EXHIBIT A
STATEMENT OF WORK NO. 1

Dated as of March 1 2025

1. Consulting Services Agreement. This Statement of Work No. 1 (the "**SOW**") between Jason McKenna Consulting LLC ("McKenna") and Chartiers Valley School District ("**Client**") is issued pursuant to the Consulting Services Agreement ("**Agreement**") executed between the parties on March 1, 2025 and the terms and conditions therein.

2. Service and Deliverables. Services and Deliverables to be provided by McKenna are described as follows:

Chartiers Valley School District (CVSD) utilizes Atlas, a curriculum management system built on the Understanding by Design (UbD) framework. The district has identified gaps in curriculum alignment across elementary, middle, and high school levels, particularly in Stages 2 (Assessments) and 3 (Learning Activities).

Simultaneously, STEM education at CVSD should not exist as a separate entity but rather as a framework for applying learning across disciplines. STEM aligns with Stage 2 and 3 of UbD, where teachers document how students learn through hands-on, minds-on learning and students have an opportunity to apply their learning in authentic, meaningful, real-world contexts.

Jason McKenna Consulting will provide strategic leadership to:

1. Fill the curriculum gaps
2. Integrate STEM learning into the broader curriculum, ensuring that Stage 2 and 3 of UbD reflects authentic, applied learning experiences and assessments
3. Teacher professional development and creating teacher professional learning communities

This contract will provide comprehensive, phased implementation over five years, ensuring both curriculum alignment and STEM integration throughout all grade levels.

Year 1: Full Curriculum Entry into Atlas & STEM Pilot (2024-2025)
Q4 (March - June 2025) – Foundations & STEM Pilot

- Initial STEM implementation
  - Elementary teachers: STEM integration into early literacy and numeracy.
  - High school Engineering Classes: Project-based learning and real-world application of STEM.
- Finalize Stage 1 (Content Mapping) in Atlas for All K-12 Courses:
  - Ensure that every course across elementary, middle, and high school has fully documented standards, enduring understandings, essential questions, content, and skills.
- Initiate Stage 2 (Assessment Development) for 50% of Core Subjects (Math, Science, ELA, Social Studies):
  - Upload and align formative and summative assessments to PA State Standards within Atlas.
- Establish an Atlas Implementation Team:
  - Work with curriculum coordinators and instructional leads to manage the integration process.

    - Provide direct support to teachers on how to document assessments and instructional strategies in Atlas.
- Begin Differentiated Professional Learning focused on best instructional practices for implementing UbD Stage 2 & 3 strategies.
    - Elementary Teachers: Training on STEM integration into early literacy and numeracy with a focus on Stage 3 instructional strategies.
    - High School Engineering Classes: Emphasize project-based learning and real-world application of STEM concepts.
- Hands-On Training for Atlas Curriculum Entry:
    - Provide workshops to train teachers on using Atlas for curriculum documentation.
    - Ensure proper alignment of assessments and instructional strategies within Atlas.

Year 2: Complete Full Curriculum Implementation & Expand STEM (2025-2026)
Q1 (July - September 2025) – Finalizing Stage 2 in Atlas & Expanding STEM to Middle School

- Complete Stage 2 (Assessment Development) for All K-12 Courses:
    - Ensure that formative and summative assessments are fully documented in Atlas for all core subjects (Math, Science, ELA, Social Studies) and electives.
    - Align performance tasks and rubrics with UbD principles and PA State Standards.
- Begin Stage 3 (Instructional Strategies & Learning Activities) Development:
    - Work with curriculum teams to document instructional strategies, differentiation methods, and resource integration within Atlas.
    - Ensure teachers understand how to use Atlas as a planning tool to align instructional methods to assessments.
- Atlas Training & Teacher Support:
    - Provide targeted professional development sessions on Stage 3 documentation in Atlas.
- Introduce STEM Integration into Middle School Core Subjects:
    - Embed STEM projects within science, math, and technology courses.
    - Expand problem-based learning models to include real-world challenges that align with state standards.
- Develop Cross-Curricular STEM Pathways in Middle School:
    - Identify connections between STEM and humanities courses (ELA & Social Studies).
    - Pilot interdisciplinary STEM units that reinforce concepts across subjects.
- Differentiated Professional Learning for Middle School Teachers:
    - Provide training on interdisciplinary learning strategies and aligning STEM to content areas.
    - Hands-on STEM applications in science, technology, and CTE courses.
- Launch elementary, middle, and high school robotics clubs at CVSD, ensuring all grade levels have access to structured robotics and coding experiences.
    - Provide training for teachers and club advisors on best practices for running robotics clubs.
    - Ensure robotics clubs align with STEM instructional goals and UbD Stage 3 strategies to reinforce classroom learning.

