



K I R K W O O D
S C H O O L D I S T R I C T

Kirkwood School District
Kirkwood, Missouri

REQUEST FOR PROPOSALS

for

LITERACY PROFESSIONAL DEVELOPMENT SERVICES

2021-2022 SCHOOL YEAR

Special Conditions & Specifications

POSTED TO WEBSITE: May 11, 2021
DUE: May 25, 2021

Request for Proposals for Literacy Professional Development Services for the 2021-2022 School Year

1.0 Introduction

It is the intent of the Kirkwood School District to award a contract for literacy professional development as a result of issuing this Request for Proposal. Sealed proposals, subject to conditions contained herein, will be received by the Office of Curriculum & Instruction, 11289 Manchester Road, Kirkwood MO 63122, until, but not later than 9:00am local time, May 25, 2021 and then opened and publicly read.

Proposals should be submitted in a sealed envelope and mailed or delivered to:

Kirkwood School District
Proposal: Literacy Professional Development Services
Assistant Superintendent of Curriculum & Instruction
11289 Manchester Road
Kirkwood, MO 63122

Any proposal received after the announced time and date of opening, whether by mail or otherwise, will not be considered and returned to the proposer unopened. The right is reserved to reject any and all proposals, and to waive an informality in RFPs.

The successful proposer shall demonstrate the ability to provide consulting services and job-embedded coaching for building principals and classroom teachers in the area of comprehensive literacy instruction.

2.0 Contract Period

This request for proposal is for the purpose of selecting a qualified and experienced individual or firm to provide Literacy Professional Development Services to Kirkwood School district elementary teachers and administrators for the 2021-2022 school year and continuing thereafter as may be mutually agreeable.

3.0 Overview of the District

The Kirkwood School District is regularly ranked among the highest achieving districts in Missouri on a variety of performance measures. Accredited with Distinction by the Missouri Department of Elementary and Secondary Education, the district's efforts are supported by more than 800 employees, serving roughly 5800 students and their families. Patrons reside in Kirkwood, Des Peres, Glendale, Warson Woods, Frontenac, Huntleigh, Town and Country, Oakland, Sunset Hills, the City of St. Louis. Our nine school campuses include one early childhood center, five K-5 elementary schools, two 6-8 middle schools, and one 9-12 high school. The five elementary schools range in size from 485 to roughly 600 students, with four or five sections in most grade levels at each school.

A new strategic planning process is underway, the current mission of the district is, "*Students of the Kirkwood School District will think critically and creatively, driven by a sense of wonder, connection, and joy.*" The current vision reads, "*Working together, we will ensure all students are prepared for success – now and in their future.*" In order to accomplish this mission and vision, our students will

- Feel supported through positive relationships, with knowledge that others care about them, their interests, and their success
- Be happy, healthy, and have equitable opportunities to succeed
- Discover, wonder about, and solve complex problems, independently and with others
- Effectively use critical and creative thinking strategies; tinker/play with newly formed ideas to test

their validity

- Collaborate with others, in person and digitally, and communicate with a range of audiences for a variety of reasons
- Actively question, explore, and apply rigorous learning, within and across disciplines and in authentic situations

While overall student achievement is high, particularly on standardized tests, there is a recognition that not all students are being equally successful in our system. Achievement scores of some subgroup populations, particularly students of color and those receiving free/reduced lunch, have regularly lagged behind comparison data of peers. Student growth, measured by Rate of Improvement (ROI) on FastBridge benchmark assessments, suggests considerable room for improvement across all subgroups. Benchmark scores in early literacy, also measured with FastBridge assessments, have led the district to place additional emphasis on phonemic awareness, phonics, and word study skills in recent years.

The chart below outlines professional development topics that have been implemented at the district level and topics that the district seeks to have implemented in professional development progression.

Reading Workshop	2017-2018
Matching students to books using benchmark assessments	2017-2018
Components of Reading Workshop	2017-2018
Conferences	2017-2018
Goal Setting and Unit Planning	2017-2018
Small Group Instruction	2018-2019
Interactive Read Aloud	2018-2019
Shared Reading	2018-2019
Assessing Student Reading Levels & Using It for Instruction	2018-2019
Adopting Reading Curriculum	2018-2019
Writing Workshop	2019-2020
Components of a Writing Workshop	2019-2020
Conferring Using Formative Assessment	2019-2020
Goal Setting and Unit Planning	2019-2020
Feedback and Writing	2020-2021
Shared Writing	2020-2021
Adopting Writing Curriculum	2020-2021
Word Study and Vocabulary Instruction	2020-2021
Putting It All Together	2021-2022

