

Customized Proposal for Partnership Services:

RFP #:07-2025

Educational Consulting Services

Laurel School District, Mississippi

March 24, 2025



KIDS FIRST EDUCATION, LLC

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PART I COVER Letter

PROPOSAL COVER SHEET Educational Consulting Services

Vendor Information

Name and Title Cellie Scoggin, Co-Founder

Company Name Kids First Education, LLC

Submission Date March 24, 2025

Phone Number 601-765-5437

Mailing Address P.O. Box 6512, Laurel, MS 39441

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 Kids First Education, LLC is an authorized dealer in good standing of the products/services included in the proposal submitted in response to the RFP.


Authorized Signature

March 24, 2025
Date

PART II COACHING/MENTORING EXPERIENCE AND STRATEGIES

Kids First Education is a trusted educational partner with a proven track record of supporting schools and districts in achieving measurable improvements in student achievement and teacher effectiveness. Our evidence-based approach combines research-backed strategies, data-driven decision-making, and hands-on professional development to empower educators and improve student outcomes.

We are currently providing services to several school districts in Mississippi, Alabama, Tennessee, and Arkansas. Our coaching staff has a proven track record of success in various educational roles, including classroom teachers, lead teachers, and school and district administrators. These coaches are experts specific to their respective states, equipped with the knowledge to analyze data, improve instructional methods, and foster the growth of faculty, staff, and students. Our references are available for review, and we strongly encourage contacting district representatives to gain direct insights into how Kids First has effectively met project objectives and enhanced the teaching and learning process.

Kids First Education is committed to providing the Laurel School District with high-quality, research-based instructional support, professional development, and strategic guidance. Our comprehensive approach ensures that educators, administrators, and students receive the tools, strategies, and resources needed to achieve excellence in education. We welcome the opportunity to partner with Laurel School District to drive meaningful and lasting improvements in student learning and educator effectiveness.

PART III SUPPORT CHECKLIST OF SERVICES

Kids First Education (KFE) is submitting this proposal and is exceptionally qualified to provide the following services.

Content Expertise

KFE provides deep expertise in English Language Arts (ELA) and Mathematics, ensuring instructional content is research-based, engaging, and aligned with state and national standards. Our team includes specialists with extensive classroom and leadership experience who work directly with educators to enhance instructional practices and curriculum development.

Data-Informed Decision Making

KFE leverages advanced data analysis techniques to help educators interpret student performance metrics, formative assessments, and standardized test results. Our data-driven approach enables educators to make informed decisions, tailor instruction, and implement intervention strategies to close achievement gaps.

Standards Alignment

We ensure seamless alignment between curriculum, instruction, and assessments with state and educational standards. Our specialists work with educators to integrate best practices that uphold rigorous academic benchmarks while meeting the unique needs of the Laurel School District.

Instructional Data Utilization

Through professional development and coaching, we train educators on effectively using data to drive instruction. Our approach includes modeling data-driven instructional practices, identifying trends, and developing targeted intervention strategies to enhance student achievement.

Customized Teaching

KFE supports educators in differentiating instruction to accommodate diverse learning styles, needs, and abilities. We provide strategies to implement flexible grouping, personalized learning plans, and adaptive teaching techniques to maximize student success.

Curriculum Enhancement

Our team collaborates with district stakeholders to refine and enhance curriculum materials, ensuring they are rigorous, engaging, and aligned with learning objectives. We integrate innovative instructional resources and technology to elevate curriculum effectiveness.

Cultural Integration

Recognizing the importance of cultural relevance in education, KFE incorporates culturally responsive teaching practices into curriculum development and instructional delivery. We help educators create inclusive learning environments that celebrate diversity and promote equity.

Student Engagement Strategies

KFE offers proven engagement strategies, including project-based learning, gamification, and interactive instruction. Our methods increase student participation, motivation, and ownership of their learning experience.

Instructional Delivery and Lesson Design

We provide hands-on coaching and training in instructional delivery, lesson design, and classroom management. Our strategies focus on increasing student engagement, fostering critical thinking, and improving instructional effectiveness.

Parental Engagement Strategies and Resources

KFE develops comprehensive parental engagement plans, equipping schools with resources and strategies to strengthen home-school partnerships. Our initiatives include parent workshops, digital communication tools, and strategies for fostering meaningful family involvement in student learning.

Leveled/Guided Reading Support in Hybrid and Virtual Environments

Our team specializes in supporting educators with the implementation of guided reading strategies in both in-person and virtual learning settings. We provide training on selecting appropriate leveled texts, structuring effective reading groups, and utilizing digital tools for literacy instruction.

Integration of Writing Across the Curriculum

KFE emphasizes the importance of writing as a fundamental skill across all subject areas. We provide training on incorporating writing into mathematics, science, and social studies, ensuring students develop strong communication and analytical skills.

Facilitation of Mathematical Discussions

We train educators on facilitating meaningful mathematical discussions that promote problem-solving, reasoning, and collaboration. Our approach aligns with best practices in mathematics instruction and fosters a deeper understanding of mathematical concepts.

Designing Engaging Virtual Learning Environments

KFE assists schools in designing immersive virtual learning spaces that integrate multimedia, interactive tools, and student-centered activities to enhance online learning experiences.

Implementation of Trauma-Informed Instructional Practices

We support educators in implementing trauma-informed practices that address students' social-emotional needs. Our training helps educators build supportive classroom environments, foster resilience, and apply instructional strategies that are sensitive to trauma.

Addressing Educational Needs with Consideration of Poverty

KFE develops targeted strategies to address the impact of poverty on learning. We provide professional development on mitigating barriers to student success, implementing equitable instructional practices, and fostering a supportive learning environment for economically disadvantaged students.

Administrative Technical Assistance

Our team offers administrative support in strategic planning, compliance, data analysis, and implementation of state and federal guidelines. We assist school leaders in making informed decisions, improving operational efficiency, and enhancing student outcomes.

PART IV GOALS AND OBJECTIVES

Goal 1

Kids First will enhance student growth and achievement by addressing the academic and behavioral needs of students, boosting educator effectiveness, and strengthening family engagement efforts.

Kids First Coaches will collaborate with school-level instructional leadership to include, but not be limited to, the following areas for building teacher capacity:

- Increasing content knowledge and effective, research-based pedagogical approaches to teaching and learning.
- Providing professional learning sessions in which our instructional coaches will train, coach, and model research-based quality Tier I instruction, incorporating evidence-based practices such as instructional coaching, data coaching, assessment coaching, lesson planning, classroom management, lesson modeling, and identification of resources.
- Collaborating with teachers to model and co-teach to improve the quality of instruction and enhance student proficiency and growth.
- Ensuring student engagement through daily lesson activities that captivate learners.
- Understanding high-quality writing instruction.
- Creating an instructional plan that incorporates daily routine writing as well as regular on-demand writing tasks.
- Utilizing instructional strategies to motivate student engagement in writing tasks.
- Promoting mathematical discourse through lesson formats that enhance engaging discussion.
- Assisting teachers in analyzing data to identify trends and gaps.
- Using formative and summative assessment data to inform instruction.
- Applying data-driven targeted interventions and differentiated instruction.
- Implementing best practices to optimize strategies for MAAP state assessments.
- Developing engaging and interactive virtual learning experiences.
- Integrating culturally relevant teaching to support diverse student populations.
- Fostering a positive classroom climate with successful strategies.
- Providing behavioral and social-emotional support.
- Incorporating trauma-informed instructional practices when needed.
- Increasing family-school relationships and providing strategies and resources for diverse family units.
- Offering additional prescriptive services focused on data-driven, quality instruction as requested.

Goal 2

Kids First will deliver sustainable leadership development aimed at enhancing each administrator's instructional leadership capacity.

Kids First Education leadership coaches will train, model, and coach best practices to:

- Guide strategic planning for the 2025-2026 school year, including the establishment of instructional priorities;
- Assist leaders in their roles related to curriculum implementation and supervision;
- Focus on enhancing the capacity of instructional leaders by developing pedagogical knowledge;
- Provide site-based, job-embedded leadership coaching and development;
- Incorporate evidence- and research-based practices with proven results;
- Coordinate professional learning communities, professional development, and instructional rounds;
- Train and coach leaders on implementing instructional strategies that increase rigor to support teacher capacity and enhance student achievement;
- Help school leaders create a common language that promotes consistency, high academic expectations, and an equitable school culture for all students;
- Encourage self-reflection aimed at enhancing capacity to align instruction with state standards, district curricula, and assessments, thereby improving student achievement;
- Participate in data team meetings with instructional leadership teams and/or district leaders to assess instructional practices to measure the impact on student learning; and
- Develop a plan for gradually reducing support to ensure sustainability.

Goal 3

Kids First will increase counselor capacity and strengthen social and emotional learning in classrooms.

School counselors play a crucial role in students' success. Their responsibilities are essential for supporting academic achievement, mental well-being, social and emotional learning, and preparation for college and career pathways. Coaches from Kids First will concentrate on school counselors' specific roles and responsibilities to ensure that the Laurel School District counselors deliver high-quality support services for children and youth.

