



Gower School District 62
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Superintendent's Report
Board of Education Meeting – February 18, 2014 – 7:00 p.m.

Ambitious Instruction – *Classes are academically demanding and engage students by emphasizing the application of knowledge.*

- Our MOY (Middle of Year) NWEA/MAP testing in Reading and Math is complete for students in grades K-8 and mid-year growth data indicates significant growth in both subject areas ([Appendix A](#))
- We have expanded our involvement with Northwestern University's Civic Action Weekend program and will host a pilot program for our current 7th grade class on April 11-12, 2014 ([Appendix B](#))
- STRIDE Academy continues to expand the traditional classroom setting and promote student learning. To date, 789 students have answered nearly 500,000 questions (67% correctly ☺) across Reading, Math, and Science and have spent 4500 hours using this program (2500 hours after school!)

Supportive Environment – *The school environment is safe, clean and conducive to student learning. Teachers have high expectations for students. Students have the support of their teachers as well as their peers.*

- Year to Date attendance rate is 95.8% for the 870 students enrolled in the District and 96.3% for the 136.5 staff employed by the District. Student Attendance Goal = 96%+; District Staff Goal = 97.0%+
- 2nd Quarter Discipline Reports show an increased rate in student referrals for misconduct at Gower Middle and a decreased rate at Gower West ([Appendix C](#))
- Student surveys were administered to students in grades 3-8 to collect data on the implementation and effectiveness of the Capturing Kids' Hearts program in Gower. Feedback will be further analyzed by Administrators, as well as School Leadership Teams to review/adjust current efforts ([Appendix D](#))
- Facilities Update: A full summary/report of the 2012 Referendum Project is being developed

Involved Families and Community – *Strong relationships are built across the community to support learning.*

- The PTO-sponsored Science Fair was held on Feb. 11th. Student and parent feedback regarding District efforts to expand the program was positive (Collaboration with Brookfield Zoo, Teacher Participation)
- The PTO-sponsored Multicultural Fair is scheduled for Feb 28th from 6:30-8:30 p.m. at GM and will celebrate the cultural diversity we have in the Gower Community. Mark your calendar today.
- A "Digital Life & Desserts" parent/community event is scheduled for Mar. 6th, 7:00 p.m. at Gower West
- The district has received a gift of \$3,000 from MB financial as a considerable sponsorship to purchase a scoreboard for the East (new) gym at Gower Middle
- The Illinois 5 Essentials Parent Survey will be open from Mar. 17-Apr. 15. The Illinois State Board of Education in partnership with the University of Chicago administers the survey and requires 30% participation (about 275 parents for Gower) in order to provide the District with the data collected.

Collaborative Teachers and Staff – *The staff is committed to the school, receives strong professional development, and works together to improve the school.*

- The Professional Development Committee will meet on Feb. 20th to begin planning next year's topics
- Professional Development was held for teachers at Gower Middle to strengthen our English Language Learners program. The training was led by Gower ELL Teachers and focused on instructional strategies
- Teachers at both campuses participated in a Capturing Kids' Hearts implementation and effectiveness survey that will help focus efforts on professional development, observations, and teacher support

Effective Leaders – *School leaders work with staff to implement a clear and strategic vision for school success.*

- A mid-year Parent Feedback Survey was administered by the District from Jan. 23-Feb.15 ([Appendix E](#))
- The District's Illinois State Board of Education required, 3-Year Technology Plan is prepared for submission and being presented to the Board of Education for final discussion ([Appendix F](#))
- The 2013-14 Principal Evaluation Cycle is on schedule to be completed by the March 1 deadline
- As a cost-savings and increased efficiency measure, a long-term proposal is being presented to the Board of Education for consideration of a leasing model for our school bus fleet ([Appendix G](#))

Gower School District #62 Superintendent's Report Appendix A

Date: February 18, 2014

Title: Mid-Year Student Performance Data (10 minutes)

Initial

Contact: Victor Simon – vsimon@gower62.com

Background

Students in grades K-8 are tested in Reading and Math at the Beginning of the Year (BOY), Middle of the Year (MOY) and End of the Year (EOY) on the Measurement of Academic Progress (MAP) test created by the Northwest Evaluation Association (NWEA). The MAP test is “adaptive” in nature and becomes more difficult as students continue to answer questions correctly. This type of assessment design has strong value for our teachers as the results can be used to better design “Just Right Learning” for each of their students. Gower School District has used MAP for nearly 10 years and is currently using the latest version of MAP that is aligned to the Common Core State Standards. As the Illinois State Board of Education implements the PARCC (Partnership for Assessment for Readiness of College and Careers) beginning next school year, Gower School District will revisit our overall assessment strategy to ensure that student performance and growth continues to be measured appropriately. The following website offers more information about NWEA and MAP for those interested in learning more about this assessment series <http://www.nwea.org/>

This fall, students obtained a BOY score in Reading and Math. This score, referred to as a RIT score, is also aligned to a National Percentile Ranking as millions of students also take this exam across the country and establish a “benchmark” or typical score range by grade level. Depending on a student’s BOY score and grade level, each student is also given an EOY “target score”. This target score represents the typical growth that can be expected given the BOY score recorded. Typical growth scores are usually set to maintain a student’s National Percentile Ranking. In other words, the MAP test gets a bit more difficult at MOY and EOY as students are expected to learn new grade-level material throughout a given academic year.

As reported in Appendix B (Annual Fall Data Presentation) of the Superintendent’s Report presented to the Board of Education on Oct. 15, 2013, a shift in the way NWEA/MAP data was being used in our district had occurred. This shift resulted in an increased focus on student performance categories as defined by the National Percentile Rankings associated with MAP RIT scores. Mid-year performance goals were set to reduce the number of students at or below the 35th percentile by 20% and to increase the number of students at or above the 90th percentile by 20%. Performance targets were also set for the number of students **meeting** their EOY targets at 65% of students tested or greater, as well as a target of 75% or greater for the number of students at or below the 50th percentile at BOY to **exceed** their EOY targets. In addition, an EOY goal was set for 80%+ of students tested to perform at the 50th percentile or greater.

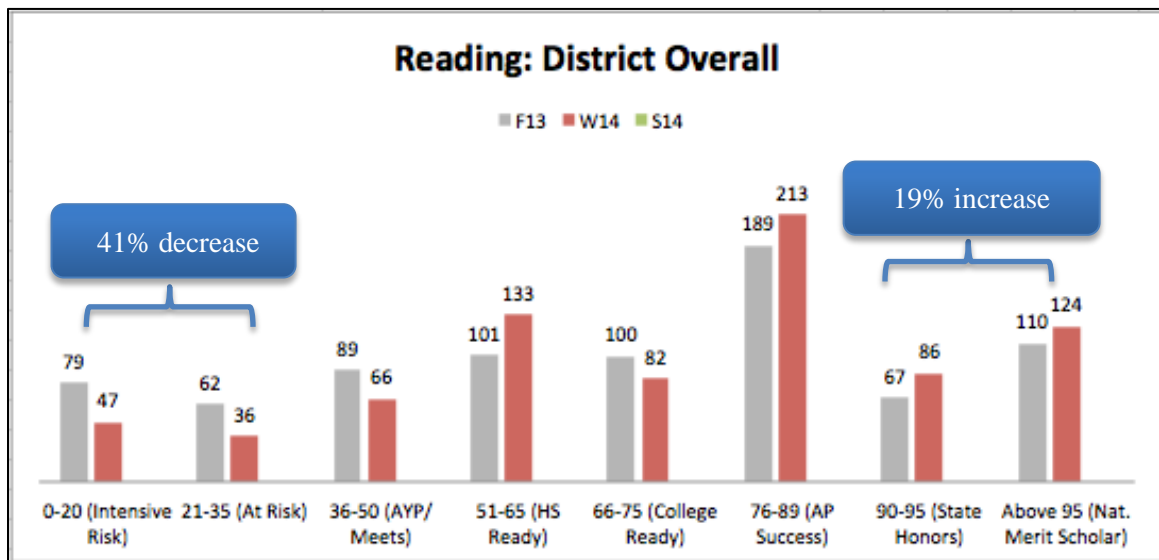
Current State

The following images were used in mid-year reports generated for both Gower West and Gower Middle School. They are designed to illustrate the level of “growth” that our student performance data indicates after Middle of Year (MOY) MAP testing.

