

Contract Committee Review Request
MUST BE COMPLETED IN FULL

Date: 8/31/2021

Contract/Agreement Vendor: **Waterford Jodi Sohrt**
Name of Vendor & Contact Person
jodisohrt@waterford.org
Vendor Email Address

**Professional Services: Premier 45 up to 45
 onsite PD or consulting prep days**

Summary

PD for Elementary Teachers
Reason/Audience to benefit

9/13/2021
BOE Date

\$66,000.00
Amount of agreement

Person Submitting Contract/Agreement for Review: Kristin Henness

PLEASE SEND THROUGH APPROPRIATE APPROVAL ROUTING BEFORE SENDING TO BOARD CLERK

Principal &/or Director or Administrator: *Kristin Henness*

Does this Contract/Agreement utilize technology? YES/NO (NO)
 If yes, Technology Admin: _____

Leadership Team Member: _____

Funding Source: 11/541 _____
Fund/Project OCAS Coding

- Consent Item: Accept and approve the NEW/RENEWAL agreement between Broken Arrow Public Schools and the vendor listed above. (ie. New fiscal year &/or Renewal services)
- Action Item: Discussion, motion and vote on motion to approve or disapprove the NEW agreement between Broken Arrow Public Schools and the vendor listed above. (ie. Purchase over \$50,000 &/or new service)

The Contract/Agreement should be received at least 2 weeks prior to a Board Meeting to ensure placement on the Agenda. The Contract Committee meets most Tuesdays at 8:00a.m. All Contracts/Agreements, regardless the amount, must be first approved by the Contract Committee and then presented to the Board of Education for approval and signature. The item will be placed on Electronic School Board for the board agenda by Janet Brown. By following this process, the liability of entering into an agreement is placed with the district rather than an individual.



PO Box 250
 West Jordan, UT
 84084-0250

Quote

Date 8/17/2021
 Quote # Q00005378
 Expiration Date 10/4/2021
 Payment Terms Net 30
 Prepared By Jodi Sohrt

Bill To: Broken Arrow Public Schools
 Kristin Hennes
 701 S MAIN ST
 BROKEN ARROW, OK 74012

Ship To: Broken Arrow Public Schools
 Kristin Hennes
 412 S 9Th St
 Broken Arrow, OK 74012-4410

Item Number	Description	Unit Price	Quantity	Price
PS45PRM	Professional Services: Premier 45 Up to 45 Onsite or Consulting Prep Days	\$66,000.00	1	\$66,000.00

Notes: Total: \$66,000.00

Waterford will create a custom plan to meet the needs of Broken Arrow Public Schools.



Please remit purchase order to jodisohrt@waterford.org

This price quotation for the customer's convenience only and not an offer to contract. All quotations are subject to review and final acceptance by a duly authorized representative of Waterford Research Institute. Not responsible for typographical or other errors. Waterford's standard licensing terms and conditions will apply to any order.

All pricing in this quotation is exclusive of any applicable sales, use or other similar taxes or duties. The customer is responsible for such taxes or duties that may apply. **If the customer is tax-exempt, evidence of such tax exemption must be provided or else you will be charged sales tax.**



Professional Services Broken Arrow Public Schools 2020-2021

Waterford.org seeks to blend the best aspects of learning science, mentoring relationships, and innovative technologies to form community, school, and home programs that deliver excellence and equity for all learners. The Professional Services mission is to enable and transform learning for all

Domains	Components	Timeframe	Onsite	Virtual
Implementation Fidelity 	Implementation Planning for educator support and Family Academy	Beginning of implementation		
	Implementation Reflection and Action Planning	Fall, Winter, Spring	30-60 min. virtual meetings or remote support	
	Curriculum Integration	Fall, Winter, Spring		
	Implementation Summary Reports	Mid and end-of-year		
	Program Evaluation	End-of-year		
Professional Learning 	Getting Started (Refresher)	Beginning of year		2-hour sessions up to 20 educators
	Progress Check In	2 weeks following start date	-----	45-60 min. sessions of up to 20 teachers
	Using Data to Inform Instruction	Fall	2-hour sessions up to 20 educators	2-hour sessions up to 20 educators
	Interpreting WACs Data to Identify and Target Support Areas	Fall	2-hour sessions up to 20 educators	2-hour sessions up to 20 educators
	Classroom Advantage	Winter	2-hour sessions up to 20 educators	2-hour sessions up to 20 educators
	Waterford Family Academy Engagement (20 Sessions)	Monthly	Three, 1-hour onsite sessions of up to 25 families per session	Three, 1-hour virtual sessions of up to 25 families per session

students, teachers, and families.

