

ORDER FORM 2026-01

EE Partner:	Jen Cheski
Pricing Valid to:	March 17, 2026
Type:	New Customer

Customer Information

Organization Name:	Center Cass SD 66
Customer Contact Name:	Andrew Wise, Superintendent
Customer Phone:	(630) 783-5155
Customer Email:	awise@ccsd66.org

Billing Contact Name:	Andrew Wise, Superintendent Laura Arce, Accounts Payable
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Billing Phone:	(630) 783-5155 (Andrew) (630) 783-5000 (Laura)
Billing Email:	awise@ccsd66.org larce@ccsd66.org

Invoices will be delivered via email.

This Order Form 2026-01 is subject to and incorporates the terms and conditions of the Master Services Agreement located at [<https://www.edelements.com/msa-surveys-and-services>] (the "**Master Services Agreement**") and is entered as of March 11, 2026 between XanEdu Publishing, Inc. (DBA Education Elements) a Delaware corporation having its principal place of business at 4750 Venture Drive PMB#20 Ann Arbor, MI 48108 ("**Company**") and Center Cass School District 66 ("**Customer**"). In the event of any conflict or inconsistency between this Order Form and the Master Services Agreement, this Order Form will prevail. Any capitalized term not defined in this Order Form will have the meaning given to it in the Master Services Agreement. Any terms and conditions in any purchase order or other ordering document issued by Customer that are inconsistent with or in addition to the terms and conditions of the Master Services Agreement and this Order Form are hereby rejected by the parties and will be deemed null and of no effect.

Offering

Services Fees (See Appendix A for additional details)

Service Name	Service Description	Dates	Fees
Professional Services	Education Elements will perform a Needs Assessment for CBE (K-8)	03/26/2026 - 06/30/2026	\$21,850.00

Total Fees: \$21,850.00

Payment Schedule

Payment Schedule	Amount	Invoice Date	Payment Due Date
Payment 1	\$21,850.00	Upon full execution of this Order Form	Net 30

Total Fees: \$21,850.00

Special Terms

1. None

By signing below, Customer hereby agrees (i) to be bound by the terms of this Order Form and of the Master Services Agreement and (ii) that this Order Form will be legally binding unless this Order Form is rejected by Company. The signatory below on behalf of Customer represents to Company that they (a) have full authority to bind Customer to this Order Form and the Master Services Agreement and (b) has read and understands this Order Form and the Master Services Agreement.

Acknowledged and Agreed

CUSTOMER: Center Cass SD 66

COMPANY: XanEdu Publishing, Inc.

Signature: _____

Signature: _____

Name: _____

Name: _____

Title: _____

Title: _____

Date: _____

Date: _____

Curriculum Needs Assessment Competency Based Education

Center Cass School District 66

2.17.26

Our Understanding

Center Cass is a traditional, high-socioeconomic district undergoing significant cultural transformation. While historically strong test scores led to stagnant practices, leadership has been working to shift mindsets around quality instruction. The district is in the early stages of implementing Competency-Based Education (CBE), with multiple initiatives launched simultaneously. There is a focus on "transformation - not compliance" and an acknowledgment that the district lacks internal capacity for this work.

To address this, Center Cass is prioritizing the hire of an Assistant Superintendent/Director of Teaching & Learning and making a strategic investment in long-term leadership capacity. The incoming leader will be expected to drive CBE implementation while building the internal buy-in essential for lasting cultural change. This individual will need to be set up for success from the start, equipped to lead staff training, support instructional coaches, and make informed decisions about external CBE support as the work matures.

Looking ahead, Center Cass aims to establish a sustainable CBE system with a solid foundation that can evolve alongside the district - not a fixed destination, but a living framework built for continuous growth.

Education Elements is best positioned to:

- Turn data into direction and not just documentation: Our team goes beyond collecting the information. We synthesize quantitative and qualitative data to identify root causes, surface meaningful trends, and translate findings into a clear, strategic path forward.
- Build buy-in across your school communities: Through structured teacher, leader, and student focus groups, we ensure multiple voices shape the analysis. This inclusive approach strengthens trust, builds shared ownership, and increases momentum for implementation.
- Connect curriculum to outcomes: Our team are experts in curriculum alignment, instructional coherence, and student performance data to ensure your CBE framework meets standards and truly supports student mastery. We will identify gaps and provide practical next steps.
- Deliver actionable, prioritized recommendations: Rather than broad recommendations, we will provide sequenced, actionable recommendations with a clear timeline for implementation based on Center Cass.