Q2 (October - December 2025) – Begin Stage 3 Implementation & High School STEM Expansion

- Complete Stage 3 (Instructional Strategies & Learning Activities) for 50% of Core Subjects:
    - Fully document lesson activities, differentiation strategies, technology integration, and instructional modifications for Math, Science, ELA, and Social Studies.
    - Begin internal review of curriculum alignment across grade levels (vertical alignment).
- Conduct Curriculum Alignment Review:

- Work with department chairs and instructional coaches to audit Stage 3 implementation and adjust gaps.

- Expand STEM into High School Career & Technical Education (CTE) Courses:
  - Integrate engineering, robotics, and AI applications into career pathways.
  - Develop hands-on, industry-aligned projects for students in engineering, computer science, and advanced mathematics courses.
- Pilot High School STEM Electives:
  - Launch new STEM-focused elective courses that provide authentic applications of technology and innovation.
- Differentiated Professional Learning for High School Teachers:
  - Focus on STEM-aligned instruction in advanced coursework.
  - Incorporating STEM into non-STEM subjects (ELA, Social Studies, Arts).
- Hands-On Training for Atlas Stage 3 Curriculum Development:
  - Provide specialized workshops to help teachers document instructional strategies in Atlas.
  - Train teachers on using Atlas as a tool for project-based learning integration.

Q3 (January - March 2026) – Finalizing Stage 3 for Core Subjects & Expanding STEM Integration

- Ensure Stage 3 Completion for All Core Subjects:
  - Math, Science, ELA, Social Studies, and STEM electives should have fully documented instructional strategies, assessments, and modifications in Atlas.
  - Conduct a cross-school audit to ensure horizontal alignment across grade levels.
- Begin Stage 3 Documentation for Electives & CTE Programs:
  - Work with elective teachers to create structured learning activities in Atlas.
  - Develop pathways for STEM career-focused learning.
- Ensure STEM is Embedded Across All Academic Subjects:
  - Continue to expand interdisciplinary STEM learning experiences into non-traditional STEM courses (e.g., arts, business, social sciences).
- Expand Partnerships with Industry & Higher Education:
  - Develop collaborations with local universities and businesses to provide students with internship and mentorship opportunities.
- Formalize Professional Learning Communities (PLCs) to Sustain STEM & UbD Implementation.
- Support Atlas Integration Through Continuous Coaching & Feedback Sessions.

- Connect elementary, middle, and high school robotics clubs to form mentorship programs, where older students support younger teams.
  - Introduce first intra-district robotics competitions, allowing robotics clubs across CVSD schools to compete in local challenges before official district-wide competitions
- Host CVSD's first annual robotics competition, providing students hands-on experience with robot design, programming, and teamwork challenges.
  - Work with local industry partners and universities to support competition logistics and sponsorships.
  - Begin preparing middle and high school robotics teams to compete at regional VEX Robotics events.

Q4 (April - June 2026) – Full Curriculum Integration Checkpoint & STEM Institutionalization

- Conduct a full audit of Atlas to ensure 100% curriculum alignment:
  - Ensure all subjects have Stage 1, 2, and 3 fully documented.
  - Work with district administrators to review curriculum progress.

