

Laurel School District

RFP #:07-2025

PROPOSAL COVER SHEET

Educational Consulting Services

Vendor Information

Name and Title Kristy Wheat, CEO

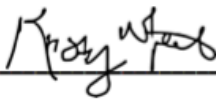
Company Name Catalyst Learning

Submission Date March 31, 2025

Phone Number 601-307-5935 Fax Number _____

Mailing Address 6787 Rolling Green Drive Pass Christian, MS 39571

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 Catalyst Learning 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

II. Coaching/Mentoring Experience and Strategies

Catalyst Learning (formerly Spark Learning Solutions) has supported Mississippi educators since 2012 with a mission to deliver meaningful, high-quality professional learning experiences aligned with Mississippi Department of Education standards. Our two-fold approach focuses on direct student instruction and educator professional learning, ensuring comprehensive support that addresses both classroom-level needs and broader district goals.

Our team of experienced instructional coaches includes former educators, content specialists, and school leaders, allowing us to pair staff with coaches who understand their unique challenges and opportunities. Catalyst Learning provides **onsite, research-based instructional support, effective strategies, and professional development opportunities** that are directly aligned with the scope and priorities outlined in this RFP. These services are designed to **empower elementary and secondary educators and counselors in Mathematics, English Language Arts, Instructional Leadership, and Counseling/Social Emotional Support.**

Our coaching services are highly flexible and fully customizable. We collaborate with school and district leaders to design support plans that reflect local priorities. Whether a school seeks full-day onsite support, small group collaboration, or virtual check-ins, our team adjusts to meet those needs.

Full-day onsite coaching may include:

- Collaborative planning sessions with teachers
- Real-time classroom support through co-teaching and modeling lessons
- Reflective debriefs with targeted feedback
- Instructional walk-throughs and lesson design
- Assistance with integrating data into instructional decisions

Our coaches work alongside educators to promote a **non-evaluative, growth-focused learning zone**, using our research-based **Intentional Learning Strategies®** framework and the **Mississippi Teacher Professional Growth Rubric** as foundational tools. CEUs are available for eligible coaching engagements.

In past partnerships—including districts like Picayune and Lamar County—our model has led to increased instructional clarity, stronger student engagement, and measurable growth in educator effectiveness. Catalyst Learning also serves as the exclusive professional learning provider for the Mississippi Program of Research and Evaluation for Public Schools (PREPS),

facilitating the CEO Leadership Academy, annual PREPS Conference, and monthly training sessions.

At Catalyst, we believe every educator deserves access to high-quality coaching. By tailoring our services to each district's goals, we ensure that support is meaningful, practical, and sustainable.

Catalyst Coaching Framework

At Catalyst Learning, our professional development is guided by a clear, research-based framework that ensures consistency, depth, and alignment across all engagements. This framework is built around three core domains:

1. Learning Community

- Focuses on fostering safe, engaging, and inclusive classrooms where students feel connected, respected, and empowered.

2. Planning for Student Voice

- Emphasizes student-centered planning, active listening, representation, and critical consciousness to elevate engagement and ownership.

3. Facilitating Rigorous Thinking

- Ensures instruction is aligned with standards, rooted in high expectations, and designed to actively engage students in meaningful, deep learning experiences.

Each domain is broken down into observable indicators that guide coaching conversations, reflection, and strategic planning. The framework serves as a shared roadmap for both teachers and coaches, ensuring that support is actionable and outcomes-focused.

We customize the use of this framework based on district goals and educator needs, ensuring that every coaching partnership is purposeful and aligned with the expectations outlined in the RFP.