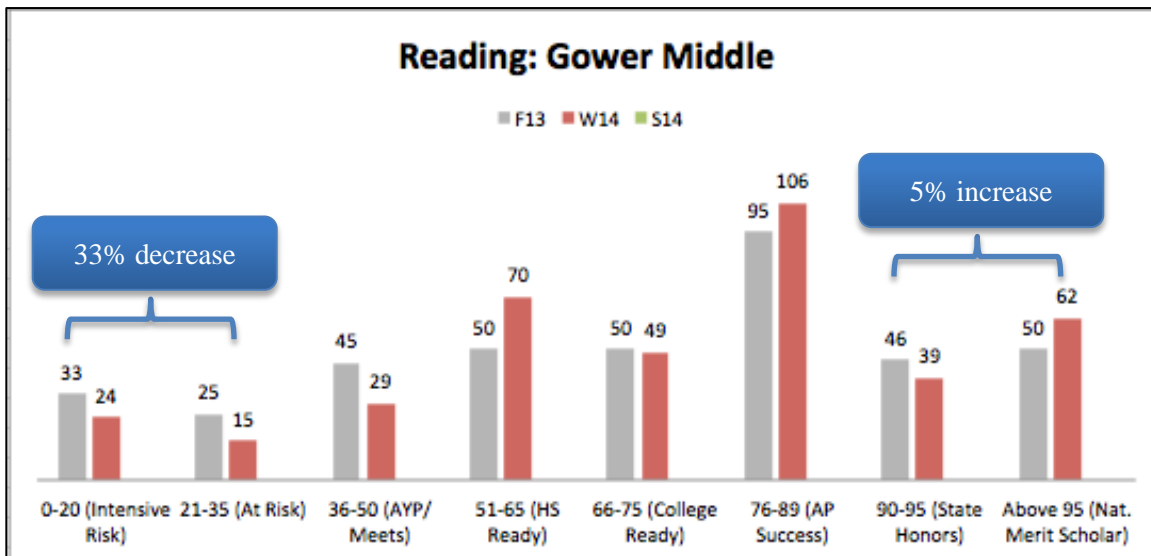
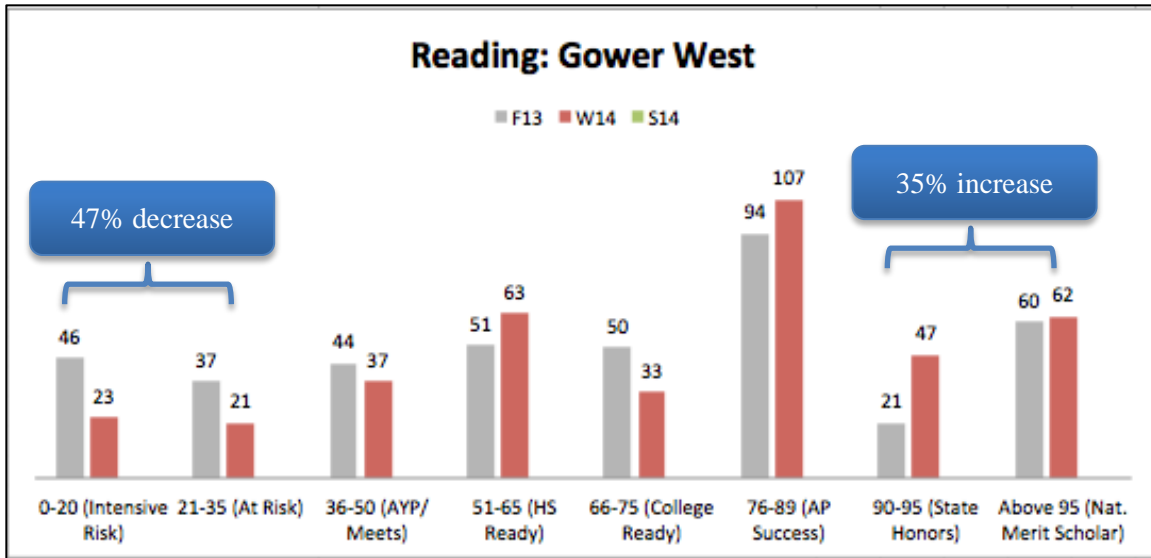
Reading (MOY)*

Row Labels	# of Students	Fall Test Duration	Win Test Duration	Fall RIT	Win RIT	Fall Percentile	Winter Percentile	Fall - Spring Growth Target	Avg Growth Index (F-W)	# Met Growth (F-W)	% Meeting Growth
▼ Gower Middle School	394	55	55	221	226	67	71	4	2	265	67.3%
▶ 5	105	43	46	215	221	67	73	5	4	73	69.5%
▶ 6	104	62	63	218	223	62	68	4	3	73	70.2%
▶ 7	83	55	56	223	226	65	68	3	2	51	61.4%
▶ 8	102	58	57	230	233	72	75	3	2	68	66.7%
▼ Gower West Elementary	403	37	40	182	192	63	71	12	4	273	67.7%
▶ K	68	36	30	148	159	63	69	15	4	48	70.6%
▶ 1	75	31	36	165	180	61	70	17	6	55	73.3%
▶ 2	82	34	48	182	195	61	71	13	6	62	75.6%
▶ 3	91	40	42	196	203	63	68	9	3	55	60.4%
▶ 4	86	42	42	209	215	68	75	6	3	53	61.6%
Grand Total	797	46	48	202	209	65	71	8	3	538	67.5%

* NWEA does not provide a mid-year growth target. Typical growth targets are set by NWEA for Fall to Spring, Fall to Fall, or Fall to Spring. Fall to Winter growth targets are set by Gower School District as 50% of the Fall to Spring, or EOY typical growth target.



In 2012-2013, Gower implemented the same version of MAP for Reading (Common Core aligned) and showed a 26% decrease in the 0-35% categories and a 21% increase in the 90-99% categories by mid-year. By the end of the year, Gower showed a 34% decrease in the 0-35% categories and a 12% increase in the 90-99% categories. (See Appendix B, Superintendent’s Report. V. Simon. 10/15/13)

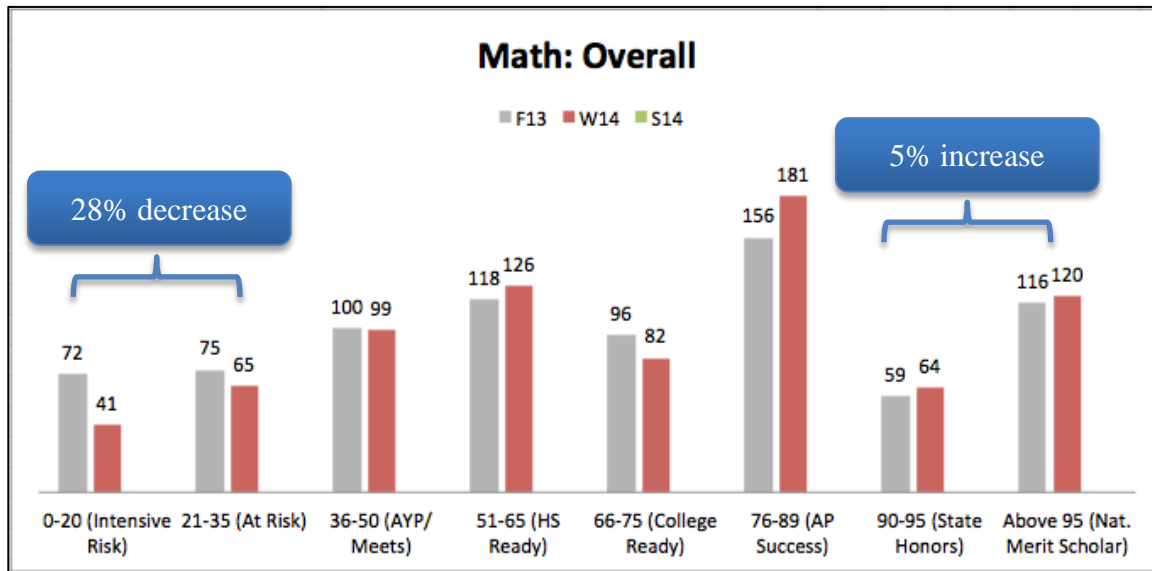


- 225 of 230 students at or below the 50th percentile posted a MOY score. Of these 225 students, 86% or 193 of them exceeded their mid-year growth target, which typically results in a higher national percentile ranking and/or performance category.

