

Annual School Report

2009-2010



Morris Academy

*52 Roosevelt Avenue
Mount Pearl, NL
A1N 1Z8*

Vision Statement:

Empowering all students to achieve and succeed.

Mission Statement:

Through the collaborative effort of school, home and community, Morris Academy is committed to providing a rich teaching and nurturing learning experience that will challenge each student.

Morris Academy provides a safe and caring learning environment that fosters respect, student achievement and well being.

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Message from the Director of Education

Since Eastern School District's inception in September, 2004 many changes have occurred. Our efforts have now moved beyond structural reform and reorganization to developing our schools as caring, professional and purposeful places of learning and excellence. The School District has engaged in a process designed to accomplish this. Our strategic plan identifies the mission of our District to enhance achievement and success for all students within a healthy, active, safe, caring and socially just learning environment.

On behalf of Eastern School District, I acknowledge the many efforts of our teachers, administrators, support staff, parents and community representatives, particularly through School Councils. I encourage you to review this document and to converse with your school representatives. It is in this conversation that the school's goals and expectations come to life, in an atmosphere of support and accountability. When a community is better informed about its school, its participation and ownership increases. The value of this report lies not only in what it says, but also in what it does.

I wish to congratulate each school for their commitment to achieving success as evidenced by this Annual School Report. Keep up the good work!

FORD RICE, B.A., B.Ed., M.Ed.
C.E.O./DIRECTOR OF EDUCATION

Message from the Administration

It is with great pleasure we present Morris Academy's 2009-2010 Annual School Report. This report includes information about our school community such as: its demographics, the programs and services we offer, our current initiatives and the partnerships that we have developed.

This report gives us an opportunity to share with parents, guardians and other interested parties the progress we have achieved in our School Development Plan and provides us with an avenue for reporting our students' achievement on provincial assessments.

We express sincere appreciation to our entire school community for always working together in the best interest of the students at Morris Academy. We thank our dedicated staff members for their continuous teamwork and conscientious effort on behalf of the students. The staff of Morris Academy is also very fortunate to have the continuous support of parents/guardians, School Council and other community partners. We take this opportunity to thank everyone who has contributed this year in helping us strive to provide the best educational opportunities for all students.

Finally, we thank the students for all their hard work. We are very proud of their accomplishments and we encourage them to continue to work hard and try their best in everything they do. We wish them great achievement and success!

Respectfully Submitted,

Sandra Humphries
Principal

Sandra Pye
Assistant Principal

Message from the School Council

On behalf of School Council, it is my pleasure to provide input into our Annual School Year Report for 2009-2010. The School Council has worked diligently to represent the views of parents and guardians in order to ensure a high quality of education for students at Morris Academy. It is through the dedication of our parents, students and staff that we can reflect on the past year with a sense of pride and accomplishment.

Our Council began the year by planning an extensive array of fundraising projects and initiatives, with the goal of supporting the learning needs of our children. In total, Council endorsed seven major initiatives and rose over \$22,000. With the proceeds of these funds, our school completed major purchases of new equipment that helped our students through technology, learning resources, physical education and healthy living.

Our school community was challenged to respond to the major epidemic of H1N1 in September. While the situation was a major public health threat, we were confident in the actions being taken by our School Board and the administration at the school. While no Council wants to start the year with such a critical issue, we worked through the situation with confidence in our staff and administration.

Council was also pleased with the renovations of our new School Parking Lot, complete with new pavement, curbs, gutters, and sidewalks. School Council reviewed and provided input into the vehicular traffic congestion in our school parking lot and on Roosevelt Avenue. Council agreed to submit a request to have the City of Mount Pearl institute a crossing guard in the mornings and evening. Our advocacy continues on this important safety issue.

Our School Council also endorsed two new projects to heighten the learning experience for children at Morris Academy. The first initiative titled ***Tomorrow's Classroom, Today*** is a new initiative to equip all of our classrooms with the latest technology, including SMART Boards, computers, electronic learning software, and sound systems. The goal of this project is to leverage technology to complement the teaching and learning experience. The second project that was approved was ***Creating an Outdoor Education Center*** with the goal of raising environmental stewardship in our students. The project aims to create an outdoor classroom and play area near the gymnasium.

In June, School Council discussed the present impact of zoning on Morris Academy. We will work with the Eastern School District to ensure our voices are heard on this important issue.

Throughout the school year, we witnessed the amazing talents of our school children at a number of school concerts. We also celebrated the Vancouver Olympics with style and poise. These productions are a testament to the talent and dedication of our staff and students, while demonstrating the vibrancy of the music program at Morris Academy.

I want to acknowledge and thank many of our school partners for a successful school year. Our teachers, staff and administration at Morris Academy do tremendous work and are dedicated to the highest quality of education. In particular, our school is led by a wonderful principal, Mrs. Sandra Humphries. She is to be commended for her vision and passion to grow our school and its students and staff.

I want to thank our parents and guardians for their support of our many initiatives, fundraising events, and school functions. Their unwavering commitment to improving the lives of their children is admirable. I also want to thank the students for supporting the many activities at our school. When they become engaged in their school, learning flourishes.

We now focus on the year ahead and pursue our goals of excellence for Morris Academy. We accept the challenge to deliver quality programming in education while we develop our school for the betterment of our community.

Kind Regards,

Charles Coady
Chair, Morris Academy School Council
2009-2010

Overview of Morris Academy

Morris Academy's Mission Statement

Through the collaborative effort of school, home and community, Morris Academy is committed to providing a rich teaching and nurturing learning experience that will challenge each student. Morris Academy will provide a safe and caring learning environment that fosters respect, student achievement and well being.

Our School Community

Morris Academy is located in Mount Pearl, Newfoundland. It has a grade configuration of Kindergarten to Grade Four and is one of the 122 schools under the jurisdiction of the Eastern School District. During 2009-2010, the population of Morris Academy was approximately 295 students, 25 teachers and 10 support staff. This included a full-time principal, an assistant principal who taught half-time, a Guidance Counsellor, classroom teachers, and specialist teachers (Music, Physical Education, Special Education and Learning Resources). Seven student assistants, three maintenance/custodial personnel and one secretary also worked at our school on a daily basis.