Catalyst Framework

Domain: Learning Community					
A culture ready for collaboration and cooperative learning is created by fostering relationships with the teacher and students, as well as among learners. We recognize that a structured learning environment in which students feel respected, valued, and safe produces a platform for engagement, creativity, and problem-solving. In a flourishing class community, students feel like they are a part of the family. They know they are loved, and they shape the learning space in meaningful ways. Welcoming and inclusive class communities make students feel safe, special, engaged, and connected. The phrase “stressed brains can’t learn” is countered with minds feeling safe and secure so that students can learn.					
LC1: Relationships	LC2: Learning Styles	LC3: Routines	LC4: Norms	LC5: Equity	LC6: Positive Identity
Fostering connections between community members that promote respectful interactions and meaningful communication.	Maximizing student potential by varying lesson structure and incorporating student choice.	Routines allow students to accomplish day-to-day activities efficiently as well as allow for quicker transitions with fewer opportunities for disruption.	Norms establish a supportive learning environment that accounts for students acting responsibly and treating others with respect.	Creating systems in the classroom that ensure every child has an equal opportunity to succeed.	Supporting systems in the classroom that empower students to see themselves as learners.
L7: Clear Directions	LC8: Positive Presence	LC9: Refocus on Learning	LC10: Restoration after Conflict	LC11: Family Engagement	LC12: Inward Reflection
Teacher gives concise, clear directions that include the sound, length, activity and materials for all transitions and activities	Teacher is kind and positive in speech and body language, (including by encouraging and praising students, acknowledging progress, smiling, culturally appropriate eye contact, high fives or handshakes, etc.) at a rate of at least 5:1 compared with redirections...	When necessary, teacher uses the least-invasive redirections (equitably circulating, non-verbal signals, nameless whole-group reminders, proximity, etc.) to refocus students on learning. Students and teachers co-create self-monitoring strategies for on task behavior and norm on logical consequences when expectations are not met.	Teacher and students facilitate productive handling of conflict or unmet expectations by using restorative practices with the goal to restore all learners fully to the class community as swiftly as possible.	Teacher consistently seeks to be in meaningful relationships with students’ families and communities through opportunities to engage with students in their learning. This could include positive phone calls home, input through surveys or advisory council, and visits to students’ homes, communities or non-school related events.	Teacher is consistently engaged in “inside out” work, including self-reflection around bias, identity, power, privilege, internalized oppression, and microaggressions through reading, reflection, and discussion with colleagues.

Domain: Planning for Student Voice				
In order for the classroom to truly be student-centered, teachers must engage in a process of listening to students, reflecting on what they have heard, and planning for active adjustments to the classroom community and instruction. When students see that their voices are valued and that they have the power to make an impact on the classroom, they will be more invested in what happens there and more engaged in learning. The learning should transfer from student to student, as well as from teacher to students.				
SV1: Listening to Students	SV2: Classroom Environment	SV3: Organization	SV4: Student Representation	SV5: Critical Consciousness
Teacher frequently creates space to listen to students about instruction and class culture, including through surveys, class meetings or advisory councils, and implements the feedback provided by students.	The classroom environment includes age-appropriate, content-specific visual material and resources, as well as student work, arranged in a way that creates a warm, welcoming environment. The classroom space promotes inclusivity and diversity	The learning environment is organized, clean, and promotes collaboration between students. All student and teacher materials are prepared to maximize learning time. Students take ownership over the learning environment through set up, arrangement, naming, clear roles and responsibilities.	Students’ identities (including racial, ethnic and cultural backgrounds, personalities, interests, and communities) are represented in the classroom environment, curriculum, activities, routines, texts and multimedia materials used in the learning environment. Teacher values students’ language in learning.	Teacher invests in increasing their own understanding of the historical & social context of students, their culture, and education through reading, reflection, and discussion with colleagues and students.
SV6: Student Choice	SV7: Increase Student Talk	SV8: Active Student Response	SV9: Academic Discussion	SV10: Differentiation
Students are provided with frequent and meaningful choices (in what they learn, how they learn, and how they are assessed) that align with curriculum and standards	Teacher plans for lessons that place the majority of thinking, talking and work on students.	Teacher frequently engages all students in responding to a question or prompt by using partner talk, write/pair/share, white boards, polling, choral response, simultaneously writing, nearpod, jamboard, etc.	Teacher engages students in academic conversations and discussions in which they co-facilitate and use appropriate discussion protocols (i.e. sentence stems) and academic vocabulary.	Teacher differentiates content, process, product, and environment as needed, including for both students who need additional support and for students who need additional challenges.

