visit Summaries</li> </ul>
<b>Phase 3: Implementation &amp; Mid-Year Review</b> (Month 6–9)	<ul style="list-style-type: none"> <li>• Mid-year data collection</li> <li>• Targeted differentiated PD based on mid-year findings</li> <li>• Adjust strategies based on feedback &amp; progress</li> <li>• Leadership Site Visits</li> </ul>	<ul style="list-style-type: none"> <li>• Mid-Year Data Report</li> <li>• Adjusted PD Plan</li> <li>• Teacher Feedback Surveys</li> <li>• Data Trackers</li> <li>• Site Visit Summaries</li> </ul>
<b>Phase 4: Refinement &amp; Final Impact Review</b> (Month 10)	<ul style="list-style-type: none"> <li>• Final round of PD &amp; Office Hours</li> <li>• End-of-year assessment</li> <li>• Final Site Visits focused on sustainability &amp; next steps</li> <li>• Present findings &amp; recommendations to district leaders</li> </ul>	<ul style="list-style-type: none"> <li>• End-of-Year Data &amp; Impact Report</li> <li>• Final Leadership Debrief</li> <li>• Sustainability &amp; Next Steps Plan</li> </ul>

# Evaluation & Impact

To ensure the effectiveness of our PD and coaching and alignment to Standards of Professional Learning, we will implement a simple evaluation process to track progress and impact. We will collect and analyze data from three groups: coaches and leaders, the teachers they support, and student achievement (formative, summative, and interim) data. We will collect both quantitative data to help us understand what’s working and where we can adjust.

## Success Metrics

The following chart is an example of how we plan to partner with the District to define and track success.

Focus Area	Sample Metric	Data Source
<i><b>Educator Capacity</b></i>	<ul style="list-style-type: none"> <li>increased confidence in implementing instructional strategies</li> <li>Increase use of data to inform instruction</li> </ul>	<ul style="list-style-type: none"> <li>Pre/Post Self-Assessments</li> <li>Evaluations</li> </ul>
<i><b>Instructional Practice</b></i>	<ul style="list-style-type: none"> <li>% of teachers demonstrating improved instructional practices</li> <li>% of differentiated lessons/instruction</li> </ul>	<ul style="list-style-type: none"> <li>Walkthrough Notes &amp; Data</li> <li>Coaching Logs</li> </ul>
<i><b>Student Engagement &amp; Achievement</b></i>	<ul style="list-style-type: none"> <li>% of students receiving small group instruction</li> <li>% all growth &amp; LPS growth in ELA</li> <li>% increase in proficiency in ELA</li> </ul>	<ul style="list-style-type: none"> <li>Small Group Logs</li> <li>Benchmark data</li> <li>MTSS data</li> </ul>

We will use a combination of tools for data collection and reporting, including but not limited to: end-of-year surveys, Needs Assessments, and *JAB Literacy Best Practices Rubric™*. This will be included in the quarterly progress reports shared with District and School leadership.



# Proposed PD Sessions

## SAMPLE SESSIONS

Session	Description
<b><i>ELA Standards Overview</i></b>	<i>This session provides an overview of the MS CCRS for ELA. During this session, participants will learn how the standards are organized to better read, understand and deconstruct the standards.</i>
<b><i>Shifting into the ELA Shifts</i></b>	<i>Designed as a follow-up to the Overview PD session, this session takes a deep dive into the standards with an emphasis on the 3 shifts: Text Complexity, Textual Evidence &amp; Building Knowledge.</i>
<b><i>Differentiating with the Scaffolding Document</i></b>	During this session, participants will learn how the MDE ELA Scaffolding Document can be used to differentiate instruction. Participants will learn the various ways to differentiate and use the scaffolding document to provide whole group and small group instruction.
<b><i>Destination Comprehension</i></b>	Designed for all teachers, this session details some of the pitfalls and roadblocks students experience during reading. Participants will learn how the Simple View of Reading can be used to identify comprehension issues as well as strategies that can be used in all subjects to increase comprehension.
<b><i>Helping Struggling Secondary Readers</i></b>	This session focuses on how to identify struggling readers using the Simple View of Reading. Looking into the 5 Components of reading, participants will uncover strategies that can be used to help improve reading comprehension of struggling readers.