- Establish an Annual Curriculum Review Process:
    - Implement a system for ongoing updates and improvements to Atlas.
- Evaluate Year 2 STEM Integration & Make Adjustments for Year 3 Expansion:
    - Collect data on STEM engagement, student outcomes, and teacher adoption.
    - Identify areas where additional support is needed.
- Create a STEM Sustainability Plan:
    - Develop long-term strategies for embedding STEM into all instructional models.
- District-Wide Professional Development on UbD & STEM:
    - Conduct workshops on project-based learning, assessment strategies, and STEM integration best practices.
- Ensure that Every Teacher is Comfortable Using Atlas as a Curriculum Planning Tool.

Year 3: Institutionalizing STEM & Finalizing Remaining Atlas Work (2026-2027)

Q1 (July - September 2026) – Completing Stage 3 for All Remaining Subjects

- Ensure that Stage 3 (Instructional Strategies & Learning Activities) is fully completed for all remaining courses, including electives, career and technical education (CTE), and specialized programs.
    - Conduct a district-wide review to identify any inconsistencies in instructional strategies across grade levels and content areas.
    - Begin developing a system for periodic updates to the curriculum within Atlas to ensure continued alignment with evolving state and national standards.

STEM Implementation – Expanding Interdisciplinary Learning

- Embed STEM applications into elective courses such as business, economics, and the arts.
- Expand partnerships with local businesses and universities to integrate more hands-on experiences, mentorships, and internships.
- Ensure that STEM applications in interdisciplinary projects are aligned with Atlas documentation and student learning goals.

Middle and High School Teacher Training

- Provide targeted professional development on interdisciplinary STEM applications and real-world learning connections.
- Offer coaching sessions for teachers on how to use project-based learning and industry partnerships to enhance instruction.
- Develop a teacher mentorship program to support new and existing educators in STEM implementation.

Q2 (October - December 2026) – Aligning STEM with Career Pathways

Curriculum Integration into Atlas

- Conduct a final audit of Stage 3 implementation to ensure that all instructional strategies, assessments, and differentiation models are fully aligned in Atlas.
- Establish an internal review team to ensure continued horizontal and vertical alignment of curricula across grade levels.

STEM Implementation – Career-Connected Learning

- Strengthen STEM career pathways by creating direct connections between high school coursework and post-secondary education or workforce opportunities.
- Expand internship opportunities and dual enrollment programs in partnership with technical schools and universities.

High School Teacher Training

- Conduct professional development sessions on embedding career-readiness skills within STEM learning activities.

- Provide training on how to integrate industry certifications and portfolio-based assessments into coursework.

Q3 (January - March 2027) – Cross-Curricular and Data-Driven Refinements

Curriculum Integration into Atlas

- Begin using student performance data to refine curriculum and instructional strategies in Atlas.
- Conduct focus group discussions with teachers to collect feedback on curriculum effectiveness and usability within Atlas.

STEM Implementation – Enhancing Cross-Curricular STEM Engagement

- Develop interdisciplinary projects that connect STEM with the humanities, social sciences, and business studies.
- Pilot student-led innovation challenges that require cross-disciplinary collaboration.

District-Wide Teacher Training

- Implement professional learning communities (PLCs) focused on data-driven instructional improvements.
- Offer ongoing training in adapting STEM applications to diverse student needs and instructional environments.

Q4 (April - June 2027) – Institutionalizing a Sustainable STEM and Curriculum Model

Final Atlas Integration & Review

- Ensure that every subject area has fully documented curriculum components in Atlas, including instructional strategies, assessments, and differentiation strategies.
- Conduct a district-wide analysis to ensure long-term sustainability of Atlas-based curriculum management.

STEM Implementation – Preparing for Long-Term Growth

- Create a plan for expanding STEM learning experiences beyond the classroom, including extracurricular programs, community-based projects, and summer learning opportunities.
- Formalize partnerships with external organizations to support continued student engagement in STEM careers.

End-of-Year Teacher Training & Reflection

- Conduct district-wide professional development on sustainability of STEM integration and Atlas curriculum management.
- Develop long-term coaching structures for instructional leaders to maintain curriculum integrity.

Year 4: Teacher Capacity Building & Data-Driven Adjustments (2027-2028)

Q1 (July - September 2027) – Teacher Leadership Development

Curriculum Maintenance in Atlas

- Transition curriculum oversight to internal instructional leaders.
- Train department chairs and curriculum coordinators on maintaining and updating Atlas content.