Kirkwood's K-5 English/Language Arts curriculum was written by district teachers, to be supported by a range of literacy resources - including Heggerty Phonological & Phonemic Awareness, Lucy Calkins Units of Study in Reading, and Lucy Calkins Units of Study in Writing. Additional resources, such as Fountas & Pinnell Word Study, and Lucy Calkins Units of Study in Phonics, have been used sporadically in some classrooms and with fidelity in others. These phonics and word study resources are being replaced by Sonday Systems, with full implementation in Fall 2021. Numerous literacy resources, including Sonday Systems, are also in place to support supplemental (Tier II) and intensive (Tier III) instruction. Forthcoming curricula and professional efforts in literacy are being shaped by recommendations of a K-5 research team, noting the need for (1) professional development for all teachers in the science of reading, and (2) a system-wide resource to support phonic and word study instruction.

All certified staff members have completed foundational training in culturally responsive instruction from Dr. Sharroky Hollie and the Center for Culturally Responsive Teaching and Learning.

4.0 Scope of Services

The Kirkwood School District is dedicated to providing professional learning experiences that will improve the quality of teacher instruction and student learning in the area of comprehensive literacy. Teaching practices shall be aligned with Missouri Learning Standards and consistent with evidence-based research in the five components of reading outlined in the 2000 National Reading Panel report. Professional development shall include consulting, planning, and job-embedded coaching to (1) build the instructional capacity of teachers and principals, (2) encourage collaborative conversations about teaching and learning, (3) improve daily planning and instructional delivery across schools and grade levels, and (4) advance literacy success for all students. Particular emphasis should be placed on culturally responsive teaching practices that further equitable opportunities and outcomes for students, including those in populations that have historically been marginalized in school settings.

Instructional coaching provides teachers and administrators with guided opportunities to acquire, practice, and be accountable for content, knowledge, and skills that will help all students achieve at high levels. Job-embedded professional learning supports teaching practices around authentic issues that impact student learning in our classrooms and schools. To ensure full implementation across all five elementary campuses, coaching will consist of a minimum of 35 days of job-embedded learning in each school. Elementary coaches will support K-5 grade level teams and principals around comprehensive literacy and the five components of reading outlined in the National Reading Panel (2000).

Proposers should provide a detailed outline of coaching, consulting, and professional development services to be provided to the Kirkwood School District. The outline should reflect the district's goals of increasing teacher/administrator capacity in the area of literacy, including use of district-adopted resources, and furthering collaborative conversations about instruction. At a minimum, proposers are to provide the following services:

- Job-embedded coaching for teachers in the area of literacy, specifically in the planning and delivery of instruction to align with Missouri Learning Standards and meet diverse student needs in phonemic awareness, phonics, vocabulary, fluency, and comprehension;
- Job-embedded coaching to ensure K-5 teachers and principals have knowledge of evidence-based practices in reading and writing and the skills to use these practices, paired with student data, to inform effective instructional delivery;
- Professional development and consulting to support teachers' understanding and application of research about the science of reading;
- Support for teachers in the effective use of district-adopted resources, including Heggerty Phonemic Awareness, Soudy Systems, and the Units of Study in Reading and Writing from Teachers College Reading and Writing Project;
- Job-embedded coaching and consulting in the use of culturally responsive instructional strategies that support literacy development, particularly but not limited to vocabulary development;
- Job-embedded coaching to support teachers and principals in the effective use of assessments - benchmark, diagnostic, formative, and summative/master - to guide planning and differentiated instruction;
- Job-embedded coaching and consulting to further instructional leadership development among K-5 principals and district instructional leaders, including the use of high-quality feedback around alignment, pacing, and levels of student thinking/engagement.

5.0 Contractor's Experience

Contractors/vendors shall have a proven track record of improving teacher practice and student performance, specifically in the area of literacy. Those interested in responding to this request must include in their proposal a description of capabilities and experience specific to the following:

- Job-embedded coaching for teachers in the area of literacy, specifically in the planning and delivery of instruction to align with Missouri Learning Standards and meet diverse student needs in phonemic awareness, phonics, vocabulary, fluency, and comprehension;
- Job-embedded coaching to ensure K-5 teachers and principals have knowledge of evidence-based practices in reading and writing and the skills to use these practices, paired with student data, to inform effective instructional delivery;
- Professional development and consulting to support teachers' understanding and application of research about the science of reading;
- Support for teachers in the effective use of district-adopted resources, including Heggerty Phonemic Awareness, Soudy Systems, and the Units of Study in Reading and Writing from Teachers College Reading and Writing Project;
- Job-embedded coaching and consulting in the use of culturally responsive instructional strategies that support literacy development, particularly but not limited to vocabulary development;
- Job-embedded coaching to support teachers and principals in the effective use of assessments - benchmark, diagnostic, formative, and summative/master - to guide planning and differentiated instruction;
- Job-embedded coaching and consulting to further instructional leadership development among K-5 principals and district instructional leaders, including the use of high-quality feedback around alignment, pacing, and levels of student thinking/engagement.