About Education Elements

Education Elements strengthens school systems to be the top-rated choice for high-quality educational experiences by creating the conditions for students, staff, and families to thrive. We are a team of K-12 practitioners, who combine instructional expertise, research, and community perspectives, to help school systems transform strategic priorities to tangible outcomes, so you can focus on what matters.

We approach each partnership by sharing proven strategies while deeply understanding the unique context of your district. We honor the goals, priorities, and vision of every leader with whom we work, and we help them to hone, articulate, and make those visions a reality. By embedding research-based practices, measures of progress, and our deep expertise into our solutions, we help you achieve the following:



Our team of passionate, mission-driven experts bring years of experience in change management, district strategy, leadership, professional learning, and curriculum development. We are committed to improving outcomes for all and keep impact and results at the heart of everything we do. Through our strategic guidance, systemic change management, and personalized action plans, we help your district build resilience, sustain growth, and achieve long-term success.

Our Work Together

Curriculum Needs Assessment Report

Our team of content experts will review essential components and create a report that summarizes our findings from conducting a needs assessment. We will collect quantitative and qualitative data, identify root causes, and provide a summary of strengths, areas of growth, and recommendations. The Curriculum Needs Assessment will include:

- Summary data of trends from teacher, leader, and student focus groups as well as student performance analysis and curriculum inventory assessment
- Key findings across the data collected
- Actionable recommendations to ensure curriculum is meeting standards and students' needs

Timeline to be completed: Month 3-4



Plan + Align

Understand the current state and align on goals and timeline of the project



Foundations

Develop a shared understanding through engagement and data analysis.

Phase & Timing	Touchpoints	During this phase we will	Outputs
Plan & Align March-April 2026	<ul style="list-style-type: none"> Kickoff call Department Lead Kickoff Call Plan and Align Strategy Session Project team calls 	<ul style="list-style-type: none"> Align on project timeline and governance structure Determine roadmap and users needed for gathering information for the Curriculum Needs Assessment Determine current alignment of curriculum to district priorities 	Project Roadmap
Foundations May-June 2026	<ul style="list-style-type: none"> Focus groups Asynchronous data analysis Foundations Strategy Session Project team calls 	<ul style="list-style-type: none"> Conduct focus groups with students, staff, and school leaders Collect and analyze quantitative and qualitative data for Curriculum Needs Assessment Review findings and engage in short-term action planning <p><i>A portion of the in-person strategy session will include visiting classrooms across the district (K-8) to affirm current practices by gathering data and providing initial feedback.</i></p>	Curriculum Needs Assessment

Project Governance

In order to successfully manage a scope of work of this size, we recommend a project governance and management structure that will ensure clear communication, engage the school and district community, and adequately inform decision-makers. This structure is a key component of our successful track record of change management.

Our suggested structure identifies three teams that will be involved during various parts of the project:

Team	Accountabilities	Guidance and Anticipated Expectations
Project Sponsor	Signs off on major deliverables and clears organizational barriers for project success	1 Leader 2-5 hours per month
Project Team	Is responsible for day-to-day management of the project, including overseeing planning, logistics, and communication in partnership with the Education Elements team, and elevating decisions.	1-2 Leaders 4-10 hours per month

Steering Team	Makes key decisions in relation to the project, elevates needs to the Cabinet Team. Committee of district, school, student, family, and community representatives who design and refine major deliverables. The Steering Team always includes Cabinet Team members.	Up to 15 people 2-5 hours per month
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Pricing

The pricing for the work is **\$21,850.00**. Our pricing is inclusive of all expenses (e.g. workshop materials, project management, and travel costs).

Pricing is valid until **March 17, 2026**.

- We are excited to get this work started. In order to prepare for projects, we have internal work to ensure our team is ready to go and staffed for your project. Work will start no sooner than 2 weeks after the contract signing and may take up to 30 days.
- This project is scheduled to start in **March 2026** and end in **June 2026**. If the project kickoff needs to be changed due to contract signing delays, we will adjust our timeline with you upon signature. This delay may impact the timeline of your project delivery. Once we establish the official timeline and the project begins, we will work with your team to schedule calls and adjust in-person and virtual sessions as needed. It is very important to us that we deliver quality work while maintaining a schedule that is agreeable to both your district and our team. If work delivery is delayed solely due to scheduling conflicts within your organization, we reserve the right to revisit contracting terms.
- Any use of Education Elements survey technology requires clients to accept the Tripod Terms of Use [<https://www.edelements.com/tripod-user-terms>] in writing ahead of time.