Domain: Facilitating Rigorous Thinking					
<p>For deep and meaningful learning to take place, teachers and students must co-construct the learning. Great teaching engages students in rigorous thinking driven by students and results in demonstrated positive academic achievement. Actively engaging students in collaboration, communication, exploration, and imagination are key elements of rigorous thinking and doing in classrooms that connect to and celebrate students' identities, interests, cultures, and contexts. Deepen teachers' knowledge of instructional strategies by supporting their exploration and integration of best practices for the classroom. Teachers will collaborate with Catalyst coaches and colleagues to learn strategies, skills, and processes to deliver instruction that consistently scaffolds students' progress toward mastery of required standards.</p>					
RT1: Lesson Goal	RT2: Purpose	RT3: Hook & Explore	RT4: Think Aloud	RT5: Practice	RT6: Assess & Adjust
The lesson objective aligns to rigorous, grade-level curriculum and standards and is tailored to the students in the class, with the input of students. The objective is rigorous, specific, measurable, manageable in one class period, and is communicated to students.	Towards the beginning of the lesson, the teacher explicitly states the purpose of the learning and activity, and connects the learning to students' lives.	Towards the beginning of the lesson, the teacher uses a hook to frame the learning, using culturally relevant examples and connections to students' real lives. The hook is engaging, fun and makes time for students to make connections to their previous learning, understandings and lived experiences. The hook allows for students to explore, discuss, see patterns, and/or make meaning of the objective before direct instruction.	After the hook, the teacher teaches the primary content of the objective directly, explaining steps, key concepts, common misconceptions, and uses metacognition to model their thought process aloud. Students actively listen through note taking and/or reflection questions.	For at least 50% of the lesson, students should be engaged in opportunities to practice the objective. This includes guided practice with other students and the teacher, as well as small group, partner, and independent practice. The practice opportunities should be scaffolded and include multiple opportunities to practice the same skills. Meaningful practice opportunities are also provided outside of class time.	The teacher checks for all students' understanding at regular intervals throughout the lesson, documents student progress and immediately adjusts instruction based on the data collected. The teacher collects data on student objective mastery at the end of the lesson, and uses it to adjust instruction for the following lesson.
RT7: Provide Support	RT8: Depth of Student Thinking	RT9: Feedback	RT10: Reflection	RT11: Play and Movement	RT12: High Expectations
Responds to communication from students (body language, verbal comments, and assessments) that they are not mastering the content and intentionally creates time and space to follow-up with the student in a focused way.	Teacher plans lesson activities and questions that are rigorous, engaging, fun, culturally sustaining, and provides for deep student thinking, talking and practice that aligns with the objective.	Teacher provides students timely, actionable feedback (both positive and constructive) and creates opportunities for students to provide feedback to their peers.	Teacher and students both regularly engage in reflecting on their growth in a way that is tracked over time.	Teacher provides opportunities for students to learn through play, including games and competition. "Brain breaks" and movement are strategically included in the lesson. Full exclusion from opportunities to play, including recess, are not used as a consequence.	Teacher's words and actions align around the highest expectations of all students at all times.

III. Support Checklist of Services

Catalyst Learning provides a full range of educational consulting services that align with the scope outlined in the Laurel School District Request for Proposals. Our offerings are evidence-based, flexible, and tailored to meet the specific needs of each school or district partner.

Catalyst Learning offers the following services:

- Content expertise in English Language Arts (ELA) and Mathematics
- Data-informed decision-making to support instructional and strategic planning
- Support with standards alignment and effective implementation
- Instructional data utilization to drive targeted instruction and intervention
- Customized teaching strategies that address diverse learner needs
- Curriculum enhancement and refinement
- Cultural integration strategies to ensure relevance and inclusivity

- Student engagement strategies to promote active learning
- Coaching in instructional delivery and lesson design
- Development of parental engagement strategies and resources
- Leveled/guided reading support in hybrid and virtual environments
- Integration of writing across the curriculum
- Support for facilitating mathematical discussions
- Design of engaging virtual learning environments
- Implementation of trauma-informed instructional practices
- Strategies for addressing educational needs with consideration of poverty
- Administrative technical assistance in compliance, data analysis, and strategic planning

All services are customizable and can be delivered in formats that best support the district's goals, including full-day onsite coaching, co-teaching, collaborative planning, and virtual options.

IV. Goals and Objectives

Catalyst Learning's overarching goal is to equip educators with the tools, support, and confidence they need to deliver high-quality, equitable instruction that drives student achievement. Our professional learning and coaching services are designed to align with **state and national standards**, support **district-wide improvement goals**, and promote **long-term sustainability** through embedded, relationship-driven support.