The coaching and training provided encompass, but are not limited to, the following supports for all students:

- Implementation of the School Counselor Professional Growth System to enhance counselors' skills
 - Domain I: Counseling Program Planning
 - Domain II: Delivery of Direct and Indirect Services
 - Domain III: Culture and Learning Environment
 - Domain IV: Professional Responsibilities
- Ensuring that local, regional, and state resources are effectively utilized to enhance students' well-being
- Collaborating on efforts to reduce chronic absenteeism
- Utilizing behavioral interventions and support resources
- Providing students with academic resources, including Get2College, Individual Success Plans, and College and Career Readiness Tools

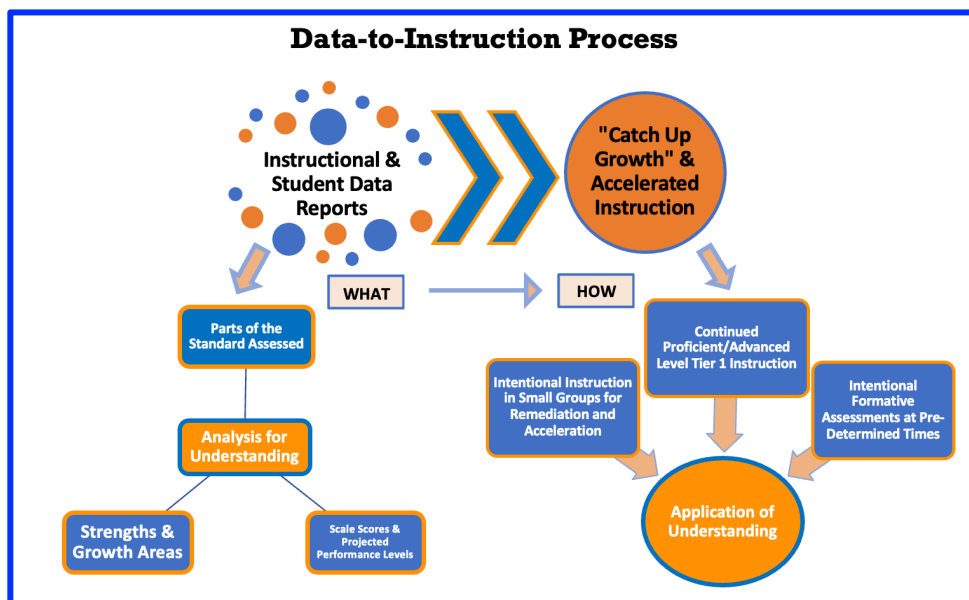
The Social Emotional Learning Coach will encompass the following responsibilities but is not limited to:

- Implementing a comprehensive school-wide Social and Emotional Action Plan that is aligned with the Social and Emotional Learning (SEL) Expectations set forth by the Mississippi Department of Education.
- Coaching educators on the expectations pertaining to the five domains and grade-level standards as outlined in the Mississippi Department of Education's SEL Resource Guide.
- Demonstrating exemplary practices for integrating the Mississippi Department of Education's expectations with SEL programs such as Positive Behavioral Interventions and Supports (PBIS).
- Exhibiting the strategies detailed in the Mississippi Department of Education's SEL Resource Guide.
- Showcasing research-based methodologies for fostering essential emotional and social competencies and experiences.
- Conducting professional development sessions aimed at training both new and novice teachers.
- Providing in-class support for educators.

Sample Training Processes and Practices

Kids First Data-to-Instruction Process

The Kids First High-Impact Instructional Coaches utilize student data to ensure that teachers are addressing the needs of all students. Professional development and coaching will be tailored based on the data from the Laurel School District and each individual school.



Kids First coaches will collaborate with the Laurel School District and individual school teams to analyze classroom data, district and school benchmarks, and state assessment data, planning for next steps throughout the school year.

Using the Kids First O.M.G. method, administrators and teachers will be able to define the exact direction and speed of instruction.

After reviewing the data point(s), a deep data dive with Kids First will discover:

Obstacles preventing standard mastery,
Misconceptions/Misunderstandings hindering standard mastery, and
Gaps in learning that are impeding standard mastery.

Curriculum Enhancement Practices

Educators are encouraged to integrate the following elements to augment the curriculum. Kids First provides training and support to administrators and educators to facilitate the essential assistance required for expanding instructional practices, utilizing the latest research on best practices.



Facilitation of Mathematical Discussions in the Classroom

The goal of Kids First's mathematical discourse and discussion training is to collaborate with teachers to promote meaningful math conversations in the classroom. This enables students to articulate their problem-solving ideas and strategies while also listening to their peers' approaches. When the classroom environment embraces these discussions, a deeper understanding of concepts develops. Kids First coaches will train, guide, and model mathematical discourse and discussions to benefit both teachers and students. This training will include, but is not limited to:

- Using the Standards of Mathematical Practices to engage in discussions,
- Enforcing a mathematical approach to thinking,
- Developing a mathematical register,
- Utilizing math discourse as a method of formative assessment,
- Cultivating active listening skills, and
- Increasing the ability to communicate orally.

In addition, training will include:

Where do you begin?

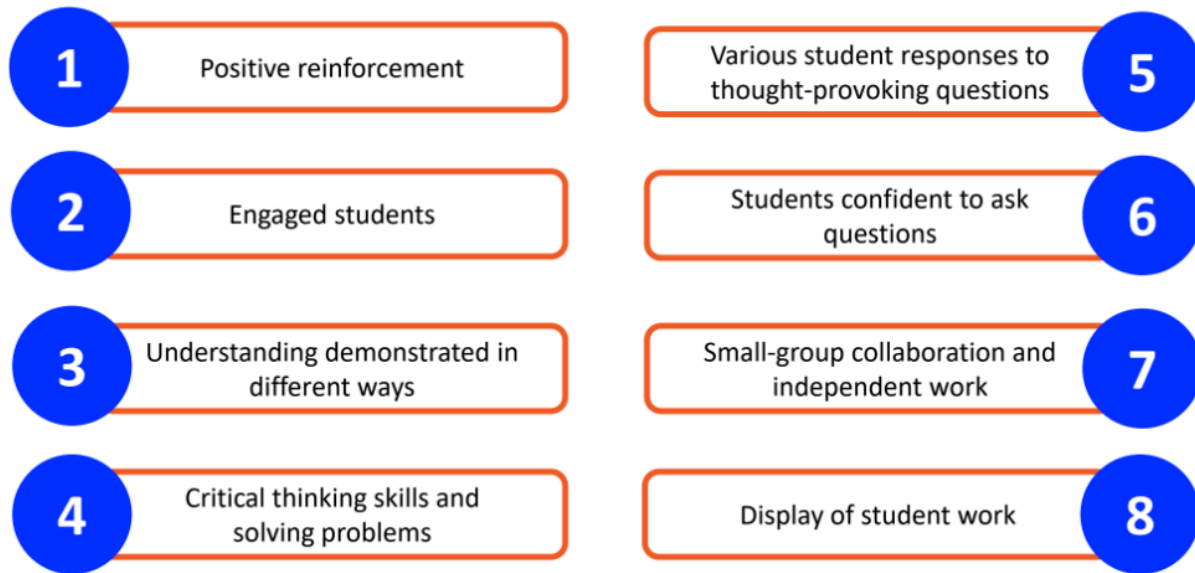


The following is an *example* of how the Standards of Mathematical Practices are used to support discourse and discussion:



Standards of Mathematical Practices Teacher Guide	
SMP 3 Construct viable arguments and critique the reasoning of others.	
Summary of SMP	Question Prompts
<ul style="list-style-type: none">• Analyze problems and use stated mathematical assumptions, definitions, and established results in constructing arguments• Justify conclusions with mathematical ideas• Listen to the arguments of others and ask useful questions to determine if an argument makes sense• Ask clarifying questions or suggest ideas to improve or revise the argument• Compare two arguments and determine correct or flawed logic	<ul style="list-style-type: none">• What mathematical evidence would support your solution?• How can we be sure that...? How could you prove?• What were you considering when....?• How did you decide to try that strategy?• How did you test whether your approach worked?• Did you try a method that did not work? Why did it not?• What is the same and what is different about....?
SMP Implementation for Teachers	
<ul style="list-style-type: none">○ Encourages students to use proven mathematical understandings to support their reasoning○ Questions students so they can tell the difference between assumptions and logical conjectures○ Asks questions that require students to justify their solution and their solution pathway○ Prompts students to respectfully evaluate peer arguments when solutions are shared○ Asks students to compare and contrast various solution methods○ Creates various instructional opportunities for students to engage in mathematical discussions	