# Work Samples

## Literacy Best Practices Rubric

Below is a draft of the company's rubric to help leaders assess and evaluate teachers' implementation efforts. It can be adapted to align with the District's ELA instructional priorities.

### Teacher Implementation Rubric

This rubric is designed to help leaders observe, assess, and support teachers' implementation of instructional practices. It can be customized to align with district-specific priorities.

Focus Area	Indicators	Emerging	Developing	Proficient	Exemplary
<b>Instructional Alignment</b>	Lesson content is aligned to standards and instructional goals	Misalignment or unclear objectives	Partial alignment; objectives may lack clarity	Clear alignment to standards and instructional goals	Strong alignment; teacher makes connections across content and standards
<b>Evidence-Based Practices</b>	Use of strategies aligned to approved frameworks	Rare or inconsistent use of evidence-based practices	Occasional use with limited impact	Consistent use of evidence-based strategies	Strategic and flexible use based on student needs and context
<b>Student Engagement</b>	Students are actively involved in the learning process	Low engagement; mostly passive learners	Some engagement with periodic checks for understanding	Active participation from most students	High levels of engagement; students take ownership of their learning

# Work Samples

## Instructional Coach Rubric

Below is a draft of the company's rubric to help instructional coaches and their leaders set goals, provide coaching, and feedback to strengthen coaching.

### Instructional Coach Checklist

#### Domain 1: Planning & Preparation

1a	1b	1c	1d	1e	1f
Understand the research, theories, knowledge & skills of the discipline	Identifies instructional improvement needs of teachers	Identifies clear, specific, and appropriate strategies to support school-wide initiatives	Identifies resources that are available within and outside the school/district	Plans a coherent cycle of instructional support	Develop a plan and process for assessing and improving coaching support
<input type="checkbox"/> Understand research of evidence-based strategies <input type="checkbox"/> Uses a variety of instructional strategies <input type="checkbox"/> Models across multiple grade levels and disciplines	<input type="checkbox"/> Design schedule to spend at least 60% of time working in coaching cycles <input type="checkbox"/> Design coaching cycles to visit classrooms 1-3 times per week <input type="checkbox"/> Design coaching cycles to co-plan with teachers at	<input type="checkbox"/> Communicate coaching progress to school leadership and teachers <input type="checkbox"/> Encourages teachers to participate in coaching cycles <input type="checkbox"/> Help teachers see the connection between the coaching cycle and the school/district initiatives	<input type="checkbox"/> Support teachers as they select strategies and materials needed to build their capacity <input type="checkbox"/> Set up systems to share instructional resources <input type="checkbox"/> Aware of the materials and resources available	<input type="checkbox"/> Provides differentiated coaching into teacher learning (large group, small group, 1:1) <input type="checkbox"/> Partners with school leader to set a data-driven focus for teacher and student learning <input type="checkbox"/> Aligns coaching to school-wide	<input type="checkbox"/> Use tools and templates to document the impact of coaching cycles <input type="checkbox"/> Logs how time is spent as a coach <input type="checkbox"/> Partners with teachers during the coaching cycle <input type="checkbox"/> Share my results with others

## PROPOSAL

# Proposed Investment

Line Item	Description	Days	Investment
1	<b>Professional Development (PD) Sessions*</b> <ul style="list-style-type: none"><li>Three (3) full-day sessions<ul style="list-style-type: none"><li>inclusive of prep, printed materials, and travel and lodging</li></ul></li></ul>	3	<b>\$30,000</b>  \$10,000 per session
2	<b>Data Collection &amp; Reporting</b> <ul style="list-style-type: none"><li>Quarterly, asynchronous collection &amp; analysis</li></ul>	12	<b>\$2,000</b>
3	<b>Site Visits (Observations)</b> <ul style="list-style-type: none"><li>Two (2) visits per year or One (1) per semester<ul style="list-style-type: none"><li>minimum of 4 hours per visit</li></ul></li></ul>	8	<b>\$16,000</b>  \$2,000 per visit
4	<b>Teacher Coaching**</b> <ul style="list-style-type: none"><li>2 days/sessions per month per school<ul style="list-style-type: none"><li>minimum of 10 teachers</li></ul></li></ul>	40	<b>\$40,000</b>  \$1,000 per session
5	<b>Seasonal Specialized Clinics</b> <ul style="list-style-type: none"><li>Three (3) two-day sessions<ul style="list-style-type: none"><li>inclusive of prep, printed materials, and travel and lodging</li></ul></li></ul>	9	<b>\$24,000</b>  \$3,000 per session
6	<b>Partner Progress Meetings</b> <ul style="list-style-type: none"><li>Quarterly, 60-minute meetings held via Zoom<ul style="list-style-type: none"><li>Data Reports included</li></ul></li></ul>	4	<b>\$3,000</b>  \$500 per meeting
7	<b>Virtual Office Hours/Touchpoint</b> <ul style="list-style-type: none"><li>60-minute sessions via Zoom</li></ul>	20	<b>\$6,000</b>
Total Investment			<b>\$121,000</b>

