

**Charleston County School District
 Request for Proposals**

Solicitation Number: P2439

**Description: Literacy Curriculum Development for Charleston County School District
 Amendment #1**

Date: June 5, 2024

SUBMIT OFFER BY: June 18, 2024, BY 2:00 PM ET

QUESTIONS MUST BE RECEIVED BY: May 24, 2024 by 12:00 PM

NUMBER OF COPIES TO BE SUBMITTED: One (1) Original Copy, Seven (7) Hard Copies and One (1) USB Flash Drive (See page 2 for details)

**PROCUREMENT OFFICIAL CONTACT: Procurement Services
 Attention: Debra Coen, NIGP-CPP, CPPO, CPPB
 3999 Bridge View Drive
 North Charleston, SC 29405
 Phone: 843-566-1982
 Email: debra_coen@charleston.k12.sc.us**

The term "Offer" means your "Bid" or "Proposal".

Offers must be submitted in a sealed package. Solicitation Number & Opening Date must appear on package exterior.

You must submit a signed copy of this form with your offer. By submitting a bid or proposal, You agree to be bound by the terms of the Solicitation. You agree to hold your offer open for a minimum of ninety (90) calendar days after the Opening date.

Print Name of Offeror (Full legal name of business submitting the offer)		Date Signed
Authorized Signature (Person signing must be authorized to submit binding offer to enter contract on behalf of Offeror named above.)		Taxpayer Identification No.
Title (Business title of person signing above)		Telephone Number
Printed Name (of person signing above)		Facsimile Number
Company Address (Street, City, State & Zip Code)		
Contact Person(if different than authorized signature)		Email Address
Telephone Number	Facsimile Number	

Cover Page

AWARDS & AMENDMENTS: Awards will be posted at the Physical Address stated above. The award will be posted on or before 7/31/24. The award, this solicitation, and any amendments will be posted at the following website URL: <https://www.ccsdschools.com/Page/432>

ACKNOWLEDGEMENT OF AMENDMENTS: Offerors: Acknowledges receipt of amendments by indicating amendment number and its date of issue. See “Amendments to Solicitation” in Section II Instructions to Offerors.

Amendment No.	Amendment No.	Amendment No.	Amendment No.	Amendment No.	Amendment No.	Amendment No.
1	2	3	4	5	6	7
Initial	Initial	Initial	Initial	Initial	Initial	Initial

OFFEROR’S TYPE OF ENTITY: See Section VII Signing Your Offer & SWMBE Participation.

Small Women Minority Business Enterprise (Please Check appropriate boxes)

- | | |
|--|--|
| <input type="checkbox"/> MBE – Native American Owned | <input type="checkbox"/> Minority Owned Small Business Certified |
| <input type="checkbox"/> MBE – African American Owned | <input type="checkbox"/> Minority Owned Small Business Non-Certified |
| <input type="checkbox"/> MBE – Asian American Owned | <input type="checkbox"/> HUB Zone Small Business |
| <input type="checkbox"/> MBE – Hispanic Owned | <input type="checkbox"/> Small Business Certified |
| <input type="checkbox"/> Women Owned Small Business Certified | <input type="checkbox"/> Small Business Non-Certified |
| <input type="checkbox"/> Women Owned Small Business Non-Certified | <input type="checkbox"/> Corporation |
| <input type="checkbox"/> Minority Owned Small Business Certified | <input type="checkbox"/> Partnership |
| <input type="checkbox"/> Minority Owned Small Business Non-Certified | <input type="checkbox"/> Sole Proprietor |
| <input type="checkbox"/> Other _____ | |

The District shall receive all bids by **no later than 2:00 P.M. on the date shown on the Cover Page.**
 Important: **Clearly mark the outside of the envelope, box, or package with the following information.**

**Request for Proposal #P2439
 Literacy Curriculum Development for Charleston County School District**

Proposals should be sent via United States Postal Service/hand delivered or courier service to:
**Procurement Services
 Attn: Debra Coen
 3999 Bridge View Drive
 North Charleston, SC 29405**

NUMBER OF COPIES TO BE SUBMITTED: When submitting your proposal provide, one (1) Original hard copy, seven(7) hard copies of original, one (1) flash drive electronic copy with original and redacted document. The redacted document will be used for FOIA purposes. The redacted document should not disclose any confidential or company trade secrets & etc.

