

Norwood School



Continuous Improvement Plan

School Education Plan
2016-2019
Year 1 of 3
&
Results Report
2015-2016



Wetaskiwin Regional
Public Schools

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You can view this Annual Education Results Report on our school website at: <http://norwoodschool.ca/>

To view the WRPS Annual Education Results <http://www.wrps.ab.ca/>

MESSAGE FROM THE PRINCIPAL

Excellence in education is a collaborative and cooperative effort on the part of all those involved in education.

Norwood School values the trust parents have bestowed upon our school staff to educate and guide students in becoming knowledgeable, creative individuals who value all others.

We are committed to providing students with a positive, supportive learning environment, and quality instruction and practice within a broad range of educational activities. It is our belief, students should be appropriately challenged and supported, so they are successful and are able to work confidently toward attaining their potential and personal goals.

It is the goal of Norwood School to invite change and constantly seek new ideas, techniques and methods, to strive for excellence. It is our hope this document provides us with the opportunity to live for tomorrow and use our deficiencies as a measure to move towards improving our school, thus benefiting our number one stakeholders – our students.

As we move forward into the 2016-2017 school year our school will become a K-7 school and then grow to become a K-8 school in the 2017-2018 school year. We look forward to the changes that will come with addition of two more grades. It is our intent to revisit our school culture. We will keep those aspects that will maintain our positive school climate and make the changes necessary to grow our school alongside our students who are moving into their early teenage years.

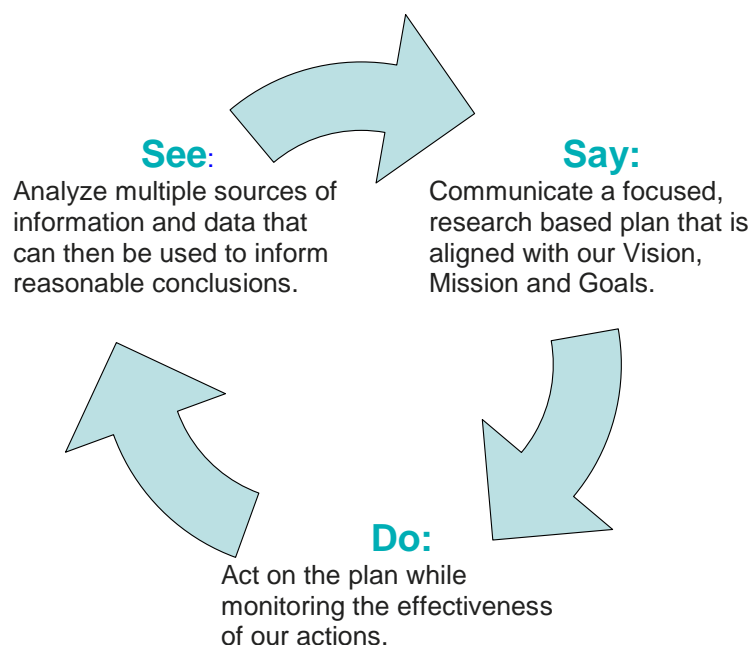
ACCOUNTABILITY, PUBLICATION, AND PLANNING STATEMENTS

The Continuous Improvement Plan for the three years commencing September 1, 2016 was prepared in consultation with the Parent Advisory Council. This improvement plan was developed in alignment with Alberta Education's Goals and direction for education and with the jurisdictional Three Year Education and fiscal plans. Our school is committed to achieving the results laid out in this improvement plan.

Norwood School has posted this plan on our website: <http://norwoodschool.ca/> and made electronic copies available to the Superintendent of Schools. We will include information in our school newsletters that will make reference to the fact that our school division plans are available for viewing on our website and that copies will be made available at the school or central administration office upon request. It is an expectation that the contents of this plan, in whole or in part, will be discussed with students, staff, and parents in particular with the parent advisory council representatives.

This document combines both our school education plan and annual education results report in order to more effectively communicate our plan for continuous school improvement. The following cycle illustrates a process for improvement.

As we progress through the school year we end up on different points of this process and they do not always align with the natural cycle of the school year. As such, this plan will be reviewed and updated according; district requirements, as data becomes available, when plans or strategies are identified, or when circumstances demand our attention refocus on critical issues.



FOUNDATION STATEMENT

VISION

The learning environment is one in which all learners, children and adults, grow and succeed.

VALUES

Courage, Creativity, Empathy, Ethics, Honesty, Integrity, Respect, Responsibility, Service, Teamwork, and Trust

MISSION

We are becoming responsible, life-long learners in a changing world.

MOTTO

“Success for Everyone, Everyday!”