Primary Goals:

1. **Increase instructional effectiveness** in core content areas, particularly English Language Arts and Mathematics.
2. **Strengthen educator capacity** through personalized, non-evaluative coaching and job-embedded professional development.
3. **Support school and district leaders** in implementing research-based strategies for instructional leadership and school improvement.

4. **Foster inclusive, trauma-informed, and culturally responsive classrooms** that promote student engagement and well-being.
5. **Improve outcomes for all learners**, with a focus on equitable access to high-quality instruction and support for historically underserved populations.

Objectives and Alignment:

- All services are aligned with the **Mississippi College and Career Readiness Standards**, the **Mississippi Teacher Professional Growth Rubric**, and best practices as outlined by leading research in education (e.g., Knight, Fullan, Hattie).
- Instructional coaching supports teachers in **lesson planning, modeling, co-teaching, and reflective feedback** that promotes deep thinking and academic rigor.
- Coaching is grounded in our **Intentional Learning Strategies®** and the **Catalyst Framework**, which emphasizes Learning Community, Student Voice, and Rigorous Thinking.
- Each coaching engagement is tailored to district priorities and may include collaborative planning, data review, observation and feedback cycles, and full-day onsite support.
- Administrators receive **technical assistance** in areas such as strategic planning, compliance, and data-driven leadership to ensure alignment between instructional practices and district expectations.

Catalyst Learning measures success not only through improved educator practice but also through sustainable systems that continue to grow beyond the life of our partnership. Our focus on capacity-building ensures that district personnel are empowered with the knowledge, tools, and processes needed to maintain momentum long after initial implementation.

V. Measurable Outcomes and Evaluation

Catalyst Learning is committed to delivering professional development services that lead to **measurable improvements in instructional practice, student engagement, and schoolwide outcomes**. Our approach to evaluation is grounded in goal setting, data analysis, and continuous feedback.

Expected Measurable Outcomes

- Increased instructional effectiveness as measured by classroom observations, teacher self-reflection, and leadership feedback.

- Greater alignment between classroom instruction and Mississippi College and Career Readiness Standards.
- Improved student outcomes, such as engagement, academic growth, and formative assessment performance.
- Strengthened teacher confidence and competence in delivering rigorous, student-centered instruction.
- Increased collaboration among instructional staff and stronger implementation of school and district priorities.

Evaluation and Monitoring Tools

Catalyst Learning uses a structured system of internal checks and collaborative review to monitor service delivery and make ongoing adjustments. This includes:

- **Initial Goal-Setting Sessions** with educators and/or school leaders to align coaching priorities with school improvement plans.
- **Ongoing Coaching Reports** provided to district leadership for each educator receiving support. These reports document observations, teacher strengths, areas for growth, and recommended next steps.
- **CEU Documentation** through our partnership with **William Carey University**, certifying time spent in meaningful, sustained professional learning.
- **Data Collection and Reflection** embedded into the coaching cycle, including the use of student work samples, lesson plans, formative assessment data, and instructional artifacts.
- **Regular Progress Checkpoints** with district leaders to assess coaching impact and adjust supports as needed to remain aligned with outcomes.

Accountability and Course Correction

Our team actively reviews progress throughout the engagement, ensuring services remain on track and responsive to changing needs. If measurable outcomes are not being met, we initiate internal team reviews and meet with school leaders to adjust coaching strategies, revisit goals, and reallocate support where necessary.

All data and insights are communicated transparently to the district through scheduled updates and summary reports. Our goal is not only to meet expectations—but to exceed them through a

collaborative, data-driven approach that ensures every educator supported by Catalyst Learning leaves stronger, more confident, and more effective in their role.

VI. Implementation Plans

Catalyst Learning approaches implementation as a collaborative process that ensures seamless integration with district goals, calendars, and staff availability. Our services are designed to be **flexible, scalable, and responsive** to the evolving needs of each school and educator we support.

Customized Planning and Scheduling

Upon award of services, our team will work directly with the district point of contact to:

- Establish a detailed implementation timeline
- Schedule services (onsite, virtual, or hybrid)
- Identify focus areas for coaching and professional development
- Coordinate with school administrators to align with instructional priorities and testing windows

Support may include **full-day, job-embedded coaching**, small group sessions, leadership consultation, and targeted workshops. All services are **customizable** and may be adjusted throughout the year based on feedback and emerging needs.