Morris Academy was originally built as a High School in 1963. It was named after Roland Morris, the owner of the land on which the school was built. With the shift in student population and the restructuring of education, Morris Academy has undergone many changes over the years. Morris Academy served students from Kindergarten to Grade Six for an extended period of time. In September 1999, it became a primary school (K-3) for the first time and then in September 2006, returned to a primary/elementary school with the present K-4 grade configuration.

Morris Academy is known for its community atmosphere which functions as a family unit. Morris Academy is a member of Peaceful Schools International and is proud to be an "I Care" school.

Class Size /Pupil-Teacher Ratio

Pupil-teacher ratio refers to the total number of students in a school compared to the total number of educational staff. An educator is a person who holds a teaching certificate and is employed to deliver educational, administrative and/or special programming to students. Principals, Assistant Principals, as well as Music and Physical Education teachers are counted as educators. However, guidance counselors and special education teachers are not counted in this ratio. Guidance services are allocated to schools based on school population as 1 School Counsellor per 500 students and Special Education services is allocated based on school population as 7 teachers per 1000 students. In 2009-2010 the average class size at Morris Academy was 20.8 and the pupil-teacher ratio for Morris Academy was 18.2, which is basically on par with the pupil-teacher ratio for the Eastern School District.

Programs Provided

The programs offered at Morris Academy are based upon the curriculum as prescribed by the Department of Education. In Kindergarten to Grade Four the subjects offered are: Language Arts, Mathematics, Science, Social Studies, Health, Religious Education, Art, Music and

Physical Education. During the 2009-2010, French was offered to students in Grade Four. KinderStart, the provincial Kindergarten orientation program was also offered this past year.

Music Program

All students from Kindergarten to Grade Four participate in the classroom music program and learn through singing, dancing, movement, and instrumental activities. They are also given several performance opportunities throughout the school year. The school has four grade level choirs (Grade 1, 2, 3 & 4) that meet once each seven day cycle. These choirs perform at assemblies and various school and community functions throughout the year.

In May 2010, the Grade Four Choir was awarded SILVER in the Rotary Music Festival. The Grade Four Choir also participated in the Eastern School District's Choral Connections and was given a great adjudication.

We are very proud of the music program at our school. The musical experiences offered to our students helps to foster a love and understanding of music as well as develop the musical ability of our students.

Physical Education Program

The Physical Education program at Morris Academy promotes physical activity through a variety of movement activities. The emphasis of the program is to promote sportsmanship, cooperation and fair play through movement. Children attended three thirty minute classes a cycle as well as *Morris in Motion* once per cycle. Students were provided the opportunity to be involved in large group, small group and individual activities throughout the school year. Activities took place in the gymnasium, outside on school property and in alternate settings in the community. All activities allowed the children to develop both physically and socially.

Students were given a variety of opportunities to be active throughout the school year. The whole school population participated in the Healthy Living Commotion/Terry Fox Walk in September, the Reindeer Run in December, the Lap-a-thon in May and Fun Day in June. Intramurals were offered daily during second half of lunch to students in Grades 3 & 4. The students in Grade 1, 2 & 3 participated in an eight-week instructional skating program that was very successful. Cross country skiing was made available to the students in Grades 3 & 4.

We are committed to providing various opportunities for our students to be active. We know that active and healthy children learn better and grow up to be more active and healthier adults.

Special Services/Special Education

Morris Academy had 1.92 Non-Categorical Special Education teaching units during 2009-10. These units were used to deliver special programming to students in Kindergarten to Grade Four. Approximately 80 students received special services programming last year. All services provided were in consultation with parents and based on individual needs. The school also received services of 2.0 Categorical EDFG Special Education Teachers. These teachers worked with students who were approved for these services and received various alternate educational programs.

Guidance

The role of the Guidance Counsellor at Morris Academy is to provide support for the school community and guidance services focuses on the needs of our entire school community. This service includes: assessing children to identify strengths and needs, planning early intervention, behavioral planning, individual and group counselling, intervening during crisis situations, and providing guidance programming such as anger management, social skills, self-esteem, effective parenting and child abuse prevention. The Guidance Counsellor acts as a consultant to parents and teachers and is an active member of the Special Services Team and the Safe and Caring Schools Team.

Speech Language Therapy

The students of Morris Academy benefited from the services of a Speech Language Pathologist for 1 ½ days per week in 2009-10. Therapy for articulation, language, speech and fluency or voice problems comprised the major portion of this specialist's services. However, the Speech-Language Pathologist also provides consultations, assessments, and suggestions for in-school and at-home support for all students identified with mild to severe speech language problems. She also participates in parent-teacher interviews, ISSP team meetings and is a member of the Special Services Team.

Highlights/Special Projects

Our school was involved in a number of special projects again this year. Various assemblies and concerts, the Terry Fox Annual School Walk, the Reindeer Run, VOCM Coats for Kids, I Care and Peaceful Schools International activities, Book Fairs, the Walk-a-thon, and the Fun Day have all contributed to the culture and spirit of Morris Academy. The following are brief summaries of some 2009-2010 Highlights:

ArtSmarts Projects

In 2009-2010, the Newfoundland and Labrador Arts Council awarded Morris Academy a \$2200.00 grant. The Grade Two students were involved in a project entitled "A Journey for Life Continued." This project engaged the students in activities where they examined the past history of the school and compared their results to the community of Morris Academy today. This project included organizing a Morris Academy Museum as well as an evening student performance of music, movement and dance.

The Grade Two students and teachers also raised salmon eggs to fry again this year and released them in the Rennies Mill River in June 2010. The whole school community certainly benefited from both of these efforts this past year.

Conservation Corps Grant

The Grade Two students at Morris Academy also undertook a vermi-composting project during the 2009-2010 school year. A grant of \$850.00 was received from the Green Street Youth Engagement Initiative. The students were involved in making two vermi-composts to be maintained and harvested in their classrooms. The students participated in a field trip to the Botanical Gardens. Monies were also set aside for three new vermi-composts for the Grade Two classes of 2010/2011. This activity met outcomes related to environmental issues, particularly

climate change and life cycles. This project was aired on the NTV News and the students presented their learning to the rest of the school community. It was a very successful initiative.

Living Healthy Commotion Day

On Friday, October 16, 2009, Morris Academy took part in a Living Healthy Commotion. The students, teachers, administrators, parents and community partners of Morris Academy participated in many physical activities during the day and were served healthy food for their recess snack. The Living Healthy Commotions are part of the Healthy Students Healthy Schools provincial initiative. Schools received grants to support this Living Healthy initiative.