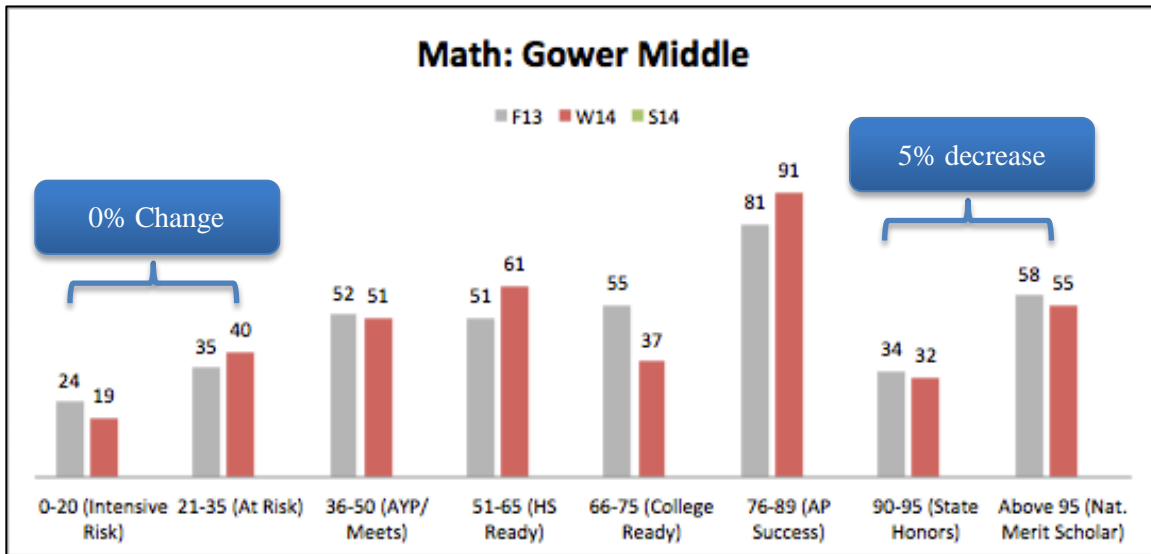
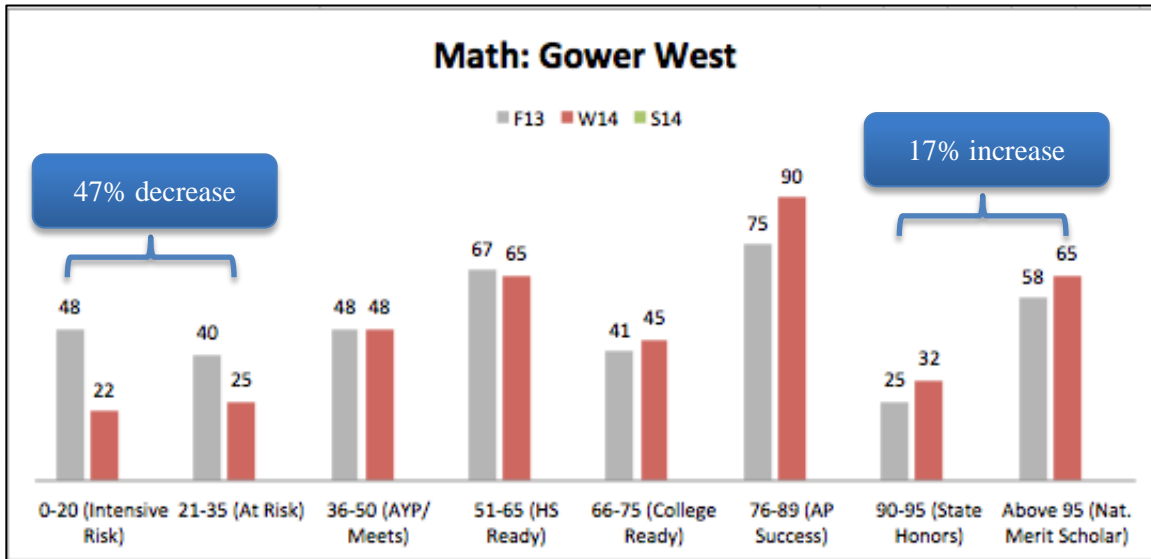
Math (MOY)*

Row Labels	# of Students	Fall Test Duration	Win Test Duration	Fall RIT	Win RIT	Fall Percentile	Winter Percentile	Fall-Spring Growth Target	Ang Growth Index (F-W)	# Met Growth (F-W)	% Meeting Growth
▼ Gower Middle School	390	66	66	231	234	66	66	6	0	212	54.4%
▶ 5	106	64	61	222	226	66	65	8	0	54	50.9%
▶ 6	99	68	70	228	231	63	64	6	1	52	52.5%
▶ 7	83	64	67	233	236	63	64	5	1	49	59.0%
▶ 8	102	66	66	242	245	71	70	4	1	57	55.9%
▼ Gower West Elementary	402	41	43	184	194	61	68	12	4	295	73.4%
▶ K	68	34	30	150	159	63	69	15	2	48	70.6%
▶ 1	75	31	37	166	183	57	73	15	9	69	92.0%
▶ 2	81	40	46	183	193	61	68	13	4	52	64.2%
▶ 3	90	45	45	196	204	58	62	11	3	66	73.3%
▶ 4	87	54	53	213	220	66	70	9	2	60	69.0%
Grand Total	792	53	54	207	214	64	67	9	2	507	64.0%

* NWEA does not provide a mid-year growth target. Typical growth targets are set by NWEA for Fall to Spring, Fall to Fall, or Fall to Spring. Fall to Winter growth targets are set by Gower School District as 50% of the Fall to Spring, or EOY typical growth target.



In 2012-2013, Gower implemented a different version of MAP for Math (not Common Core aligned) and showed a 29% decrease in the 0-35% categories and a 7% increase in the 90-99% categories by mid-year. By end of year, Gower showed a 42% decrease in the 0-35% categories and a 26% increase in the 90-99% categories. (See Appendix B, Superintendent's Report. V. Simon. 10/15/13)



- 241 of 247 students at or below the 50th percentile posted a MOY score. Of these 241 students, 70% or 168 of them exceeded their mid-year growth target, which typically results in a higher national percentile ranking and/or performance category.

Future State

Principals and teachers will continue to use the “data slices” to analyze student performance data at the classroom and individual student level. This analysis work is expected to be collaborative in nature and promote discussions between teachers and between teachers and administrators about “what’s working” and “what might not be working” across both of our Gower School campuses.

Goal-setting for grade level teams as well as individual teachers will continue to evolve as this perspective of “data slices” is still relatively new to Gower. By coupling this student performance data with other data points that help illustrate current student performance and growth, our teachers will be able to make determinations about various strategies, interventions, programs, and lesson techniques to ensure that our focus on providing “just right learning” for all of our students remains to be sharp and deliberate.

