

**PROPOSAL COVER SHEET****Educational Consulting Services****Vendor Information**

Name and Title	Claudisha Harriel, Senior Consultant		
Company Name	Abundant Fruit Educational Services, LLC		
Submission Date	March 30, 2025		
Phone Number	(901) 378-2518	Fax Number	N/A
Mailing Address	2547 Pyramid Drive		
	Southaven, MS 38672		

By my signature below, I hereby represent that I am authorized to and do bind the offering vendor 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 vendor selection for approval. I further certify that Abundant Fruit Educational Services is an authorized dealer in good standing of the products/services included in the proposal submitted in response to the RFP.

**Authorized Signature**

March 30, 2025

**Date**



## Response to RFP 07-2025

Laurel School District

Educational Consulting Services

Due Date: March 31, 2025 @ 10:00 AM CST

### Response Submitted to:

Dr. Michael Eubanks, Assistant Superintendent

Email Address: [meubanks@laurelschools.org](mailto:meubanks@laurelschools.org)

### Response Submitted by:



Claudisha Harriel, CEO

Abundant Fruit Educational Services (AFES)  
6000 Poplar Avenue, Suite 250, Memphis, TN 38119  
[www.abundant-fruit.com](http://www.abundant-fruit.com)

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*3/30/25*

Phone: (901) 378-2518

Email: [Claudisha@abundant-fruit.com](mailto:Claudisha@abundant-fruit.com)

UEI: M9Y4YYU5MXZ8

CAGE: 98AW8

Business Classification/Status: WOSB & WBE

#### Notice of Restrictions

"This proposal includes data that shall not be disclosed outside the Laurel School District (LSD) and shall not be duplicated, used, or disclosed in whole or in part for any purpose other than to evaluate this proposal. If, however, a Contract is awarded to this Offeror because of or in connection with the submission of this data, LSD shall have the right to duplicate, use, or disclose the data to the extent provided in the resulting Contract. This restriction does not limit LSD's right to use information contained in this data if it was obtained from another source without restriction. The data subject to the restriction is contained in all sheets of this proposal."

### I. COVER LETTER

**Abundant Fruit Educational Services, LLC**  
6000 Poplar Ave., Suite 250, Memphis, TN 38119

March 30, 2025

Greetings Dr. Eubanks & Committee,

We are pleased to submit our proposal in response to RFP #07-2025 Educational Consulting Services for the Laurel School District for qualified vendors to enhance educational experiences across all grade levels through comprehensive, research-based instructional support and professional development.

Getting educators to balance teacher-led instruction with student-centered experiential learning opportunities can be a huge challenge. Not knowing how to effectively manage students in collaborative groups or how to plan the experience to align with state standards and scope and sequence pacing can leave educators discouraged and frustrated, or worse...leaving the classroom.

At Abundant Fruit Educational Services (AFES), we specialize in providing hands-on, results-driven professional development that empowers educators and counselors to elevate instruction and student outcomes. Our approach is grounded in evidence-based strategies, collaborative coaching, and actionable tools that support educators in Mathematics, English Language Arts, Instructional Leadership, and Counseling/Social Emotional Learning.

Our services directly align with your goals of improving standards-based instruction, fostering a positive school climate, and increasing student engagement. We offer tailored onsite support, including technical

instructional coaching, data analysis, and professional development. We are confident in our ability to partner with Laurel School District to provide meaningful support that builds educator capacity, deepens instructional practice, and positively impacts student achievement. Thank you for the opportunity to be considered. We look forward to the possibility of collaborating to support the success of your educators and students.

Warm regards,



Claudisha Harriel, CEO  
[Claudisha@Abundant-Fruit.com](mailto:Claudisha@Abundant-Fruit.com)  
(901) 378-2518

### II. COACHING/MENTORING EXPERIENCE & STRATEGIES

#### Experience, Qualifications, and Successes:

The AFES Team has extensive experience cultivating academic growth cultures such as in the following projects:

Project Title (School-District)	Achievement
Novice Teacher Coaching & Mentoring PNP (MAA-MSCS)	<ul style="list-style-type: none"> <li>80% of students from participating teachers' classes showed significant academic growth within the first year;</li> <li>54% of those students meeting and/or exceeding growth goals.</li> </ul>
IXL-MAP Integration (ARMS-CMS)	<ul style="list-style-type: none"> <li>Participating math and ELA classes exceeded state yearly growth goals</li> </ul>
Math Professional Development (MLCS-BIE)	<ul style="list-style-type: none"> <li>Academic achievement increased for 96% of students in participating classes;</li> <li>76% of students met or exceeded their growth goals</li> </ul>

All of our consultants/coaches have certified classroom and school leadership experience. We continuously update our methodologies to ensure state-of-the-art service delivery, making us a leader in our field.

#### Proposed Services and Strategies:

We propose a comprehensive approach that includes:

- **Professional Development:** Half- or Full-day interactive workshops to develop best-practices (2-3 times per school year)
- **Job-Embedded Coaching:** In-person classroom observations, real-time feedback, and co-teaching & modeling of best practices (3-10 days yearly)
- **Small Group (PLC) Support:** Virtual or in-person team support for using data to drive instructional practices (3-4 sessions yearly)
- **Lesson Planning/Strategy Support:** Virtual individual support for planning scaffolded conceptual learning experiences as well as implementation troubleshooting (3+ sessions/participant)

Our strategies are designed to ensure measurable outcomes, continuous improvement, and alignment with your objectives.