References & Team Snapshot

Our approach is rooted in integrity, capacity-building, and adaptability, ensuring systematic change that is both impactful and sustainable.

Fast Facts: Curriculum Partnership Impact

- Supported dozens of districts through the LASO Strong Foundations Planning (SFP) and Strong Foundations Implementation Grants (SFI) for the adoption and implementation of high-quality instructional materials as an approved provider by TEA.
- Over the past five years, we have partnered with districts and organizations of varying sizes to support the early and later stages of CBE implementation, including Huntley 158 (IL), District of Columbia Public Schools (DC), Juab School District (UT), Stamford PS (CT), and Digital Promise.

District of Columbia Public Schools (DC) Grade Specific Sample

Grade-Specific Findings: 3-5

Student Materials

Across 3-5, there are **many strengths** in student materials, including:

- (1) authentic, real-world texts with relevant language and tested readability
- (2) weekly opportunities for students to engage in the writing process
- (3) ongoing opportunities to engage in different types of writing, such as narrative or literary analysis
- (4) collaboration and opportunities to peer work during the writing process
- (5) robust activities with "bold text" and explicit instructions, and (6) high-quality graphics, organizers and visual aids to support learning. Across 3-5 materials have high-quality visual design, graphics, organization and "look for text" and assistive cognitive content.

The following list includes examples of texts that have **limitations** and/or **opportunities for improvement** across 3-5:

 - Opportunities for students to set goals and see their writing progress throughout the year
 - Multiple opportunities to engage in the writing process while the writing process is explicitly taught, students are often writing discrete parts and not engaging in the full cycle
 - Ongoing, explicit instruction for craft, structure, and mechanics helps these are more opportunities for explicit instruction compared to K-2. These are all incorporated into a self-evaluative reflection process
 - Student-friendly rubrics that are incorporated into a self-evaluative reflection process

Since in K-2, our recommendations for to ensure writing is being ongoing, consistent explicit instruction of mechanics, craft, and structure allowing for ample opportunities for scaffolded practice utilizing the graduate release methodology to include these areas independent or guided practice that is already found in Progress in Learning. Ongoing explicit instruction should be placed alongside clear assessments including diagnostic, formative, and summative to assess students' understanding. **Writing process** instruction should be explicitly included into lessons as well as opportunities for students to



Alief ISD (TX) Content Across Grades

Math Recommendations

Data Overview

Alignment to TEKS and STAAR Blueprint Alignment	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Algebra I
The assessment explicitly aligns to the TEKS Student Expectations (SEs) listed on STAAR	Yes	Yes	Yes	Partial	Partial	Yes	Yes
The assessment aligns with the distribution of Readiness and Supporting Standards as outlined in the STAAR blueprint , ensuring appropriate emphasis on high-priority TEKS	Yes	Yes	Yes	Partial	Partial	Yes	Yes
TEKS coverage matches the STAAR blueprint sampling for the subject and grade level	Yes	Yes	Yes	Yes	Yes	Partial	Yes
The rigor of the questions reflects the depth and complexity of the TEKS, aligning with the cognitive demands and Depth of Knowledge (DOK) levels required by STAAR	Yes						
Questions include both multiple choice and technology-enhanced items (TEI) appropriate to the grade and content as used on STAAR	Yes	Yes	Yes	Partial	Partial	Partial	No

Fast Facts: Team Snapshots

- Over 85% of our consulting team has served in a formal school and/or district leadership role, providing districts partnerships with partners who understand both instructional practice and systems-level implementation.
- Team members bring an average of 6-7 years of classroom teaching experience spanning elementary, middle, and high school settings and across content settings.
- Approximately 25% of our team of consultants are focused on supporting the adoption and implementation, helping districts translate teaching and learning investments into consistent, high impact classroom practice.
- We maintain a strong bench of 10+ contractors who bring deep expertise in leading and implementing this work across diverse contexts who were Superintendents, Directors of Curriculum and Instruction, and Directors supporting Strategic Planning, Professional Development, etc.