It is important to be mindful that although this data is extremely helpful to teachers, administrators, students, and parents, it represents a single point on a more comprehensive spectrum of student data and in particular student performance data.

It is also important to recognize that these particular data points are used as part of the Principal Evaluation model in Gower School District.

Our annual goals continue to be:

- At least 75% of students at or below the 50th percentile at BOY will exceed their expected mid-year growth target in Reading (85% by EOY).
- At least 75% of students at or below the 50th percentile at BOY will exceed their expected mid-year growth target in Math (85% by EOY).
- At least a 20% decrease by mid-year in the number of students at or below the 35th percentile at BOY in Reading with an additional 10% decrease by EOY.
- At least a 20% decrease by mid-year in the number of students at or below the 35th percentile at BOY in Math with an additional 10% decrease by EOY.
- At least a 20% increase by mid-year in the number of students at or above the 90th percentile at BOY in Reading with an additional 10% increase by EOY.
- At least a 20% increase by mid-year in the number of students at or above the 90th percentile at BOY in Reading with an additional 10% increase by EOY.
- At least 65% of students tested in BOY to meet or exceed their EOY target in Reading.
- At least 65% of students tested in BOY to meet or exceed their EOY target in Math.
- At least 80% of students tested at EOY will be at or above the 50th percentile in Reading.
- At least 80% of students tested at EOY will be at or above the 50th percentile in Math.

EOY data is currently scheduled to be presented at the June 18, 2014 Board of Education meeting.

Gower School District #62
Superintendent's Report
Appendix B

Date: February 18, 2014

Title: 7th Grade Civic Action Experience (5 min)

Initial

Contact: Rebecca Laratta: rlaratta@gower62.com

Background

Gower has participated in the West Suburban Consortium for Academic Excellence (WSCAE) Civic Action Weekend since 2009. The Civic Action Weekend is a special program developed by Northwestern University's Civic Education Project (CEP). More information about this program can be found at: <http://www.civiceducationproject.com>. Among the WSCAE school districts, Gower has taken the lead as the host district. Gower Middle School has been the meeting place for surrounding districts and we have provided bus transportation for this event. Over the years, each WSCAE school was allowed a specific number of 7th and 8th grade participants ranging from 6-14 students. The cost of this type of program was approximately \$300 per student. The Gower Foundation has provided scholarships to lower the cost by \$100 per student.

This year, we invited interested 8th grade students to participate in the WSCAE Civic Action Weekend. Fourteen students from Gower Middle spent Friday, November 1 through Saturday, November 2 engaged in this weekend experience. Their feedback was extremely positive. In fact, after working with 7th and 8th grade students who participated in the past, it is clear that their experience was worthwhile, engaging, relevant, and valuable!

Northwestern's Civic Education Project teaches students about important social issues such as homelessness and poverty. The Civic Education Project challenges students to think of why this happens and what can young people do about it. The Civic Education Project integrates academic study with meaningful community service for an experience that participants describe as "eye-opening" and "life-changing." Students split their time between the classroom and supervised hands-on service projects with community organizations ranging from homeless shelters to Head Start programs to top political offices. Through academic research, small group work and facilitated reflection, students investigate the root causes of and proposed solutions to pressing social problems. Young student leaders gain a deeper understanding of complex social issues and learn how to make a difference in communities. This course enhances communication, critical thinking and problem-solving abilities, and prepares students for a lifetime of leadership and civic engagement.

Current State

In the spirit of innovation and adding value to the Gower education, this experience is being planned for the 7th grade. Our vision is for this civic action experience to be part of the Gower education before they graduate. This experience would further extend the service learning curriculum that is currently in place within the Family and Consumer Science Curriculum as well as a 7th grade ELA curricular unit on social injustice.

Through collaboration with Northwestern's Civic Education Project and some "out-of-the-box" thinking, we are creating a Friday/Saturday model with experiences in the city of Chicago and the overnight at Gower Middle School that costs significantly less per student. With a subsidy or mini-grant from the Gower Foundation, support from the Gower PTO, and Gower District support, the rate becomes \$110 per student for this entire field trip experience. This price is comparable to our Outdoor Education Experience currently offered to our 6th grade.

This Civic Action Experience for 7th grade is very timely as Public Act 098-0301 was signed into law in August 2013, which created a task force to study civic education programs in Illinois. The task force's purpose is to identify best practices and make recommendations to the General Assembly on how Illinois can improve the civic literacy of young people. Governor Quinn's Task Force on Civic Education is expected to submit the final report no later than May 31, 2014.

Future State

Gower 7th grade parents will receive a letter informing them of this new opportunity during the week of Feb. 17-21. Parents will also receive a student permission slip, and a form to fill out from Northwestern Civic Education Project. District administrators and Northwestern CEP will continue to collaborate and finalize details in preparation of full implementation of this trip, which is scheduled to take place on April 11 and 12. This is considered a pilot program between Northwestern and Gower SD. Students will have an opportunity to complete an evaluation form on Saturday before they leave. The team at Northwestern and Gower will de-brief and evaluate the success of the program to determine plans for subsequent school years.

CivicAction for Gower Middle School Tentative Itinerary

Day One (Friday)

- 8:00 – 8:15 a.m. **Registration at School Site**
Students receive their section assignments and additional information about the schedule for the weekend, their service sites and their staff team. Program administrators are available to address any last minute questions.
- 8:15 – 9:45 a.m. **Orientation**
Students receive an orientation to the program philosophy, structure, rules and expectations. Then they participate in introductions and icebreakers in their small groups before departing for their first volunteer site.
- 9:45 – 10:45 a.m. **Travel to Volunteer Site**
- 10:45 – 3:00 p.m. **Service Project**
Each group visits a local nonprofit organization that is addressing issues of urban poverty. Groups typically receive an orientation and tour from the volunteer coordinator, and then split up into small groups to complete a variety of hands-on service projects with the organization. For their first service project, most groups will visit homeless shelters and soup kitchens; many groups will be preparing and serving lunch, then taking a break to eat their bag lunches with clients. Groups may also help sort donations, lead activities with clients or take part in gardening or maintenance projects. Some groups may also participate in a community tour or other educational activities within their small groups during this time period.
- 3:00 – 5:00 p.m. **Travel to Program Site & Reflection**
Some groups will participate in a brief reflection at their volunteer site before returning to the program site; while others will travel to the program site first and then participate in a brief reflection at the program site.
- 5:00 – 6:30 p.m. **Dinner**
- 6:30 – 9:00 p.m. **Workshop & Discussion**
The entire group participates in an evening workshop at the program site. The workshop will focus on continuing to provide students with a firsthand introduction to urban poverty, and is typically a panel discussion in which individuals share their personal stories with homelessness and poverty, and students have the opportunity to ask questions. Following the workshop, students participate in small group reflection activities.
- 9:00 – 10:00 p.m. **Team Building & Recreation**
Students participate in a variety of team building and recreational activities.
- 10:00 – 11:00 p.m. **Free Time**
Students set up their sleeping bags, relax and get ready for bed.
- 11:00 p.m. **Lights Out**

Day Two (Saturday)

- 7:00 – 8:30 a.m. **Wake Up & Breakfast**
Students wake up, pack up their sleeping bags and get ready for the day. Then groups meet to eat breakfast and pick up their bag lunches before they leave for their volunteer sites.
- 8:30 – 9:30 a.m. **Travel to Volunteer Site**
- 9:30 – 1:30 p.m. **Service Project & Reflection**
Each group visits a different local nonprofit organization that is addressing issues of urban poverty. Again, groups typically receive an orientation and tour from the volunteer coordinator, and then split up into small groups to complete a variety of hands-on service projects with the organization. Locations for their second service project will vary from homeless shelters and soup kitchens to youth and senior centers to urban gardens. Many groups will be helping to design and facilitate arts or recreational activities for youth or seniors, or working in urban gardens. Groups may also prepare and serve a meal, sort donations, or take part in maintenance projects. Most groups will take a break to eat lunch at their volunteer sites and participate in a brief small group reflection before returning to the program site.
- 1:30 – 2:30 p.m. **Travel to Program Site**
- 2:30 – 4:30 p.m. **Workshop & Discussion**
The entire group participates in a final workshop at the program site. The workshop will focus on ways individuals are addressing social issues, and ways young people can make an impact on issues they care about. Following the workshop, students participate in individual and small group reflection activities designed to help them identify ways they can become more active in their own schools and communities. The program concludes with a final closing activity and send off.
- 4:30 – 5:00 p.m. **Check Out**

Gower School District #62 Superintendent's Report Appendix C

Date: February 18, 2014

Title: 2nd Quarter Discipline Reports (5 minutes)

Initial Contact: Gina Rodewald – grodewald@gower62.com; and
Colleen Brodhead – cbrodhead@gower62.com (Victor Simon presenting)

Background:

One component of our vision of “Children at their Best!” speaks to the importance of developing good character. Setting high expectations for behavior is essential to the development of good character. In general, Gower students are respectful, responsible, and well-behaved. At times, some of our students do not demonstrate their best character and learn more appropriate choices through the discipline process.