Eastern Active Schools

Morris Academy is a member of Eastern Active Schools. Through this program, teachers and students participated in various fun daily physical activities within their classrooms. Natasha Kean, Consultant for Eastern Active Schools with the Eastern School District, visited Morris Academy to provide further suggestions for implementation.

Math Olympics at Morris Academy

In February, 2010, our students were involved in an interactive day of Math/Olympic style events to coincide with the Vancouver 2010 Olympics. Each student was a "Math Olympian" on a 25 member team representing one of twelve countries. All students were encouraged to participate in the Olympics to foster cooperation, team building and community spirit. There were Opening and Closing ceremonies and the top three teams were awarded Gold, Silver and Bronze Medals. Parents were invited to join in the celebration to strengthen the connection between Math and everyday life situations through sport and physical fitness.

Grade 4 Prefects

The *Grade 4 Prefect Program* continued this year with much success. Students in Grade Four volunteer to spend their time at recess and lunch with the students in the lower grades. They were wonderful role models for the younger students.

Big Brothers/Big Sisters In-School Mentoring Program

During the 2009-2010 school year, our school continued to participate in the *Big Brothers/Big Sisters In-School Mentoring Program*. This program is provided through the Big Brothers/Big Sisters of Eastern Newfoundland.

Through this program, children are matched one-on-one with an adult volunteer who spends time with them during lunch at the school, once a week. This program has had a tremendous impact on the self-esteem and self-confidence of the students who have been involved with such wonderful role models.

Tutors for Tuition

Morris Academy participated in the *Tutors for Tuition* program again this year. Selected students in Grade 3 and 4 received tutoring in the areas of reading and writing from high school students after school twice a week for approximately one hour. The tutors were rewarded with vouchers toward tuition in a post secondary institution.

Partnerships

Morris Academy is known for its community atmosphere which functions as a family unit. Morris Academy is proud to be a member of Peaceful Schools International and this partnership provides a support network for promoting safe and caring schools initiatives. We also have a partnership with MMSB and Evergreen Recycling. Throughout the year we raised over \$13 000 from recycling. Students who assisted with the recycling program were given incentive prizes throughout the year. This worthwhile partnership encourages the students to recycle and teaches them to respect and to care for their environment.

Partnerships/Community Use of the School

Our school supports the community by making the facilities available to various groups. Our gym is used frequently in the evenings and on the weekends. These organizations are: Beavers, Cubs, Scouts, Sparks, Brownies, Guides, and the Mount Pearl Basketball Association (MPMBA). The City of Mount Pearl also sponsors various sport groups within the community and uses our facility for its Frosty Festival.

Report on Previous School Development Plans (3-year plan and last year's plan (2009-10))

The following goals and objectives were identified for Morris Academy through the school development process by the staff and other members of the school development team. Throughout 2009-2010, the staff and school development team continued to evaluate and revise these goals and objectives. Professional development sessions were provided for teachers based on these areas identified and the teacher's professional growth plans.

MORRIS ACADEMY
3-Year School Development Plan
2008 – 2011

Goal 1: To improve student achievement

Year	Objective	Objective	Objective
2008-09	1.1: To improve student performance in demonstrating number sense/operations.	1.2: To continue to improve student achievement in the area of problem solving.	1.3: To learn and focus on assessment for learning and teaching strategies in Mathematics
2009-10	1.1: To enhance curriculum programming that supports all key outcomes in Mathematics	1.2: To continue to improve student achievement in the area of listening skills	1.3: To implement assessment for learning and teaching strategies that meet the diverse needs of all students.
2010-11	1.1: To enhance curriculum programming that supports all key outcomes	1.2: To improve listening skills	Objective 1.3: To implement assessment for learning strategies that meet the diverse learning needs of all students

Goal 2: To promote a school culture that fosters a safe, caring, healthy, socially-just learning environment

Year	Objective	Objective	Objective
2008-09	2.1: To foster a collaborative, respectful learning environment for students and staff	2.2: To promote an active, healthy lifestyle for all members of the school community	2.3: To promote an inclusive school philosophy
2009-10	2.1: To continue to foster a collaborative, respectful learning environment	2.2: To continue to foster an active, healthy lifestyle and increase community involvement	2.3: To continue to foster the creation of an inclusive school.
2010-11	2.1: To maintain a collaborative, respectful learning environment.	2.2: To maintain and continue initiatives that has been established to promote active and healthy living.	2.3: To maintain and build on initiatives that fosters an inclusive school culture.

Goal 3: To use a variety of technologies across the curriculum to enhance student learning

Year	Objective	Objective	Objective
2008-09	3.1: To develop a plan for the integration of technologies across the curriculum	3.2: To provide increased opportunities for teacher training in the use of technology	3.3: To de-clutter and dispose of obsolete technology and purchase/use new technologies
2009-10	3.1: To initiate the implementation of the technology plan	3.2: To provide increased opportunities for students to engage in the use of technology	3.3: To continue to purchase new technologies
2010-11	3.1: To review the technology plan and continue to develop successful initiatives	3.2: To promote the use of various forms of technology within a variety of settings within the school community	3.3: To maintain an appropriate level of working technology within the school.

Operational Issues

Year	Issues	Issues	Issues
2008-09	<p><i>Floor tiles need to be replaced in the main hallway and entrances</i></p> <p><i>Painting of lower level/stairwells</i></p> <p><i>Painting of gym and main office due to Fire Inspectors' visit</i></p>	<p><i>Team decision-making regarding financial requests and spending</i></p> <p><i>Water leaks on the front side of the building need to be repaired</i></p>	<p><i>Lack of storage space/vandalism of storage shed</i></p> <p><i>Obtain trolleys for storage of chairs under stage in gym</i></p> <p><i>Install large screen in gym</i></p>
2009-10	<p><i>Painting of lower level/stairwells</i></p> <p><i>Gyproc, plaster and paint all classrooms, computer lab, library, main office and staffroom</i></p> <p><i>Water leaks on the front side of the building need to be repaired</i></p>	<p><i>Paving of Parent Parking Lot</i></p> <p><i>Extension for Storage</i></p> <p><i>Upgrade wiring to prevent tripping of circuits and install more outlets in classrooms</i></p> <p><i>New photocopier needed</i></p>	<p><i>Plumbing, replace sinks in Kindergarten classrooms, library and Special Needs classroom, etc</i></p> <p><i>Cupboards, shelving and poster racks that were removed during the Summer renovations need to be replaced</i></p>
2010-11	<p><i>Finish painting of lower level/stairwells</i></p> <p><i>To install new fire retardant stage curtains in the gym</i></p>	<p><i>Extension for storage</i></p> <p><i>To repair furnace so that heat is regulated efficiently throughout the building</i></p> <p><i>To address excess heat in the computer lab</i></p>	<p><i>To obtain more electrical outlets if possible in rooms where needed</i></p> <p><i>To install more computer drops within the Computer lab and classrooms</i></p>