Ongoing Communication and Support

We assign a **designated Implementation Lead** to the district who will serve as the primary liaison throughout the partnership. This individual ensures timely communication, tracks progress toward agreed-upon outcomes, and coordinates all coaching logistics.

Catalyst Learning provides:

- Clear agendas prior to each service day
- Daily or session-based summary reports outlining teacher growth and next steps
- End-of-cycle or quarterly check-ins to assess impact and adjust plans
- Final reflection and recommendation reports

Integration with Existing Systems

Our coaches work alongside district staff to integrate support with existing instructional frameworks, pacing guides, and initiatives. Whether focusing on standards alignment, data-driven instruction, or student engagement, Catalyst services are designed to **enhance—not disrupt—existing school structures**.

Our team is also experienced in supporting various instructional models, including virtual academies, hybrid learning, and traditional classroom settings.

VII. Resume and References

Resume – Catalyst Learning

Catalyst Learning is a Mississippi-based educational consulting group comprised of highly qualified educators, coaches, and instructional leaders. Our team brings extensive experience in classroom instruction, curriculum development, school leadership, STEM, literacy, and professional development. Collectively, we provide customized, research-based services that align with state standards and district goals.

Key Team Members

Dr. Kristy Wheat – Founder, STEM Specialist, Instructional Leader

- 25+ years in education; PAEMST awardee
- Former assistant principal, science specialist for MDE, and grant director
- Expertise in STEM, coaching, curriculum alignment, and science literacy
- Presenter at national conferences including NSTA, MASA, and MECA

Jillian Phillips, M.Ed. – Chief Operating Officer, Professional Development Lead

- COO of Catalyst Learning
- Background in gifted education, STEM, and instructional coaching
- Leads educator and leadership coaching aligned with MCCRS

Katie Tonore, Ed.D. – Associate Professor, Literacy Specialist, Grant Coordinator

- University professor and consultant with decades of literacy experience

- Specialist in early childhood, science of reading, and structured literacy
- Veteran presenter and trainer for MDE and regional districts

Kaye Lee, M.Ed. – English Educator and Curriculum Leader

- 30+ years teaching English I–IV and AP English
- Skilled in ACT prep, curriculum development, and mentoring
- Former Teacher of the Year with experience in test coordination and advisory roles

Amanda Allen – Biology Educator and Coach

- 24 years as a high school science teacher, including 13 as department chair
- Focused on Biology and AP Biology
- Holds Biology 7–12 and AP Biology endorsements

Amber Deschamp, BS.Ed. – Academic Success Coach

- Early childhood educator
- Degree in Psychology and Education from Mississippi State University
- Passionate about student engagement and foundational success in early grades

Donna Breeland, M.Ed. – Academic Success Coach

- 28 years in education including roles as assistant principal and principal
- Former high school English teacher
- Dedicated to helping teachers refine their craft

Megan Bryant, M.Ed. – Academic Success Coach

- 9 years teaching ELA (grades 6–8)
- Holds endorsements in English, Reading, and Social Studies
- Believes relationships are the foundation of student success

Melinda Miller, M.S., M.S.P. – Biology Instructor and STEM Facilitator

- 30+ years in biology and forensics education
- Instructor at PRCC and STEM advocate
- Published lab manual author and MSTA board member

Aimie Saucier, Ed.S. – Academic Coach, Leadership and Intervention Specialist

- 24+ years in education including leadership roles
- Former teacher, interventionist, and assistant principal
- PREPS CEO Leadership Academy graduate

Zenas Cappie – Technology & Workforce Development Coordinator

- Expert in STEM integration and hands-on learning
- Leads mobile STEM initiatives and workforce readiness programs
- Experience in AI, robotics, AR/VR, and STEM equity outreach

Dear Selection Committee,

It is with great pleasure that I write to you today on behalf of Catalyst EDU and their effort to provide professional development for your school district. As the superintendent of the Laurel Schools from 2010-2017 and currently as the Executive Director of the Program of Research and Development for Public Schools (PREPS), I understand the importance of collaborating with highly qualified support services. Catalyst EDU has proven to be a first-class support team that understands the needs of schools during this challenging time in education.