# Budget

## **Suggested Length of Contract**

We propose a contract beginning August 2025 through May 2026. We are open to feedback on the contract length and the possibility of extending the contract, given the District's timelines and needs.

This proposal is valid until 60 days after the opening date. Should this proposal be approved, a contract will be sent reflecting the details outlined above. The contract will be due within seven (7) days from receipt.

Once a signed contract has been received, services may begin.

## **Proposed Billing Structure**

We propose billing via monthly invoices throughout the duration of the project. Payment will be due within 30 days from the date of the invoice.

# Client Testimonials



It is an honor to work with Mrs. Bell. My staff enjoys working with her. There's no doubt that I would work with her again.

*-Middle School Principal*

Mrs. Bell was thorough and supportive. She was patient and took her time with me. She answered all my questions. I am glad I attended her training.

*-6th grade ELA teacher*

She straight KILLED it! Matter of fact, her session was the ONLY one I attended that wasn't boring.

*-Conference session attendee*

Through her dedication [to this task], Mrs. Bell has provided valuable resources and modeling of what effective coaching and teaching look like. Mrs.

Bell epitomizes a great instructional leader, guide, and mentor. While her job can be tedious, she continues putting her all into her assigned tasks.

*-High School Principal*



# RESUME

AND REFERENCES

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## PROPOSAL

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# Resume

Attached is the resume of the founder and lead consultant, Jasmine Abbey Bell, and other contractors for the company.





# RESUMES



## Jasmine Abbey Bell

Oxford, MS 38655

662.822.6471

jtabbey11@gmail.com

## Licensures:

- 119 English (7-12)
- 192 Social Studies (7-12)
- Administration (486N)

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## Professional Profile

- Experienced K-12 educator adept with various instructional pedagogies to engage diverse populations of students
- Skilled in analyzing student assessment data
- Proficient in building and facilitating Professional Learning sessions
- Adept at creating literary and informational units for middle school students
- Experienced in project management and supervising coaches

## Education

The University of Mississippi, University, MS

*Educational Specialist (Ed.S)*

December 2016

Department: Educational Leadership

The University of Mississippi, University, MS

*Masters of Arts in Teaching (MAT)*

December 2013

Department: Curriculum and Instruction

The University of Mississippi, University, MS

*Bachelors of Arts in Psychology*

August 2011

Department: Psychology

## Experience

**Regional Digital Learning Coach Coordinator**, remote position

*MDE: Office of Digital Learning*, July 2021-Dec. 2023

- Facilitated and created various professional development trainings for districts and schools across the state
- Coordinated and supervised Professional Learning Community (PLC) sessions to encourage digital learning integration
- Facilitated and presented professional development trainings on instructional and technology coaching
- Provided coaching and support to a team of Digital Learning Coaches
- Curated and facilitated professional development training for the Digital Teacher Academy (DTA) cohort

- Oversaw Digital Learning team members assistance with planning and facilitating the DTA sessions across the state
- Coordinated with representatives from tech companies to create a partnership and plan PD
- Designed and facilitated professional development trainings at local, state, and national conferences
- Created online professional development courses for teachers using the LearnWorlds platform

**Secondary ELA Professional Development Coordinator**, remote position

*MDE: Office of Professional Development, August 2019- June 2021*

- Facilitated and produced various professional development trainings for districts and schools across the state, in-person and virtually
- Coordinated professional development trainings with district personnel
- Created and designed online professional development courses for teachers and leaders using the Canvas platform
- Designed and facilitated professional development trainings at local, state, and national conferences
- Served as content specialist to assist with ELA Content Specialist on trainings and special projects for the MDE
- Served on literacy committees to implement High-Quality Instructional Materials (HQIM) for the MDE