Professional Services Broken Arrow Public Schools 2020-2021

Domains	Components	Timeframe	Onsite	Virtual
 Instructional Coaching	Job-Embedded Coaching	Fall, Winter, Spring	3 visits per teacher	60-90 min. (virtual visits)
	Team Meeting Facilitation	Fall, Winter, Spring		
	Engaging Families	Fall, Winter, Spring		Offered during Job-Embedded Coaching, onsite or virtually
 Collaborative Inquiry	Progress Monitoring	Ongoing		
	Collaboration and Feedback	Fall, Winter, Spring		Monitored by all stakeholders
	Facilitate Annual Transitions	End of school year		30-60 min. virtual meetings
	Total			66,000 (45 Service Days)



IMPLEMENTATION FIDELITY

Implementation Planning

District, school, or organizational leadership and the Waterford Professional Services Team will collaborate at the onset of the implementation to scope and plan details, including goals, timelines, and measurable outcomes based on student achievement and program success. The Waterford Team can align the implementation to district initiatives and discuss specific milestones to be reached during each implementation year.

Reflection and Action Planning

Reflection and ongoing adjustments are an essential part of any learning community. During these regular sessions, the Waterford Team guides district and school-level personnel in the reflection and action-planning process. These sessions allow for monitoring the ongoing progress of the implementation, the goals, and the measurable outcomes.

Services to support reflection and action planning may include:

Newsletters

Newsletters (digital or print) are one way to build a professional learning community within the user group with a personalized learning tool. The Waterford Professional Services Team can develop newsletters tailored to each implementation. These may include recognition of high usage, progress and achievement, and celebrations of success combined with announcements and best practices to promote fidelity of use.

Alignment to Implementation Goals

Providing time for learners to interact with the personalized learning coursework and also to receive small-group instruction based on their individual needs begins with administrative leaders allotting time in the daily schedule. Waterford Professional Services Team may guide each district, school, or organization to design an implementation plan and align the plan with district or school goals. The team will share best practices along with some real-life examples of great implementation models. This service prepares administrators to lead and support an effective implementation. Administrators will receive tips for implementing with fidelity, monitoring progress, and building professional learning communities that support personalized learning.

Curriculum Integration

The Waterford Professional Services Team aligns digital resources to district curriculum standards and learning outcomes. This alignment may include custom playlists to core programs and

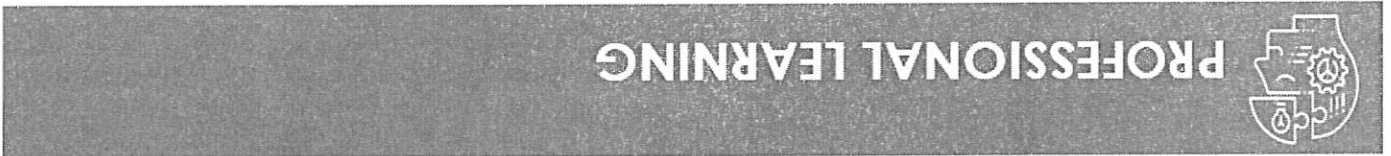
assessments. Synchronous sessions for teachers based on thematic units and integrating digital resources may be included as part of this offering.

Implementation Summary Reports

Reports that include progress, usage, and gains can be shared with leadership during identified times throughout the implementation. These reports are effective tools for reflecting upon progress and for year-over-year implementation guidance.

Program Evaluation

District personnel and the Waterford Team will discuss the current year or specific implementation timeframe. They will reflect upon the implementation successes and design solutions for challenges. This evaluation may lead to a modified scope and plan, including goals, timelines, and measurable outcomes on student achievement and program success for the following year.