“Look Fors” in a Rigorous Classroom

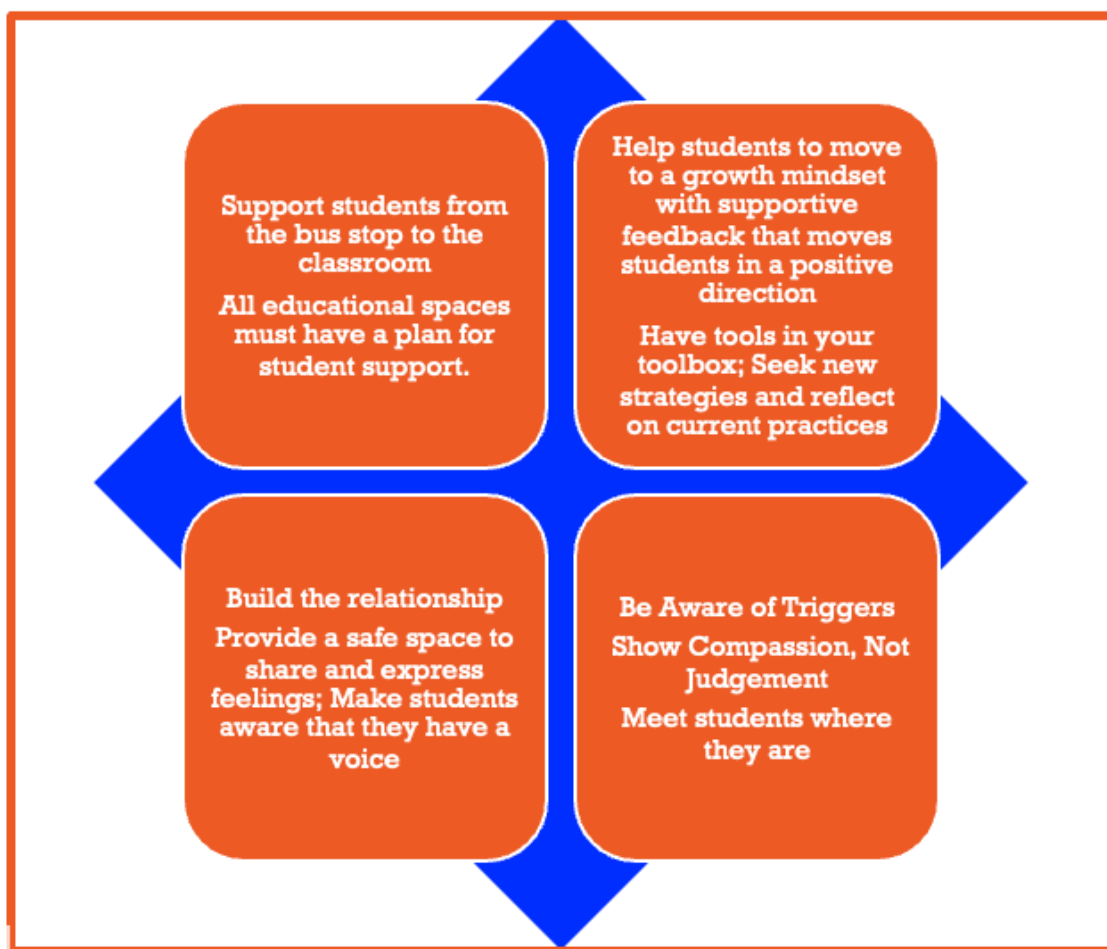


Benefiting from Student Engagement Strategies

Strategies for student engagement are meticulously designed to enhance mastery of educational standards. Coaches at Kids First are proficiently trained to offer comprehensive training for educators and staff aimed at boosting student engagement. A combination of training, coaching, modeling, and co-teaching methodologies is employed to guarantee that teachers effectively elevate student engagement levels. The ensuing strategies are integrated into our professional development initiatives:

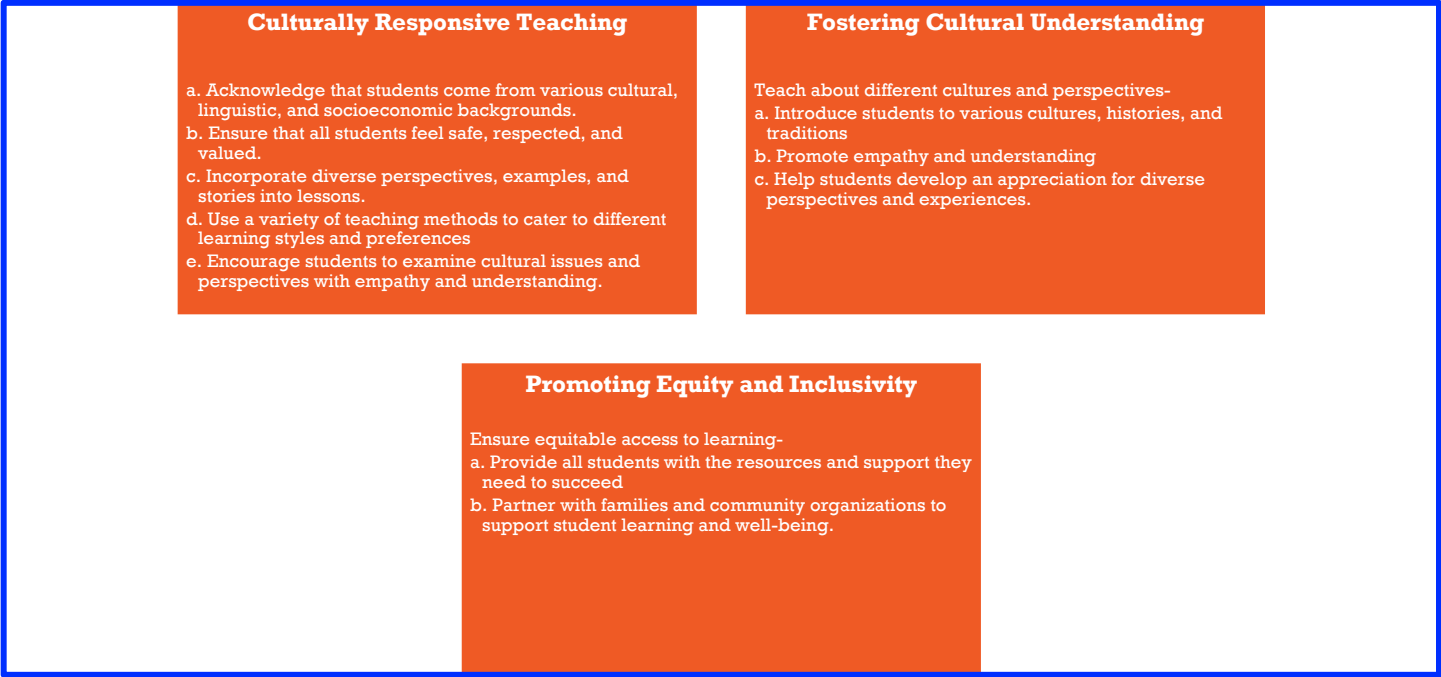
- Initiating Instruction Through Engaging Methods
 - Promoting Constructive Competition
 - Cultivating Relationships with Learners
 - Presenting Options for Assignments
 - Implementing Collaborative Group Work
 - Encouraging Cohesion Among Students
- Captivating Learners by Incorporating their Interests
 - Linking Content to Real-World Applications
 - Motivating Students to Participate Actively
 - Allocating Sufficient Reflective Time
 - Facilitating Periodic Breaks
 - Assessing the Classroom Environment
- Structuring Lessons and Assignments with Milestones
- Incorporating Discovery and Inquiry-Based Approaches into Lessons

Trauma-Informed Practices



Cultural Integration

Kids First fosters cultural integration within the classroom by offering training and support to educators who aspire to create inclusive learning environments, promote cultural understanding, and ensure that all students are regarded as valued and respected individuals. Additionally, Kids First provides guidance on incorporating diverse perspectives into the curriculum.



Parent Involvement Workshops



CREATING A LITERACY-RICH HOME



STUDENT SUCCESS: IT BEGINS AT HOME



**DOMINATING COLLEGE AND CAREER READINESS
ASSESSMENTS**



MOTIVATION YOUR STUDENT FOR SUCCESS



ESTABLISHING A PARTNERSHIP WITH YOUR CHILD'S TEACHER

PART V MEASURABLE OUTCOMES AND EVALUATION

Our organization implements a continuous improvement cycle for each project, utilizing data to enhance pedagogical strategies alongside training and coaching techniques. This process includes regular evaluations of performance and internal progress checks to ensure alignment with the project's goals and objectives for service delivery. The following internal measures are utilized by Kids First:

- Regular onsite briefings with district and school administrators.
- Weekly team meetings focused on analyzing the project's progress and evaluating the effectiveness of training and coaching.
- Monthly reports that summarize progress and any necessary modifications.

Throughout the project's duration, modifications may be implemented based on evaluative data, stakeholder feedback, and requests from district and/or school leadership. In instances where progress deviates from the predetermined objectives, written reports shall be submitted within two days of the identification of any concerns. Onsite briefings are convened with the Superintendent and other key administrators to deliberate on the necessary adjustments. Consequently, through collaboration with district and/or school leadership, we respond promptly by amending project actions and training and support plans as required. Further adjustments may encompass the replacement of a coach or the alteration of the service schedule.

Professional Development Session Evaluation

Subsequent to each professional development session, Kids First Coaches will administer an online quantitative evaluation designed to assess the participants' perceptions and analyses of the session. In alignment with Thomas Guskey's five levels of professional learning, Kids First will formulate a customized evaluation specifically tailored to the objectives of Professional Development and Coaching within the Laurel School District.

The evaluations will explicitly address the five levels, encompassing the following aspects:

1. Participants' reactions: Initial satisfaction levels concerning the professional development session.
2. Participant learning: The new knowledge and skills acquired by the participants.
3. Organizational support and change: Specific modifications and/or extensions to existing practices that are slated for implementation.
4. Participants' application of new knowledge and skills: The fidelity of participants in implementing specific changes and/or extensions.
5. Impact on student learning outcomes: The overall effect of professional development on student learning outcomes.

Reports summarizing the findings from these professional development sessions will be disseminated to the district and individual schools.