Report on School Development Plan for Previous Year (2009-2010)

Goal 1. To improve student achievement		
Objective 1.1 To enhance curriculum programming that supports all key outcomes in Mathematics	Objective 1.2 To continue to improve student achievement in the area of listening skills	Objective 1.3 To implement assessment for learning and teaching strategies that meet the diverse learning needs of all students
Evaluation 1.1 Curriculum programming was enhanced to support key outcomes in Mathematics	Evaluation 1.2 Some of the strategies were carried out however a more specific focus would be beneficial for upcoming year to fully meet the objective.	Evaluation 1.3 Some Assessment for learning and teaching strategies were implemented this year to meet the diverse learning needs of all students.
Commendations 1.1 <ul style="list-style-type: none"> • Teachers are incorporating Math into morning opening routines • Guided Math Sessions occurred in Grade One through Numeracy/Literacy Support • Math Promotion Grant Application successful - \$1750.00 	Commendations 1.2 <ul style="list-style-type: none"> • Monitored active listening through daily announcements • PBS matrix developed • Voice Scale implemented in all classrooms 	Commendations 1.3 <ul style="list-style-type: none"> • CAMET(Math) has been used as a pre-assessment tool in Grades 1, 2 and 3 this year. • Differentiated Instruction PD sessions were initiated • Formed Collegial Circle in DI
Recommendations 1.1 <ul style="list-style-type: none"> • Continue to investigate ways to differentiate instruction in mathematics • Implement Co-teaching model through Instructional Support Allocation 	Recommendations 1.2 <ul style="list-style-type: none"> • Implement regularly scheduled listening skills period in the 7-day cycle. • Continue to reinforce PBS strategies 	Recommendations 1.3 <ul style="list-style-type: none"> • Investigate other pre-assessment tools for use in all grade levels. • Continue to investigate differentiated assessment strategies • Continue Collegial Circle in DI

Goal 2. To promote a school culture that fosters a safe, caring, healthy, socially-just environment.		
Objective 2.1 To continue to foster a collaborative, respectful learning environment.	Objective 2.2 To continue to foster an active, healthy lifestyle and increase community involvement.	Objective 2.3 To continue to foster the creation of an inclusive school.
Evaluation: 2.1 All strategies to meet Objective 2.1 have been successfully implemented: *The <i>I Care & Peace Scholar</i> rules were promoted and taught throughout the year. *The Grade Four Prefect program was implemented. *Students participated in various monthly Safe & Caring Initiatives. *Teachers participated in a Professional Development Day in PBS and an Intervention Guide was created. *The Behaviour Matrix was created and put on display in the Main Foyer. *Copies of the Voice scale were created and put on display in all classrooms and identified main areas of the school. *The Behaviour Matrix was introduced and taught to the students. *GOTCHA tickets were created and implemented and weekly prize draws were made.	Evaluation: 2.2 Students engaged in various activities that promoted a healthy lifestyle (Terry Fox Walk, Healthy Commotion Day, Morris in Motion, Lunchtime Intramurals, Reindeer Run, Walk-a-thon, etc) Teachers began to incorporate Eastern Active Schools activities into their classrooms Students participated in extra-curricular activities	Evaluation: 2.3 Wellness PD for teachers was a great success Increase in number of teachers taking on leadership roles (i.e., several teachers attended Covey training and one attended Inclusion Train the Trainer) Information about Inclusive Education was shared during a staff meeting Collaborative Culture promoted Birthdays were acknowledged over the PA
Commendations 2.1 <ul style="list-style-type: none"> Students in Grade 1 & 4 enjoyed participating in the Prefect program. Implementation of the Behaviour Matrix and Gotcha Tickets was well received and successful. 	Commendations 2.2 <ul style="list-style-type: none"> Teachers incorporated Eastern Active Schools Program more in their classrooms Natasha Kean, Eastern Active Schools Consultant, visited Morris Academy to assist teachers Students engaged in various activities that promote a healthy lifestyle 	Commendations 2.3 <ul style="list-style-type: none"> Establish Differentiated Instruction practices & Collegial Circle Staff members were encouraged to take leadership roles Birthdays were acknowledged over the PA

<p>Recommendations 2.1 To continue with all strategies into the 2010-2011 school year. *Grade Four Prefects may want to make a commitment to the program for a term rather than the whole school year. *Strategies needed to ensure <u>all</u> students have opportunities to earn GOTCHA tickets. *Reminders on the morning announcements of a specific behaviour to focus on for that day. *May need to give bigger prizes for the GOTCHA ticket draws. *Playground, Bus, and Gym settings still need to be taught to the students. *More board games needed for students to use during 2nd half of lunch. *First Aid training needed for members of the Critical Incident Team.</p>	<p>Recommendations 2.2 To continue with all strategies into the 2010-2011 school year.</p>	<p>Recommendations 2.3 To continue with all strategies into the 2010-2011 school year.</p>
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Goal 3: To use a variety of technologies across the curriculum to enhance student learning.		
Objective 3.1 To initiate the implementation of the technology plan	Objective 3.2 To provide increased opportunities for students to engage in the use of technology	Objective 1.3 To continue to purchase new technologies
Evaluation 1.1 A technology plan was implemented	Evaluation 1.2 Students had increased opportunity to use as well as enhanced learning opportunities through various modes of technology.	Evaluation 1.3 A variety of new technologies were purchased, installed and used on a regular basis. There is still a need to purchase and upgrade computers on a regular basis.
Commendations 1.1 A grade level skills continuum was developed as a guideline for teachers. Teachers / students were trained in the various areas of technology. Teachers are incorporating technology into their classroom (i.e. SMART Board)	Commendations 1.2 Each classroom was outfitted with a computer for student use. Lunchtime computer club established. Additional computers installed in the computer lab. Speakers installed on all computers in the lab (without internal speakers)	Commendations 1.3 Additional computer network 'drops' installed in the computer lab to enhance performance. New camera purchased and used regularly. A new SMART Board purchased for a grade two classroom.
Recommendations 1.1 A Safe Cyber presentation should be conducted in each grade level at the beginning of the school year. Since technology is constantly changing, the school technology plan should also change on a yearly basis to stay current with these advances. As well, teachers and students should be introduced to various types of software that are applicable to their grade units.	Recommendations1.2 Purchase Smart Boards for each grade level. Continue Computer Club Purchase headphones to 'follow' all students. Staff in-service for the use of technology programs (i.e. movie maker).	Recommendations1.3 Purchase SMART Board for the computer lab as well as one per grade level. Renovate computer lab to include new computer counter-tops. Improve ventilation in computer lab. Additional electrical outlets installed in the computer lab, if possible

