

## ***Contract for Service Form***

### **Rock Island-Milan School District 41**

**VENDOR NAME:** Educational Epiphany **EMAIL:** educationalepiphany@gmail.com  
**ADDRESS:** 1750 Pennsylvania Avenue #27066  
Washington, D.C. 20038

**DATES OF SERVICE TO BE COMPLETED:** 2025-2026

**SCHOOL DISTRICT CONTACT:** Stacey Golz

**COMPENSATION:** \$ 167,495.00 - \$127,500.00 (original amounts did not match)

#### **DESCRIPTION OF DUTIES:**

Core Content Demonstrations Lesson - \$52,500.00  
Principals and Instructional Coaches - Cohort 1 - \$37,500.00  
Assistant principals and Deans of Students - Cohort 2 - \$37,500.00

**Is this a Subscription/Software: Yes  or No**

*If yes, this is an internal form that does not need to be sent to the vendor.*

**Subscription/Software Name:** \_\_\_\_\_ **Website:** \_\_\_\_\_

**Subscription/Software Start Date:** \_\_\_\_\_ **End Date:** \_\_\_\_\_

**SOPPA Approved: Yes  or No**

Jan Russell  
**School Board President or Superintendent**

9-17-25

Date

**Requesting School:** RIMSD #41

**Budget Code:** \_\_\_\_\_ Federal = 1-5-080-030-2210-3190-0 (\$117,692.31) 1-5-080-066-2210-3190-0 (\$9,807.69)

**Signature of Vendor:** Dr. Donyall Dickey **Date:** 9/17/2025

**Signature of Requestor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of Budget Administrator:** R. Dixon **Date:** 9/16/25  
Updated January 2022 S. C. C. 9/16/25

# Educational Epiphany

1750 Pennsylvania Avenue #27066 • Washington, D.C. 20038 • 410.258.6443 • [www.educationalepiphany.com](http://www.educationalepiphany.com)

July 1, 2025

Dr. Sharon Williams  
Superintendent  
Rock Island- Milan School District 41  
2000 7<sup>th</sup> Avenue  
Rock Island, IL 61201

Please accept this communication as the official proposal for a multi-tiered approach to professional learning for key personnel. This proposal for Rock Island-Milan School District 41 includes the introduction to research-based instructional practices consistent with your districtwide core tenants.

## Instructional Staff

### Core Content Demonstration Lessons

**Description:** Educational Epiphany personnel will deliver live core content demonstration lessons with your students at each school, providing participants the opportunity to observe high-quality instruction aligned with the district's instructional observation and feedback tool.

During these sessions, participants will observe:

1. Point of Use Annotation of Performance-Based Objectives
2. Integration of the Universal Language of Literacy
3. Creating Meaning for Unfamiliar Words using Greek and Latin Word Parts
4. Point of Use Annotation of Complex Texts/Bringing Students up to the Text
5. Application of the Gradual Release of Responsibility

Following the demonstration lessons, participants will engage in a reflective debrief to identify key takeaways and actionable strategies for immediate classroom implementation.

Rock Island- Milan School District 41 Schools	Demonstration Proposed Dates
Denkmann Elementary School	September 3, 2025
Earl Hanson Elementary School	September 3, 2025
Eugene Field Elementary School	September 4, 2025
Frances Willard Elementary School	September 4, 2025
Longfellow Elementary School	September 9, 2025
Ridgeland Elementary School	September 9, 2025
Rock Island Academy	September 10, 2025
Thomas Jefferson Elementary School	September 10, 2025
Rock Island Center for Math and Science	September 11, 2025
Edison Junior High School	September 11, 2025
Rock Island High School	September 16, 2025
Thurgood Marshall Learning Center	September 16, 2025
Washington Junior High School	September 25, 2025

## Instructional Leadership

This plan includes a combination of in-person and virtual professional learning opportunities for instructional leadership teams, including principals, assistant principals, deans of students, and instructional coaches. Each session will vary in focus and delivery model. The five areas of focus for the professional learning series are as follows:

### **Focus #1: Composing and Leveraging Performance-Based Objectives**

**Description:** Educational Epiphany personnel will assess and strengthen participant understanding of the transformational power of standards-informed, performance-based objectives and build participant capacity to:

1. generate appropriate learning objectives
2. critique content and grade-specific learning objectives
3. differentiate between and among flawed, content-driven, and performance-based objectives.

By the close of this session, participants will be able to support the strategic use of objectives as concrete road maps for planning, delivering, and assessing the strength of instruction, but moreover the strategic use of objectives as a springboard for constructing deep conceptual understanding of academic language among staff and students.