PART VI IMPLEMENTATION PLANS

Kids First Implementation Process

- ➡ Comprehensive Data Analysis
- ➡ Identify Stakeholders' Needs
- ➡ Identify Stakeholders' Strengths and Weaknesses
- ➡ Partner Meeting to Establish Goals for each Stakeholder Group, Set Objectives and Timelines
- ➡ Begin Services with Established Project Checkpoints
- ➡ Review feedback
- ➡ Deliver Service Reports and Project Progress Reports to Leadership
- ➡ Continue Current Project Path or Adjust Services

Leadership Coaching Summary

- Increasing leadership capacity
- Shifting administrators toward instructional leadership
- Building effective data-driven leaders

Teacher Coaching Summary

- Increasing teacher capacity
- Improving teaching and learning
- Increasing student growth and achievement

Other Support Services Summary

- Providing parental support
- Improving the learning environment through social-emotional learning
- Working with counselors to increase their capacity to better serve students and their parents

SERVICE REPORTS AND COMMUNICATION

Kids First Education will:

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

CONFIDENTIALITY

Kids First Education shall agree to ensure the confidentiality of any records obtained from any district or school as state and federal privacy laws require. No information, documents or other material provided to or prepared by Kids First Education deemed confidential by Laurel School District according to state and federal privacy laws, shall be made available to any person or organization without the prior approval of the Laurel School District. Any liability resulting from the wrongful disclosure of confidential information on the part of the Kids First Education shall rest with the Kids First Education.

SUSTAINABILITY

Kids First prides itself on creating sustainable instructional processes for administrator and teacher professional development and coaching. Because these processes are continuously implemented within a research-based coaching cycle, instructional leaders and teachers can continue using them even after completing services. All presentations, activities, and materials used in professional learning and coaching sessions will be shared with the district/school to encourage continuous refreshing and replication.

PROFESSIONAL ETHICS

Kids First Education ensures that consultants/trainers/presenters/speakers are fit to work with teachers, staff, students and parents and agrees to perform the Specified Services herein described in above in a proper, workmanlike, and dignified manner; warrants that he/she is able to and will perform such Specified Services in a manner acceptable to Laurel School District; and agrees to make all additions, deletions and/or changes that may be required by Laurel School District, as condition precedent to the acceptance of such Specified Services by Laurel School District. Kids First Education agrees that, at all times, the employees of Kids First furnishing or performing any of the services specified under this agreement shall do so in a proper, workmanlike, dignified manner in alignment with the Laurel School District Code of Conduct. All consultants working through this bid are expected to conduct themselves professionally.

Kids First Education will:

- Ensure all trainers and coaches have professional credentials to work with administrators, instructional leaders, and teachers.
- Ensure all consultants/trainers/presenters/speakers are expected to follow the District's Code of Ethics as is applicable to their role.
- Ensure any consultant performing the services specified through this partnership agreement shall do so professionally.
- Ensure all consultants have completed a criminal background check and a child abuse registry check.
- Ensure consultants do not engage in coarse language, inappropriate dress, or express personal political or religious beliefs.

Kids First Education, LLC

Founded out of a sincere desire to improve teaching and learning by placing KIDS First

Committed to providing the highest quality teaching and learning solutions



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Education

ALL Kids First Coaches have earned, at a minimum, a bachelor's degree. Many of our coaches hold advanced degrees demonstrating successful completion of Masters, Specialist, and/or Doctorate level programs.

License

ALL Kids First Coaches are former educators who met all requirements for educator licensure.

Additional Certifications

Kids First is a certified PLPG provider in the area of High-Quality Professional Learning around HQIM.

Many Kids First coaches hold certifications such as AIM Pathways, LETRS, ACT® Certified Educator, and Microsoft Innovative Educator.

Educator Areas of Experience

Kids First Coaches' Experiences include but are not limited to:

General Education Teacher (PreK – 12)

Special Education Teacher (PreK – 12)

Advanced Placement and Dual Enrollment Teacher

Highly Qualified Teacher/Coach (ELA, Math, Science, History, College and Career Readiness, English Learner, Behavior, Social-Emotional, etc.)

Lead Teacher and/or Department Head

Administrator (district- and school-level)

Interventionist

Instructional Coach

Psychometrist

Dyslexia Therapist

Kids First Roles

Kids First Role	Grade Levels and Content/Specialty Area	Scope of Role
Vice-President	All / All	Oversees and ensures all work aligns with and meets goals
Director	All / All	Coordinates projects and collaborates with district partners and instructional coaches to set and monitor goals, timelines, and scope of work
Content Area Lead	PreK-12, Specific to area of expertise	Provides content-specific training and support for coaches
Head Coach/Project Coordinator	District-wide, PreK-12	Monitors progress and communicates with district administrators and coaches
Instructional Coach	PreK-12, content and area align with coach experience and certification area	Conducts classroom modeling, co-teaching, and professional development, data analysis, and debriefing
Leadership Coach	District-wide, PreK-12	Targets roles and specific responsibilities of administrators and instructional coaches
Specialized Consultant	English Learners, Federal Programs, Special Education (including psychometric services), Counselors	Supports and targets specific responsibilities of each role

Kids First Co-Founders

Mr. Chuck Poer has gained national recognition for his work as an instructional leader in data analysis, data-driven decision making, and school improvement. Chuck has over 30 years of experience in education and was named Mississippi's Administrator of the Year in 2007 by the Mississippi Department of Education. He successfully led Bailey Education Group, LLC from 2008 through 2019, leading the company to prominence as Mississippi's premier service provider during his leadership. In addition to Chuck's current role with Kids First Education, he is the author of his motivational book *Heart to Heart*.

Mrs. Cellie Scoggin brings more than 25 years of experience in education including twelve years of experience in school improvement. She is a former elementary and middle school teacher and elementary principal. Cellie led the teacher, leadership, English learner, and special education coaches with Bailey Education Group from 2009 through 2019. She leads the Kids First Education, LLC Head Coaches and Content Support Leaders working in Mississippi, Alabama, and Tennessee districts to ensure the Kids First Education, LLC services impact teaching and learning.

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

Kids First Education, LLC is domiciled at 510 Springhill Road, Laurel, MS, 39443. Chuck and Cellie co-founded the company on May 1st, 2020. They are joined by a team of coaches and specialists who have successfully worked with them for over a decade. This stellar team is passionate and committed to making a difference for kids. Kids First was founded out of a sincere desire to improve teaching and learning. The company's low overhead and research-based efficiency ensures high quality teaching and learning solutions with competitive pricing.

Our Qualifications to Serve

Jennifer K. Weeks, Vice-President of Educational Services

Jennifer Weeks is a lifelong educator committed to serving students and teachers. She has previously served Kids First Education as a head coach and Integrated Support Team Manager. Jennifer is an instructional leader with knowledge and experience in various areas. She is a former teacher, psychometrist, and district administrator who has served districts in numerous leadership roles, including Assistant Superintendent of Academic Education, Director of Accountability and Research, and Director of Special Education.

Kristie Ezzell, Vice-President of Sales and Marketing

Kristie Ezzell has a lifelong passion for serving children. She has served Kids First Education as a head coach and, most recently, as the Alabama Director of Sales and Marketing. Kristie is an accomplished leader with knowledge and experience in various instructional models. As the principal of a school with a high EL population, she led her school to become a CLAS School of Distinction, one of eight CLAS Banner Schools, and one of 12 Alabama Reading Initiative “Spotlight Schools” for the Science of Reading.

Reeda Betts, Executive Director of Educational Services, Alabama Division

Reeda Betts has 25 years of experience in education. As a classroom teacher, she taught grades 7-12 ELA and reading intervention as a classroom teacher. The majority of her time was spent with the Alabama Reading Initiative (ARI) supporting grades K-12 by building literacy projects, developing and delivering professional learning, and providing support and coaching to state and regional staff, as well as district and school level administrators, literacy and instructional coaches, and classroom teachers. While working with Kids First, Reeda has served as a Head Coach and coach for multiple districts/systems in Alabama and now manages the Alabama Division as Executive Director.

Kat Bir, Executive Director of Educational Services, Arkansas Division

For the past 18 years, Kat Bir has devoted her time and energy to ensuring the success of every student and teacher she works with. Mrs. Bir has an energetic, fun-loving approach to serving the educational needs of all children. Her enthusiasm and determination aid in helping teachers find inventive ways to help their students feel successful. She has experience optimizing classroom instruction, successfully implementing school-wide programs and initiatives, supporting teachers, leading staff professional development, and promoting a safe learning environment. Throughout her educational career, Mrs. Bir has worked as a Classroom Teacher, Math Curriculum Team Lead, Instructional Facilitator, and Administrator. Each of these positions has played an integral part in her understanding of the learning process. Mrs. Bir has a proven record of exceeding expectations through high-quality instruction, best practices, and communication. She has a firm commitment to data-driven, student-centered learning for all students. Mrs. Bir is highly respected by those she has worked with due to her empathy and deep understanding of all aspects of elementary education. Her dedication is unparalleled, as she genuinely prioritizes students, putting Kids First always. While working for Kids First, Mrs. Bir has served as Head Coach for multiple districts and co-operatives across the state of Arkansas. She now manages the Arkansas Division as Executive Director.