In addition to qualifications noted above, interested contractors/vendors should include a summary of professional qualifications and experience of individuals that would be assigned to the work with the project.

6.0 References

Contractors/vendors submitting a proposal must provide a minimum of three (3) references in which similar work has been provided to school or educational organizations. The reference list should include the name, address, and contact information of a key person familiar with the work, as well as a brief description of services provided.

7.0 Cost Proposal

Those submitting a proposal must provide a detailed Literacy Professional Development Services Plan, describing and defining costs associated with a contract for professional development, consulting, and job-embedded coaching services. Included should be the number of consultants, their resume/qualifications, per diem rate, and materials necessary for full implementation of initiative recommendations. The proposal cost must include all costs for contracted materials and services in order to perform in accordance with this scope of services.

PLEASE NOTE: If any type or segment of services is not included in the above quotation, firms must specify what services they are and what the additional fees the District would be charged for such services.

8.0 Timetable

Proposers must include a timetable describing when tasks outlined in the scope of services are to be performed, with potential dates on which the work will be implemented.

9.0 Submission of Proposal

Copies of the written proposal must be provided to the Kirkwood School District, Proposal: Literacy Professional Development Services, Office of Curriculum and Instruction, 11289 Manchester Road, Kirkwood, MO 63122 no later than 9:00am on Tuesday, May 25, 2021. Proposals may be delivered or mailed. Envelopes should be labeled "Proposal for Literacy Professional Development Services."

Mail addressed to: Kirkwood School District
Proposal: Literacy Professional Development Services
Assistant Superintendent of Curriculum & Instruction
11289 Manchester Road
Kirkwood, MO 63122

10.0 Contact Person

All questions and inquiries regarding the RFP specifications should be directed to Dr. Bryan Painter, Assistant Superintendent of Curriculum & Instruction, at bryan.painter@kirkwoodschoools.org or (314) 213-6104. To the extent possible, each question should be submitted in writing, citing a particular Request for Proposal section, prior to the submission of the proposal.

11.0 Ownership of Proposal

All proposals and accompanying documentation become the property of the Kirkwood School District. The District shall not divulge any information presented to anyone outside the District without the written approval of the firm unless legally required.

12.0 Proposal Evaluation

Proposals will be evaluated by the Office of Curriculum & Instruction for the Kirkwood School District. Select proposals meeting all requirements may be requested to present an oral presentation in which key areas of the proposal will be discussed.

Proposals will be evaluated on the following criteria:

- Qualifications of the contractor/vendor and staff to be assigned to the project
- Demonstrated expertise and past experience in conducting similar services
- Clarity of the firm's proposal
- Alignment of the proposal with stated goals/needs outlined in the scope of services
- Cost of proposal
- Contract terms

13.0 Questions & Inquiries

Questions regarding interpretation of contents of this Request for Proposal must be directed to:

Kirkwood School District
Attn: Bryan Painter, Assistant Superintendent
11289 Manchester Rd
Kirkwood, MO 63122
Email: bryan.painter@kirkwoodschoools@Kirkwoodschoools.org
Subject line: Proposal for Literacy Professional Development Services

Questions must be submitted no later than 10am on Thursday, May 20, 2021. Answers to any questions shall be provided in writing to all proposers who are on record with the District as having received a copy of this RFP. It is therefore imperative that firms provide full and accurate contact information to the District, including an email address. The name of the party submitting the question will not be identified in the answers. Firms considering responding to this RFP are strictly prohibited from communicating with any member of Kirkwood School District staff or representatives of Kirkwood Schools except as set forth in this Request for Proposals.

14.0 Summary

It is the responsibility of the proposer to submit a proposal that best meets the requirements in this Request for Proposal. The proposer may elect to include information not requested.

Based on the results of the proposal evaluations and review, one contractor/vendor will be recommended to the Board of Education no later than its meeting on June 28, 2021. The District will provide notification, in writing, to the successful proposer. District personnel will review and substantiate all information and references requested in this document.

If, through any cause, the firm shall fail to fulfill, in a timely and proper manner, the obligations agreed to, Kirkwood School District shall have the right to terminate its contract by specifying the date of termination in a written notice to the firm at least fifteen working days before the termination date. In this event, the firm shall be entitled to just and equitable compensation for any satisfactory work completed.

Kirkwood School District reserves the right to reject any and all bids for any reason; to accept any bid which it deems to be in its best interest; and to reject all bids and solicit new bids.

Thank you for your interest in the Kirkwood School District.