Student discipline data is compiled, analyzed, and reviewed on a quarterly basis. Discipline data is also reviewed more frequently through weekly team meetings and problem-solving meetings with administrators, social workers, and specialists. In some cases, individual students are placed on behavior plans with daily monitoring.

At the start of the 2013-2014 school year, Gower School District 62 adopted the Capturing Kids’ Hearts process to further strengthen our commitment to a “Children at their Best!” philosophy. Part of this process requires the use of specific questions to be asked by our staff in cases of student misconduct, or breaking the “Classroom Contract”.

Asking a student the following four questions encourages reflection and ownership, and helps make the link between student’s behavior and the choices they make:

- What are you doing?
- What are you supposed to be doing?
- Are you doing it?
- What are you going to do about it?

A similar set of questions are asked in cases of disrespectful language used towards others:

- Who are you talking to?
- How are you supposed to talk to me/him/her?
- Were you doing it?
- How are you going to talk to me/him/her now?

A fifth question, “What is going to happen if you continue to break the Classroom Contract?” is used in cases of repeat misbehavior or in instances in which a student “chooses” the related consequence should they be unwilling/unable to correct their action.

Current State

The 2nd Quarter discipline data reports for both schools are attached. The reports include data categorized by misbehavior and indicate the related consequence assigned. These reports also demonstrate a breakdown by gender and grade level. At Gower West, overall student discipline referrals for the 2nd Quarter decreased from 26 total infractions in 2012-2013 to 7 total infractions in 2013-2014. Year to date totals at Gower West are 25 infractions overall compared to 52 infractions by mid-year in 2012-2013. At Gower Middle, overall discipline referrals for the 2nd Quarter increased from 60 total infractions in 2012-2013 to 73 total infractions in 2013-2014. Year to date totals at Gower Middle are 126 infractions overall compared to 100 infractions by mid-year in 2012-2013.

Future State

Our goal to decrease the total number of infractions from 2012-2013 school year remains and we are currently on target to meet this goal. Our 2013-2014 school year data will be used to set goals for subsequent years. In 2012-2013, the total number of infractions in the District was 362 with a total number of 95 infractions at Gower West and a total of 267 infractions at Gower Middle.

Teacher Professional Development this school year has and will continue to focus on the effective implementation of Capturing Kids' Hearts in the context of this goal. Our next opportunity for a related Teacher In-Service will be March 19, 2014. We are also looking forward to our next scheduled visit/training on Feb 27th and Feb. 28th, 2014 from our Capturing Kids' Hearts trainer as well as our mid-year Capturing Kids' Hearts student/teacher survey data to further strengthen our strategies related to school culture and student discipline.

**GOWER WEST SCHOOL DISCIPLINE DATA
2013 – 2014:**

Gower West School Infractions

Infraction	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Bus Incidents	6 (*14)	1 (*13)			7 (*27)
Category 1	0 (*2)	2 (*2)			2 (*4)
Category 2	7 (*10)	3 (*8)			10 (*18)
Category 3	4 (*0)	1 (*3)			5 (*3)
Category 4	1 (*0)	0 (*0)			1 (*0)
Total Infractions	18 (*26)	7 (*26)			25 (*52)

Quarter Breakdown

Bus Incidents – 1 Total infractions

- Disobedient to driver – 0
- Disrespectful to others –
- Damaging School Property – 0
- Physical Misbehavior (Fighting, Hitting, Kicking) – 0
- Inappropriate Language – 1
- Eating, Drinking, Littering – 0
- Unnecessary Noise – 0
- Unsafe Behavior– 0
- Other behavior relating to safety and well-being – 0

Category 1 – 2 total infractions

Disruptive Behavior – 2

Category 2 – 3 total infractions

Causing Disturbance – 2

Academic Misuse of computer – 1

Category 3 – 1 total infractions

Any act of physical aggression toward others – 1

Category 4 – 0 infractions

Gower West Consequences

Types of Consequences	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Time-out	0	0			0
Peer mediation	0	2			2
Loss of recess	0	1			1
Loss of privilege	8	1			9
Detention (lunch and recess)	4	3			7
In-school suspension	1	0			1
Out-of-school suspension	0	0			0
Warning issued	10	1			11
Bus suspension	0	0			0
Total Consequences	23	8			31

Gower West Multiple Discipline Referrals

Number of Referrals	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Students with 1 Referral	12	7			
Students with 2 Referrals	1	0			
Students with 3 Referrals	0	0			
Students with 4 Referrals	1	0			
Students with 5+Referrals	0	0			
Total Students w/ referrals	14	7			

Gower West Quarterly Discipline Referrals by Grade Level

Infraction	K	1	2	3	4
Bus Incidents	0	0	0	1	0
Category 1	0	0	0	0	2
Category 2	0	0	1	2	0
Category 3	0	0	1	0	0
Category 4	0	0	0	0	0
Total Infractions	0	0	2	3	2

Gower West Quarterly Discipline Referrals by Gender

Boys	Girls
7	0

GOWER MIDDLE SCHOOL DISCIPLINE DATA 2013-2014

Gower Middle Infractions

Infraction	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Bus Incidents	1 (*6)	5 (*4)			6 (*10)
Category 1	31 (*22)	43 (*29)			74 (*51)
Category 2	17 (*8)	27 (*23)			44 (*31)
Category 3	4 (*4)	3 (*4)			7 (*8)
Category 4	0 (*0)	0 (*0)			0 (*0)
Total Infractions	53 (*40)	73 (*60)			126 (*100)

(*Indicates the number of infractions from 2012-2013)

Quarter Breakdown

These figures reflect the most frequent behaviors identified within the categories.