Shawnese Herrington, Ph.D., *Executive Director of Educational Services, Mississippi Division*
Dr. Shawnese Herrington has been an educator for over a decade. Her expertise lies in sharing successful teaching strategies and analyzing data to implement quality lessons that are aligned to Mississippi College and Career Readiness Standards. Dr. Herrington offers teachers and students extensive support through co-teaching, modeling, and feedback in both virtual and traditional classroom settings. She is efficient with utilizing various learning management systems and is knowledgeable of web-based sites and tools that promote student engagement, critical thinking, and interactive learning. Dr. Herrington's data driven results and strong knowledge of English Language Arts have afforded her opportunities to present at conferences on the local, state, and regional levels. She has researched and published work on culturally relevant pedagogy to improve minority adolescent literacy achievement in Mississippi Schools. While working with Kids First, Dr. Herrington has served as an ELA Content Team Lead, Head Coach for multiple large districts in Mississippi, and instructional coach and now manages the Mississippi Division as Executive Director.

Carol D. Smith, *Chief Academic Officer, Tennessee*
Carol Smith is an accomplished educator dedicated to serving students, teachers, and school leaders. She has previously served Kids First Education as Head Coach for projects in Mississippi, Arkansas, and Tennessee and as Leadership Team Lead for Mississippi. Carol is a former teacher, administrator, and district-level academic director. Her knowledge and experience have afforded her numerous leadership opportunities including presenting at local, regional, and state conferences, serving as a guest speaker on instructional leadership for aspiring administrators, and providing instruction to aspiring teachers on academic standards and best instructional practices. Carol now serves as the Chief Academic Officer for Tennessee.

Marvin W. Lishman, Ph.D., *Executive Director of Educational Services, Independent Schools*
Dr. Marvin Lishman is the Executive Director for Educational Services for Independent Schools and is responsible for communicating all products and services Kids First, LLC offers to independent schools and their staff. Dr. Lishman has spent his entire career, 48 years, in independent school education, with the last 41 years as head of school. Additionally, he has served as an adjunct instructor for both Delta State University and Mississippi College teaching educational leadership classes. Dr. Lishman received his Ph.D. from the University of Mississippi in 1989.

Kids First Education, LLC is committed to placing Kids First and to providing the highest quality of teaching and learning solutions in the industry. Our team consists of over 40 employees and over 350 education consultants who are committed to 100% client satisfaction. To learn more about the Kids First Team, [click here](#) or access the QR code below.



Arkansas Division

Director of Educational
Services:
Kat Bir

Head Coaches:
Becca Chism
LeDonnis Norwood

Sales Associates:
Jamie Rowland
Rikki Taylor

Georgia Division

Head Coach &
Sales Associate
Lenora Patterson

Louisiana Division

Head Coach &
Sales Associate:
Carl Michael Day

Alabama Division

Director of Educational
Services:
Reeda Betts

Director of Sales:
Shannon Uptain

Head Coaches:
Jamie Burton | Karen Carr
Renee Carter | Lisa Comer
Lynn Faulk | Donna Harper
Mark Head | Aaron Hightower
Cindy Klages | Michele Lee
Michele Parker
Shondra Whitaker



Owners:
Chuck Poer &
Cellie Scoggin

Vice President of
Educational Services:
Jennifer Weeks

Vice President of
Sales and Marketing:
Kristie Ezzell

Over 400
Independent
Coaches

Mississippi Division

Educational Services

Director of Educational
Services:
Shawnese Herrington

Regional Educational Support
Coordinators:
Cynthia Gabbert
Rachel Wooten

Tennessee Division

Chief Academic Officer:
Carol Smith

Director of Sales:
Norma Gerrell
Jamie Rowland, Associate

Head Coaches:
Riki Jackson
Corey Kelly
Andi Terry

Mississippi Division

Sales

Director of Sales:
Sue Anne Boatman

Area Sales Coordinators:
Stephanie Allen
Katy Boyd
Mary Ruth Wright

Mississippi Division

Head Coaches

Penny Allen | Stephanie Allen
Katy Boyd | Natalie Breithaupt
Stephanie Brewer
Eboney Brown | Kayla Calcote
Tamara Cerrito
Jessica Flynt | Misty Hanna
Katie McDonald
Gabe McPhearson
Gidget Morton
Shanna Nesser | Amber Palmer
Tobie Pillstrom | Shemeka Ware
Casey Wilberding
Mary Ruth Wright



Our Team Qualifications

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

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

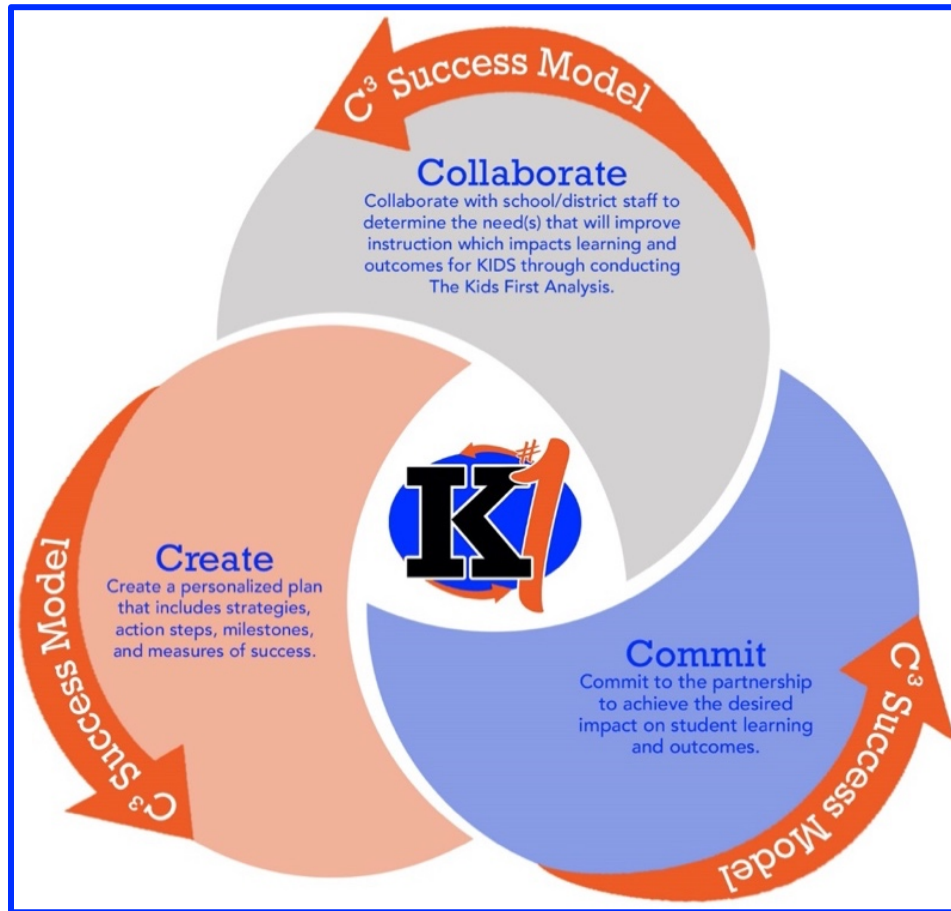
- ⌘ The Kids First Curriculum Teams have developed High-Quality Instructional Resources that support coaching services, build teacher capacity, and accelerate student learning. Visit [our website](#) for our High-Quality Instructional Tools.
- ⌘ The Kids First Team members have successfully provided job embedded professional development and consultation since 2007.
- ⌘ The Kids First Team is currently partnered with over 200 districts, systems, and cooperatives. Over 60 full-time employees and over 400 independent coaches provide these comprehensive, integrated services.
- ⌘ The Kids First Team members have a proven track record of designing and implementing **effective, sustainable solutions**.
- ⌘ The Kids First **personalized solutions** will address the individual needs of each school or school subgroup.
- ⌘ The Kids First company began the approval process in 2021 and was approved by Rivet Education to be included in Rivet's Professional Learning Partner Guide (PLPG). Kids First was re-approved in 2024, going through an even more rigorous approval process. The PLPG is a list of organizations that provide best-in-class curriculum-aligned professional learning services in the country. With multiple HQIM on its list, Kids First Education is approved for partnering with schools and districts in launching an initial implementation of chosen curriculum materials, providing ongoing support for teachers, and providing leadership support in the implementation of those materials to ensure student growth and mastery
- ⌘ The **Arkansas State Department of Education** recently approved Kids First Education as a 1003 Vendor of Choice to support School Improvement plans across the state of Arkansas. This recognition positions Kids First Education as a pivotal resource for schools seeking to implement effective instructional strategies to increase student achievement.
- ⌘ The **Arkansas State Department of Education** recently approved Kids First Education as a Professional Learning Communities Support Vendor. Kids First is approved in ALL FOUR support areas, including Foundational Literacy and the Science of Reading, Strengthening Career Pathways, Strengthening Instructional Quality, and Multi-Tiered System of Supports for Behavioral and Mental Health Services. Kids First is THE ONLY approved vendor for ALL FOUR areas of support.
- ⌘ Kids First's high-quality professional learning opportunities and services have been placed on approved vendor lists in the **South Texas Independent School District** and the **Mesa Arizona Public School District**.



How We Work

Kids First C³ Success Model

The common threads of our work are the KIDS (students) we serve and our commitment to personalized learning. Our work with KIDS, teachers, and school and district level leadership begins and ends with KIDS in mind. Our C³ Success Model is a KIDS First trademark and remains constant throughout our teaching and learning solutions.