Operational Issues Report 2009-10

Year	Issues	Issues	Issues
2009-10	<p><i>Painting of lower level/stairwells</i></p> <p><i>Gyproc, plaster and paint all classrooms, computer lab, library, main office and staffroom</i></p> <p><i>Water leaks on the front side of the building need to be repaired</i></p>	<p><i>Paving of Parent Parking Lot</i></p> <p><i>Extension for Storage</i></p> <p><i>Upgrade wiring to prevent tripping of circuits and install more outlets in classrooms</i></p> <p><i>New photocopier needed</i></p>	<p><i>Plumbing, replace sinks in Kindergarten classrooms, library and Special Needs classroom, etc</i></p> <p><i>Cupboards, shelving and poster racks that were removed during the Summer renovations need to be replaced</i></p>
Report	<p><i>All rooms, except the music room, have been gyproced, plastered and painted.</i></p> <p><i>All windows in the front of the building have been repaired</i></p> <p><i>Half of the lower hallway has been painted</i></p>	<p><i>Parent parking lot has been paved and lines have been installed on the lot</i></p> <p><i>New photocopier has been obtained</i></p>	<p><i>New sinks installed in kindergarten classrooms, library and special needs classroom, etc.</i></p> <p><i>Cupboards, shelving and poster racks have been replaced</i></p>

Operational Issues for 2010-2011

Operational Issue	Intended Action
Excess heat in computer lab	Install new ventilation system in computer lab
Lack of computer lab counter surface for monitors and towers	Replace old tables with suitable surface
Additional electrical outlets in computer lab and classrooms.	New outlets installed by electricians, if possible
Install new server drops needed in classrooms	New drops installed by school board technician
SMART Board needs to be installed in each grade level classroom.	Order through fundraising and install

Summary Report on the School's Most Current Data

Criterion Referenced Tests

Criterion-Referenced Tests (CRTs) are assessments used by the Department of Education to measure the intended learning outcomes as presented in the provincial curriculum. During the winter of 2010, the students in Grade One and the students in Grade Two participated in the Department of Education Primary Language Arts Assessments. In June 2010, the students in Grade Three at Morris Academy participated in the Department of Education's CRTs for Language Arts and Mathematics. The results of these assessments assist the school in identifying its' strengths, needs and challenges in these particular subject areas. CRT results may also direct the programming needs of students or the professional development needs of teachers. It is important to note that the Grade Three CRT results reflect the students' achievement of the learning outcomes in Language Arts and Mathematics from Kindergarten to Grade Three, not just their achievement of the curriculum for Grade Three.

CRITERION REFERENCE TESTS PRIMARY LANGUAGE ARTS ASSESSMENT

Grade 1: Percentage of Students Performing At or Above Provincial Benchmark

07-08		08-09		09-10	
School	Province	School	Province	School	Province
61.5%	63.5%	71.7%	65.0%	59.1%	62.1%

Grade 2: Percentage of Students Performing At or Above Provincial Benchmark

07-08		08-09		09-10	
School	Province	School	Province	School	Province
74.6%	68.9%	82.5%	72.4%	74.1%	71.3%

CRITERION REFERENCE TESTS

The Primary English Language Arts Grade Three CRT measures performance in *Reading, Writing, Listening and Speaking*. The test consists of multiple-choice and long answer (constructed response) questions. Often these questions challenge the students to use higher level thinking skills. Writing pieces were scored using an analytic scoring rubric. Student work is placed at one of five levels for each category, ranging from Level 5 (Outstanding), Level 4 (Strong), Level 3 (Adequate), Level 2 (Limited), to Level 1 (Very Limited). Level 3 is considered to be at Grade Level. The writing categories included content, organization, sentence fluency, voice, word choice and conventions.

Grade 3 Language Arts								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Reading	93.2%	89.7%	90.8%	88.5%	86.2%	88.3%	92.5%	92.1%
Listening	93.3%	93.3%	85.0%	85.0%	93.1%	95.4%	79.1%	80.9%
Constructed Response: Percentage of students achieving Level 3 or above								
Demand Writing	85.2%	74.5%	72.0%	72.6%	63.6%	74.9%	74.6%	73.9%
Poetic	82.8%	65.8%	58.6%	56.1%	51.7%	68.8%	70.5%	71.5%
Informational	95.0%	74.4%	77.1%	70.8%	50.8%	55.1%	74.6%	63.6%
Listening	72.1%	64.1%	83.8%	70.2%	49.2%	70.5%	73.4%	59.9%

What do these results tell us?

The table above allows one to compare the CRT results of Morris Academy's Grade Three students with all of the Grade Three students within the province. For example, during 2009-2010, 92.5% of the Grade Three students at Morris Academy scored at Level 3, 4 or 5 on the Multiple Choice Reading component of the Language Arts assessment, while 92.1% of the Grade Three students in the province scored at level 3, 4 or 5. In June 2010, the students in Grade Three at Morris Academy scored as good as or better than the average Grade Three student in the province in all areas of this assessment.