#### Staffing Expertise:

Our project team includes 4 skilled professionals, with key staff members as follows:

Team Member Name (Title)	Level of Experience	Qualifications & Expertise
Claudisha Harriel (Senior Consultant)	23 years of PK-12 education experience	Math; Classroom & School Culture; Data & Assessments; Teacher Clarity
Dr. Marquita S. Blades (Senior Consultant)	Over 20 years of K-12 education experience	Science; STEM; Differentiated Learning; Cross-curricular Reading
Joseph Roberts (Consultant)	22 years of 6-12 education experience	Math; Classroom & School Culture
Shiree McGee (Consultant)	16 years of K-8 education experience	Parent Engagement; Teacher Clarity

Each team member is carefully selected based on their proven track record and specialized knowledge, ensuring that our organization's full capabilities are leveraged to meet and exceed the RFP objectives.

## Evidence-based Research

Our training, coaching, and mentoring methods are grounded in well-established, evidence-based research that has consistently shown positive impacts on teacher effectiveness and student outcomes. The following frameworks form the foundation of our approach:

- 1 **Teacher Clarity**: Our instructional support emphasizes Teacher Clarity, based on the work of Douglas Fisher, Nancy Frey, and John Hattie. Research has shown that when teachers clearly communicate the learning intentions, success criteria, and progression of skills, student learning increases significantly (Fisher, Frey, & Hattie, 2016). This clarity helps students understand not only what they are learning, but why it matters and how they will know they've succeeded—key elements for fostering engagement and academic ownership.
- 2 **Transformational Coaching**: Our coaching practices are informed by Elena Aguilar's Transformational Coaching model, which integrates principles of adult learning theory, emotional intelligence, and systems thinking. Aguilar (2013) emphasizes that effective coaching supports both the technical and relational aspects of teacher growth, helping educators build resilience, shift mindsets, and ultimately improve their instructional practice. This model is particularly effective in creating sustainable changes in school culture and leadership development.
- 3 **Thinking Classrooms**: To support student-centered learning and increase cognitive engagement, we draw on Peter Liljedahl's research-based framework, Building Thinking Classrooms. This model, developed through over 15 years of classroom-based inquiry, outlines specific, high-yield practices that transform traditional classrooms into dynamic spaces for collaborative problem-solving and deep thinking (Liljedahl, 2021). These strategies have proven especially effective in supporting mathematics instruction and encouraging equitable access to higher-order thinking for all learners.
- 4 **4MAT Cycle of Learning**: Our professional development design also incorporates the 4MAT System, created by Bernice McCarthy, which aligns with research on brain-based learning and experiential education. This model addresses the full cycle of learning—connecting experience to concept, practicing new skills, and applying them in real-world contexts (McCarthy, 2000). By intentionally designing learning experiences around this cycle, we ensure our support meets the needs of diverse learners and enhances retention and transfer of learning.

## References

- Aguilar, E. (2013). *The art of coaching: Effective strategies for school transformation*. Jossey-Bass.
- Fisher, D., Frey, N., & Hattie, J. (2016). *Visible learning for literacy: Implementing the practices that work best to accelerate student learning*. Corwin Press.
- Liljedahl, P. (2021). *Building thinking classrooms in mathematics, grades K–12: 14 teaching practices for enhancing learning*. Corwin Press.
- McCarthy, B. (2000). *About teaching: 4MAT in the classroom* (2nd ed.). About Learning, Inc.





## Abundant Fruit Educational Services CAPABILITY STATEMENT "Cultivating Transformative Growth"

### At a Glance:

UEI: M9Y4YYU5MXZ8

DUNS #: 118045730

Cage Code: 98AW8

Set Asides: WOSB, WBE, MOSB

CREDIT & PURCHASE CARDS ACCEPTED

### NAICS Codes:

611430 (Primary)

Professional & Management  
Development Training

611710

Educational Support Services

611110

Elementary & Secondary Schools

611210

Junior Colleges

611310

Colleges, Universities, &  
Professional Schools

541611

Administrative Management &  
General Management Consulting  
Service

541612

HR Consulting Services

541618

Other Management Consultant  
Services

### Primary Contact:

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### Website:

[www.Abundant-Fruit.com](http://www.Abundant-Fruit.com)

### About Us

Abundant Fruit Educational Services (AFES) is a woman-owned full service educational consulting & coaching firm specializing in leadership development, team building, and professional growth initiatives. We provide high-impact, interactive, and engaging training solutions designed to help individuals and teams develop essential leadership skills, enhance collaboration, and foster a culture of continuous improvement. With over two decades of experience, we focus on identifying and addressing organizational challenges,

### Core Competencies

- Strategic Leadership Development
- Coaching & Mentoring
- Supervisory & Management Training
- Interactive Training & Professional Development
- High-Performing Team Development Teambuilding
- Conflict Resolution & Workplace Mediation
- Strong communication skills
- Motivational speaking
- Organizational Development & Change Management