WRPS Foundational Statements:

<http://www.wrps.ab.ca/trustees/foundation-statements>

Alberta Education Foundational Statements (found in the Guide to Education): <http://education.alberta.ca/admin/resources/guidetoed.aspx>

FOCUS ON IMPROVEMENT

Norwood School is committed to providing optimal learning opportunities for our students. As such we believe in a culture of continuous improvement. We intend to focus on the following areas to grow as a learning community. These areas of growth align with the Wetaskiwin Regional Public Schools Strategic Educational Goals and Provincial Goals.

Our school is continuing to develop an intervention system based on the Response to Intervention (RTI) model. Our intent is to provide a timetable structure, instructional strategies, and a hierarchy of intervention strategies; that will provide all students with the necessary supports to be successful. We intend to focus on literacy and timetable structures in the first year of this plan. In year two we will expand our focus to include numeracy and broaden our social-emotional supports.

In year one, we intend to implement an effective RTI timetable, common literacy assessments, and targeted reading interventions for students. In year two we will work to develop processes where staff can effectively work together to expand our RTI model. We will continue to grow the number of interventions in tier 1 and 2 to better support student need. Staff will identify and implement a common math assessment. We will also develop a systematic approach when providing interventions in the area of numeracy. Furthermore, we plan to implement the “Mind Up” program to provide a school wide approach that fosters social and emotional awareness, enhance psychological well-being, and promote academic success.

PROFESSIONAL DEVELOPMENT PLAN

A collaborative and supportive culture currently exists at Norwood School. This plan is intended to support the focused improvement aspects of this plan and to maintain our collaborative culture.

1. Days have been structured to focus on school improvement goals, and to provide collaborative time with staff. Furthermore, some days can be used by staff to develop effective learning environments.

August 31 st (All Staff)	a.m. Context p.m. Organizational	Focus: Staff Meeting, School Culture, RTI Focus: Teacher Collaboration with E.A.
September 1st	Organizational	Focus: Teacher Prep
September 2nd	Context	Focus: RTI – literacy tools for: screening, programming, intervention
October 7 th (All Staff)	Context	Focus: RTI- share info from literacy screening, organize intervention programming for Div. 1 & Div. 2. In service and discuss new report card.
December 2nd	Design	Focus: Teacher Directed
March 23rd	Design	Focus: Teacher Directed
April 13th	a.m. Context p.m. Design	Focus: RTI review Focus: Teacher Directed
May 19th	a.m. Design p.m. Organizational	Focus: Teacher Directed Focus: Transition Meetings/IPP's
June 30th	Organizational	Focus: Teacher Directed/Year End Tasks

2. Release time for staff in subject and/or grade level groupings will allow for analysis of school wide screening
3. Each teacher will be released monthly to meet with the LST to discuss instructional strategies and interventions for all students.
4. Staff will have access to PD funding to participate in activities related to this project and their Growth plans, which they are able to share with colleagues. Furthermore, staff is encouraged to attend PD events in groups to support the integration of new concepts into teaching practices among the greater staff.
5. First Aide and Nonviolent Intervention training will be made available to all who want the training.

NORWOOD STRATEGIC EDUCATIONAL GOALS

Educational goals are identified on the basis of the Board and School Community Priorities.

PRIORITIES	
<p>Improve the academic success of all students.</p>	<p>Enhance the success of First Nations students and encourage the active involvement of their families.</p>
<p><u>EDUCATIONAL GOAL</u> Success for every student.</p> <p>Outcomes Students demonstrate proficiency in literacy. Students demonstrate proficiency in numeracy. The achievement gap between Indigenous students and all other students is eliminated. Quality teaching results in optimal learning. Students feel that the school is a safe and caring environment.</p>	<p><u>EDUCATIONAL GOAL</u> Success for Indigenous students.</p> <p>Outcome Indigenous students demonstrate engagement.</p>

IMPROVE THE ACADEMIC SUCCESS OF ALL STUDENTS

Educational Goal - Success for Every Student

Outcome: Students demonstrate proficiency in literacy.
 The achievement gap between Indigenous students and all other students is eliminated.
 Quality teaching results in optimal learning.