**Instructional Coach**, Marks MS

*Quitman County Middle School, July 2017 – August 2019*

- Facilitated and produced various Professional Development Activities for Middle School Staff
- Coordinated and supervised Professional Learning Communities to encourage collaborative practices amongst teachers
- Analyzed, distributed, and interpreted student assessment reports as well as attendance and discipline data for leadership team
- Served as content specialist to assist with coaching teachers on curriculum development and implementation
- Served as Principal Designee during Principal's absence

**Multi-classroom Lead Teacher (Seventh grade English teacher/ Humanities Instructional Coach)**, Marks, MS

*Quitman County Middle School, August 2016 – June 2017*

- Engaged and lead professional development initiatives for teachers
- Conducted observations and post-conferences to assist teachers with instructional pedagogies
- Assisted in curriculum planning for department
- Served as liaison between teachers and administrators

**Eight Grade English Teacher**, Batesville, MS

*Batesville Junior High, August 2015 – June 2016*

- Crafted literary units to prepare students for state wide assessments
- Interacted with parents to provide updates on students' academic progress
- Analyzed state standards while producing unit plans to support school goals

**Eight Grade English Teacher, Clarksdale, MS**

*W.A. Higgins Middle School, August 2014 – June 2015*

- Implemented differentiated instruction to support student learning
- Interfaced with lead teacher to encourage teacher collaboration
- Assisted and supervised various extracurricular activities for students

**Eight Grade Social Studies Teacher, Marks, MS**

*Quitman County Middle School, August 2012 – June 2014*

- Engaged in various instructional strategies to assist students
- Incorporated parents to assist in learning activities
- Developed a mentoring program for students to aid in academic learning

## **Career Highlights**

- Highest all growth on Mississippi Academic Assessment Program assessment 2016-2017
- Most growth from Bottom 25% on Mississippi Academic Assessment Program assessment 2016-2017
- LETRS trained, 2016
- Literacy Design Collaborative (LDC) trained teacher, 2017
- Member of the MAAP Content/Bias Review Committee for 2018 MAAP Assessment
- Served on Range finding Committee for 2017, 2019 MAAP Writing Assessment
- Southern Regional Educational Board (SREB) Readiness Course trained, 2017
- "Capturing Kids Hearts" trained, 2018
- School Testing Coordinator for 2018, 2019 MAAP Assessment
- Member of Rural School Leaders Academy with Teach for America, 2018-2019
- Facilitator for Student Achievement Partners (SAP) IROS Course, 2020-2022
- Member of Design Team for Student Achievement Partners (SAP) Humanities Accelerator Course, 2021
- Created and designed professional learning for Digital Teacher Academy, 2020-2023
- AIM Institute, Pathways to Literacy Leadership, 2022-2023

## **Conference Presentations**

- Conference presentation for Mississippi Reading Association, December 2017
- Conference presentation for Mississippi Association for Middle Level Education, February 2016
- Conference presentation for Mississippi Literacy Association, 2019

- Conference presentation for MDE Office of School Improvement's Convening, 2019, 2021
- Conference presentation for North Mississippi Education Consortium (NMEC) Finish Strong Conference, 2020 & 2021
- Conference presentation for Innovative Institute, 2021
- Virtual conference presentation for SREB Making Schools Work Conference, 2021
- Conference presentation for Making Connections, 2021 & 2022
- Virtual conference presentation for MS Connects Summit, 2021

### **Digital Certifications**

- Microsoft Innovative Educator
- Flipgrid Certified Educator
- Apple Teacher (Mac)
- Google Certified Educator, Level 1
- Kami Certified Educator, Level 1
- Adobe Creative Educator, Level 1
- Kahoot Certified: Bronze
- Quizizz Certified Game Changer

# Lauren Lewis

Jackson, MS

248.974.1310 · lauren\_lewis@hotmail.com

## Education/Certification

Doctor of Education Student—Curriculum and Instruction, Delta State University, Cleveland, MS, Expected 2025

BA—English, University of Michigan, Ann Arbor, MI, 2002

M.Ed.—Master in the Art of Teaching, Marygrove College, Detroit, MI, 2006

Principal Certificate—Lamar University, Beaumont, TX, March 2014

Teacher Certificate—English Language Arts and Reading 8-12: Texas, Michigan, Mississippi; History 6-12: Michigan; Remedial Reading: Mississippi

## Administrative and Leadership Experience

### *Leadership Coach*

*Teach Plus Mississippi*

*2023 - 2024*

In this role, I support multiple schools throughout the Mississippi Delta toward ambitious leadership outcomes.