Getting Started

Waterford Reading Academy includes specific programs in support of student outcomes. These programs include individualized adaptive learning for students, instructional sequences, assessments, and digital resources and activities for educators to use in whole-group, small-group, or one-to-one instruction. These interactive sessions provide educators with a solid overview of their focused program. Below is a list of our getting started sessions for educators.

Getting Started with Waterford Early Learning

This hands-on session provides educators with the essential skills they need to get up and running, including: using the teacher portal to set up classes and assign courses, navigating the student and family portals, reviewing the Prek-2 scope and sequences, understanding usage recommendations, and accessing ongoing support.

Getting Started with Waterford Assessment of Core Skills (WACS)

This session introduces Waterford's independent assessment designed to show growth across core reading skills. Educators will gain knowledge of the student experience in this adaptive assessment and learn best practices for administering WACS.

Up and Running with Playlists

In this hands-on session, teachers will learn how to use the library of digital activities during lesson planning and lesson delivery for collaborative learning in various settings. Teachers will also receive access to pre-designed Playlists.

Using Data

Data is at the heart of everything we do. Whether your goals are to measure fidelity of use, compare performance, or analyze specific learning objectives, Waterford's Dashboards and Reports can help you quickly and effectively monitor student data. Our array of services are designed to empower educators through using Waterford data to inform instruction.

Using Data to Inform Instruction

This interactive session explores the Waterford data Dashboard and Report capabilities. Additionally, teachers are guided to resources and materials that address areas of difficulty identified in the reports while learning how to interpret and analyze data. Teachers will gain the tools and knowledge to regularly use the dashboard and reports to ensure that all students in their class are meeting individual goals. This session can be customized to meet the specific data needs of our partners.

Do-it-Yourself Data Walls

Get your creative juices flowing in this make-and-take workshop designed to promote the power of using data walls to illustrate growth and achievement. During the session, educators will review Waterford dashboards and reports to analyze student usage and progress. The interactive session will provide educators with an opportunity to collaborate and engage in deep conversations about the importance of using data walls to increase student performance. Educators will create their class or school-wide data walls to for the purpose of teacher and student accountability.

Interpreting Waterford Assessment of Core Skills (WACS) Data to Identify and Target Support Areas

These sessions focus on understanding and interpreting Waterford Assessment of Core Skills (WACS) reports to inform instruction and measure gains. Discussions of triangulating with the school's (or district's) existing assessments system may also occur.

Meeting the Needs of All Students with Customization

Educators will explore unique methods to personalize learning to meet every student's unique needs.

Playlists in the Classroom

These highly customized sessions help teachers utilize the extensive library of digital resources included in Waterford Reading Academy. Participants understand how a collection of activities can be used to support instruction remotely and during in-person learning. There will be hands-on experiences accessing pre-built Playlists combined with high yield literacy, math, and social-emotional learning strategies for immediate use.

Deeper Dive with Playlists

This session's focus is to learn how to use Waterford data to inform instruction with playlists of digital activities. Educators learn how to take action by using pre-built playlists that align with specific learning objectives. They will also learn how to create their own playlists to support whole-group, small-group, or individual instruction.

Waterford Training Hub

Educators engage in asynchronous learning with interactive courses and resources on how to best use Waterford. Educators will learn how to get started using the instructional and assessment sequences and how to analyze and interpret data to support student outcomes and demonstrate growth. Each course takes approximately 2 hours and includes the following elements: instruction with guided practice, application in a real-world environment, and assessment to demonstrate learning of objectives. Certificates may be downloaded as evidence of course completion.

Waterford Family Academy

Waterford Family Academy empowers families with the knowledge and specific skills they need to support their children as they learn basic literacy, math, and social-emotional learning skills. Our models involve a three-pronged approach to build community and strengthen relationships among families and schools. Learning events can be delivered in English and Spanish.