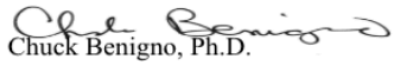
I have had the privilege of working with Catalyst EDU and Kristy Wheat on a number of educational projects. These include the facilitation of our CEO Leadership Academy which brings together school leaders from all across Mississippi in an effort to enhance their leadership skills and strengthen their instructional guidance. Catalyst also did an excellent job presenting at our spring 2023 PREPS Conference. My favorite partnership with Kristy and her team was a collaboration to provide a monthly professional development opportunity entitled "Connect with Courage" where PREPS teachers from across the state could participate virtually in a wide-range of sessions that were developed by Catalyst and their team of educational specialists. This was an excellent opportunity for teachers to earn much needed CEUs.

Catalyst EDU's success can be contributed specifically to their laser-like focus on teacher growth and the use of data to help schools develop a strategy to meet the needs of their students. I have also been impressed by the way Catalyst uses technology to make learning opportunities available in a variety of formats.

Most importantly, Kristy and her team have a passion and energy that makes everyone around them better. I have no doubt that Catalyst EDU would be a tremendous addition to the support systems you use to help teachers and students reach their fullest potential.

If I can be of any further assistance, please feel free to contact me at 601-580-1810.

Sincerely,



Chuck Benigno, Ph.D.

Executive Director, PREPS

Associate Professor, William Carey University

I have been amazed at the benefits that I have received from participating in the coaching process that is offered by Catalyst. I have found the framework that the coaching has been based upon to be insightful and helpful as it helps to define goals and structure the discussions with the coach. I chose to emphasize the Instructional Leadership component as I was looking to engage in conversations that would assist me in elevating the quality of instruction in our early elementary classes. Through the reflection process with the provided coach, I have been able to refine some of our methods, and I have gained insights into specific and defined changes that are being implemented currently and in the future. I am excited about the direction that we are moving, and I am thankful for the assistance that I have received from the Catalyst coach.

I have found it extremely helpful to have an objective person help evaluate the educational trajectory of my classrooms. The benefits of this service have been felt on each level of our building. I have been supported through our reflection time, and it has enabled me to envision a better approach to a number of aspects to each of my grade levels. The teachers have been offered insights into their methodology and perspectives in the classroom. Finally, the students will advance to new levels due to the support of our coach. The Catalyst approach is well thought out and extremely helpful. I have been amazed by the present results in my building, and I know that I will experience lasting effects for years to come.

Best Regards,

Jeremy C. Williams



To Whom It May Concern,

I am writing to highly recommend Catalyst EDU for its exceptional work and partnership with PREPS, Inc. This organization has been instrumental in facilitating the PREPS CEO Leadership Academy since 2019. Their expertise in virtual facilitation combined with their exceptional presentation skills has contributed significantly to the success of the program.

They have also assisted us with our PREPS Virtual Conference. Additionally, they have developed and facilitated the "Connect with Courage" virtual professional learning series, which covers a wide range of topics relevant to educators. The program has been immensely popular among our members, and we have received consistently positive feedback from participants who appreciate Catalyst EDU's ability to make complex concepts accessible and engaging.

Overall, Catalyst EDU's expertise, dedication, and professionalism have been invaluable to our organization, and we are grateful for the contributions. I am confident that they would make a valuable addition to the support you provide at the district level.

Sincerely,

Patti Permenter, Ed.D.
Associate Director of PREPS, Inc.
601-606-9233

PICAYUNE SCHOOL DISTRICT

DEAN SHAW
Superintendent

706 Goodyear Boulevard
Picayune, Mississippi 39466

KIMBERLY MASSENGALE
Federal Programs Director

WALT ESSLINGER
Assistant Superintendent

(601) 798-3230
Fax (601) 798-1742

DIANE WISE
Special Services Director

DEBBIE SMITH
Curriculum Director

LISA PERSICK
Finance Director

Dear Colleagues,

I am writing to wholeheartedly recommend the exceptional services provided by Catalyst Learning, an educational consulting firm that has made a significant impact on our district. Our experience with Catalyst Learning has been nothing short of transformative.