- Provide one-on-one support to a cohort of Change Agent teacher leaders as they:
  - o Plan and implement their change projects to advance the determined project goals;
  - o Plan for and deliver relevant school meetings as they implement their change projects;
  - o Build their capacity as leaders to advance their professional growth.
- Create and foster the development of a Professional Learning Community and affinity space for teacher leaders as they lead individual change efforts focused on equity in their buildings to be able to reflect collectively, identify challenges, elevate the views and experiences of teachers of color and share best practices across their schools and districts.
- Provide support to teacher leaders as they engage in feedback loops with their principals and students, providing insight into their instruction and practice, suggesting best practices for school or district-wide expansion
- Monitor the progress of change projects and Change Agents' professional growth and adjust programming to best meet their needs.
- Build capacity to support teacher leadership, and share best practices, which include:
  - o Design and deliver professional development sessions (cohort meetings and convenings) for Change Agents across the Network.
  - o Meet with the Evaluation Team to review data and discuss priorities.
  - o Identify opportunities for collaboration and best practice sharing with other regional and national coaches and regional directors.

- Ensure that the work of the teacher leaders involved in the Delta Change Agent Network is based on evidence and collaboratively achieves the desired impact on teacher practice and student learning.
- Ensure that the primary work of each Change Agent's team is focused on improving teacher practice and, therefore, learning for all students through change management and continuous improvement.

#### *Academic Designer, Freelance*

*Imagine Learning, Jackson, Mississippi*

*2022 - 2023*

In this role, I oversee the design of content for highly interactive secondary social studies materials, delivered both in digital and print formats.

- Assisting in the development of innovative digital learning environments that are attractive to teachers and students.
- Producing pedagogically sound, accurate, error-free, high-quality products that meet curriculum standards that display appropriate content, reading level, grammar, and style.
- Preparing manuscript, ensuring accuracy, readability, and grade-appropriateness in accordance with project specifications.
- Following approved workflows at all stages and meeting all intermediate and final schedules.
- Researching trends, issues, content standards, and competitive products.
- Identifying and suggesting solutions for issues that arise during development.
- Attending weekly meetings with team members.
- Collaborating on cross-functional teams to ensure that market requirements, project schedules, and product goals are met.
- Correlating educational materials to national and state social studies standards.
- Working in a Content Management System to assemble and produce educational content.
- Working on digital products with tasks such as metadata tagging, concept mapping, and digital editing.

#### *Instructional Coach*

*Bailey Education Group, Jackson, Mississippi*

*2021 - present*

In this role, I support multiple schools throughout Mississippi toward ambitious academic and leadership outcomes.

- In-person job-embedded coaching and professional development *following a coaching cycle including model and demonstration, lessons, and co-planning and coteaching*



- Increase teacher capacity around academic achievement and content knowledge.
- *Assists teachers by coaching them on how to improve teacher and student performance in English Language Arts (ELA).*
- *Develops a trusting and reflective professional partnership with teachers.*
- *Provides regular, on-site classroom-based coaching support to each teacher*
- *Develops and facilitates regional coaching professional development and PLCs.*
- *Improves teachers' ability to understand, plan, and assess student progress toward meeting standards.*
- *Supports administrators in curriculum and instructional leadership.*

*Director, Corps Member and Network Support, Humanities  
Teach for America, Jackson, Mississippi                      2016 - 2022*

In this role, I managed a multi-level team towards ambitious academic and leadership outcomes.