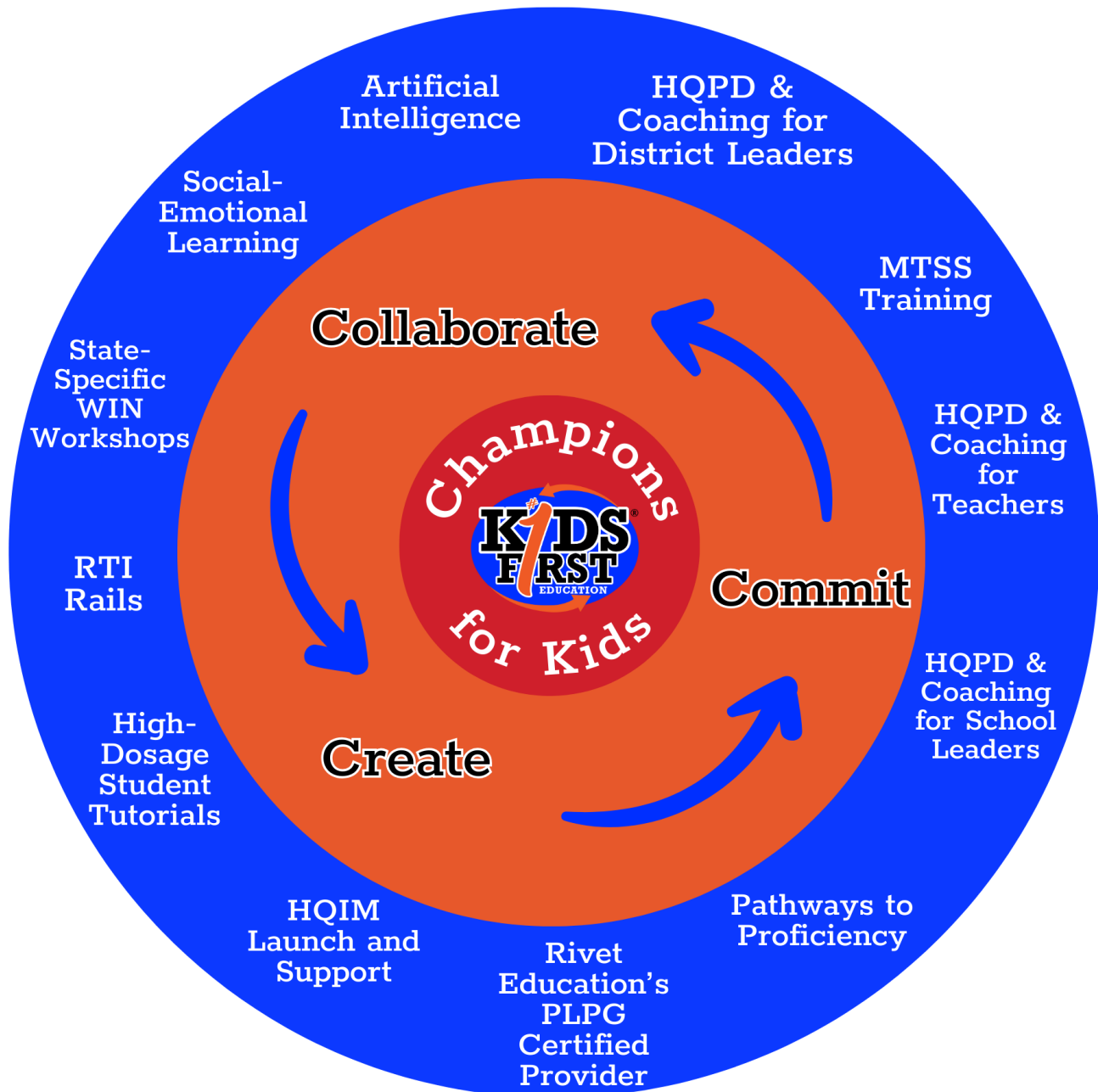
To learn more about Kids First Education, LLC services, scan the QR code:

Kids First Services



Kids First Winner's Circle

At the center of our work is our Mission and Vision, which is putting KIDS FIRST in all circumstances. Using our C³ Success Model, we collaborate to create and commit to the services, tools, and resources we provide to our partnering districts/systems. While those services, tools, and resources may evolve based on the K-12 educational landscape, our Mission, Vision, and Success Model will remain at the center of what we do.



Kids First Trust Foundations

The foundation of our work within our team and with our partnering districts and systems is trust. Without trust, communication falters and vulnerability cannot be expressed freely. Our C³ Visible Coaching Cycle, Professional Learning sessions, and side-by-side support would not be possible without each stakeholder trusting to work in tandem with the other(s).



Kids First Team Trust Foundations

- **Freely express concerns knowing they will be heard and addressed without mockery or sarcasm.**
- **Freely express personal misconceptions, misunderstandings, skill deficits, and supposed weaknesses knowing they will be accepted with grace and discussed.**
- **Openly communicate.**
- **Back up words with consistent action.**
- **Verbally acknowledge when vulnerability is expressed and support the team member who made the decision to be vulnerable.**

Our Research

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



The Science of Reading: While “the science of reading” has become more popular in recent years, the research behind it has been around for decades. Multiple studies have provided evidence that students who leave grade 3 having transitioned from learning to read to reading to learn have a higher success rate of graduating high school and entering some type of post-secondary education. Kids First High-Impact Coaches embed the Science of Reading research into professional learning experiences, side-by-side teacher coaching, planning and preparing meetings, and analysis of multiple forms of assessments. By integrating research behind The Simple View of Reading and Scarborough's Reading Rope, our coaches build capacity in teachers and their leaders to consistently identify areas where literacy can be strengthened and how to deliver instruction using Structured Literacy to ensure that ALL learners can grow.

The Adolescent Brain and Brain Research: Adolescence is a challenging time both personally and academically. With the growing popularity of social media and video games, these challenges have risen exponentially. Many of our professional learning sessions begin by using the behavioral research of Simon Sinek to understand the need of knowing the “why” of education. Works of Eric Jensen, William Glasser and other educational researchers provide the connection of biology, psychology, and social variables to the educational challenges in today's world for adolescents and their teachers. John Hattie and Robert Marzano's research is then used to provide educators with strategies to engage adolescents and improve learning outcomes.

Professional Learning/Development: Our professional development sessions are hands-on, engaging “work” sessions wherein the participants not only receive information but then immediately collaborate with each other and/or work independently to engage in the cognitive process to implement for specific classrooms and students. Whole group, small group, and one-on-one collaborative sharing during sessions is a formative assessment strategy our High-Impact Professional Learning Facilitators and Instructional Coaches use to provide immediate, actionable feedback to participants to clarify any misunderstandings, close any skill deficits, and increase participant self-efficacy with the topic/subject prior to implementing in the district and/or school building.

Our training and coaching occur through multiple avenues, including high-impact, engaging professional learning sessions with multiple participants around a shared, research-based topic/area; facilitation of Professional Learning Communities for deepening content expertise and analyzing data to drive instruction; and in-classroom modeling and co-teaching experiences with a reflective, transformative debriefing immediately following. In collaboration with district and school level leadership, our coaches help determine the professional learning experiences needed to ensure a successful partnership. This ensures an increase in teacher and leader efficacy that leads to ALL KIDS growing and learning. Within these collaborations, our coaches stress four prerequisites for effective professional learning (adapted from Learning Forward) to help shape the conditions for the professional learning to be effectively successful: 1) All participants are committed to ALL students, laying the foundation for professional learning to be effective; 2) Each participant comes to each PL experience ready to increase self-efficacy and learn; 3) All participants know and believe they have something to contribute to the PL experience that will enhance individual and collective performance; and 4) All participants learn in different ways; therefore, PL facilitators and participants will engage in a variety of learning experiences.

After each professional development session, Kids First Leadership Coaches will administer a quantitative evaluation to assess the participants' analysis of the session. Using Thomas Guskey's five levels of professional learning, Kids First will create a customized evaluation specific to the goals of the Professional Development sessions.

Specific to the five levels will be the following:

1. Participants' reactions: Initial satisfaction with the professional development session
2. Participant learning: *New* knowledge and skills participants take away
3. Organization support and change: Specific changes and/or extensions to current practices to be implemented
4. Participant use of new knowledge and skills: Fidelity of participants' implementation of specific changes and/or extensions
5. Impact on student learning outcomes: Overall impact of professional development on student learning outcomes

Our Innovative Cyclical Approach

Based on the latest research through Northwest Evaluation Association, educators across the United States have determined top priorities as addressing both the equity, achievement gap and social emotional learning and providing services with a clear purpose and measurable impact for teachers and students.

Our innovative approach has improved:

- Student acceleration,
- Learning loss,
- Social emotional learning, and
- Instructional continuity.

Kids First has a proven formula of identifying the specific High-Impact Intentions that lead to our cyclical approach to the theory of change, which necessitates adjustments based on analysis of given evidence.