Strategies:
<ul style="list-style-type: none"> • Through the process of strategically analyzing student assessment data together, information about student needs was determined. From this data, LST and teachers worked to determine the specific reading interventions that we would operationalize after Thanksgiving this school year. Groups were determined, timetables examined and support staff was assigned groups. LST's met with Support staff to review procedures for different reading interventions and also collaboratively determined how progress will be tracked and monitored. • Reading Mastery Groups operating in Gr. 1 - 3 • Precision Reading - Gr. 1-6 • Guided Reading Intervention - approximately 4 groups operating • Small Group Targeted Phonemic Awareness - Grade One Students • LST and teachers organized a high number of IPP meetings for more complex students and reviewed more specific goals for these students. • Programs such as RazKids, Daily 5, Write Reflection, Kagan Strategies are utilized to support literacy learning program. • Leveled reading resources were purchased so students can read materials at their reading level in Grades 1-4. • Students at or above grade level are challenged with reading at their level. • Indigenous resources are available in the classroom, library, and or the FNMI support room. • Teachers are focusing on the "Big Rocks" in order to ensure the most important aspects of the curriculum are met. • The timetable includes an "Intervention" period which serves as a block of time when staff focus on the specific needs of students.

School Wide Assessment: CORE Reading Assessment

Note: The CORE assessment is being implemented in the 2016-17 school year. As such no data is available until June 2017.

	Target Percent of students at grade level	June 2017	Sept 2017	June 2018	Sept 2018	June 2019
Division I	95	NA	NA	NA	NA	NA
Division II	95	NA	NA	NA	NA	NA
Division III	95	NA	NA	NA	NA	NA

Teacher Based Assessment (Final LA Mark)

Note: The 2016-17 school year is the first year we will be reporting these results.

	Target Percent of students at grade level	June 2017	June 2018	June 2019
Division I	95	NA	NA	NA
Division II	95	NA	NA	NA
Division III	95	NA	NA	NA

ELA 6 Provincial Achievement Test ELA 6 – Students Writing

	Norwood		PROVINCE	
	Acceptable	Excellence	Acceptable	Excellence
2016	90.0	16.7	91.5	22.6
2013-2015	95.3	8.5	90.9	19.7

	Norwood FNMI		PROVINCE FNMI	
	Acceptable	Excellence	Acceptable	Excellence
2016	71.4	0	79	8.1
2013-2015	69	0	79	6.6

Comment on Results:

The staff have taken some large steps in the development of an RTI model. Our focus has been on implementing school wide literacy assessments and incorporating interventions starting in February 2016. Staff started to see improved results and many of our students were commented on their own successes. We will be gathering baseline data in June and continuing on into the 2017-18 school year. When looking at our PAT results, our students were near provincial average in the Acceptable range but we remain behind in the Excellence range. Our FNMI results continue to be below provincial average however they are similar to our school division's results which were at 72.8%. This is an area that needs our attention.

IMPROVE THE ACADEMIC SUCCESS OF ALL STUDENTS

Educational Goal - Success for Every Student

Outcome: Students demonstrate proficiency in numeracy.
 The achievement gap between Indigenous students and all other students is eliminated.
 Quality teaching results in optimal learning.

Strategies:
<ul style="list-style-type: none"> • Teachers are focusing on the “Big Rocks” in order to ensure the most important aspects of the curriculum are met. • The timetable includes an “Intervention” period which serves as a block of time when staff focus on the specific needs of students. • Teachers use programs or reasources such IXL, Prodigy, Karate Math, and Jump Math to support numeracy learning. • Teachers use common math tools such as classroom number lines, manipulatives and Kim Sutton math games • Guided math help during the “Intervention” period.

School Wide Assessment: Numeracy Assessment

Note: The numeracy assessment will be implemented in the 2017-18 school year. As such no data is available until September 2017.

	Target Percent of students at grade level	Sept 2017	June 2018	Sept 2018	June 2019
Division I	95	NA	NA	NA	NA
Division II	95	NA	NA	NA	NA
Division III	95	NA	NA	NA	NA

Teacher Based Assessment (Final LA Mark)

Note: The 2016-17 school year is the first year we will be reporting these results.

	Target Percent of students at grade level	June 2017	June 2018	June 2019
Division I	95	NA	NA	NA
Division II	95	NA	NA	NA
Division III	95	NA	NA	NA

Math 6 Provincial Achievement Test – Students Writing

	Norwood		PROVINCE	
	Acceptable	Excellence	Acceptable	Excellence
2016	77.4	9.7	79.3	15.4
2013-2015	87.7	13.5	80.7	16.9

	Norwood FNMI		PROVINCE FNMI	
	Acceptable	Excellence	Acceptable	Excellence
2016	42.9	0	56.3	4.2
2013-2015	58.3	0	59.1	4.9

Comment on Results:

As a school we have taken steps to ensure that we are using similar resources and approaches when instructing students. Individual teachers use a variety of tools to provide intervention for student who need extra support. It is our goal to move forward with numeracy and be more strategic with school wide assessments and benchmarking so that we can better assess student. Then use the tools that we already have in a targeted way to provide systematic interventions when students need them.