- Through online and in-person professional development, classroom observations and collaboration resulted in increased teacher capacity around academic achievement and student personal growth.
- Responsible for the development and facilitation of ongoing professional development for multiple novice teachers.
- Average of more than one whole year of academic growth over the past two years.
- Cultivate and strengthen community and school partnerships
- Develop and plan both academic curriculum and teacher training curriculum for summer training institute.
- Design teacher training focused on student leadership, culturally responsive pedagogy, and academic growth; 75% of teachers agree that training contributed to success in the classroom.
- Positively Impact teacher culture and retention through annual summit; 95% of participants agree that this professional development experience increased teacher capacity around culturally responsive pedagogy.
- Designed Teaching Channel Learning Modules for Preservice Teachers

*Literacy Interventionist, Peebles Middles School  
Jackson Public Schools, Jackson, MS                      2015-2016*

- Provide classroom demonstrations, model effective practices in classrooms, and coach teachers on all components of the process of reading and writing
- Assist teacher support groups in analyzing student work and help coordinate the implementation of appropriate intervention strategies
- Record and track student intervention data with a high degree of accuracy
- Create and maintain a portfolio for each intervention student to include grades, discipline, and progress monitoring documentation

- Work with the classroom teacher to collect, organize, analyze, and distribute data to use in modifying instruction
- Assists teachers in the review of data to determine appropriate interventions matched to students needs
- Work closely with classroom teachers to coordinate small group and one-on-one instruction to meet the diverse needs of all learners
- Conducts regular classroom observations
- Maintain all required data that documents the progress monitoring and interventions of the Tiered Intervention Process to ensure fidelity of the interventions
- Participate in regular instructional leadership team and problem-solving meetings with teachers and principals
- Mississippi SOARS (School Improvement) coordinator
- Positive Behavior Support Committee member
- Coordinator, National Assessment of Education Progress

#### *English Department Chairperson*

*Academy of Business and Technology Melvindale, M, 2009-2011*

- Coordinated standards-based vertically aligned curriculum for English grades 9-12
- Implemented data-driven, research-based instructional strategies in the department
- Increased communication and collaboration among Middle and High School teachers
- Co-Created College Readiness Course
- NCREL Accreditation Committee member

#### *Lead Teacher*

*Academy of Business and Technology Melvindale, MI 2009-2011*

- Professional Learning Team Leader
- School Improvement Team Member
- Facilitated SIP workshops
- Deconstructed assessment data to inform instruction
- Positive Behavior Support Committee Member
- Advanced Placement Certified
- Presented ACT curriculum integration
- Presented Differentiating Instruction Strategies
- Assisted Technology Integration, Promethean/Smart Board

#### *Library Clerk, Ennis, and Nancy Ham Library*

*Rochester College, Rochester, MI 2006-2007*

- Support staff for students and faculty
- Data Management
- Research
- Circulation Desk
- Supervise computer and media use

*Administrative Assistant*

*History Department, Albion College, MI      2004-2005*

- Support Staff for the
- Department website administrator
- Quarterly newsletter editor
- Coordinating with special project committees
- Budget tracking

**Teaching Experience**

*Teacher, English III*

*Raymond High School, Raymond, MS 2014-2015*

- Implementing Common Core Standards
- Adapting Springboard Textbook to fit student needs
- Springboard Trained
- District grade-level planning team
- Professional Learning Community
- Mining data to inform daily instruction
- ACT Preparation

*Teacher, ELAR III*

*Memorial High School, Port Arthur, TX,      2012-2014*

- Plan and implement the Response to Intervention model
- Developed standardized testing (STAAR) supplementary writing curriculum
- Implemented technology-based, hands-on instruction
- Planned and executed professional development of areas of need for faculty in educational technology
- Assist staff with using data to determine appropriate intervention and instruction support
- Continuous progress monitoring of students receiving intervention services to adjust instructional practice and student grouping
- District Curriculum Writer
- Communication and collaboration with classroom teachers regarding alignment between classroom instruction and intervention.