1. All stakeholders will first commit to the purpose of the partnership. The purpose is begun with the district/school and then solidified through the collaboration and discussion with Kids First designees.
2. The district/school leadership team then identifies the stakeholders who will be the focus of the work, receiving the services needed to impact the purpose of the project. Kids First designees are available to collaborate and create the focus stakeholders, if needed.
3. Next, high-impact outcomes are either created by district/school leadership at the outset and discussed with Kids First designees or collaborated upon and created by the shared stakeholders within both parties.
4. District/school leadership will identify the physical space(s) where the services will occur. These spaces will effectively ensure the quality of the purpose and outcomes of the partnership.
5. After logistics are determined and the services begin, Kids First commits to obtaining continuous feedback throughout the scope of the project to ensure any adjustments that need to be made are based on quantitative and qualitative evidence and data. Once the evidence and data are analyzed, adjustments will be discussed with all stakeholders on both sides to ensure the changes are implemented effectively.



REFERENCES

DeSoto County Schools, Mississippi

Cory Uselton, Superintendent

662-429-5271

cory.uselton@dcsms.org

Kids First provides professional development, job-embedded coaching, and support for College-and Career-Readiness, teacher effectiveness in all grades and subjects, HQIM support at the elementary level, tutoring support, AP support, and boot camps to prepare for high stakes testing.

Arch Ford Education Service Cooperative, Arkansas

Julie Workman

817-694-6475

julie.workman@archford.org

Kids First provides professional development and side-by-side coaching this school year to leaders and teachers for content areas and the launching/re-launching of their HQIM, accelerating learning, and standards-based teaching.

Tuscaloosa City Schools, Alabama

Dr. Mike Daria, Superintendent

205-759-3700 ext. 1022

tbyrts@tusc.k12.al.us

Kids First provides professional development and job-embedded coaching to teachers and instructional leaders for content areas, data-to-instruction, and College and Career Readiness.

Arkansas River Education Service Cooperative, Arkansas

Michael D. Walker

870-730-2927

walkerm@aresc.k12.ar.us

Kids First provides professional development and side-by-side coaching this school year to leaders and teachers for content areas and the launching/re-launching of their HQIM, accelerating learning, and standards-based teaching.

Hardin County Schools, Tennessee

Greg Wyatt

731-607-0903

greg.wyatt@hctnschools.com

Kids First provided professional development and side-by-side coaching to leaders and teachers in data-to-instruction at Northside Elementary School in the spring of 2024.

Dayton City Schools, Tennessee

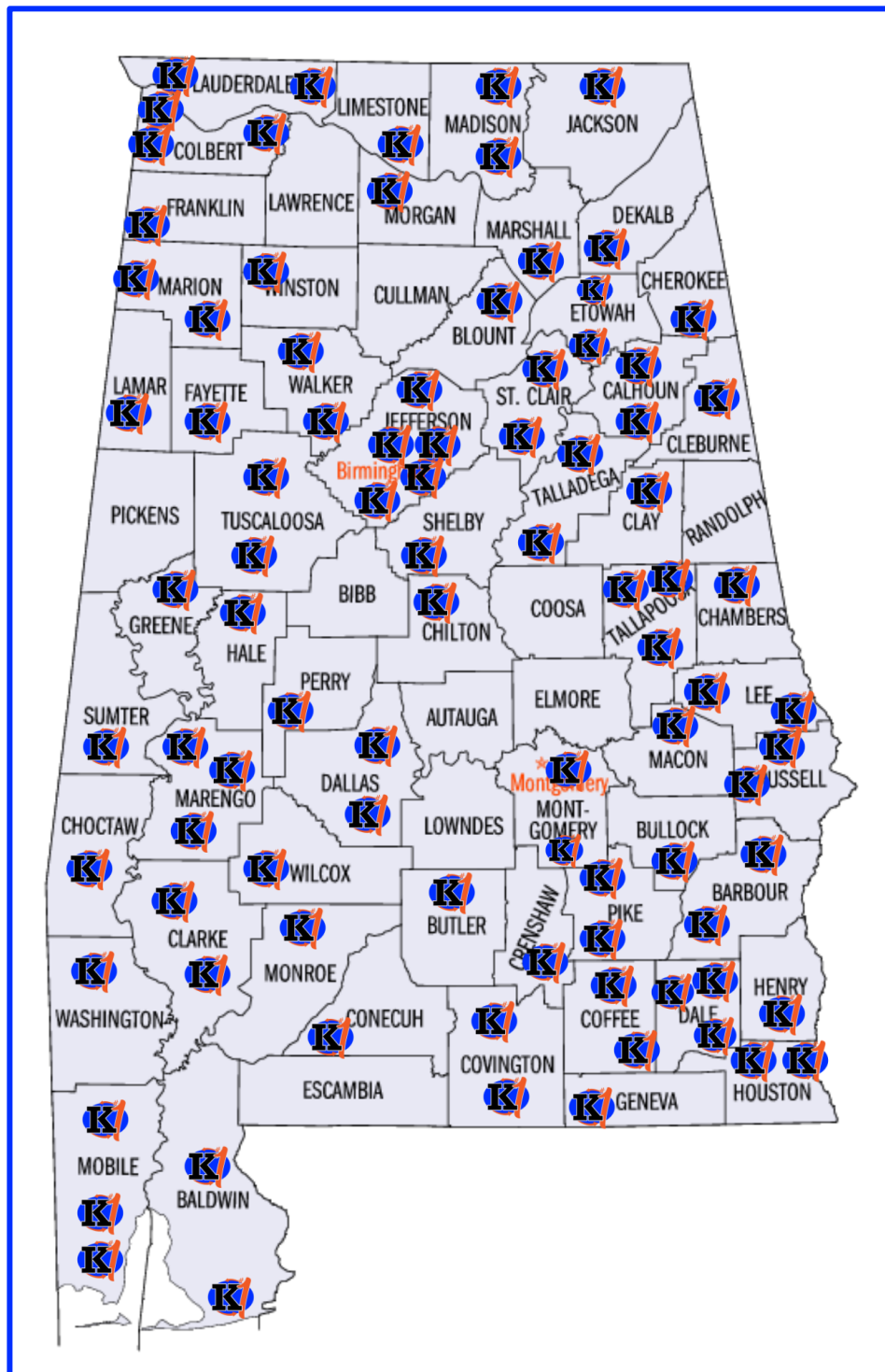
Trish Newsom

423-774-2251

newsomtr@daytoncity.net

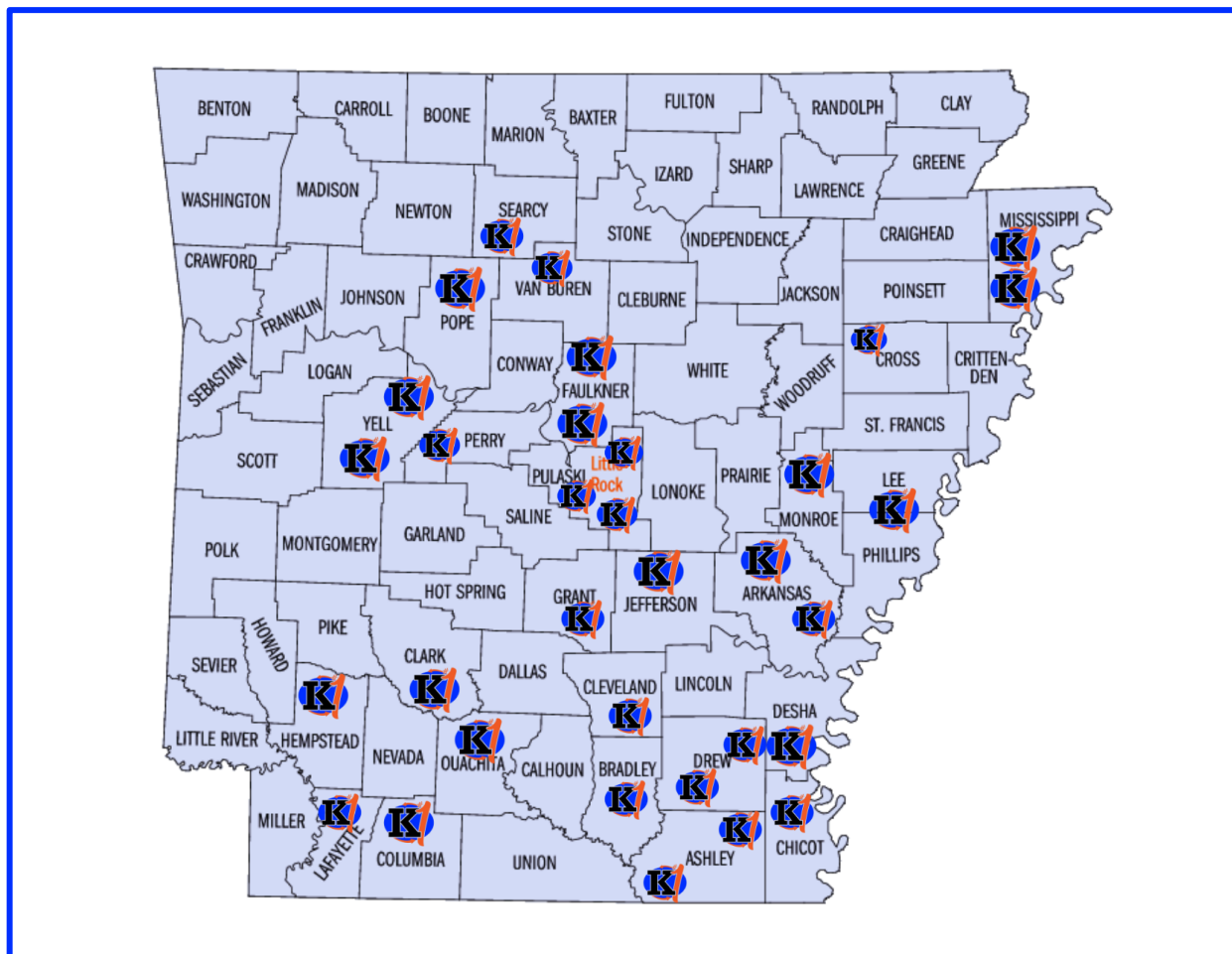
Kids First provides professional development and side-by-side coaching this school year to leaders in Dayton City Schools. This model is hybrid with both virtual and in-person delivery utilized each month. Topics include creating a culture of learning, instructional and managerial leadership strategies, and building leadership capacity in administrators and school leaders.