Reference and acknowledge this Addendum on the offer submitted. Failure to acknowledge addendum may result in rejection of your offer.

If by virtue of this addendum you desire to change an offer already submitted, such change may be made by submitting an amended bid prior to the closing date and hour specified.

AMENDMENTS TO SOLICITATION

(a) The Solicitation may be amended at any time prior to opening. All actual and prospective Offerors should monitor the following web site for the issuance of Amendments: <https://www.ccsdschools.com/Page/432>

(b) Offerors shall acknowledge receipt of any amendment to this solicitation (1) by signing and returning the amendment, (2) by identifying the amendment number and date in the space provided for this purpose on Page Two, (3) by letter, or (4) by submitting a bid that indicates in some way that the bidder received the amendment. (c) If this solicitation is amended, then all terms and conditions which are not modified remain unchanged.

Questions received are addressed below.

1. Please define and describe the ‘consensus map’ deliverable, the first item on the District Level deliverables list.

Consensus Map Deliverable

A consensus map is a detailed curriculum planning tool to ensure a consistent and comprehensive educational experience across a district. It outlines the key learning objectives, standards, and instructional strategies that all schools within the district should follow. The purpose of the consensus map is to provide a unified approach to teaching and learning, ensuring that all students have access to a high-quality education regardless of which school they attend.

Description:

Scope and Sequence

- Grade Levels: The consensus map covers all grades from K-12.
- Subjects: Initially focuses on English Language Arts (ELA) and Mathematics, eventually expands to include all subjects.
- Standards Alignment: Ensures all instructional content aligns with state and national standards.

Key Components

- Learning Objectives: Clearly defined goals for what students should know and be able to do at each grade level.
- Pacing Guide: A timeline for when specific topics and skills should be taught throughout the academic year.
- Instructional Strategies: Recommended teaching methods and activities to achieve the learning objectives.
- Assessment Methods: Suggested formative and summative assessments to measure student progress.

Flexibility

- The consensus map provides sufficient detail to guide instruction while allowing individual schools and teachers the flexibility to adapt materials and methods to meet the unique needs of their students.
- Encourages creativity and innovation in teaching practices while maintaining a consistent educational framework.

Engaging and Upgraded Consensus Map K-12

Goals

- To create a dynamic and interactive curriculum map that engages educators, supports diverse learners, and promotes continuous improvement.
- To ensure a seamless and coherent educational journey for all kindergarten through 12th grade students.

Key Features

Interactive Digital Platform

- User-Friendly Interface: An intuitive and easily navigable digital platform accessible to all educators within the district.
- Collaborative Tools: Features for teachers to share resources, lesson plans, and best practices.
- Real-Time Updates: Ability to update the map based on new standards, feedback, and evolving educational practices.

Differentiated Instruction

- Resources for Diverse Learners: Tools and strategies for differentiating instruction to meet the needs of all students, including English language learners, students with disabilities, and gifted students.
- Culturally Responsive Teaching: Incorporation of materials and practices that reflect the diverse backgrounds of students.

An engaging and upgraded consensus map for K-12 education ensures that all students receive a high-quality, consistent education while allowing for the flexibility and creativity needed to address individual and local needs. Focusing initially on ELA and Math and expanding to all subjects promotes coherence, equity, and excellence across the district.

2. Can you expand upon the creative services that may be needed, such as videos, games, interactives, PowerPoints, content management system implementation, and visual design?

Designing a curriculum incorporating videos, games, interactive PowerPoints, content management, visual design, and AI for high-dosage tutoring involves many creative services. Here's a breakdown of the vital creative services needed:

Instructional Design

- Curriculum Planning: Developing the overall structure, objectives, and sequencing of the curriculum.
- Content Creation: Writing and developing educational content that aligns with learning objectives.