I have known Kristy Wheat, the CEO and Director of Professional Learning at Catalyst Learning, for over 20 years. She is a nationally award-winning educator and school and district leader whose dedication to improving educational outcomes is unparalleled. Her team's expertise and commitment have been instrumental in the success of the Picayune School District.

Catalyst Learning has served our district in a variety of capacities, each delivering substantial and measurable results:

1. **Data and Leadership Coaching:** Catalyst Learning has provided our administrators with the tools and strategies needed to effectively analyze data and lead our schools towards continuous improvement through ongoing meetings with school leaders on data and feedback.
2. **One-on-One and Small Group Teacher Coaching:** Our teachers have greatly benefited from personalized coaching sessions which have enhanced their instructional practices and ultimately improved student outcomes. The targeted coaching sessions provided by Catalyst go beyond conversational coaching and provide each teacher with specific goals and strategies to show measurable growth in instructional practices.
3. **Content-Area PLC Development with Pacing Guides and Mastery Connect Data Utilization:** The development of Professional Learning Communities (PLCs) and the integration of pacing guides and Mastery Connect Data have ensured that our curriculum is both rigorous and aligned with state standards.
4. **Direct-to-Student Tutorials:** Catalyst Learning has offered invaluable live tutorial services by certified teachers to our students across various demographics, including English Language Learners, Exceptional Education students, general education students, and SATP retesters. These tutorials have been crucial in addressing individual student needs and promoting academic success.

5. School Improvement Support: The Catalyst team played a pivotal role in our high school's exit from school improvement status. Currently, they are providing wrap-around services to Picayune Junior High School, working closely with our leaders, teachers, and students to drive continuous improvement and develop actionable strategies to exit ATSI.

The results of Catalyst Learning's involvement in our district are evident both quantitatively and qualitatively. We have seen marked improvements in student performance, teacher efficacy, and overall school culture. The value added to our district by Catalyst Learning cannot be overstated.

I highly recommend Catalyst Learning to any district seeking to enhance their educational programs and support systems. Their comprehensive approach combined with the expertise and dedication of Kristy Wheat and her team make them a worthy investment for any school district committed to excellence.

Sincerely,



Dean Shaw
Superintendent
Picayune School District

VIII. Pricing Structure

Catalyst Learning offers a straightforward and competitive pricing model designed to simplify planning and ensure high-quality service delivery across all engagements.

Flat Daily Rate:

- **\$1,380 per day**
- This rate includes all services provided during the day (coaching, collaborative planning, modeling, professional development workshops, etc.), as well as all travel, preparation, and materials.

The total cost will be calculated based on the number of service days requested and agreed upon during contract negotiation.

We are committed to working closely with Laurel School District to develop a support plan that aligns with district goals, timelines, and budget parameters. All services are fully customizable and can be adjusted throughout the partnership to best meet evolving needs.

Exhibit A: Scope of Work and Fee Structure

Catalyst Learning will provide professional learning services to Laurel School District, including but not limited to:

- Onsite instructional coaching and modeling
- Full-day professional development sessions
- Administrative and leadership consultation
- Virtual planning and follow-up sessions (as needed)

Estimated Number of Service Days: 30

Flat Daily Rate: \$1,380

Estimated Total Cost: \$41,400

Services are fully customizable based on district needs. The final schedule, scope, and number of days will be determined in collaboration with the district following contract execution.

Laurel School District

RFP #:07-2025

The parties acknowledge and agree that this Contract may be executed by electronic signature, which shall be considered as an original signature for all purposes and shall have the same force and effect as an original. Without limitation, "electronic signature" shall include faxed versions of an original signature or electronically scanned and transmitted versions (e.g., via pdf) of an original signature.

IN WITNESS WHEREOF, the Laurel School District and the Contractor, have executed this Contract as of the day and year first set forth above.

Laurel School District
 303 W. 8th Street
 Laurel, MS 39402

 LSD Authorized Signature

Title: _____

Date: _____

 LSD Contract Administrator Signature

Title: _____

Date: _____

 LSD Superintendent Approval
***Required for Federal Programs PD*

Date: _____

CONTRACTOR QUESTIONNAIRE:

- 1.) Are you currently an employee or substitute teacher of the LSD? Yes____No X. If yes, payment must be made through payroll, not accounts payable.
- 2.) Are you a retiree of PERS? Yes____No X. If yes, contact PERS for information needed to be approved as an independent contractor. The PERS approval letter must be with the Agreement before it can be fully executed. This is required every fiscal year.
- 3.) Do the services provided in this Scope of Work require that you work directly with students, as stated above in the Background Check and Fingerprint Screening When Working with Students? Yes X No ____ If yes, by signing this Agreement, the Contractor agrees to a background check and fingerprint screening procedures as mentioned above.