### Differentiators

- Everything DiSC™ Leadership Trained & Certified
- Increased academic achievement & growth across diverse K-20 school & university settings (urban, rural, suburban, public, charter, and private)
- Ability to effect transformative change with a positive impact on workplace culture and climate

### Clients/Partners







## Abundant Fruit Educational Services


### CAPABILITY STATEMENT CONTINUED

*"Cultivating Transformative Growth"*

#### CERTIFICATIONS



A Wiley Brand



U.S. Small Business Administration



CERTIFIED BY WOMEN'S BUSINESS ENTERPRISE NATIONAL COUNCIL

#### CLIENT TESTIMONIES

“

"I was able to see ways to make my classroom more efficient. I was able to see how small decisions on the front end of things make big differences in the execution of those things."

~K. Mote, Teacher



"I can't thank Abundant Fruit enough for changing how we approach teaching and shifting our classroom culture towards community building that values and amplifies the place and voice of our scholars, their families, and the educators who are charged with caring for these students."

~Dr. M. Battles, Administrator

#### Past Performance & Project Highlights

The Department of the Interior: Bureau of Indian Affairs

# of Contracts: 4

- Provided monthly job-embedded coaching sessions, Lesson Planning support & PLC support for teachers to intentionally grow student academic achievement & build a strong classroom learning culture
- Academic achievement levels increased for 96% of students.
- 76% of students met or exceeded their growth goal.

Ector County Independent School District

# of Contracts: 1

- Facilitated teacher training & job-embedded coaching to increase student engagement & academic achievement
- Academic achievement levels increased for 69% of students.

Memphis Shelby County Schools

# of Contracts: 4

- Provided ongoing coaching & mentoring to novice teachers that increased student engagement and decreased disruptive misbehavior
- Academic achievement levels increased for 80% of students.
- 54% of students met or exceeded their growth goal.

Charlotte Mecklenburg Schools

# of Contracts: 4

- Increased teacher engagement in differentiating & progress monitoring student academic growth by 50%.

Metropolitan Nashville Public Schools

# of Contracts: 3

- Academic achievement levels increased for 95% of students.
- 62% of students met or exceeded their growth goal.

Kentucky-Tennessee Conference Schools

# of Contracts: 2

- Implemented differentiated instruction and a conceptual mathematical framework that intentionally cultivated & normalized a growth mindset in the learning environment.
- 85% of students surpassed their RIT goals in all subjects, exceeding them by an average of 174%.

The University of Alabama

- Designed & facilitated student engagement professional learning experiences for graduate teacher's assistants

Providence Public School District

# of Contracts: 1

- Helped teachers differentiate, use data to inform instruction, and increase teacher effectiveness.
- 100% of teachers reported that training & coaching was relevant and beneficial with improving their professional practice.
- Increased teacher's effective use of curriculum to support high-level instruction from 41% to 100%.



**Abundant Fruit Educational Services** offers the following **specifically requested services**:

- **Content Expertise:** Providing expertise in Mathematics content.
- **Data-Informed Decision-Making:** Utilizing data analysis to guide strategic decisions.
- **Standards Alignment:** Analyzing and implementing educational standards effectively.
- **Instructional Data Utilization:** Using data to enhance instructional practices.
- **Customized Teaching:** Tailoring instruction to meet diverse student needs.
- **Student Engagement Strategies:** Developing strategies to increase student participation.
- **Instructional Delivery and Lesson Design:** Providing expertise in instructional delivery methods and designing engaging lessons.
- **Parental Engagement Strategies and Resources:** Developing effective strategies and resources to enhance parental involvement in education.
- **Facilitation of Mathematical Discussions:** Supporting the facilitation of meaningful mathematical discourse and discussions.
- **Designing Engaging Virtual Learning Environments:** Creating immersive and interactive virtual learning spaces to enhance student engagement.
- **Administrative Technical Assistance:** Provide administrative technical assistance by supporting school and district leaders with data analysis and strategic planning.

**Abundant Fruit Educational Services** offers the following **additional services**:

- **Novice Teacher Support:** Supporting teacher retention and well-being through targeted, practical support that builds teacher confidence, instructional skills, and classroom management from day one.
- **Productive Conflict Resolution:** Providing strategic support for educational leaders to navigate conflict, strengthen team dynamics, and lead with clarity using DiSC-informed insights.
- **Job-Embedded Coaching:** Ongoing, in-the-moment coaching that builds educator capacity through real-time support aligned to daily practice.
- **Leadership Development:** Equipping school leaders with tools to intentionally cultivate resilient, productive teams.

Our integrated services—from math content expertise and standards alignment to job-embedded coaching and leadership development—directly support the district’s mission to develop lifelong learners and productive citizens. By enhancing instructional practices, using data to drive decisions, and promoting student engagement and family involvement, we help schools meet diverse academic needs, improve achievement, and foster safe, positive learning environments. *Our focus on teacher and leader growth ensures every student counts, every moment matters, and learning remains a shared responsibility.*





### Goals:

Our goal is to equip educators with the knowledge, tools, and sustained support necessary to *elevate instructional practice and improve student outcomes* across all grade levels. We focus on building the *internal capacity* of school teams by providing job-embedded, research-based professional learning aligned to both state and national academic standards.