Multimedia Production

- Video Production: Creating educational videos, including scripting, filming, editing, and post-production.
- Game Design: Developing educational games, including game mechanics, storyboarding, programming, and testing.
- Interactive PowerPoint Design: Designing and developing engaging and interactive PowerPoint presentations.

Graphic and Visual Design

- Visual Branding: Creating a cohesive visual identity for the curriculum materials.
- Infographic Design: Designing informative and visually appealing infographics to simplify complex information.
- User Interface (UI) Design: Designing intuitive and engaging user interfaces for digital learning platforms and games.

Content Management

- Learning Management System (LMS) Integration: Setting up and managing an LMS to organize, distribute, and track educational content.
- Content Curation: Selecting and organizing existing content that complements the curriculum.

AI and Technology Integration

- AI Tutoring Systems: Developing and integrating AI-powered tutoring systems that provide personalized learning experiences and high-dosage support.
- Data Analytics: Using analytics to track student progress and adapt the curriculum accordingly.
- Interactive Technologies: Implementing interactive technologies like AR/VR to enhance the learning experience.

Project Management

- Coordination and Scheduling: Overseeing the project timeline and ensuring all creative services are delivered on schedule.
- Collaboration: Facilitating communication and collaboration among different teams involved in the curriculum design.

Usability Testing and Feedback

- User Testing: Conducting usability testing with students and educators to gather feedback
- Iterative Improvement: Refining and improving the curriculum based on feedback and testing results.

Professional Development

- Training for Educators: Developing training materials and programs to help educators use the new curriculum and technologies effectively.

Copywriting and Editing

- Content Writing: Clear, engaging, and pedagogically sound written content.
- Editing and Proofreading: Ensuring all content is accurate, error-free, and aligned with educational standards.

Audio Production

- Voiceovers and Narration: Recording professional voiceovers for videos, games, and interactive content.
- Sound Design: Creating sound effects and background music to enhance the multimedia elements.

By leveraging these creative services, a comprehensive and engaging curriculum can be designed to support diverse learning needs and enhance educational outcomes.

3. On Page 19, the “Evaluation Factors” are presented. What specific criteria will the evaluation committee use to assess the "Strategic Thinking/Planning Approach"?
How well a proposal addresses the needs in the scope of work.
4. Could you provide examples of successful curriculum implementations in similar districts that CCSD (Charleston County School District) considers benchmarks?
Not available.
5. On page 21 of 30, the RFP mentions both "K-12 Literacy and Mathematics," while in other parts of the RFP (such as the title and Phase I item description on page 25 of 30), only Literacy/ELA is mentioned. Is CCSD seeking services for K-12 Literacy and K-12 Math, or only K-12 Literacy now? **We are asking to begin with ELA, and once SC adopts a new math curriculum in the spring of 2025, we would expand the work to math.**