Bus Incidents – 5 total infractions

- disruption – 1
- unsafe behavior/disrespect – 1
- disrespect/disobedient to bus driver - 1
- physical misbehavior – 2

Category 1 – 43 total minor infractions

- disruption – 14
- tardy to class - 1
- disrespect – 6
- defiance - 3
- inappropriate language – 1
- physical contact 3
- other - 15

Category 2 –27 total major infractions

- repeated Category 1 – 8
- repeated tardy to school - 1
- disrespect – 5
- stealing – 1
- cheating - 2
- inappropriate language - 1
- disruption in class – 1
- misuse of technology – 1
- hitting/kicking – 4
- physical contact - 3
- other - 1

Category 3 – 3 total major infractions

- major incidents of disrespect – 1
- misuse of technology – 1
- harassing, intimidating, threatening others - 1

Category 4 – 0 total infractions

Gower Middle Consequences

Type of Consequences	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Conference with student, parent contacted (Category 1 warning slips)	31	43		
After school detentions	9	15		
Lunch detentions	3	12		
Time in office or with teacher after school	2	0		
In School Suspension	5	3		
Out of School Suspension	1	0		

Gower Middle Multiple Discipline Infractions

Number of Referrals	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Students with 1 Infraction	20	27		
Students with 2 Infractions	6	9		
Students with 3 Infractions	1	3		
Students with 4 Infractions	0	0		
Students with 5 Infractions	1	1		
Students with 5+ Infractions	2	2		
Total Students with Referrals	30	42		

Gower Middle Quarterly Discipline Referrals by Grade Level

Infraction	Grade 5	Grade 6	Grade 7	Grade 8
Category 1	12	17	10	4
Category 2	14	8	4	1
Category 3	1	1	1	0
Category 4	0	0	0	0
Total Infractions	27	26	15	5

Gower Middle Quarterly In-School Suspension Breakdown

Incident	Category	Length of ISS
Misuse of technology	3	.5 day
Major incident of disrespect	3	.5 day
Harassing, intimidating, threatening	3	1 day

Gower Middle Quarterly Discipline Referrals by Gender

Boys	Girls
63	10

Gower School District #62 Superintendent's Report Appendix D

Date: February 18, 2014

Title: Capturing Kids' Hearts Student Survey (5 minutes)

Initial

Contact: Victor Simon – vsimon@gower62.com

Background

As part of our ongoing commitment to establishing a model of continuous improvement in Gower, a brief student survey was administered to our 3rd-8th graders from Feb. 12, through Feb. 14, 2014. Students were asked to respond to a variety of questions and statements across a variety of components that are essential to the effective implementation of the Capturing Kids' Hearts process adopted by the District in 2013-2014. Students were given the choice to skip any question throughout the survey.

Principal goals for the 2013-2014 were linked to the effective implementation of the Capturing Kids' Hearts process and the results from this survey will be used as part of that determination. Teachers at both campuses were also given a survey to cross reference the overall effectiveness of our implementation of this process and its overall value.

Current State

The following tables are included to illustrate the results of this survey:

1. What grade are you in?

3 rd	4 th	5 th	6 th	7 th	8 th
84	84	91	99	76	106
15.6%	15.6%	16.9%	18.3%	14.1%	19.6%

* 8 students skipped this question

2. My class or classes start with “Good Things”.

Almost every day	2 or 3 times a week	Maybe once a week	Hardly at all	Never
342	132	72	16	Fewer than 10
60.7%	23.4%	12.8%	2.8%	0.2%
84.1%		12.8%	3.0%	

*No students skipped this question

3. I think that sharing “Good Things” is an important part of class.

Strongly Agree	Agree	Disagree	Strongly Disagree
141	339	63	Fewer than 10
25.5%	61.4%	11.4%	1.7%
86.9%		13.1%	

*4 students skipped this question

4. I am greeted by at least one teacher with a handshake.

Almost every day	2 or 3 times a week	Maybe once a week	Hardly at all	Never
452	59	19	Fewer than 10	Fewer than 10
83.7%	10.9%	3.5%	1.7%	0.2%
94.6%		3.5%	1.9%	

*8 students skipped this question

5. I like being greeted with a handshake from my teacher or teachers.

Strongly Agree	Agree	Disagree	Strongly Disagree
126	314	86	27
22.8%	56.8%	15.6%	4.9%
79.6%		20.5%	

*6 students skipped this question

6. The Social (Classroom) Contract is something that is used in my class or classes to help us solve problems and work better together.

Almost every day	2 or 3 times a week	Maybe once a week	Hardly at all	Never
197	117	97	110	34
35.5%	21.1%	17.5%	19.8%	6.1%
56.6%		17.5%	25.9%	

*8 students skipped this question

7. I think the Social (Classroom) Contract is important to have in every class.

Strongly Agree	Agree	Disagree	Strongly Disagree
152	225	125	54
22.8%	56.8%	15.6%	4.9%
79.6%		20.5%	

*11 students skipped this question

8. My classmates and I provide feedback to our teacher or teachers at least once a week describing how well the class is following the Social (Classroom) Contract.

Yes	No
221	323
40.6%	59.4%

*11 students skipped this question

9. I see more of my classmates give each other “put-ups” instead of “put-downs”.

Strongly Agree	Agree	Disagree	Strongly Disagree
89	285	148	33
16.0%	51.4%	26.7%	5.9%
67.4%		32.6%	

*12 students skipped this question

10. I see other students “checking” each other’s behavior in class and around the school.

Strongly Agree	Agree	Disagree	Strongly Disagree
76	214	169	89
13.9%	39.1%	30.8%	16.2%
53.0%		47.0%	

*11 students skipped this question

11. My teacher or teachers listen to me and my ideas.

All of the time	Most of the time	Once and a while	Hardly at all	Never
188	259	83	22	Fewer than 10
33.7%	46.4%	14.9%	3.9%	1.1%
80.1%		14.9%	5.0%	

*11 students skipped this question

12. If a student did something to break the Social (Classroom) Contract in your class, how often do you think your teacher or teachers would ask the student the following questions: 1. "What are you doing?" 2. "What are you supposed to be doing?" 3. "Are you doing it?" 4. "What are you going to do about it?"

Almost every time after a student is not doing what they are supposed to do.	Most of the time after a student is not doing what they are supposed to do.	About half of the time after a student is not doing what they are supposed to do.	Less than half of the time after a student is not doing what they are supposed to do.	I have not heard those questions asked after a student is not doing what they are supposed to do.
133	185	102	96	36
24.1%	33.5%	18.5%	17.4%	6.5%
57.6%		18.5%	23.9%	

*14 students skipped this question

13. If a student was disrespectful to a teacher in your class, how often do you think your teacher or teachers would ask the student the following questions: 1. "Who are you taking to?" 2. "How are you supposed to talk to me?" 3. "Are you doing it?" 4. "How are you going to talk to me in the future?"

Almost every time a student is being disrespectful	Most of the time that a student is being disrespectful	About half of the time that student is being disrespectful	Less than half of the time that student is being disrespectful	I have not heard those questions asked after a student was being disrespectful
105	120	99	82	142
19.2%	21.9%	18.1%	15.0%	25.9%
41.1%		18.1%	40.9%	

*20 students skipped this question

14. Overall, I think that teachers at my school treat students with respect.

Strongly Agree	Agree	Disagree	Strongly Disagree
283	227	36	11
50.8%	40.8%	6.5%	2.0%
91.6%		8.5%	

*16 students skipped this question

Future State

Gower School District Administrators will further analyze the results from this survey at the school level and grade level to identify any trends and/or clear take-aways. Anonymous student comments were optional and those collected will also be reviewed to add a qualitative component to the next round of data analysis. These results will be used to examine current practice and to discuss possible strategies for ongoing improvement. School Leadership Teams will also have an opportunity to analyze the data in collaboration with school and district-level administrators for further input for continuous improvement efforts. Along with other sources of data, this mid-year survey will have a direct impact on the development of the strategic plans developed and executed at the school and district level regarding professional development and capacity building for teachers and staff as well as implications for teacher observations, feedback, and support. A similar student feedback survey will be used again next year to monitor Year 2 of implementing the Capturing Kids' Hearts process in Gower.

**Gower School District #62
Superintendent's Report
Appendix E**

Date: February 18, 2014

Title: District Feedback (Mid-year Parent Survey) – 10 minutes

Initial

Contact: Victor Simon – vsimon@gower62.com

Background

As part of our ongoing commitment to establishing a model of continuous improvement in Gower, a brief parent survey was administered from Jan. 23, 2014 through Feb. 15, 2014. Parents were asked to assign a grade to and indicate their level of satisfaction with a variety of components that are essential to promoting effective practices across a school district. The following text was used as an introduction to this brief survey. Parents were given the option to skip any question they chose to throughout the survey.

“Every marking period, parents and students across the Gower Community are having conversations about the most recent Report Card received. These conversations are helpful in determining areas of strength and areas that may be in need of improvement. In Gower School District, we believe that our motto, "Children at their Best!" is based on all of our employees being at "our best." This brief survey will give parents an opportunity to grade us in some important areas. Your feedback is important to us and will help us improve the Gower School District. Thank you for taking the time and do watch for more parent surveys throughout the school year...”