### Objectives:

#### 1. Strengthen Standards-Based Instruction

We support educators in deconstructing and applying grade-level standards with clarity and purpose. Grounded in Douglas Fisher’s work on **Teacher Clarity**, our approach helps educators define and communicate learning intentions, success criteria, and progressions of learning. This ensures that every lesson is intentional, focused, and connected to broader academic goals, aligned with state-specific standards and national frameworks like the Common Core or College and Career Readiness Standards.

#### 2. Empower Instructional Leadership

We help school and district leaders become transformational agents of change through coaching practices based on **Elena Aguilar’s Transformational Coaching** model. Our leadership development sessions cultivate deep reflection, emotional intelligence, and the capacity to support adult learners. Leaders are equipped not only with technical tools but also the relational strategies needed to inspire trust, foster collaboration, and lead instructional improvement with purpose and vision.

#### 3. Enhance Student Engagement & Access

We promote dynamic, student-centered learning by integrating the principles of **Peter Liljedahl’s Thinking Classrooms**. Our strategies help educators implement practices that spark curiosity, encourage productive struggle, and shift students from passive participants to active thinkers. In turn, this fosters greater access to rigorous content, particularly for students who may not traditionally see themselves as “math thinkers” or confident learners in core subjects.

#### 4. Build Sustainable Professional Learning Communities

We support the development of collaborative, goal-oriented PLCs that engage in continuous cycles of inquiry, reflection, and data-driven action. Our model is designed to build internal expertise, ensuring that professional learning continues beyond our direct involvement and supports long-term improvement.

## Coaching Experience & Strategies:

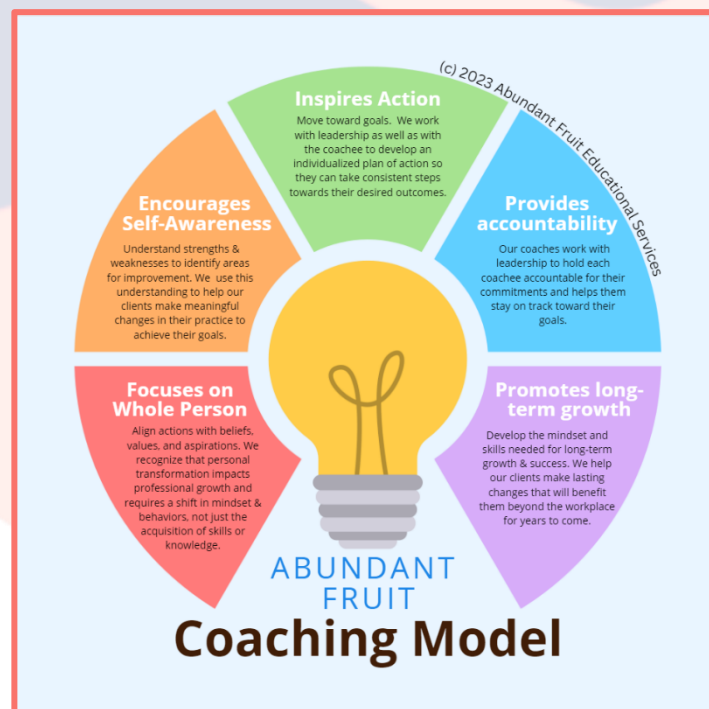
We utilize a **Transformational Coaching** approach to build authentic, trusting relationships that lead to lasting change. Our coaching is job-embedded, personalized, and aligned to the day-to-day realities of teaching. Coaching strategies include:

- Live modeling of strategies during instruction
- Non-evaluative observation and reflective dialogue
- Co-planning and unpacking standards
- Student work analysis and data review
- Micro-goal setting with gradual release of support

We've worked across diverse school communities in public, private, charter schools located in rural, urban, and suburban school districts and across grades K-12, supporting novice and experienced educators, instructional coaches, and site leaders in building confidence, clarity, and consistency in instructional practice.

## Our Coaching Model

Our ***transformational approach*** addresses underlying gaps in systems and negative mindsets to effect long-lasting changes in teacher behaviors because it:



## Sustainability:

Sustainability is embedded in every phase of our work. We develop leadership capacity, create replicable systems and tools, and use a train-the-trainer approach to extend the impact. Our goal is to leave behind a stronger, more connected instructional community with the confidence and capacity to maintain momentum independently.