Our PAT results were below our three year average but continue to be at provincial level in the acceptable range. Our students also continue to be below provincial average in the excellence range. We believe that the steps we plan to take in the area of numeracy will benefit all students and lead to higher level of achievement.

IMPROVE THE ACADEMIC SUCCESS OF ALL STUDENTS

Educational Goal - Success for Every Student

Outcome: Quality teaching results in optimal learning.
Students feel that the school is a safe and caring environment.

Strategies:

- School wide use of writing rubrics for assessment
- School wide use of the Write Reflections Writing Program
- Teacher collaboration focused on writing and reading programs, grade expectations, and assessment
- Use of Chromebooks for Literacy – reading comprehension and writing
- Teacher collaboration in the area of reading and writing
- Students are grouped to foster learning in key areas of writing and reading comprehension
- LST Support
- Professional Growth Learning Goals
- Professional Development in the area of Literacy (Daily 5; assistive tech PD)
- Keegan strategies to increase student engagement and enjoyment in learning
- Focused and intentional planning to engagement students in meaningful learning
- Developing essential outcome and system wide plans to address all needs
- Building a Positive Social Environment – Building Character
- Develop a comprehensive communication plan for the school community focused on positive peer relationships
- Student Leadership Group (Activities, planning and skills)
- Focus as a staff and student role modeling
- Monthly Assemblies/Community Charity Fundraisers
- Newsletters/Notes/ Goal Setting with Staff
- Extra-Curricular Activities for students- including afterschool programming
- School Council—what are the parents needs regarding wellness
- Development of options for Grade 4-6 with input from all stakeholders
- FSLW – groups; individual; family
- FNMI – Cultural awareness, smudging, cree lessons, drumming, tipi
- Youth Coach - social skill, groups, school wide programming

Accountability Survey and Tell Them From Me Survey results

Performance Measure	Results (in percentages)				
	2012	2013	2014	2015	2016
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	92.5	94.0	88.1	92.4	85.1

Performance Measure	Results (in percentages)				
	2012	2013	2014	2015	2016
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	71.3	72.4	73.6	86.3	80.8

Performance Measure	Results (in percentages)				
	2012	2013	2014	2015	2016
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	76.1	76.7	80.1	86.7	71.3
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	83.9	88.8	90.6	83.2	77.3
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.7	96.4	91.1	93.4	89.5

Performance Measure	Results (in percentages)				
	2012	2013	2014	2015	2016
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	92.5	94.0	88.1	92.4	85.1

Performance Measure	Results (in percentages)				
	2012	2013	2014	2015	2016
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	92.5	94.0	88.1	92.4	85.1

Comments on results:

We did see declines in a number of the performance measures the results are still positive. Specifically the quality of education and the safe and caring measures continue to be at or above 85%. In this past year we did experience a significant increase in the amount of students who indicate they are anxious. We also know that the down turn in the economy has put significant pressure on many of our families. We believe that this has affected many of our students and thus leading to higher levels of anxiety among students.

We believe that incorporating the "Mind Up" program into our RTI model will provide students with the strategies to be more resilient and to be better able to focus on their learning.

ENHANCE THE SUCCESS OF FIRST NATIONS STUDENTS AND ENCOURAGE THE ACTIVE INVOLVEMENT OF THEIR FAMILIES

Educational Goal - Success for Indigenous Students

Outcome: Indigenous students demonstrate engagement.

Work Completion & Sense of Belonging:

Strategies	Action Taken	Data
Cultural Relevant Practices Occurring in the School	<ul style="list-style-type: none"> Daily smudging Drumming for boys Dancing for girls Family Meetings around concerns and successes Cree Leaders 	<ul style="list-style-type: none"> On average 20 students; met with students regarding successes and challenges around smudging. (Parent and staff comments) Grand opening of new smudging room Drumming 12 boys attended Dancing 10 dancers (Gr. 3 – 6) Cree Leaders: 8 leaders; met daily with students On average 5 family meetings/contacts per week
Support students with work Completion	<ul style="list-style-type: none"> When directed by the school learning team provide one on one support to students around work completion 	<ul style="list-style-type: none"> On average 3 students completed homework during lunch or before school Supported 1 student on average per week with incomplete classroom work during the school day

Attendance, Study Habits, Work Ethic, Planning: Transition into post –secondary/workforce as the same rate as all other students

Strategies	Action Taken	Data
Increase attendance and decreasing tardiness	<ul style="list-style-type: none"> First contact to home when attendance is an issue from the teacher perspective Home visits as needed around attendance Facilitate meetings if the parents are available 	<ul style="list-style-type: none"> Reviewed monthly attendance reports 10 students being tracked and supported on a weekly basis On average 4 home visits per month 3 meetings with families around attendance