Collaboration and Planning

Throughout the implementation, the Waterford Team will gather educator and family feedback about the Waterford Family Academy experiences and successful implementation strategies. The team may disseminate quotes and strategy with the district leadership team and other district teachers to drive success and continuous improvement. Schools will develop strong relationships needed for families to support improved student performance and academic achievement. Waterford's team provides ongoing reporting and interpretation of survey results.

In collaboration with district leadership, the team may also compare Family Academy attendance in the cohort model to Waterford software usage and progress and existing district assessment data results.

Waterford Family Academy Cohort Model

Waterford Family Academy seeks to provide families with instructional strategies based on specific learning objectives. Families attend a series of intentional and sequenced events over a period of time to foster positive parent/guardian relations, improve home-school partnerships, and build social-emotional competence. Districts and schools may choose from a bundle of Waterford Family Academy sessions or select sessions from the Waterford Family Academy lesson library to meet the needs of their district or school. *Additional details about the Waterford Family Academy cohort model can be found in [Waterford Family Academy Introduction to Best Practices](#).

Family Engagement Events

These fun events provide families with easy ways to support their child's learning and development. Best practice strategies and activities will be shared and modeled so that families can continue to foster a love for learning in the home. An array of topics across academic areas in reading and math are included: letters and counting, fun with sounds, all about numbers, and breaking the reading code. Social-emotional learning opportunities that involve how to ask for help, how to show respect for others, how to stay organized, and more are integrated into each session. Ask your Professional Services team expert for a complete list of our Family Engagement topics.

Empowering Families and Teachers using Waterford Mentor

Teachers and families will learn about the research-based framework used to develop our family communication tool, Waterford Mentor—a digital tool that fosters interaction between educators and families by providing families with on-the-go, easy-to-implement ideas in both English and Spanish that are directly related to their child's current age, academic achievements, and social-emotional learning. There may be opportunities to explore Mentor's desktop and mobile versions. Our sessions can be designed for teachers to learn about the importance of engaging families in the learning process, or it can be designed for families to learn about how they can monitor their child's achievements; receive weekly messages aligned to their child's age, progress and usage in Waterford; and access resources to reinforce learning at home.



INSTRUCTIONAL COACHING

Job-Embedded Coaching

These consultative sessions are flexible and can be adjusted to the needs and schedule of each site and educator. Waterford consultants may help create a plan for Waterford usage, reviewing dashboards and reports, integrating program resources, modeling lessons using Playlists, and mapping curriculum to digital resources.

Listed below are possible focus areas for Instructional (Job-Embedded) Coaching.

Model Lessons

Waterford team members will model best practices using Waterford's library of resources, including digital activity playlists. Modeling may include classroom instruction and/or direct personalized modeling with teachers. Hands-on experience with searching topics, creating playlists, and launching lessons will ensure teacher understanding.

Celebrate Success

Waterford team members will assist in celebrating success and recognizing the hard work of our users. Certificates, celebrations, books, or other items can be used to recognize success. Data monitoring can occur by quarter, semester, or a customized date range at district, school, classroom, or individual student levels.

Assessments and Portfolios

This session will provide concrete resources for varied forms of required documentation for students. Assessments, portfolios, and family involvement ideas will be shared. Participants will find new and creative ways to allow Waterford to ease the burden of documentation while engaging learners in Waterford's meaningful curriculum.

Waterford Classroom Setup

These visits are designed to get teachers up and running within their classroom environment. With minimal disruption of instructional time, a Waterford team member will input the classes, implementation will also be shared.

Scheduling

The Waterford Team assists teachers in arranging a schedule to maximize learning opportunities. Teachers create a schedule that benefits the needs and requirements of their school, curriculum, and most importantly, their students. They collaborate with teachers to ensure that all programs are used with fidelity. Waterford team members offer guidance and assistance in scheduling to support the teacher's success.

Professional Services Plan continued

Progress Check-In

Educators will gather in groups, either virtually or in person, to review initial placement results, check usage data, and determine next steps. There will be opportunities for reflection and planning as the beginning phase of implementation progresses.