## Expected Measurable Outcomes

The following outcomes will guide the success of our services and align with the district's goals:

- Increased student proficiency in target areas (e.g., Math/ELA) as evidenced by formative and summative assessments
- Improved instructional clarity and alignment to standards as reflected in lesson plans and observed practices
- Growth in teacher confidence, instructional effectiveness, and retention (measured through surveys, coaching logs, and feedback)
- Increased student engagement and participation (measured through teacher observations, student work, and classroom walkthroughs)
- Strengthened school leadership capacity and team dynamics (measured through pre/post self-assessments and leadership reflections)
- Higher levels of parental engagement (tracked through event participation, usage of resources, or survey responses)

## Evaluation of Delivery & Progress

To evaluate the effectiveness of our services, we will use the following tools and methods:

- **Pre- and post-assessments** to measure knowledge, skill application, and mindset shifts
- **Coaching logs and observation tools** to document implementation progress
- **Participant feedback surveys** after training and coaching sessions
- **Student performance data** analysis (interim benchmarks, classroom assessments)
- **Leadership reflections and action plans** to monitor leadership development progress
- **Progress monitoring dashboards** updated at regular intervals

## Internal Quality Checks & Corrections

We use multiple internal quality checkpoints to ensure services are on course:

- **Biweekly internal team reviews** to assess progress against deliverables and timeline
- **Coaching alignment checks** to ensure strategies align with project goals and district initiatives
- **Midpoint fidelity checks** (e.g., rubric-based assessments of implementation fidelity)
- **Quarterly service review meetings** to identify any trends, barriers, or opportunities for recalibration

If progress toward outcomes is lagging or off-target, we will:

- Conduct a **root-cause analysis** to identify the issue
- Adjust session content, delivery pacing, or coaching intensity as needed
- Collaborate with district leads to realign goals or expectations
- Offer additional support or differentiated follow-up based on site needs

## Progress Reporting

We will provide clear and timely updates on progress:

- **Quarterly presentations** of progress-to-date, aligned to outcome indicators including data snapshots, narrative highlights, and next steps
- **End-of-year impact report** summarizing service outcomes, challenges, and sustainability recommendations

## Sample Implementation Plan Overview

*(For illustrative purposes only — final scope and pacing to be determined collaboratively upon award)*

### Service Focus Areas

- Instructional Coaching & Professional Development (Math/ELA)
- Leadership Development & Transformational Coaching
- Student Engagement Strategies (e.g., Thinking Classrooms)
- Standards Alignment & Instructional Planning
- Novice Teacher Support & Job-Embedded Coaching

### Implementation Phases

- **Phase 1: Planning & Onboarding (Month 1)**
  - Collaborative planning session with district/school leadership
  - Identification of priority focus areas, target groups, and measurable goals
  - Schedule finalized for coaching, training, and check-ins
  - Establishment of communication protocols and reporting timelines
- **Phase 2: Initial Rollout & Capacity Building (Months 2–4)**
  - Begin delivery of professional learning sessions aligned to district priorities
  - Launch job-embedded coaching cycles for educators and/or leadership teams
  - Facilitate early instructional walkthroughs and classroom-based strategy modeling
  - Begin baseline data collection (e.g., teacher clarity, engagement observations)
- **Phase 3: Deepening Practice & Monitoring Progress (Months 5–7)**
  - Ongoing coaching support focused on feedback, data use, and standards application
  - Continued leadership sessions and team facilitation
  - Refinement of lesson design, instructional delivery, and engagement practices
  - Quarterly check-in with district to review progress and make strategic adjustments
- **Phase 4: Sustaining Growth & Building Internal Capacity (Months 8–9)**
  - Transition into guided support and gradual release to school-based leaders
  - Develop sustainability tools (e.g., walkthrough guides, coaching protocols, planning templates)
  - Final reflection and collaboration with district team on long-term strategies
- **Phase 5: Evaluation & Reporting (Month 10 or End of Year)**
  - Provide final summary of measurable outcomes aligned to identified goals
  - Deliver end-of-year report with recommendations for sustainability and next steps
  - Optional planning session for the next phase of growth

### Key Supports Provided

- Customized coaching aligned to research-based frameworks
- Strategic leadership sessions using the Transformational Coaching model
- Scaffolded support for instructional planning and student engagement strategies
- Progress monitoring through informal data collection and reflective tools
- Practical resources to enhance implementation fidelity (developed and shared during service delivery only)

*Note: Final implementation timeline and activities will be tailored in collaboration with district leadership to ensure alignment with local needs and capacity. Proprietary tools, coaching protocols, and evaluation rubrics are not shared outside of contracted service delivery.*



VII. RESUME' & REFERENCES

## Claudisha K. Harriel

Southaven, MS ♦ [linkedin.com/in/clausha-harriel/](https://www.linkedin.com/in/clausha-harriel/) ♦ (901) 378-2518—cell ♦  
[clausha@abundant-fruit.com](mailto:clausha@abundant-fruit.com)

### Objective

*To utilize more than two decades of adaptive leadership skills and a rich knowledge of cultivating inclusive environments, a team mentality, innovative motivation, and productive & organized coaching skills to positively transform organizations into highly engaging, productive growth environments*

### Profile

Motivated, committed professional consultant and coach with training in & trainer of Cooperative Learning, 4-MAT cycle of learning/teaching, motivation & engagement and Everything DiSC® Certified with a successful track record of producing quality results.