- Member of Campus Planning Committee and Campus Planning Event Committee

*SAT Instructor*

*The Princeton Review, Beaumont, TX 2012*

- Provided daily SAT instruction in two district high school
- Successful completion of rigorous Instructor Certification Program
- 75% of students demonstrated a significant score increase
- Maintained strong professional relationships within the school district and corporate office

*Sophomore English Teacher*

*Cypress Springs High School, Cypress, TX 2012*

- Taught both on-level and above-level students
- Quickly acclimated into school climate and culture
- 95% Pass Rate, 15% Commended Rate, ELA TAKS
- Integrated Smart Board Active Response System into lessons to help customize instruction

*Junior/Senior English Teacher*

*Academy of Business and Technology Melvindale, MI 2006-2011*

- A marked increase in writing scores on state assessment
- Annual Yearly Progress requirements met consecutively
- Partnered with local elementary school for reading community service program
- Selected to teach honors and Advanced Placement English courses
- Set standards of conduct and accomplished learning goals through open communication with students
- Designed lessons integrating multi-media technology to increase student achievement including Promethean Board, Smart Board, Plato, Study Island, and Scantron
- Drama Club sponsor
- Student Council sponsor
- ACT curriculum integration
- Implemented data-driven assessment

*Student Teacher, British Literature, American Literature, and Civics*

*Henry Ford High School, Detroit, MI 2006*

- Actively instructed and independently designed lesson plans.
- Assumed full responsibility for all classes
- Set standards of conduct and accomplished goals through open communication with students
- Built positive rapport with students

- Participated in in-service days to expand effective teaching techniques; Attended staff meetings and department meetings.
- Use of multi-media technology to increase student performance.
- Created literature-based units integrating curriculum

*Adult/Alternative Education Teacher*

*Albion Public Schools, Albion, MI      2004-2005*

- Taught high-risk adults all subject areas
- Planned and instructed each subject area using a wide variety of teaching aids, and motivational and implementation strategies to engage students in active learning
- Incorporated learning modality principles into classroom and individual instruction · Developed and conducted inter-grade activities
- Implemented technological approaches to the subject material

*Elementary English Teacher*

*Detroit Advantage Academy, Detroit, MI      2003-2004*

- Serve as member of national service corps of outstanding recent college graduates of all academic majors who commit two years to teach in under-resourced urban and rural public schools
- Implemented Open Court Reading and Direct Instruction
- Taught over 100 students
- Attended multiple professional development seminars

*Elementary English Teacher*

*Ella Fitzgerald Elementary School, Detroit, MI      2002-2003*

- Initiated after-school literacy tutoring program
- Implemented SRA Open Court Reading Program
- Secretary of Student Council Committee
- Member of the fifth-grade promotions committee
- Member of Teach for America Learning Team

**Additional Training/Professional Development**

- Advanced Placement Certified
- Why Try Inc.
- Promethean Board, experienced
- Smart Board, experienced

## **Presentations**

- Mississippi Reading Association 2019 – “Engaging Readers Before, During, and After”
- Certified Facilitator, Student Success Strategies – American Federation of Teachers Educational Research & Development Professional Development Program 2005
- Interactive White Board Training (Smart Board, Promethean, Qomo)
- ACT curriculum integration and effective learning strategies
- Differentiating Instruction
- Facilitator – The Leona Group Kick-off Celebration 2008

## **Professional Affiliations**

- Teach For America Alumnus
- Chairperson, The Collective, Teach for America Alumni of Color
  - As a TFA Alum, I have led our local chapter in building community and helped to organize professional development through a culturally responsive lens.
  - Contact: Kennard Speed, Managing Director, Alumni & Network Impact, TFA Greater Delta, [Kennard.speed@teachforamerica.org](mailto:Kennard.speed@teachforamerica.org)
- Jackson Public Schools P-16 Community Engagement Council, President
  - I have been a member of the P-16 Council for the past three years. While in this role I have helped to shape district policy through partnerships with district staff and community.
  - Contact: Jeffery Stafford, President, JPS P-16 Council, [jefforey.stafford@gmail.com](mailto:jefforey.stafford@gmail.com)
- Rural School Leadership Academy Alumnus
  - I have completed this program that offered a variety of professional development for aspiring school leaders.
  - Contact: Jennifer Dubey, Rural School Leadership Academy, [Jennifer.dubey@teachforamerica.org](mailto:Jennifer.dubey@teachforamerica.org)
- Delta Fellows 2022
  - Entrepreneurial Fellowship

# SHAYLA KIRKSEY

shaylajune19@cantoncschools.net | 662-299-2543 | 5162 N. Hill Drive, Jackson, MS

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**SUMMARY** Experienced and licensed educator with a decade of expertise in delivering engaging English instruction, fostering student success, and leading academic improvement initiatives.