Achieve literacy at the same rate as all other students

Strategies	Action Taken	Data
Support reading and writing development	<ul style="list-style-type: none"> Acquire relevant and appropriate literacy cultural resources Track students requiring intervention for reading Area of discussion for parent meetings, home visits or calls Support families as needed regarding literacy at home 	<ul style="list-style-type: none"> Seven Scared Teaching resource as purchased and used in Gr. 4 20 students were identified as requiring reading intervention No data reported on at, excellence or below 13 success in school meetings; setting up tutors for 2 students;

Achieve numeracy at the same rate as all other students

Strategies	Action Taken	Data
Support numeracy development	<ul style="list-style-type: none"> • Beading in Grade 4 (pilot project) • Tracking struggling students • Area of discussion for parent meetings, home visits or calls • Support families as needed regarding numeracy at home and connect with community resources 	<ul style="list-style-type: none"> • All Gr. 4's and LAll and 1 LAP student made beaded head dresses • Sold (15) beaded head dresses • No tracking of struggling student in numeracy

Comments on results:

Approximately a quarter of our student population is indigenous. As such, we value the energy and cultural knowledge our students bring to the school community. The most significant event our school hosted this past year was the opening of our Smudging Room. We were honored to have a number of elders participate in this event and assist in the blessing of this space. Hai Hai.

Provincial Data

Combined 2016 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Norwood Elementary School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Acceptable	Safe and Caring	85.1	92.4	91.5	89.5	89.2	89.1	High	Declined	Acceptable
Student Learning Opportunities	n/a	Program of Studies	80.8	86.3	77.4	81.9	81.3	81.4	High	Maintained	Good
		Education Quality	89.5	93.4	93.6	90.1	89.5	89.5	High	Declined	Acceptable
		Drop Out Rate	n/a	n/a	n/a	3.2	3.5	3.5	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	76.5	76.5	75.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Acceptable	PAT: Acceptable	71.5	64.6	68.3	73.6	72.9	73.4	Intermediate	Maintained	Acceptable
		PAT: Excellence	15.3	6.9	12.2	19.4	18.8	18.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.0	85.2	85.1	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	21.0	20.5	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.6	54.4	53.5	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.4	59.7	59.3	n/a	n/a	n/a
		Work Preparation	78.6	90.9	89.1	82.6	82.0	81.1	High	Maintained	Good
		Citizenship	77.7	88.2	88.1	83.9	83.5	83.4	High	Declined Significantly	Issue
Parental Involvement	Acceptable	Parental Involvement	77.3	83.2	87.5	80.9	80.7	80.5	Intermediate	Maintained	Acceptable
Continuous Improvement	Issue	School Improvement	71.3	86.7	81.2	81.2	79.6	80.0	Intermediate	Declined	Issue

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Provincial Achievement Test Results

PAT Course by Course Results by Number Enrolled.											
		Results (in percentages)									
		2012		2013		2014		2015		2016	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	83.9	25.8	69.2	7.7	83.3	6.7	72.2	5.6	75.0	13.9
	Authority	78.4	13.6	77.1	9.3	79.9	12.8	78.9	12.7	76.2	10.2
	Province	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4
Mathematics 6	School	80.6	25.8	66.7	12.8	76.7	13.3	61.1	5.6	66.7	8.3
	Authority	76.1	18.2	70.9	9.3	67.7	12.2	65.3	9.2	62.7	6.3
	Province	74.7	16.6	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0
Science 6	School	77.4	29.0	64.1	25.6	76.7	23.3	66.7	13.9	75.0	22.2
	Authority	73.9	28.8	71.6	21.4	66.7	24.8	62.7	15.2	67.5	18.5
	Province	77.8	28.2	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1
Social Studies 6	School	64.5	12.9	51.3	15.4	73.3	13.3	58.3	2.8	69.4	16.7
	Authority	66.3	14.4	61.6	12.9	56.0	12.8	54.2	10.0	59.0	11.7
	Province	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0

NORWOOD BUDGET SUMMERY 2016-2017

Revenue

Alberta Education School Indigenous Program Allocation	(4,500)	
Alberta Education Shared Services Allocation	(2,048,219)	
Total: Revenue		(2,052,719)

Total: Certified Salaries	1,233,480	
Total: Certified Benefits	146,203	
Total: Uncertified Salaries	463,458	
Total: Uncertified Benefits	156,015	
Total: Services, Contracts and Fees	53,562	
Total Expenses		2,052,719