- ♦ **Solution-oriented team player**—able to facilitate conflict resolution by finding win-win solutions.
- ♦ **Highly organized**—planned and hosted multiple team-building day retreats.
- ♦ **Transformative Culture Coach**—partnered with organizations to help them clarify, implement, and normalize structures for building positive culture.
- ♦ **Strong leadership skills**—led multiple PLC groups to shift mindsets & perspectives to promote greater team morale and more efficient productivity.
- ♦ **Engaging presenter**—practical, meaningful, and interactive professional development.
- ♦ **Data driven strategist**—able to analyze data to develop and execute a corresponding plan of action.

### Skills Summary

- |                            |                               |                               |
|----------------------------|-------------------------------|-------------------------------|
| ♦ Professional Development | ♦ Engagement Strategies       | ♦ Motivational Speaking       |
| ♦ Job-embedded Coaching    | ♦ Strong Communication Skills | ♦ Event Planning/Coordinating |
| ♦ Classroom/School Culture | ♦ Leadership Training         | ♦ Everything DiSC® Certified  |

### Professional Experience

- |  |  |                              |
|--|--|------------------------------|
| <b>2021-present</b>  | <b>ABUNDANT FRUIT EDUCATIONAL SERVICES</b>   | <b>MEMPHIS, TN</b>           |
| <ul style="list-style-type: none"> <li>♦ Founded and managed startup operations &amp; established organizational structures and routines for coaching team</li> <li>♦ Coached clients on best practices for cultivating productive teams within departments, classrooms, schools, &amp; organizations</li> <li>♦ Created client resources to support differentiated professional development &amp; transformative coaching approach</li> <li>♦ Facilitated interactive trainings that promote growth mindset and immediate implementation</li> </ul>   |  |                              |
| <b>2019-2022</b>   | <b>MSCS/KY-TN CONFERENCE</b>                 | <b>MEMPHIS/NASHVILLE, TN</b> |
| <ul style="list-style-type: none"> <li>♦ Coached cohort of novice teachers providing support with systems &amp; routines, behavior management, &amp; student engagement strategies</li> <li>♦ Implemented Student Self-Awareness System to effect greater levels of conflict resolution amongst student groups</li> <li>♦ Facilitated Differentiated Instruction Implementation PDs</li> <li>♦ Led PLC groups/discussions and Standards-based Planning mini-professional developments</li> <li>♦ Implemented differentiated instructional systems &amp; conceptual mathematical instructional framework with a focus on intentionally cultivating and normalizing growth mindset within the learning environment resulting in an average of 85% of all students who met or exceeded their RIT goals in all subject matter by a mean of 174% of their projected RIT goal</li> </ul> |  |                              |
| <b>2015-16/2018-19</b>   | <b>METROPOLITAN NASHVILLE PUBLIC SCHOOLS</b> | <b>NASHVILLE, TN</b>         |
| <ul style="list-style-type: none"> <li>♦ Transformed cohort culture using Restorative Practices to improve student behavior and garner student buy-in resulting in fewer office referrals and suspensions as well as student academic achievement and growth goals met and exceeded</li> <li>♦ Exceeded district key performance indicators for growth rates in all classes</li> </ul>   |  |                              |





#### 2014-2015

#### CHARLOTTE MECKLENBURG SCHOOLS

#### CHARLOTTE, NC

- ♦ Positively impacted school culture through the implementation of student behavior management/classroom management systems that held students accountable while getting students to own their choices and resulting consequences. The result was fewer suspensions, increased student engagement, and authentic & meaningful teacher-student interactions.

#### 2013-2014

#### SOUTH ATLANTIC CONFERENCE

#### ATLANTA, GA

- ♦ Implemented student self-awareness and motivation system while differentiating instruction for students up to three levels below grade level resulting in a mean student academic achievement of more than 1.5 years growth

#### 2012-2013

#### MADISON COUNTY SCHOOLS

#### HUNTSVILLE, AL

- ♦ Differentiated instruction for students up to three grade levels below grade level while working with Exceptional Education instructors

#### 2003-2012

#### SOUTH CENTRAL CONFERENCE

#### NASHVILLE, TN

- ♦ Transformed Middle School culture by implementing stronger Code of Conduct with both student and teacher buy-in, organizing student team-building activities, and planning leadership training events
- ♦ Differentiated instruction for students up to four grade levels below grade level

#### Professional Presentations & Keynotes

- ♦ 2024 Presenter **Moving Forward Virtual Summit – Coalition for Equitable Practices**  
*"Through Their Eyes: How Student Perceptions Impact Student Achievement...and What to Do about It"*
- ♦ 2024 Presenter **MidSchoolMath National Conference (Santa Fe, NM)**  
*"Empowering Students with Data-Driven Success in the Math Classroom"*
- ♦ 2023 Presenter **Moving Forward Virtual Summit – Coalition for Equitable Practices**  
*"Connecting with Students to Inspire Academic Growth"*
- ♦ 2022 Presenter **NCTM Annual Meeting & Exposition (Los Angeles, CA)**  
*"Engaging Students to Positively Change How They Relate to Math"*
- ♦ 2022 Presenter **The University of Alabama (Tuscaloosa, AL)**  
*"Teaching for Impact"*
- ♦ 2021 Presenter **Kentucky Tennessee Pre-Service Conference**  
*"Getting Results from Student Results"*
- ♦ 2021 Keynote Speaker **Educators Moving on Network Conference**  
*"Press Toward the Mark!"*
- ♦ 2021 Presenter **Association of Teacher Educators (ATE) Virtual National Conference**  
*"GRIT! It's More Than What's for Breakfast"*