Current State:

The tables below illustrate the results of the mid-year district feedback survey completed by 147 participants.

The following questions were asked:

1. I have a child or children currently enrolled in the following grades (check all that apply)

PK	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
13	23	41	28	29	28	27	13	12	15
5.7%	10.0%	17.9%	12.2%	12.7%	12.2%	11.8%	5.7%	5.2%	6.6%

* 5 participants skipped this question

2. I feel welcome when I visit the Gower Schools and/or District Office.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
77	57	5	7	0
52.7%	39.0%	3.4%	4.8%	%
91.7%		3.4%	4.8%	

* 1 participant skipped this question

3. I would give my school district the following grade for providing my child or children with a high quality academic experience:

A- to A+	B- to B+	C- to C+	D- to D+	F
“Outstanding” and exceeds my standards in this area	“Above Average” and may exceed some of my standards in this area	“Average” and meets my standards in this area	“Below Average” and meets only some of my standards in this area	“Failed” and does not meet my standards in this area
78	54	10	2	2
53.4%	37.0%	6.8%	1.4%	1.4%
90.4%		6.8%	2.8%	

* 1 participant skipped this question

4. I would give my school district the following grade for their overall effectiveness in communicating with parents:

A- to A+	B- to B+	C- to C+	D- to D+	F
“Outstanding” and exceeds my standards in this area	“Above Average” and may exceed some of my standards in this area	“Average” and meets my standards in this area	“Below Average” and meets only some of my standards in this area	“Failed” and does not meet my standards in this area
83	52	6	2	3
56.8%	35.6%	4.1%	1.4%	2.1%
92.4%		4.1%	3.5%	

* 1 participant skipped this question

5. I would give my school district the following grade for promoting a safe, clean, and supportive environment for my child or children:

A- to A+	B- to B+	C- to C+	D- to D+	F
“Outstanding” and exceeds my standards in this area	“Above Average” and may exceed some of my standards in this area	“Average” and meets my standards in this area	“Below Average” and meets only some of my standards in this area	“Failed” and does not meet my standards in this area
107	31	4	3	1
73.3%	21.2%	2.7%	2.1%	0.7%
94.5%		2.7%	2.8%	

* 1 participant skipped this question

6. I would give my school district the following grade for creating opportunities for family and community engagement:

A- to A+	B- to B+	C- to C+	D- to D+	F
“Outstanding” and exceeds my standards in this area	“Above Average” and may exceed some of my standards in this area	“Average” and meets my standards in this area	“Below Average” and meets only some of my standards in this area	“Failed” and does not meet my standards in this area
84	46	11	2	2
57.9%	31.7%	7.6%	1.4%	1.4%
89.6%		7.6%	2.8%	

* 2 participants skipped this question

7. School Leadership is an important area to measure and includes a wide variety of knowledge, skills, and abilities. Given your experience with each or all of the school leaders listed below, please assign a “grade” for their overall effectiveness in their current role: Superintendent – Victor Simon; Assistant Superintendent, Rebecca Laratta; Gower West Principal, Gina Rodewald; Gower Middle Principal, Tracy Murphy (Data below is reported in summative fashion as an Administrative Team)

N/A	A- to A+	B- to B+	C- to C+	D- to D+	F
I do not have enough information	“Outstanding” and exceeds my standards in this area	“Above Average” and may exceed some of my standards in this area	“Average” and meets my standards in this area	“Below Average” and meets only some of my standards in this area	“Failed” and does not meet my standards in this area
221	261	68	15	6	4
38.4%	45.4%	11.8%	2.6%	1.0%	0.7%
38.4%	57.2%		2.6%	1.7%	

* 1 participant skipped this question

8. In terms of my overall experience, I would say that my school district is “moving in the right direction”.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
71	59	5	7	3
49.0%	40.7%	3.4%	4.8%	2.1%
89.7%		3.4%	6.9%	

* 2 participants skipped this question

Future State

Gower School District Administrators will further analyze the results from this survey at the school level and grade level to identify any trends and/or clear take-aways. Anonymous parent comments were optional and those collected will also be reviewed to add a qualitative component to the next round of data analysis. The results from the mid-year parent survey will be used to examine current practice and to discuss possible strategies for ongoing improvement. School Leadership Teams will also have an opportunity to analyze the data in collaboration with school and district-level administrators for further input for continuous improvement efforts. Along with other sources of data, this mid-year survey will have a direct impact on the development of the strategic plans developed and executed at the school and district level.

Strategic plan development will convene at each campus and shared with district administrators to promote alignment with the overall strategic plan for the District. The Board of Education will also play an important role in the final design and execution of this overarching and ever-evolving continuous improvement plan.

Gower School District #62
Superintendent's Report
Appendix F

Date: February 18, 2014

Title: ISBE 3-Year Technology Plan (5 minutes)

Initial

Contact: Rebecca Laratta: rlaratta@gower62.com

Background

Every three years, the Illinois State Board of Education requires school districts to complete a District Technology Plan. Gower's last plan was completed in 2011. The next District Technology Plan is due on February 28, 2014, for fiscal years 2015, 2016, and 2017.

Current State

The District's Technology Plan must be aligned to a goal regarding student achievement and must focus on three areas: Instruction, Professional Development, and Technology Deployment. Additionally, the ISBE Technology Plan includes the following components:

- Report Card Data and Local Assessment Data
- Goals
- Action Plan Strategies for each area above
- Action Plan Monitoring for each area above
- ISBE Action
- Technology Inventory

The goal in the District Technology Plan aligns with the Gower West and Gower Middle School Improvement Plans. It states:

By 2017, we will increase academic rigor, student achievement, and student growth by aligning our curriculum, instruction, intervention, and assessment practices to the Common Core State Standards and 21st Century Skills. Gower students will demonstrate growth in math and reading scores as measured by fall to spring assessments to increase student MAP growth to be at or above the 90th percentile and decrease the amount of students scoring at the 35th percentile or below by 20%.

Action Plan Strategies must be developed for each year and for each focus area. Here are sample Action Plan Strategies included in the District Technology Plan:

- Instruction: Students will utilize web-based instructional software to support targeted and individualized instruction. Specific Activity: Use Stride Academy to provide additional instructional support targeting reading and math skills.

- Professional Development: Provide professional development for staff to use web-based programs and learning applications as a tool to plan targeted and differentiated instruction. Specific Activity: Provide professional development activities (in District and out of District) to extend teachers' use of technology as an instructional learning tool.
- Technology Deployment: Maintain and improve the internal network structure. Specific activity: Increase bandwidth, add access points, and upgrade switches and/or routers as the technology or needs dictate.

Monitoring of the action plan includes monitoring tools, progress indicators, evaluation frequency, and person responsible. This format is similar to the monitoring in the Gower West and Gower Middle School Improvement Plans.

Additionally, the District Technology Plan requires a thorough and complete inventory of devices, Internet access, operating systems, network equipment, licensed software, and telecommunications.

Future State

Gower's District Technology Plan will be submitted to ISBE before February 28. There is a final DuPage Regional Office Technology Plan Writing Session on Feb. 19, which provides administrators and technology coordinators an opportunity to ask questions and receive feedback. District administrators will report back to the Board when the plan has been approved.

**Gower School District #62
Superintendent's Report
Appendix G**

Date: February 18, 2014

Title: District Transportation (5 minutes)

Initial

Contact: Victor Simon – vsimon@gower62.com

Background:

Gower School District has been purchasing 71 passenger school buses since 1989, or sooner. We currently have 11 buses in our fleet, all of which are owned by the District. We reduced our number of bus routes from 9 standard routes to 8 routes as a measure of cost and management efficiency. Each of our 8 standard bus routes provides daily pick-up and drop-off services at both Gower West and Gower Middle. In addition to these 32 individual routes, 2 additional mid-day Kindergarten drop-off routes take place each day. In total, Gower School District operates 34 individual bus routes and provides transportation service to nearly 700 of our 870 students. Gower also operates a “late run” bus on Mondays and Wednesdays, and two “late run” buses on Tuesdays and Thursdays to accommodate after school activities.