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## WORK EXPERIENCE

- |   |                              |
|---|------------------------------|
| <b>English I and II Teacher, Canton Public School District</b>  | <b>Aug. 2018 - Present</b>   |
| <ul style="list-style-type: none"><li>• English I and II ELA instructor</li><li>• Leadership Team</li></ul>   |                              |
| <b>Middle School English Teacher, Leland School District</b>  | <b>Dec. 2013 - May 2018</b>  |
| <ul style="list-style-type: none"><li>• 7th and 8th Grade Instructor</li><li>• TST Team Member</li><li>• School Improvement Team</li></ul>  |                              |
| <b>21st Century Site Coordinator and Teacher</b>  | <b>June 2014- April 2015</b> |
| <ul style="list-style-type: none"><li>• Oversaw and streamlined daily site operations, improving efficiency</li><li>• Designed and implemented optimized schedules, ensuring seamless coordination among instructors and students.</li><li>• Site project coordinator</li></ul> |                              |

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## EDUCATION

- |   |                              |
|---|------------------------------|
| <b>Jackson State University</b>   | <b>Aug. 2018 - Aug. 2020</b> |
| <ul style="list-style-type: none"><li>• Masters of Science, Reading Education</li></ul>   |                              |
| <b>Mississippi Valley State University</b>  | <b>Aug. 2011 - Dec 2013</b>  |
| <ul style="list-style-type: none"><li>• Bachelor of Arts, English Education</li><li>• Magna Cum Laude</li><li>• Outstanding English Education Scholar, 2013</li></ul> |                              |
| <b>Jackson State University</b>   | <b>Aug. 2002- May 2005</b>   |
| <ul style="list-style-type: none"><li>• Bachelor of Arts, English Education</li></ul>   |                              |

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## KEY SKILLS

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Problem solving</li><li>• Attention to detail</li><li>• Organizational and time management skills</li><li>• Unit/ Lesson Design</li><li>• Communication</li><li>• Curriculum</li></ul> | <ul style="list-style-type: none"><li>• Time Management</li><li>• Parent/ Teacher Collaboration</li></ul> |
|--|---|



# SHAYLA KIRKSEY

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## AWARDS AND ACCOLADES

Leland School Parek Teacher of the Year  
2015- 2016  
Canton High School Teacher of the Year  
2024- 2025

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## REFERENCES

STEPHANIE BROOKS  
NICHOLS MIDDLE SCHOOL, SCHOOL COUNSELOR  
662-374-1239

KEMEYA RICHARSON  
CLEVELAND CENTRAL MIDDLE SCHOOL, INSTRUCTOR  
662-902-1908

TIFFANY JONES  
TEXAS CITY ISD, LAMARQUE HIGH SCHOOL, LEAD INSTRUCTOR  
662-822-3154

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# References

At JAB Consulting Agency, we're proud of the work we've done alongside our partners, and even prouder of the impact that work has had on the educators and students they serve. Below is a list of references who can speak to the partnership, growth, and results we've helped create. If you'd like to see formal letters of recommendation, we're happy to provide those upon request.

### Reference #1

Justin Clark  
*Principal, Revive Collegiate*  
5301 Old Canton Road  
Jackson, MS 39211  
jclark@republiccharterschools.org  
219-644-8879

### Reference #2

Vernita Burnett, Ed.D.  
*Principal, Clarksdale High School*  
1101 Wildcat Drive  
Clarksdale, MS 38614  
veburnett@cmsd.k12.ms.us  
662-627-8530

### Reference #3

Jasmine Roberson  
*Federal Programs Director, East Tallahatchie School District*  
411 East Chestnut Street  
Charleston, MS 38921  
jrobers1@gmail.com  
662-292-4725

### Reference #4

Herbert Smith  
*Assistant Superintendent, Clarksdale Municipal School District*  
526 S. Choctaw Street  
Clarksdale, MS 38614  
hesmith@cmsd.k12.ms.us  
662-627-8500

# Thank You!

I would like to extend my gratitude and appreciation for your consideration of the JAB Consulting Agency, LLC. I look forward to the opportunity to partner with your school district.



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To learn more about us and other inquiries:

 [www.jabbeybell.com](http://www.jabbeybell.com)

 [info@jabbeybell.com](mailto:info@jabbeybell.com)

 662-822-6471