#### Education & Training

Bachelor of Science, Elementary Education  
Everything DiSC® Certified Practitioner  
Cooperative Learning & 4MAT Trainer

Oakwood University  
Wiley Professional Learning  
Kagan & Bernice McCarthy

## References

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2. **Mrs. Toni Perry**, Principal  
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5. **Dr. Andre' Denham**, Associate Dean for Graduate Academic Affairs  
The University of Alabama  
Email: [adenham@ua.edu](mailto:adenham@ua.edu)  
Phone: (205) 348-8283

## **POINT OF CONTACT INFORMATION**

Claudisha Harriel, Senior Consultant  
[claudisha@abundant-fruit.com](mailto:claudisha@abundant-fruit.com)  
(901) 378-2518

Claudisha holds a Bachelor's of Science degree in Elementary Education and has over 22 years of classroom experience working with students in grades K-12 in private, public, and charter schools. For the past 9 years, she has mastered the art of partnering with administrators and their teams of teachers to deliver differentiated & standards-aligned learning experiences that make learning math engaging, relevant, and FUN while repeatedly improving student academic achievement!

### VIII. MENUS & PRICING PLANS

Our scaffolded and wrap-around approach provides teachers with differentiated, personalized support that reinforces learning to ensure that teachers confidently and consistently implement effective strategies and systems. **Session topics are customizable and determined in conjunction with school/district leadership.**

<b>TARGETED K-12 MATH EDUCATOR SUPPORT</b> <i>(for up to 10 Teachers per cohort)</i>		<b>\$15,250</b> <i>(highlighted items)</i>
<ul style="list-style-type: none"> <li> <b>3 – Job-Embedded Coaching &amp; Co-Teaching Sessions/participant</b> (August 2025 – June 2026)                             <ul style="list-style-type: none"> <li>Introduction Survey &amp; Goal Setting Session (up to 30 minutes)</li> <li>Job-embedded Coached Observations (on-site)</li> <li>Best practices &amp; effective math lesson delivery strategies modeled with students in classroom by coach</li> <li>Differentiated &amp; Individualized Educator Growth Plan &amp; Debrief</li> </ul> </li> </ul>		
<ul style="list-style-type: none"> <li> <b>3 – Virtual Lesson Planning/Strategy Sessions/ participant</b> <ul style="list-style-type: none"> <li>Available to all coached participants</li> <li>Up to 30 minutes per session</li> </ul> </li> </ul>		
<ul style="list-style-type: none"> <li> <b>2 – Burst Professional Development Mini-Workshops or PLC Cohort Support Sessions</b> <ul style="list-style-type: none"> <li>Available for up to 25 participants (can include non-coached participants)</li> <li>Up to 60 minutes per session</li> <li>Possible Topics:                                     <ul style="list-style-type: none"> <li>“Conceptual Math: Using Manipulatives &amp; Engagement Strategies to Make Learning Sticky”</li> <li>“Data Talks – Using Data to Differentiate Delivery of Instruction in the Math Classroom”</li> <li>“Student-Centered Learning: How to Activate Engagement in the Math Classroom”</li> </ul> </li> </ul> </li> </ul>		
ITEM	DESCRIPTION	COST/ITEM
School Leader Consult Meeting	<ul style="list-style-type: none"> <li>Virtual Strategy Session (up to 90 minutes)</li> <li>Aligning of vision, action plan, &amp; desired outcomes</li> </ul>	\$250
K-8 Educator Support	<ul style="list-style-type: none"> <li>In Person Job-embedded Coaching &amp; Co-Teaching Sessions</li> <li>Virtual Lesson Planning/Strategy Sessions</li> <li>Burst PD Mini-Workshops (up to 60 minutes)</li> <li>Minimum cohort 3 participants/cohort</li> <li>Maximum cohort of up to 10 participants/cohort</li> </ul>	\$1,500/participant
Additional Virtual Professional Development Session	<ul style="list-style-type: none"> <li>Interactive PD session with live Q &amp; A</li> <li>Includes workshop materials &amp; booklets</li> <li>12-month access to replay</li> <li>Initial School Leader Consultation (up to 30 minutes)</li> <li>Follow-up Debrief (up to 60 minutes)</li> <li>Maximum cohort of 30 participants</li> </ul>	\$450 (1-hr session)
		\$1,275 (3-hr session)
		\$1,500 (6-hr session)
Additional In-Person Professional Development Session	<ul style="list-style-type: none"> <li>Interactive PD session with live Q &amp; A</li> <li>Includes workshop materials &amp; booklets</li> <li>Initial School Leader Consultation (up to 30 minutes)</li> <li>Follow-up Debrief (up to 60 minutes)</li> <li>Maximum cohort of 36 participants</li> </ul>	\$1,200 (1-hr session)
		\$1,700 (3-hr session)
		\$2,700 (6-hr session)