6. What is the district budget for the K–12 Literacy curriculum development?
Not available.
7. What is the district budget for the K–12 mathematics curriculum development?
Not available.
8. On page 21 of 30, the RFP indicates that “CCSD has a need for a refreshed approach to the layout and messaging of the curriculum which deliberately engages students and revitalizes teachers’ enthusiasm when designing learning experiences.” Is this based on feedback collected from stakeholders? Do these stakeholders include community members, district-level staff, and/or school-level staff? Can CCSD provide any more specifics on elements of the layout and/or messages that have been identified as requiring a refresh? This feedback is based on the curriculum and instruction departments' analysis of its existing curriculum layout.
9. On page 21 of 30, the RFP states: “through this project, the curriculum developer will work directly with 35 leaders, teachers, and instructional leaders to create clear alignment and vision for curriculum resources across the system.” Have these individuals already been selected? What is the anticipated number of hours that these individuals can commit to the curriculum development project? What is the vision for the specific tasks they will engage in?
The team has not yet been identified and they will go through a process to identified and selected. We anticipate at least 40 hour per team member with the opportunity to extend further. We would the team to be directly involved in the creation of resources and updating of resources to ensure we are creating documents that teachers across our system need.
10. What are the expectations for collaboration and communication between the curriculum developer and various stakeholders (families, students, teachers, instructional coaches, administrators, and community members)?
The curriculum developer would work primarily with a central level team to plan and with the teachers identified leaders, teachers, and instructional leaders.
11. Could you provide more details on the specific goals and outcomes CCSD expects from the refreshed K-12 Literacy and Mathematics curriculum?
Currently the district houses curriculum resources and documents via a Google Website, but analytics on the documents prove that they are not widely accessed and used. We want to create resources that teachers see as valuable/helpful, create a better plan for accessibility, and create a system and plan to engaging more teachers in the development and update of resources on a regular basis.
12. What are the current pain points and challenges faced by CCSD in the existing curriculum for K-12 Literacy and Mathematics?
We are a large system and we struggle with system wide pacing and use of curriculum.
13. How will the effectiveness of the new curriculum be measured and reported throughout the contract period?
We will track student achievement and growth via iReady or MAP and SCReady; implementation through classroom walkthrough data using SchoolMintGrow, and gather information on qualitative aspects through surveys.
14. What technology and digital tools are currently in use, and what additional tools are expected to be integrated with the new curriculum?
Each of our schools is 1:1 with technology for both teacher and students. We utilize Canvas as our LMS and Clever as our SSO. For UDL, we have Snap and Read and Co:writer system wide. Each curriculum is also available digitally. We also have digital text collections available.
15. Can you elaborate on the role of the curriculum developer in the ongoing professional development of teachers and instructional coaches?
The curriculum developer will assist in planning a professional development cycle for teachers. Helping us identify the arch of learning, pace/plan out sessions, and assist in developing content. The curriculum developer will also be responsible for delivering professional development regarding curriculum development, use, and best practices.

16. On page 22 of 30, the RFP indicates that “CCSD has adopted Amplify: CKLA for K–5, McGraw Hill: StudySync for 6–8, and HMH Into Literature Textbook for 9–12.” In what school year were these curricular resources implemented? Are all schools in the district leveraging these resources?

These resources were adopted in the spring of 2024. They have not yet been implemented in the system, but will be in the fall of 2024. Some schools at the elementary level will continue to use EL.

17. The RFP initially mentions the need for a refreshed approach to K-12 Literacy and Mathematics curriculum development. However, on page 22, item 5, it states, "A clear commitment that all CCSD scholars can be successful with rigorous grade-level instruction PreK-12," and item 10 outlines requirements for a comprehensive curriculum at each grade level PreK-12, including technology, digital literacy, media literacy, global literacy, and SC College Graduate Standards. Can you confirm if the RFP is indeed requesting a comprehensive PreK-12 curriculum development, including these additional components?

Yes, the district is seeking a comprehensive curriculum utilizing the textbooks we currently have adopted.

18. On page 22 of 30, the RFP indicates that “SC Math Curriculum will be established Spring 2025.” What math curricular resources are currently being leveraged? What is the adoption process to select new math curriculum, and would the vendor have a role in supporting the selection process (or would work on math hold until curriculum is adopted)? **The vendor will assist in developing a rubric for teachers to utilized to rate the textbook choices, but beyond that, CCSD has policy in place that guides our state textbook selection process.**

19. On page 22 of 30, the RFP indicates that the “this team of educators will need a protocol and process that helps create a guaranteed and viable curriculum for K-12 scholars that determines from the district's current curriculum and new textbooks needs to be kept, cut, and created to begin developing a cohesive K-12 learning progression.” Does CCSD currently have any parameters around the extent to which the vendor should keep, cut, or create new content (e.g., should a certain % of the adopted material be maintained?)

We are seeking assistance in curriculum analysis against state standards in order to identify any standards that are missed, unnecessary content, and any content that needs to be created in order to set students and teachers up for success.

20. On page 24, a “functional requirements spreadsheet” is referenced. Is a template provided that needs to be submitted?
Answer: Delete this requirement. There is no spreadsheet.

21. Can additional pricing information be provided to augment what is being asked in 9.0 The Price Proposal (pages 25–26 of 30)?

Any additional services offered need to be clearly defined and itemized.