

**Jackson Public School District
662 South President Street
Jackson, MS 39201**

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RFP 2024-09

Title: SY24-26F3 14.48q0 1 80.0SY24

PROPOSAL FORM

**Board of Trustees
Jackson Public School District
Jackson, Mississippi**

Ladies and Gentlemen

I/We, propose to furnish and deliver all items and/or to perform all services according to all sections of this rf document (Proposal Form, Instructions and Conditions, detailed written Specifications, and Addendum if applicable) and in the quantities at the indicated prices, as called for in the document(s). All quantities indicated have been checked very closely, and both unit price and total price (where requested) have been submitted with the understanding that we shall be responsible for making complete and satisfactory delivery accordingly, within the time frame agenda (if applicable).

All items contained in this

REQUEST TO ADD VENDOR

Post Office Box 2338 -

for the purchase of furniture, equipment, supplies, materials, labor or services as outlined in the following specifications. Sealed RFP shall be received by JPSD, in the Business Office of the Jackson Public Schools, 662 South President Street, Jackson, Mississippi, until the time specified on the RFP Opening Schedule (front page of the formal RFP document), at which time all RFP shall be publicly opened and read aloud. Neither dating of the RFP form nor placing the RFP in the mail by this date shall meet legal requirements; the formal RFP document must be **received in the Business Office** of the Jackson Public School District on or before the date and time stated.

JPSD reserves the right to reject any and all RFPs received and to waive any and all informalities. Vendors are encouraged to very carefully read all sections of this RFP document prior to submitting an RFP proposal. Any agreement generated due to an award, may be terminated by the District without cause upon one week's prior notice to vendor.



Net Prices

In all cases, prices quoted are to be net including all applicable discounts. A separate price shall be offered for each item and not in combination with other items (unless the grouping of items is otherwise allowed as defined in the specifications). Unit price shall prevail in case of a conflict between unit and total price (extension); written price shall prevail in case of a conflict between written and enumerated pricing. Vendors are instructed to **round off all unit pricing and extensions to the nearest whole cent; i.e., round the pricing to two places to the right of the decimal point only.** JPSD will only accept pricing which is stated in this manner. All items for which pricing is submitted which is other than two places to the right of the decimal shall be accepted; however, all digits beyond a whole cent (more than two places to the right of the decimal) shall be ignored in the RFP analysis process and the unit price indicated on the purchase order shall be to the nearest whole cent for each item involved.

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Proposal Cover Page

VENDOR INFORMATION

Name and Title _____

Company Name _____ Date _____

SUBMISSION COVER SHEET AND CONFIGURATION SUMMARY

By my signature below, I hereby represent that I am authorized to and do bind the offeror to the provisions of the

(Please print clearly or type)

***Appropriate signatures shall certify statements below.*

CONTRACTOR hereby certifies

Submission of RFP Proposals Instructions if not emailed to the email address listed:

Responses, once completed, should be placed in an opaque, sealed envelope

date and as they appear in the RFP proposal that the response may be accurately delivered and registered upon receipt. A designated official who is a legal representative of the Company must list required signatures where noted prior to submitting sealed proposal.

Failure to comply with the above submittal instructions will cause proposals not to be registered or cataloged to the appropriate file or received timely. The original documents must be displayed in front of all copies submitted by interested parties.

Any proposal not received by the stated deadline/time will not be considered and/or opened.

The District accepts no liability for late submissions due to the actions of the United States

Please follow the proposal submittal instructions.

INSERT PAGE NUMBERS WHEN SUBMITTING ELECTRONIC PROPOSALS.
PLEASE SUBMIT RFP DOCUMENTS IN THE ORIGINAL FORMAT ALONG WITH
OTHER SUPPORTING DOCUMENTS ATTACHED TO PROPOSAL AND UPLOADED
TO www.centralbidding.com. For any questions concerning the process, or how to

SY24-25 Professional Development and Coaching Support for School and/or District Leaders and Administrators

Proposal

1.0 Introduction

All training must be aligned with the standards of the Mississippi Department of Education and the Mississippi College and Career Readiness Standards. The professional development provided to administrators/district leaders must give them the tools needed to prepare their staff and students for state mandated tests, high school completion and post-secondary education.

The instructional philosophy of the Jackson Public School District is to ensure that maximum learning takes place in a safe and positive environment. Administrators/district leaders serve as positive role models, mentors, and contributing team members who adhere to, and enforce, district and school policy. Administrators/district leaders will use the district's instructional delivery model to ensure effectiveness and consistency. Our district is committed to innovative teaching and learning which is deeply embedded in our Core Values of Equity and Excellence

Instruction is learner-centered and focused on the goal of mastering the curricula of the district, which is aligned to state standards and frameworks. Important elements of quality instruction include, but are not limited to, implementation of the district curricula, teaching to the objectives, utilizing effective methods of delivery, assessing, re-teaching, and providing expanded opportunities in the learning process.

The purpose of this document is to outline a plan of activities and strategies to focus the efforts of the district in achieving instructional success as defined by the state's accountability model. The activities described will clearly outline and support district efforts to: (1) implement meaningful and consistent professional learning and coaching opportunities for school administrators and district level administrators and support staff based on clearly defined needs.; (2) increase data-driven decision making.

All training must be aligned with the standards of the Mississippi Department of Education and the Mississippi College and Career Readiness Standards. The professional development provided to administrators/district leaders and academic instructional leaders, must provide them the tools needed to prepare JPS staff and students for state mandated tests, for successful high school completion and post-secondary education.