The Primary Mathematics Criterion-Referenced Test (CRT) was also administered to the students in Grade Three at Morris Academy in June 2010. This test assessed various provincial outcomes including Number Operations, Number Concepts and Shape & Space. It also assessed student performance in the areas of Reasoning, Communication, Connection and Representing and Problem Solving. Items were scored both electronically and by a panel of teachers using a rubric. As with the Language Arts CRTs, student work is placed at one of five levels for each category, ranging from Level 5 (Outstanding), Level 4 (Strong), Level 3 (Adequate), Level 2 (Limited), to Level 1 (Very Limited). Level 3 is considered to be at Grade Level. The results are summarized below:

Grade 3 Mathematics								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Number Operations	79.0%	77.0%	80.0%	76.0%	82.3%	85.0%	79.2%	76.0%
Number Concepts	75.0%	71.3%	77.5%	76.3%	68.4%	73.5%	78.5%	77.3%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	54.9%	43.6%	82.6%	65.7%	51.6%	54.3%	71.9%	62.1%
Communication	32.2%	37.5%	78.3%	59.8%	53.1%	54.2%	67.2%	61.6%
Connections & Representations	31.2%	36.3%	75.4%	61.3%	62.5%	69.0%	79.7%	68.2%
Problem Solving	65.6%	51.9%	89.9%	76.2%	68.8%	68.8%	73.4%	68.3%

What do these results tell us?

The table above allows one to compare the CRT results of Morris Academy’s Grade Three students with all of the Grade Three students within the province. For example, during 2009-2010, 79.7% of the Grade Three students at Morris Academy scored at Level 3, 4 or 5 on the Connections & Representations Constructed Response component of the Mathematics assessment, while only 68.2% of the Grade Three students in the province scored at level 3, 4 or 5. Student achievement in the area of Mathematics has been a provincial and school focus for the past couple of years. Evidently, it appears that this conscious attention has had a positive influence on student achievement.

MORRIS ACADEMY
School Development Plan
2010 – 2011
(Year 3 of 3)

Goal 1: To improve student achievement		
Objective 1.1: To enhance curriculum programming that supports all key outcomes	Objective 1.2: To improve listening skills	Objective 1.3: To implement assessment for learning strategies that meet the diverse learning needs of all students
Strategies: 1.1.1 Continue to engage students in adequate practice in relation to all key outcomes 1.1.2 Use Math Journals on a regular basis 1.1.3 Continue to organize and maintain resource room 1.1.4 Provide opportunities for teachers to collaborate and share with each other 1.1.5 School Wide Math Day “Math Carnival” will occur on January 21 st and 100 th Day Celebrations will occur mid February. 1.1.6 Teachers will use Differentiated Instruction strategies where appropriate 1.1.7 Grade 4 Students will participate in National Math League Contest 1.1.8 Increase Guided Reading materials 1.1.9 Engage students in Buddy Reading sessions on a regular basis 1.1.10 Explore Co-Teaching Models 1.1.11 Increase use of SMART Boards	Strategies: 1.2.1 Engage all students in a variety of listening activities 1.2.2 Provide opportunities for teachers to access professional development and to share/collaborate with each other in the area of listening skills 1.2.3 Increase teacher resources in relation to programming needs 1.2.4 Provide classrooms with listening centers where needed 1.2.5 Schedule listening activities into 7-day cycle 1.2.6 Increase use of SMART Boards	Strategies: 1.3.1 Teachers will continue to explore pre-assessment strategies 1.3.2 Provide teachers with resources relating to differentiated assessment 1.3.3 Provide opportunities for teachers to access professional development to gain further understanding of assessment for learning 1.3.4 Continue to develop common assessment tools throughout grade levels 1.3.5 Administration will conduct informal walk-throughs 1.3.6 Student Achievement/Differentiated Instruction Action Team to discuss and share ideas around assessment 1.3.6 Teachers will share differentiated assessment and/ or instructional practices during the first 10-15 minutes of monthly staff meetings
Indicators of Success: 1.1.1 Improved scores on CRT assessment 1.1.2 Report Card Data and Trends show improvement 1.1.3 Parent Feedback 1.1.4 Teachers are using differentiated instruction strategies in their classrooms	Indicators of Success: 1.2.1 Improved scores on CRT assessment 1.2.2 Report Card Data and Trends show improvement 1.2.3 Parent Feedback 1.2.4 Teachers report improved listening within their classrooms	Indicators of Success: 1.3.1 Improved scores on CRT assessment 1.3.2 Report Card Data and Trends show improvement 1.3.3 Parent Feedback 1.3.4 Teachers will use assessment for learning strategies 1.3.5 Walk-throughs are conducted

Goal 1. Support Plan	
Financial	Professional Development/Time Required
1.1.1 100 th Day Celebrations/Math Day - \$500.00	1.1.1 PD from the Department of Education RE: Implementation of new Math Program in Grade Three
1.1.2 Professional Resources - \$250.00	1.1.2 PD from the Department of Education RE: Completely Kindergarten
1.1.3 Guided Reading Materials - \$1000.00	1.1.3 PD from the Department of Education RE: Grade One Health and Religion
1.1.4 Closeout Days – (1)	1.1.4 PD from the Department of Education RE: Grade Four Social Studies
1.1.5 Substitute Days (14)	1.1.5 Morris Academy Close-Out Re: Differentiated Instruction
1.1.6 Snacks for School PD - \$200.00	
1.1.7 Listening Centers - \$1500.00	
1.1.8 Math Promotion Grant Application - \$1530	