Teacher Leadership Development

- Provide leadership training for teacher mentors to sustain UbD and STEM integration efforts.
- Strengthen professional learning communities (PLCs) to ensure ongoing collaboration and instructional innovation.

Q2 (October - December 2027) – Assessment and Data Analysis

Curriculum Integration into Atlas

- Conduct an in-depth analysis of student performance data to determine the impact of curriculum and instructional changes.
- Adjust curriculum documentation based on findings to ensure continued improvement.

STEM Implementation – Refining Assessment Strategies

- Evaluate the effectiveness of STEM-based assessments and adjust instructional strategies as needed.
- Introduce student self-assessment and reflection tools to reinforce deeper learning.

Teacher Training and Development

- Provide targeted professional development on using student data to inform instructional decision-making.

Q3 (January - March 2028) – Ongoing Refinement and Long-Term Planning

Curriculum and Instructional Adjustments

- Finalize data-driven refinements to curriculum documentation in Atlas.
- Develop an ongoing review process to ensure instructional strategies remain effective.

STEM Implementation – Strengthening Instructional Design

- Ensure that all STEM learning experiences are designed for long-term sustainability and embedded into standard instructional practices.
- Continue refining interdisciplinary projects that integrate STEM concepts into all subject areas.

District-Wide Teacher Training

- Implement advanced instructional coaching sessions for teachers on curriculum innovation and sustainability.

Q4 (April - June 2028) – Developing a Long-Term Curriculum Sustainability Plan

Final Curriculum Adjustments in Atlas

- Establish a system for annual curriculum updates and teacher collaboration within Atlas.

STEM Implementation – Ensuring Sustainability

- Develop a long-term plan for STEM curriculum updates and teacher training.
- Document best practices and resources for continuous improvement.

End-of-Year Reflection & Teacher Leadership Transition

- Train district instructional leaders to fully oversee STEM and curriculum initiatives without external consulting support.

Year 5: Long-Term Evaluation & Continuous Improvement (2028-2029)

Q1 (July - September 2028) – Institutionalizing Best Practices

Curriculum Oversight

- Transfer full responsibility of curriculum oversight to district instructional leaders.
- Establish a clear timeline for continued curriculum reviews and updates.

Teacher Leadership Development

- Develop ongoing professional development structures to maintain high-quality instruction and innovation.

Q2 (October - December 2028) – Comprehensive Data Analysis & Next Steps

Curriculum and Instructional Impact Review

- Conduct a district-wide review of student achievement data to assess curriculum effectiveness.
- Identify areas for future improvement and innovation.

STEM Integration Review

- Ensure that STEM experiences remain embedded in all instructional practices.
- Develop long-term strategies for increasing student engagement in STEM.

Q3 (January - March 2029) – Planning Beyond the Contract Period

Sustainability Planning

- Work with district leadership to develop a roadmap for future curriculum growth and refinement.
- Ensure that Atlas remains the central tool for instructional planning and decision-making.

Q4 (April - June 2029) – Final Implementation Review & Transition

Final Curriculum Review and Adjustments

- Ensure that all curriculum documentation in Atlas is complete, functional, and adaptable for future needs.

STEM Implementation Sustainability

- Establish ongoing district-wide collaboration for STEM learning experiences.

End-of-Contract Transition

- Finalize handover of all curriculum-related responsibilities to district personnel.

- Provide a comprehensive report on curriculum progress, successes, and areas for continued improvement.

Compensation and Payment Terms

For the services outlined in this Statement of Work, Chartiers Valley School District agrees to compensate Jason McKenna Consulting at a rate of $120,000 for 12 months beginning on March 1, 2025, based upon the successful achievement of benchmarks and goals as outlined in this Statement of Work, as determined through performance reviews and progress assessments conducted in collaboration with district leadership.

The SOW will be renewed on November 1st each year for up to 5 years based upon the successful achievement of benchmarks and goals as outlined in this Statement of Work, as determined through performance reviews and progress assessments conducted in collaboration with district leadership