Problem-Solve Implementation Obstacles

Flexibility and expert knowledge are keys to resolve real-life obstacles and maintain stellar implementations. Waterford's Professional Services Team knows what it takes to help your teachers with various unique challenges. Whether it's scheduling to increase usage time, interpreting reports, presenting customized Waterford lessons on interactive whiteboards, or communicating with families, our Waterford Team is prepared to partner with you in tackling obstacles in your implementation.

Informing Classroom Instruction and Interventions

Waterford's reports and dashboards provide teachers with essential information about the entire class, as well as individual performances. A Professional Services team member will share valuable knowledge in viewing, printing or saving, and most importantly, using the data for intentional instruction to support learning in school and at home. Methods in analyzing the data will lead to ideas for small-group instruction and best practices to engage families, such as sending home resources related to specific areas of difficulty and more prescriptive teaching.

Using Resources and Activities

Think about discovering a treasure... Waterford Reading Academy's resources provide classroom activities, lesson ideas, songs, digital worksheets, PDF books, newsletters, and manipulatives that accompany our digital software curriculum. These PDF materials, designed to complement the existing curriculum or for use as a stand-alone solution, include everything teachers need to help their students learn to read and read to learn. Waterford team members will share this "treasure" of resources and activities found in our Waterford Reading Academy platform and creative ways to integrate these resources into a teaching routine.

Unpacking the Library of Resources

Educators will get a close-up view of the library of resources, including print and digital activities. They will learn how to use these tools to supplement their existing programs in delivering best practice instruction for young learners. Teachers will understand the structure of how these resources are organized and navigate through the lessons and activities. There will be opportunities for modeling and make-and-take activities that teachers may use right away.

This offering aims to assist school districts in integrating district goals into action planning at the school and classroom level. Waterford team members will lead schools and teachers through designing investigations that provide them with insight to modify their daily actions to promote student learning. These action plans can offer teachers and administrators data points that are a starting point for discussion. This should become an ongoing process towards continual improvement.

Guided Action Plans for Continuous Improvement

A possible focus area for progress monitoring could include:

Ongoing aggregation includes collation and preparation of some or all the following: usage, progress, objectives mastered, and licenses assigned. For large implementations (across multiple schools), this can provide insight into the program implementation's efficacy and lead to proactive targeting of support and professional learning resources. This data can be shared by administration with all sites to foster a "competitive" environment in conjunction with incentives (e.g., ice-cream parties, books, other tangible items for most usage or highest gain).

Progress Monitoring

COLLABORATIVE INQUIRY



Professional learning communities, grade-level meetings, or vertical team meetings can all provide opportunities for collaboration and designing thoughtful solutions for day-to-day learning challenges. The Waterford Team can help leverage these valuable moments to maximize collaboration, discussion, and data exploration. Throughout the school year, the goal is to build upon the process of continuous improvement.

Team Meeting Facilitation

Improve your family involvement by making effective communication a goal for the school year! Over the year, the Waterford Team will work with staff to establish effective school-home communication, engage families in meaningful volunteer opportunities, and connect families with additional resources to support learning at home. The team will work one-on-one with teachers to prepare for family conferences as we strategically use key talking points, data, and caregiver input.

Engaging Families

Professional Services Plan continued

Collaboration and Feedback

Throughout the implementation, the Waterford Team will gather teacher feedback about student Waterford success and successful implementation strategies. The team will disseminate teacher quotes and successful strategies with the district leadership team and other district teachers to drive success and continuous improvement. This may include integrating an online teacher community as a resource for sharing ideas.

Possible focus areas of Collaboration and Feedback could include:

Facilitate Annual Transitions

Working with district and site administration, team members plan for the end of year and set up for the new school year. This can involve sharing end-of-year best practices (to run and archive student data), assistance with summer programs, sharing import templates to facilitate the creation of new student accounts, and movement of current students within the platform. The team can ensure that all necessary data is collected.

Identify Waterford Champions

Teacher leaders frequently emerge in new initiatives. Recognizing these leaders for their essential roles in ensuring students' success is a crucial element to a robust implementation. The Waterford Team can build a customized program for the school or district to identify, recognize, and further develop the skills of these champions with a purpose for building capacity.