Goal 2: To promote a school culture that fosters a safe, caring, healthy, socially-just learning environment.		
Objective 2.1: To continue to foster a collaborative, respectful learning environment.	Objective 2.2: To continue to foster an active, healthy lifestyle and increase community involvement.	Objective 2.3: To continue to foster the creation of an inclusive school.
Strategies: 2.1.1: To maintain Peace Education as our School-Wide Program (I Care Rules & Peace Scholar Rules) 2.1.2: To maintain PBS practices (Behavior Matrix/Voice Scale/Gotcha Tickets/Consequences & Intervention Guide) 2.1.3: Students will continue to participate in monthly Safe & Caring Initiatives 2.1.4: Grade Four Prefect and Buddy Reading Programs will continue 2.1.5: To update the Critical Incident School Response Plan and communicate it to the staff 2.1.6: Safe & Caring Schools Committee will continue to oversee the Safe & Caring Schools Initiatives such as (Christmas Hampers, Food Drives, etc) 2.1.7: Safe & Caring Schools Team to update Safe & Caring Schools Policy by comparing it to the District Safe & Caring Schools Policy	Strategies: 2.2.1: Participate in Terry Fox Walk 2.2.2: Participate in Healthy Commotion Day 2.2.3: Participation in Reindeer Run 2.2.4: Participate in Annual Walk-a-thon 2.2.5: Daily Lunchtime Intramurals 2.2.6: Continue to engage in various activities that promote active, healthy living (Fitgo, after-school programs, instructional skating lessons, etc.) 2.2.7: Continue to purchase Physical Education equipment 2.2.8: Teachers to collaborate with Eastern Active Schools Consultant	Strategies: 2.3.1: Participate in activities that foster student and teacher wellness 2.3.2: Promote a culture of shared leadership by encouraging individuals to take various leadership roles 2.3.3: Recognize accomplishments of students and staff 2.3.4: Acknowledge birthdays on the PA each day 2.3.5: School Closeout RE: Inclusive Practices
Indicators of Success: 2.1.1: Feedback from staff and parents 2.1.2: Fewer discipline referrals to the office, Observations of appropriate behavior/ student demonstrations 2.1.3: Student feedback/participation 2.1.4: Active Grade Four Prefect Program 2.1.5: Updated Critical Incident School Response Plan has been communicated 2.1.6: Updated Safe & Caring Schools Policy	Indicators of Success: 2.2.1 Evidence of increased physical activity and healthy eating 2.2.2 Increase in percentage of students and staff participating in co-curricular and extra-curricular activities 2.2.3: New Physical Education equipment purchased	Indicators of Success: 2.3.1 Evidence of improved self esteem/self concept 2.3.2 Increase in the number of individuals taking leadership roles in the school

Goal 2. Support Plan	
Financial	Professional Development/Time Required
<ul style="list-style-type: none"> • Replenishment of I Care & Peace Scholar resources (\$800.00) • I Care button contest (\$200.00) • Updating Bullying Resources (\$300.00) • Lunchtime Games (\$500.00) • First Aid training (\$550.00) • Healthy Snacks (\$400.00) • Sports Day Lunch (\$500.00) • Snacks for Closeout (\$200.00) 	<ul style="list-style-type: none"> • First Aid training for 3 teachers, 1 Student Assistant & 1 Custodian • School Closeout RE: Inclusive Practices

Goal 3: To use a variety of technologies across the curriculum to enhance student learning.		
Objective 3.1: To review the technology plan and continue to develop successful initiatives	Objective 3.2: To promote the use of various forms of technology within a variety of settings within the school community	Objective 3.3: To maintain an appropriate level of working technology within the school
Strategies: 3.1.1: To provide a lesson on Cyber Bullying and internet safety. 3.1.2: Teacher training in the areas of PowerPoint, Moviemaker and Photo Story. 3.1.3: Lunchtime Computer club for students in each grade level.	Strategies: 3.2.1: Schedule regular computer lab times. 3.2.2: Additional sign-up sheets for extra computer lab time. <ul style="list-style-type: none"> Post a new sign-up sheet every cycle. 3.2.3: Teach students to use PowerPoint. 3.2.4: Lunchtime Computer club for students in each grade level. 3.2.5: Purchase computers for student use in classrooms.	Strategies; 3.3.1: Purchase additional SMART Boards (one per grade level) 3.3.2: Research possible suitable educational sites for teachers. 3.3.3: Purchase additional Computers (One per classroom for student use) 3.3.4: Continue to purchase a least 4 new computers for the computer lab each year. 3.3.5: Purchase additional flat screen monitors for classroom and computer lab use. 3.3.6 Purchase a Senteo kit for the SMART Board.
Indicators of Success: 3.1.1: Age appropriate computer skills. 3.1.2: Enhanced teacher program software knowledge 3.1.3: Enhanced student computer / software knowledge	Indicators of Success: 3.2.1: Use of regular computer time. 3.2.2: Use of additional computer time 3.2.3: Student program software knowledge enhanced. 3.2.4: Participation in computer club. 3.2.5: Increased use of computers in the classroom.	Indicators of Success: 3.3.1: Increased number of classrooms with SB's 3.3.2: Increased teacher use of internet programs. 3.3.3: Increase in student use of computers in the classroom. 3.3.4: Computer lab that is functional 3.3.5: Modernized computer lab and classrooms. 3.3.6: Evaluation of student knowledge

Goal 3. Support Plan	
Financial	Professional Development/Time Required
3.1.1: Purchase 3 Smart Boards for grade level use (approx. 15,000.00) 3.1.2: Purchase headphones for student use (\$200.00) 3.1.3: Consider purchasing new counter surface for computer lab computers. 3.1.4: Purchase Senteo Kit for the SMART Board (approx. 1600.00)	3.1.1: Program software / Hardware in-services

Operational Issues for 2010-2011

Operational Issue	Intended Action
<i>Excess heat in computer lab</i>	<i>Improve ventilation in computer lab</i>
<i>New computer lab counter surface for monitors and towers</i>	<i>Replace old tables with suitable surface</i>
<i>Install additional electric plugs in computer lab and classrooms.</i>	<i>New outlets installed by electricians</i>
<i>Install new server drops in classrooms</i>	<i>New drops installed by school board technician</i>
<i>SMART Board installed in each grade level classroom.</i>	
<i>Lack of storage space/vandalism of storage shed</i>	<i>De-clutter/Remove all obsolete/broken materials throughout the school and organize items to provide more storage Follow up with District maintenance staff to address the issue of outside storage space (i.e., space for snow blower, vandalism of current shed, etc)</i>
<i>Request for painting of main hallway downstairs, stairwells and classrooms</i>	<i>Administration to request that the remaining downstairs hallway and stairwells to be painted.</i>

Appendix A – Summary of School Fundraising

During the 2009-2010 school year, we had three major fundraisers at Morris Academy: the fall LaMontagne Catalogue Campaign, the winter Furlong Fishcakes fundraiser and our annual spring Lap-a-thon. The funds raised from these events were used to purchase many valuable items for our school. We purchased 50 new chairs for the gym, a smartboard, new furniture and new oak shelving for the library, Math resources and baggy books for the classrooms, 3 new computers and new computer desks for all classrooms. A detailed Financial Statement is attached. **(Please note that all fundraising initiatives and expenditures were approved by the school Finance Committee as well as the Morris Academy School Council).**