OUR PARTNERS AND KIDS FIRST SCOPE OF WORK - ALABAMA

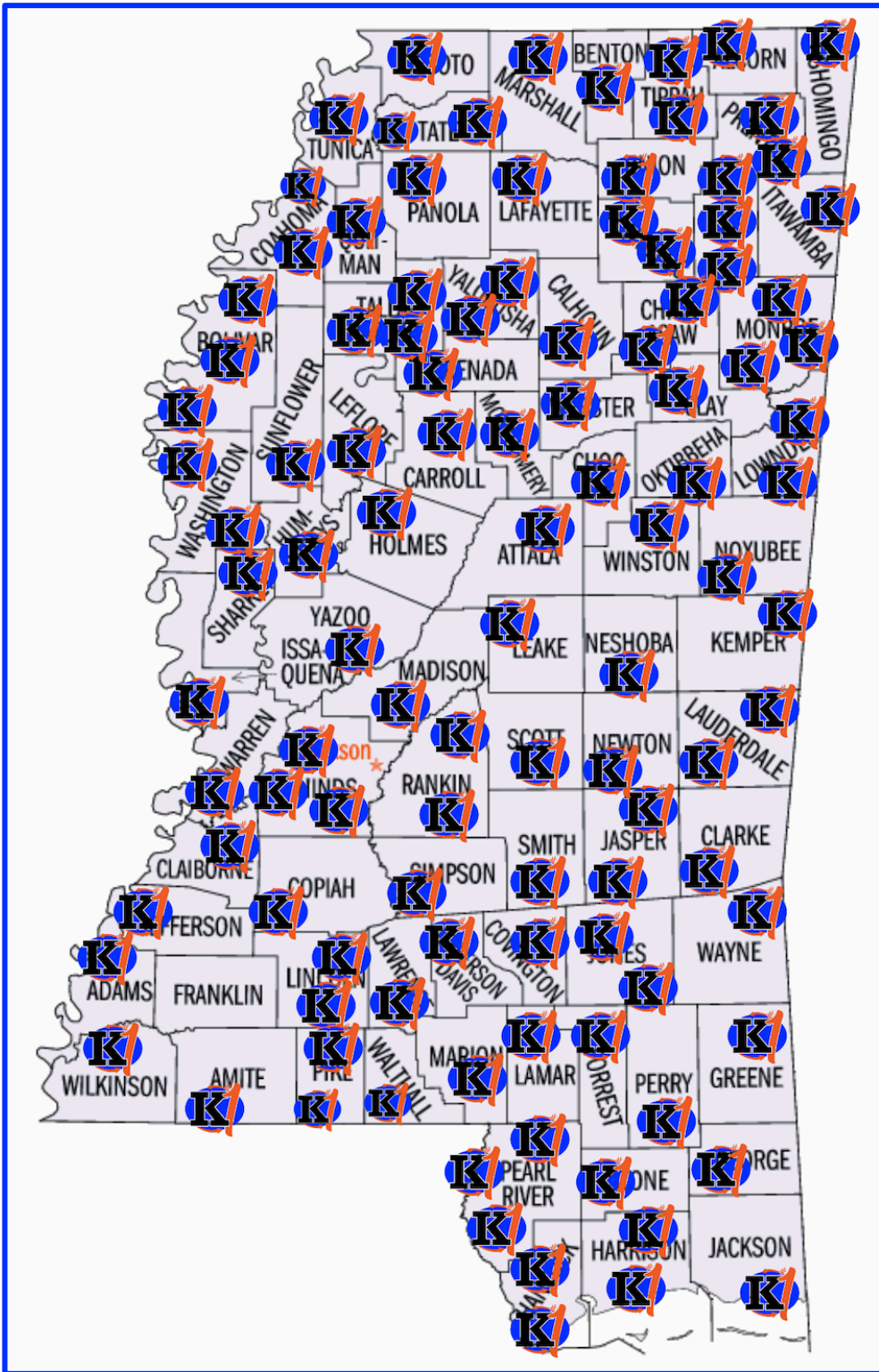


Click on the QR Code for a comprehensive listing of District Partners and Kids First Scope of Work.

ARKANSAS

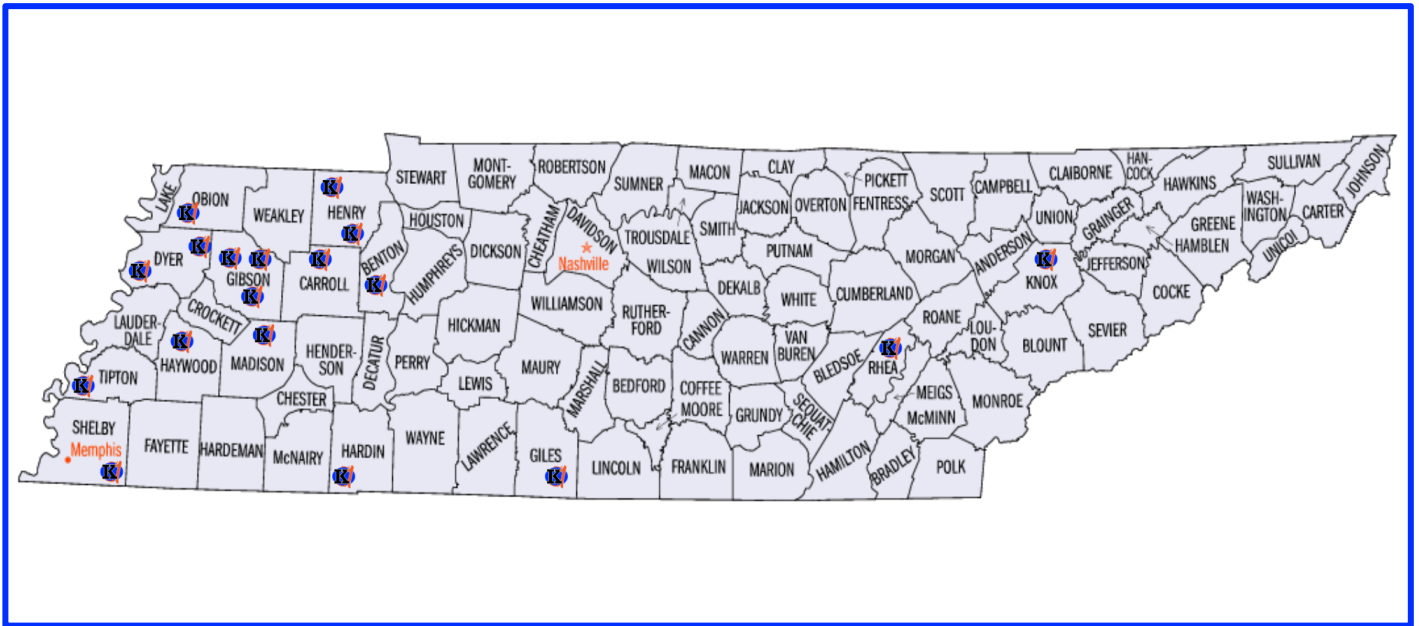


Click on the QR Code for a comprehensive listing
of District Partners and Kids First Scope of Work.



Click on the QR Code for a comprehensive listing of District Partners and Kids First Scope of Work.

TENNESSEE



Click on the QR Code for a comprehensive listing of District Partners and Kids First Scope of Work.

PROPRIETARY STATEMENT

The submitted proposal contains trade secrets and/or other proprietary data that Kids First Education, LLC wishes to keep confidential.

BUDGET

DEBARMENT STATUS

Kids First Education DUNS number is 117514649.

UNIQUE ENTITY ID

Unique Entity ID: YTZCKBYE87Q6

CONSULTANT COST

Kids First Education, LLC will provide services at a daily rate of \$1,475 per day per consultant. This rate includes all expenses and travel costs. Materials and instructional deliverables provided to the district during the project's duration will be provided via electronic copies to the district.

TOTAL COST OF PROJECT

Description of Services	Projected Number of Service Days/Daily Rate	Daily Rate
Comprehensive Support Partnership between Laurel School District and Kids First Education will provide the district with an all-inclusive plan for improving the outcomes for administrators, teachers, and students in a supportive learning environment.	LSD will determine number of days. Kids First Education has the capacity to work any number of days.	\$1,475.00 per day per consultant

Proposal for Services Submitted by:
Kids First Education, LLC


Cellie Scoggin

March 24, 2025
Date

Proposal Accepted By:

Laurel School District

Date