Catalyst Learning

Business Name/Contractor

Address: 6787 Rolling Green Drive

Pass Christian, MS 39571

84-3877678

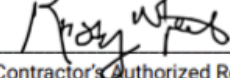
Taxpayer Identification Number

GFQWJLUFER95

SAM.gov Unique Entity Identifiers (EUIs). EUI replaces DUNS and should be in place by 03/01/22 when \$25,000 or greater for FY)

Kristy Wheat

Contractor's Authorized Rep. (Print Name)


 Contractor's Authorized Rep. Signature

Title: CEO

Date: March 30, 2025

Laurel School District

RFP #:07-2025

PROFESSIONAL SERVICES CONTRACT

This Professional Services Contract ("Contract") is made and entered into between **Catalyst Learning** ("Contractor") and the Laurel School District ("LSD" or "District") for the period of 2025 through June, 2026, for an amount **not to exceed \$ 41,400** as specified in Exhibit A.

List Budget Number(s): _____

Scope of Work and Compensation

During the Term, Contractor shall be paid a fixed fee to perform the services described on Exhibit "A" attached hereto. In no event shall this fee increase. However, the LSD will always take advantage of price decreases. Such services shall be performed in a competent and professional manner, and in compliance with the terms and conditions set forth in the Contract.

WHEN DISTRICT FUNDS:

Attachment: Exhibit "A": Include detailed Scope of Work and Compensation

WHEN FEDERAL FUNDS:

If the life of the contract is:

- \$10,000 up to \$249,999.99 include: Contractors Request for Proposals that show detailed Scope of Work, Compensation, Measurable Goals (at least 2 quotes required).

Contract Administrator

For all Contracts the department should name a Contract Administrator. The Contract Administrator shall be chosen prior to the beginning of the contract. The Contract Administrator will be responsible for the tasks, technical requirements service performance, and verifying that payments are in compliance with the contract.

Personal Liability

Contractor acknowledges that the individual executing the Contract on behalf of the LSD is doing so only in his/her official capacity. To the extent any provision contained in the Contract exceeds such authority, Contractor agrees that it will not look to the individual in his/her personal or individual capacity or otherwise seek to hold the individual personally liable for exceeding such authority.

Independent Contractor

Based upon the Internal Revenue Code, the Contractor has been classified as an independent contractor and assumes all responsibility for reporting any earnings to Federal and State authorities where required by law and paying such taxes as may be required thereon. The contractor shall perform all services as an independent contractor and shall discharge all of its liabilities as such. No act performed or representation made, whether oral or written, by the contractor with respect to third parties shall be binding on the LSD.

No Third Parties

There are no other parties to this Contract. No obligations to third parties are provided herein, whether by the express or implied terms and conditions. Neither party shall be liable to any third party based upon this Contract, its terms and conditions, or a party's actions taken hereunder.

Entire Contract

The parties hereto acknowledge that this Contract constitutes the entire Contract of the parties with respect to the supplies or services described herein and supersedes and replaces any and all prior negotiations, understandings and agreements, written or oral, between the parties relating hereto. No terms, conditions, understandings, usages of the trade, course of dealings or agreements, not specifically set out in this Contract or incorporated herein, shall be effective or relevant to modify, vary, explain or supplement this Contract.

Severability

If any part of this Contract is declared to be invalid or unenforceable, such invalidity or unenforceability shall not affect any other provision of the Contract, and to that end the provisions hereof are severable. In such an event, the parties shall amend the Contract as necessary to reflect the original intent of the parties and to bring any invalid or unenforceable provisions in compliance with applicable law.

Laurel School District

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- 4.) Have you ever been terminated, dismissed, or asked to leave employment due to any arrests, charges, or allegations that involved sexual/physical abuse or molestation? Yes____No X

REQUIRED APPROVALS: \$5,000 up to \$25,000 - Finance Director
\$25,000.01 and over - LSD Board of Education