Our scaffolded and wrap-around approach provides teachers with differentiated, personalized support that reinforces learning to ensure that teachers confidently and consistently implement effective strategies and systems. ***Session topics are customizable and determined in conjunction with school/district leadership.***

TRAIN-THE-TRAINER/LEADERSHIP SUPPORT		
ITEM	DESCRIPTION	COST/ITEM
Virtual Professional Development Session	<ul style="list-style-type: none"> <li>Interactive PD session with live Q &amp; A</li> <li>12-month access to replay</li> <li>Initial School Leader Consultation (up to 30 minutes)</li> <li>Follow-up Debrief (up to 60 minutes)</li> <li>Maximum cohort of 30 participants</li> </ul>	\$1,275 (1-hr session)
		\$1,500 (3-hr session)
In-Person Professional Development Session	<ul style="list-style-type: none"> <li>Interactive PD session with live Q &amp; A</li> <li>Initial School Leader Consultation (up to 30 minutes)</li> <li>Follow-up Debrief (up to 60 minutes)</li> <li>Maximum cohort of 36 participants</li> </ul>	\$1,325 (1-hr session)
		\$1,750 (3-hr session)
		\$2,925 (6-hr session)



### Former Client Growth Data

MAP Achievement Status & Growth Data Summary from former clients measured from Fall to Winter and Winter to Spring of the same school year. Our team began coaching Teachers #1 & 2 after the Winter MAP tests through the end of the school year.

#### TEACHER #1:

##### ❖ Fall to Winter MAP Growth Data

Summary Data by Subject and Course	
	Math K-12
Percentage of Students who Met or Exceeded their Projected RIT Score	60.0%
Percentage of Projected Growth Met	106.4%
Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores	15
Count of Students who Met or Exceeded their Projected Growth	9
Median Conditional Growth Percentile	50

##### Winter to Spring MAP Growth Data

Summary Data by Subject and Course	
	Math K-12
Percentage of Students who Met or Exceeded their Projected RIT Score	68.8%
Percentage of Projected Growth Met	124.3%
Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores	16
Count of Students who Met or Exceeded their Projected Growth	11
Median Conditional Growth Percentile	65





**TEACHER #2:**

❖ Fall to Winter MAP Growth Data

Summary Data by Subject and Course	
	Math K-12
Percentage of Students who Met or Exceeded their Projected RIT Score	33.3%
Percentage of Projected Growth Met	81.8%
Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores	6
Count of Students who Met or Exceeded their Projected Growth	2
Median Conditional Growth Percentile	34

❖ Winter to Spring MAP Growth Data

Summary Data by Subject and Course	
	Math K-12
Percentage of Students who Met or Exceeded their Projected RIT Score	42.9%
Percentage of Projected Growth Met	83.7%
Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores	7
Count of Students who Met or Exceeded their Projected Growth	3
Median Conditional Growth Percentile	40



**TEACHERS #3-5: (We worked with these teachers all school year.)**

❖ Fall to Spring MAP Growth Data

**Summary Data by Subject and Course**

	Math K-12
Percentage of Students who Met or Exceeded their Projected RIT Score	91.7%
Percentage of Projected Growth Met	160.2%
Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores	12
Count of Students who Met or Exceeded their Projected Growth	11
Median Conditional Growth Percentile	73

**Summary data by subject**

	Mathematics
Percentage of Students who Met or Exceeded their Projected RIT	76.5%
Percentage of Projected Growth Met	225.0%
Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores	17
Count of Students who Met or Exceeded their Projected Growth	13
Median Conditional Growth Percentile	84

**Summary data by subject**

	Mathematics
Percentage of Students who Met or Exceeded their Projected RIT	72.2%
Percentage of Projected Growth Met	204.1%
Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores	18
Count of Students who Met or Exceeded their Projected Growth	13
Median Conditional Growth Percentile	67



### Accountabilities

#### Laurel School District Accountabilities include:

- 1) Providing access to key leadership to complete the initial and follow-up consultations for planning.
- 2) Honoring the intellectual property and trademarked material provided for your use.
- 3) Providing materials for participant interaction during Coaching Sessions (e.g. markers, chart paper, manipulatives, sticky notes, etc.)
- 4) Providing access to relevant school, teacher, and student data as it relates to improving coachee outcomes
- 5) Providing a Point of Contact available to follow-up within 24 hours during regular business hours

#### AFES Accountabilities include:

- 1) Preparing and collecting liability waivers
- 2) Responding to questions and requests within 24 hours during regular business hours
- 3) Conducting initial & follow-up leadership consultation/debrief
- 4) Customize and design the coaching/professional learning experience
- 5) Meet all agreed upon deadlines and report any hindrances immediately

### Terms & Conditions

**PAYMENT TERMS:** Net 30 from date of invoice for completed work.

This project is non-cancelable for any reason. However, any part of the work may be postponed and rescheduled without penalty as long as the existing pay schedule is maintained.

The terms of the contract are hereby agreed to by both parties, as shown by the signatures of the representatives of each.

\_\_\_\_\_  
For Laurel School District

\_\_\_\_\_  
For Abundant Fruit Educational Services

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date