Goals of Professional Development

The goals of implementing the Standards for Professional Learning are to outline the characteristics of professional learning that lead to the following:

Effective teaching practices.

Supportive leadership.

Improved student results.

Results-driven, high-quality professional development activities.

o

Ø The Lead Partner(s) must provide individualized coaching sessions that are one-to-one.

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Service Provider(s) Requirements

A written plan outlining how the organization will improve outcomes for students and adult learners;

A written plan outlining how the body of work will be accomplished, inclusive of goals and outcomes;

An evidence-based framework/model and resources for increasing instructional capacity of administrators/district leaders, JPS instructional leaders, administrators, and or executive leadership;

walkthrough, collaborative lesson planning, instructional strategy role play, and examining student work.

- Support administrators with an evidence-based model for leadership;
- supporting instructional leader using an evidence-based model;
- Describe in detail how the instructional process includes differentiated instruction and the MTSS Process;
- Provide a model that includes the components for instruction for a 60 - instructional period, A/B block (90 & 100 minutes) face-to-face, blended model, and virtually;
- Communicate strengths and weaknesses to administrators/district leaders, administrators, and others as appropriate; and
- Coordinate with the Office of Teaching & Learning to include all delivered professional development in the district's database system.

educators to become transformational leaders committed to systemic schoolwide improvement efforts and social justice who can work effectively in diverse and challenging contexts.

The Scope of Work includes the following:

- Build leadership and change management skills of school leaders;

- Focus on building cultural competence of administrators/district leaders;

- Focus on addressing disempowering teacher mindsets;

- Provide site-based, job-embedded coaching support to administrators/district leaders in the areas of classroom culture and classroom management. Classroom management methods must be able to be implemented by all administrators/district leaders in all subjects and grade levels;

- The program must be research- and evidence-based with demonstrated results;

- Provide access to coaching support by other means, including workshops and/or online access;

- Focus on select instructional strategies that research shows to be effective in improving academic achievement;

- Train and coach administrators/district leaders in the implementation of instructional strategies that increase the rigor to support teacher capacity and student achievement and reach all students;

- Implement strategies that will improve academic and behavior outcomes;

- Assess current levels of performance and design a comprehensive plan with the principal to lead the school toward a culture of feedback and growth of teacher capacity with instructional pedagogical strategies;

- A clear description of the coaching cycles proposed following the JPSD Instructional Coaching Framework, including a demonstration of continuous improvement.

- Results and data from coaching cycles must be available real-time for Jackson Public School District staff, school administrators, and district administrators.

- Have a plan for the gradual release of support from vendor to district to ensure sustainability.

- Implement systems of feedback following the JPSD Instructional Coaching Framework aligned to teacher needs, with an emphasis on the sustainability of newly learned classroom management and instructional strategies;

- Support school leaders in creating a common language that communicates consistency, high academic expectations, and equitable school culture for all students;

- Be well versed in the areas of K-12 leadership development and coaching;

- Be proficient with best teaching, leadership, and appraisal practices; Promote self-reflection focused on increasing teacher capacity to align instruction to state standards, district curricula, assessments, and improve student achievement.

Participate in Focused Instructional Team meetings with administrators/district leaders, instructional leaders, and leaders to use students' data to guide instructional changes to plan and implement high quality instruction for students with diverse needs;
Develop and improve administrators/district leaders/instructional leaders /administrator's instructional practice; and
Develop and improve administrators/district leaders/instructional leaders /administrator's instructional leadership capacity by increasing their understanding of identifying and implementing evidence-based practices to meet the needs of students, administrators/district leaders, and instructional leaders.
If applicable, the partner must provide a Trainer of Trainer model for participants to be able to facilitate sessions with other district staff;
The partner must have the ability to support the analyzing of data on a district level and be able to provide next steps for instructional improvement;
Partner must provide meaningful and timely feedback using JPS forms and protocols to participants within a 24 to 48-hour timeframe; and
The partner must be willing to plan and outline with participants goals and next steps to coaching following JPSD protocols.

Desired Measurable GOALS:

By partnering with a proven provider to offer the above professional services for school and district leaders serving Jackson Public Schools, the district aims to achieve the following outcomes:

1. **Schools will decrease** the number of students in each of the Levels 1 – 3 by at least 5%; Schools will **increase** the number of students in each of the Levels 4 and 5 by at least 5% **and/or** increase schools' accountability grades as determined by the Mississippi Department of Education's Performance Accountability System;
2. Schools will **decrease** the number of students scoring Levels 1 – 3 in each subgroup;

Instructional leaders will be able to:

Model lessons and align instruction with the curriculum to meet the needs of all students;
Provide support to instructional staff and administrators using the *JPSD Instructional Coaching Framework*;
Effectively use coaching protocols to provide meaningful, evidence-based feedback to instructional staff and administrator focused on effective instruction, classroom management, and increasing teacher capacity;
Work with administrators/district leaders and leaders to collect and analyze student data, diagnose instructional, management, and/or culture needs; and identify evidenced based strategies for improving classroom culture and student achievement.

Participate in bi-weekly data meetings and assist in developing instructional next steps for administrators/district leaders;

Professional Development and Coaching Support for School and/or District Leaders and Administrators

Scoring Rubric

Project Description	Maximum Number of Points	Points Earned
Measurable goals and a detailed instrument to quantify effectiveness of leadership coaching and services.		