### **Focus #2: Curriculum-Driven Opportunities to Teach and Assess General and Content-Specific Academic Language**

**Description:** Educational Epiphany personnel will introduce participants to the immediate and lasting impact of teaching & assessing general and domain-specific academic language and best practices for seamlessly integrating the following research-based literacy supports into "before" and "during" reading opportunities across grades and disciplines:

1. Point of Use Annotation of Objectives
2. The Universal Language of Literacy
3. Greek and Latin Word Parts
4. The Four Types of Context Clues
5. Word and Definition Word Walls
6. Knowledge of High Frequency Words
7. Point of Use Annotation of Complex Texts/Bringing Students up to the Text

### **Focus #3: Gradual Release of Responsibility, the 5Es, and the Planning Table**

**Description:** Educational Epiphany personnel will assess and strengthen participant understanding of the gradual release of responsibility [for ELA, Mathematics, Social Studies, and Electives] and the 5 Es of effective instruction [for Science].

Participants will understand the purpose of each phase and how to support the act of teachers holding themselves and students accountable to the cognitive demands associated with each important phase. This workshop will ensure that the instructional leadership team is providing teachers with consistent direction and support in their effort to actively and instinctively refrain from performing the heavy cognitive lifting for students and instead, require students to consistently do their appropriate share of thinking, writing, and problem solving.

**Focus #4: Leveraging and Maximizing Professional Learning Communities to Ensure Equitable Access to Standards-Informed Instruction**

**Description:** Educational Epiphany personnel will orient participants to the gold standard model for leading transformative content and pedagogy-driven PLCs. This session will provide a deep dive into the eight to ten requisite, content-specific planning questions which educators should pose to ensure equitable student access to dynamic, standards-informed, student-centered instruction.

Participants will leave with tools to aide them in their collective effort to speak with similar instructional leadership voices.

**Focus #5a: Defining Expectations for Writing**

**Description:** Educational Epiphany personnel will assess and strengthen participant understanding of:

1. The four types of informational writing [Grades K-12]
2. The six informational text structures that students must consider before and during the composition process [Grades 3-12]
3. The role that thesis statements, topic sentences, and supporting evidence play in standards-informed writing.

Participants will be equipped to support the planning, facilitation, and assessment of the quality of writing instruction consistent with the state's expectations in all content areas and grade bands.

**Focus #5b: Effective Integration of Manipulates into the Mathematics Classroom**

**Description:** Educational Epiphany personnel will assess and strengthen participant understanding of the purpose and power of integrating tangible and digital manipulatives in the mathematics classroom to ensure student ability to smoothly transition cognitively from the concrete, to the representational, and ultimately to an understanding the mathematical concepts in the abstract.

Participants will be equipped to support students with access to mathematics classrooms that focus equally on understanding and doing mathematics.

<b>Cohort 1: Principals and Instructional Coaches</b>		<b>Month</b>
1	Composing and Leveraging Performance-Based Objectives	August
2	Curriculum-Driven Opportunities to Teach and Assess General and Content-Specific Academic Language	September
3	Gradual Release of Responsibility, the 5Es, and the Planning Table with Demonstration Lessons for the Core Content Areas	October
4	Leveraging and Maximizing Professional Learning Communities to Ensure Equitable Access to Standards-Informed Instruction	November
5	Defining Expectations for Writing/ Ensuring Conceptual Understanding of Abstract Concepts	December

**Cohort 2: Assistant Principals and Deans of Students**

**Month**

1	Composing and Leveraging Performance-Based Objectives	August
2	Curriculum-Driven Opportunities to Teach and Assess General and Content-Specific Academic Language	September
3	Gradual Release of Responsibility, the 5Es, and the Planning Table with Demonstration Lessons for the Core Content Areas	October
4	Leveraging and Maximizing Professional Learning Communities to Ensure Equitable Access to Standards-Informed Instruction	November
5	Defining Expectations for Writing/ Ensuring Conceptual Understanding of Abstract Concepts	December

Professional Learning	Cost
Core Content Demonstrations Lesson	\$52,500.00
Principals and Instructional Coaches - Cohort 1	\$37,500.00
Assistant Principals and Deans of Students - Cohort 2	\$37,500.00
Total	\$127,500.00

Rock Island- Milan School District 41 will be assessed a fee of \$127,500.00 for the professional learning series and supports for all three cohorts. Rock Island- Milan School District 41 will not be assessed for travel or lodging. *SD*

Thank you for the opportunity to support the improvement of student outcomes at Rock Island- Milan School District 41. I personally look forward to implementing this thoughtful plan of action in support of educators and children.

Sincerely,

Donyall D. Dickey, Ed.D.  
Founder and Chief Executive Officer