The transportation fee for parents/guardians has been \$100 for the first student, \$75 for the second student, and \$50 for the third and each additional student for the last five school years (since 2009-2010). Transportation fees have generated roughly \$55,000 per school year.

Our fleet consists of a 2001, 2002, 2005, two 2006, two 2009, a 2010, 2012, 2013, and 2014 model year bus. Beginning in fiscal year 2011, (FY11; July 1, 2010 – June 30, 2011), the District began a practice of “1 year off - 3 years on” to continue the purchase of school buses. There was no bus purchased in FY11. However, a bus was purchased in each of the following consecutive years: FY12, FY13; FY14 and the Board of Education, and perhaps the Gower Community, may have the expectation that a bus will not be purchased in FY15 (next school year). The most recent bus was purchased for \$90,829.00 (less a \$2,500 trade-in for a 2000 model bus). This is an effective cost of roughly \$72,800/year over a five-year span.

This topic was also reported on in the Superintendent Report (Appendix E) on Dec. 17, 2013 (V. Simon)

Current State:

- For the three-year period between 2011-2013, our district budgeted roughly \$68,000/year for bus maintenance, safety inspection, and repair services. The district expended roughly \$50,000/year for these services during the same time period.
- For the current school year (Fiscal Year 2014, or FY14), the district budgeted \$55,000 and has expended \$30,000 to date for bus maintenance, safety inspection, and repair services.
- The District has been working to build a more efficient transportation strategy including the possibility of leasing a bus fleet and reducing the number of routes.

Future State:

- An annual lease payment for a new, 71 passenger school bus, with a five year bumper to bumper warranty, is approximately \$12,605. Over the course of a 5-year lease, the District would pay \$63,025 and given the option to purchase the buses at \$36,440/bus or enter into a new lease after the buses are repurchased at a committed price of \$36,440/bus.
- The following table displays a multi-year plan for the Board of Education to consider for action.
- The Superintendent recommends that the Board of Education take formal action to approve this lease/expenditure plan and initiate the process of placing an order for five school buses as described and selling/trading in five current buses. This Board action will be pending upon receipt of approved contract and all related materials.
- Approving such a plan will prove to be a cost-savings to the District and result in a more reliable fleet of school buses used to transport our students in Gower.
- This plan will also allow the district to maintain its current strategy of hiring and evaluating our own bus drivers as they will remain Gower School District employees.

Bus Fleet Management Plan - Proposal								
School Year/Fiscal Year (FY)	Bus 1 – 5	Bus 6	Bus 7	Bus 8	Bus 9	Bus 10	Bus 11	Notes:
2014-2015 FY15	Lease payment 1/5 \$63,025	District owned: 2014 Model Year	District owned: 2013 Model Year	District owned: 2012 Model Year	District owned: 2010 Model Year	District owned: 2009 Model Year	District owned: 2006 Model Year	Sell 01', 02', 05', 06, 09' @ \$56,450
2015-2016 FY16	Lease payment 2/5 \$63,025	Lease payment 1/5 ~\$12,800	District owned: 2014 Model Year	District owned: 2013 Model Year	District owned: 2012 Model Year	District owned: 2010 Model Year	District owned: 2009 Model Year	Sell 2006 FY 14 Value @ \$13,700
2016-2017 FY17	Lease payment 3/5 \$63,025	Lease payment 2/5 ~\$12,800	Lease payment 1/5 ~\$13,000	District owned: 2014 Model Year	District owned: 2013 Model Year	District owned: 2012 Model Year	District owned: 2010 Model Year	Sell 2009 FY 14 Value @ \$29,500
2017-2018 FY18	Lease payment 4/5 \$63,025	Lease payment 3/5 ~\$12,800	Lease payment 2/5 ~\$13,000	Lease payment 1/5 ~\$13,200	District owned: 2014 Model Year	District owned: 2013 Model Year	District owned: 2012 Model Year	Sell 2010 FY 14 Value @ \$36,500
2018-2019 FY19	Lease payment 5/5 \$63,025	Lease payment 4/5 ~\$12,800	Lease payment 3/5 ~\$13,000	Lease payment 2/5 ~\$13,200	District owned: 2014 Model Year	District owned: 2013 Model Year	District owned: 2012 Model Year	Consider fund balance ~\$13,000/yr
2019-2020 FY20	Lease payment 1/5 ~\$68,000	Lease payment 5/5 ~\$12,800	Lease payment 4/5 ~\$13,000	Lease payment 3/5 ~\$13,200	District owned: 2014 Model Year	District owned: 2013 Model Year	District owned: 2012 Model Year	Consider lease vs. ownership.
2020-2021 FY21	Lease payment 2/5 ~\$68,000	Lease payment 1/5 ~\$13,800	Lease payment 5/5 ~\$13,000	Lease payment 4/5 ~\$13,200	District owned: 2014 Model Year	District owned: 2013 Model Year	District owned: 2012 Model Year	Back-Up fleet is 8,9, & 10 yrs. Old
2021-2022 FY22	Lease payment 3/5 ~\$68,000	Lease payment 2/5 ~\$13,800	Lease payment 1/5 ~\$14,000	Lease payment 5/5 ~\$13,200	District owned: 2014 Model Year	District owned: 2013 Model Year		Consider reducing fleet to 10.
2022-2023 FY23	Lease payment 4/5 ~\$68,000	Lease payment 3/5 ~\$13,800	Lease payment 2/5 ~\$14,000	Lease payment 1/5 ~\$14,200	District owned: 2017 Model Year	District owned: 2014 Model Year		Consider buy-out of lease ending in FY23 @ ~\$38,000 (keep for 5 years)
2023-2024 FY24	Lease payment 5/5 ~\$68,000	Lease payment 4/5 ~\$13,800*	Lease payment 3/5 ~\$14,000	Lease payment 2/5 ~\$14,200	District owned: 2018 Model Year	District owned: 2017 Model Year		Consider buy-out of lease ending in FY24 @ ~\$38,000 (keep for 5 years)
Consider continuing model of 5-year lease rotation for fleet of 8 with 2 buy-outs over 10 year period for back-up fleet of 2.								

Estimated Cost Analysis of Proposed Plan v. Current Plan						
	FY15	FY16	FY17	FY18	FY19	5 Year
Proposed Cost ¹	\$41,575	\$98,125	\$86,825	\$92,025	\$135,025	\$453,575
Current Cost ²	\$60,000	\$153,000	\$154,000	\$155,000	\$60,000	\$582,000
	FY20	FY21	FY22	FY23	FY24	10 Year
Proposed Cost	\$140,000	\$141,000	\$142,000	\$140,000	\$141,000	\$1,157,575
Current Cost	\$157,000	\$158,000	\$159,000	\$60,000	\$161,000	\$1,277,000
				Overall Savings³		\$119,425

¹ Proposed cost includes deduction for estimated sale of district owned buses and a fixed maintenance cost of 35,000/year for FY15 – FY16 and \$20,000/year for FY17 – FY24 (No cost saving included for better fuel efficiency and/or qualitative value of a bus fleet that is 5 years old for route buses and no more than 10 years old for back-up fleet.

² Current cost includes a fixed maintenance cost of \$60,000 from FY15-FY24 with no trade in value included as buses for trade in will be nominal (\$1500).

³ No cost saving included for better fuel efficiency (~\$5,000 - \$7,000/year or 15-20% of current annual cost of ~\$35,000/year) and/or qualitative value of a bus fleet that is 5 years old or newer for all bus routes with full warranty and no more than 10 years old for back-up fleet (Safety/Aesthetic Value).