**TOTAL DEPOSITS
FUNDRAISING ACCOUNT
2009-2010**

DATE	DESCRIPTION	AMOUNT
October 15, 2009	Lamontagne Catalogue Campaign	\$ 7 969.00
October 16, 2009	Lamontagne Catalogue Campaign	\$ 1 287.00
October 23, 2009	Lamontagne Catalogue Campaign	\$ 135.00
November 5, 2009	Lamontagne Catalogue Campaign	\$ 40.00
December 09, 2009	Ticket Sale (Print)	\$469.00
December 17, 2009	Ticket Sale (Print)	\$493.00
December 22, 2009	Ticket Sale (Print)	\$261.00
January 08, 2010	Ticket Sale (Print)	\$10.00
March 25, 2010	Fish Cakes Sales	\$1 736.00
March 26, 2010	Fish Cakes Sales	\$7 251.00
April 01, 2010	Fish Cakes Sales	\$510.00
April 22, 2010	Ticket Sale (Print)	\$495.00
April 29, 2010	Ticket Sale (Print)	\$235.00
May 6, 2010	Ticket Sale (Print)	\$355.00
May 21, 2010	Ticket Sale (Print)	\$102.00
May 21, 2010	Walk-A-Thon	\$444.75
May 27, 2010	Walk-A-Thon	\$674.25
May 28, 2010	Walk-A-Thon	\$3 482.30
May 31, 2010	Walk-A-Thon	\$1 363.50
June 03, 2010	Walk-A-Thon	\$1 911.64
June 10, 2010	Walk-A-Thon	\$1 766.18
June 10, 2010	Fun Day Fees	\$36.00
June 15, 2010	Fun Day Fees	\$475.00

**TOTAL EXPENSES
FUNDRAISING ACCOUNT
2009-2010**

DATE	COMPANY	ITEM DESCRIPTION	AMOUNT
September 3, 2009	Staples	Computer Desks for Classrooms	\$838.96
September 18, 2009	Scholar's Choice Moyer	Kindergarten Chairs	\$2 099.26
September 18, 2009	Scholar's Choice Moyer	Library Chairs	\$1 194.73
September 18, 2009	Scholar's Choice Moyer	Kindergarten Sofas (2)	\$745.24
September 18, 2009	Sharon Brophy	Computer Supplies	\$571.06
November 13, 2009	Lamontagne Catalogue Campaign	Cost of Fundraising Products	\$5 152.02
November 16, 2009	Michelle Ennis	Refund for Lamontagne Return	\$20.00
December 9, 2009	Sharon Brophy	Professional Camera and Memory Card	\$956.89
December 14, 2009	School Specialty	Curling Set, Hula Hoops for Phys. Ed.	\$860.80
December 14, 2009	Eastern School District	Interactive Whiteboard and short arm projector	\$4 199.08
December 15, 2009	Sharon Brophy	Flash for Camera	\$225.99
December 17, 2009	Lamontagne Catalogue Campaign	Calendars Returned for Refund	\$33.00
December 17, 2009	Brodart	Library Shelving	\$2 068.60
February 4, 2010	Alpha Vico Inc	Library Chairs	\$595.51
February 4, 2010	Alpha Vico Inc	Kindergarten Chairs	\$920.95
February 8, 2010	Subway	Lunch for Staff - Teacher Appreciation Week	\$244.98
February 8, 2010	Sandra Humphries	Drinks & Cookies for Staff Lunch – Teacher Appreciation Week	\$40.65
March 30, 2010	Furlong Brothers	Cost of Fishcakes	\$5 100.00
April 14, 2010	Sharon Brophy	Walk- A-Thon Prize (Bike)	\$90.39
April 23, 2010	Sandra Humphries	Flowers for Secretary–Administrative Assistants Day	\$22.59
April 27, 2010	Sharon Brophy	Hockey Nets and Goalie Gear for Phys. Ed.	\$389.71
May 6, 2010	Diane Lorenzen	2 nd Place Class Winners of Fish Cake Sales	\$100.07
May 12, 2010	NSF Cheque	Fishcake Sales	\$49.00

May 21, 2010	Sharon Brophy	Walk-A-Thon Prizes	\$332.93
June 2, 2010	Tanya Clancey	1 st Place Winners of Fish Cake Sales	\$36.67
June 8, 2010	Sharon Brophy	Child's Helmet (To Accompany Walk-A-Thon Prize)	\$11.08
June 8, 2010	Wal-Mart	Wal-Mart Gift Cards (Walk-A-Thon)	\$1 720.00
June 9, 2010	Atlantic Grocery	Wieners, Ketchup, Mustard, Relish and Foil Bags for FUN Day Lunch	\$327.59
June 10, 2010	Scholastic	Kindergarten Winners of Fishcake Sales (\$250.00)	\$29.36
June 14, 2010	Barb McCarthy	Fun Day Supplies	\$390.43
June 14, 2010	Scholastic	Kindergarten Supplies (Winner of Fishcake Sales) \$161.39 remaining	\$22.58
June 17, 2010	Around the World	School Council and Volunteers Year-End Supper	\$260.00
June 17, 2010	Karen Lynch	Kitchen Help for Fun Day	\$68.53
June 17, 2010	Corinne Hackett	Kitchen Help for Fun Day	\$59.97
June 18, 2010	Kindergarten Teachers	Cakes – Winner of Fishcakes Sales – Remaining \$111.39	\$50.00
June 23, 2010	Red Rocket	Bouncey Castles for Fun Day	\$531.10
June 24, 2010	Barb McCarthy	Wal-Mart Gift Card – Walk-A-Thon	\$10.00
June 24, 2010	Sandra Pye	Wal-Mart Gift Cards – Walk-A-Thon	\$20.00

Opening Balance September 2009-2010	\$ 11 082.60
September 25, 2009	\$ 5 633.35
October 22, 2009	\$ 14 889.35
November 16, 2009	\$ 9 892.33
January 12, 2010	\$ 2 780.97
February 15, 2010	\$ 978.88
March 16, 2010	\$978.88
April 21, 2010	\$4 785.49
May 19, 2010	\$5 309.12
June 16, 2010	\$12 694.10
June 23, 2010	\$11 694.50