

LEA Name:	Elmira City School District
BEDS Code:	070600010000

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 District Comprehensive Improvement Plan (DCIP)

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APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR’S DESIGNEE) IS MANDATORY.

Implementation is required no later than the first day of regular student attendance.

Signatures confirm the respective parties certify that the DCIP addresses all of the required components of the ESSA and Commissioner's Regulations as detailed on page 1 of this document and understand that any significant modification of the school district’s approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Hillary Austin	07.01.19
President, B.O.E. / Chancellor or Chancellor's Designee		Sara Lattin	07.01.09

Statement of Assurances

By signing this document, the Local Education Agency certifies that:

- 1. The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved.

- 2. The District Comprehensive Improvement Plan (DCIP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.

- 3. The District Comprehensive Improvement Plan (DCIP) will be implemented no later than the beginning of the first day of regular student attendance.

- 4. A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012(c) and §3012(d).

- 5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

- 6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

District Leadership Team

DISTRICT LEADERSHIP TEAM: The DCIP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner’s Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and revision of the DCIP.

Instructions: List the stakeholders who participated in developing the DCIP as required by Commissioner’s Regulations §100.18. Provide dates and locations of Local Stakeholder meetings. Boxes should be added as necessary.

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
11.19.18	District Office	04.29.19	District Office
01.14.19	District Office	05.15.19	District Office
02.28.19	District Office	06.10.19	District Office
03.18.19	District Office	07.02.19	District Office
03.29.19	District Office	07.08.19	District Office

Name	Title / Organization	Signature
Hillary Austin	Superintendent/Elmira City School District	
Jay Hillman	Director of Educational Services/Elmira City School District	
Derek Almy	Director of Student Services/ Elmira City School District	
Jake Sheehan	Director of Administration/ Elmira City School District	
Marnie O. Malone	Supervisor of Academic Excellence/ Elmira City School District	
Dr. Joyce Carr	Supervisor of Special Education/Elmira City School District	
Beth Manwaring	Public Information Coordinator/Elmira City School District	
Keary Miller	Data and Curriculum Coordinator/Elmira City School District	
Christine Thomas	Data and Curriculum Coordinator/Elmira City School District	
Dr. Jessica Talada	Innovative Approaches to Literacy Grant Coordinator/Elmira City School District	
Dianna Jones	Parent Partner	
Traci VanDeusen	Parent Partner	
Toni Edwards	Parent Partner	
Liz Zilinski	Parent Partner	
Michelle Allen	Parent Partner	
Allie Howe	Student	
Gavin Hamilton	Student	
Kevin Connolly	Classroom Teacher	
Lori Cook	Classroom Teacher	
Jeanette Mitchell	Special Education Teacher	

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated into the DCIP

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP
Teachers responsible for teaching each identified subgroup(s)	Teachers found the schools' ESSA indicator data and subgroup data very enlightening. Teachers recognized that the district needs to do a better job of implementing Restorative Practices and promoting the Community Schools model. Special Education teachers reinforced the need to support the Inclusion efforts and to send the message that all teachers are teachers of special education students.

Parents with children from each identified subgroup.	Parents asked questions as to how do schools and the district get 'but-in' across the district and recongized that this is a challenge.
Secondary Schools: Students from each identified subgroup	Students asked insightful questions about Restorative Practice and using technology to communicate with their parents and families. Students explained that multi-step math problems are the most challenging and the revealed that they don't complete writing tasks that require their own thinking very often.

Tenet 1: Systems and Organizations

A1. DTSDE Pillar			1C - Supports for Student Subgroups
A2. DTSDE Sub-Pillar (if applicable)			
B1. Baseline Data: Provide the most recently available information.			Students with Disabilities have a Performance Index of a level 1 for College, Career and Civic Readiness, level 1 for an average of the 4, 5 and 6 year graduation rate, average ELA and Math academic performance is a level 1 (other measures such as average ELA and Math academic progress, CORE subject performance, Composite Performance Achievement, Combined Composite and Student Growth are also at a level 1)
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 1			Students with Disabilities 4 year graduation rate for the 18 - 19 school year was 29.2%. The district 4 year graduation rate MIP for Students with Disabilities is 41.2%. The district is setting a goal to show progress toward the MIP. The graduation rate for Students with Disabilities will increase to 33.2% for the 19 - 20 school year. SWD CCCR Index for 17 - 18 school year was 45.9. This will increase to 54.9. The MIP for the 2019 - 2020 school year is 68.6.
D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed, could result in the achievement of this goal.			The DCIP team examined SWD performance data, accountability measures and discipline data and visited classrooms with SWD during the State led and District led visits. It was determined that a program change (regarding instruction, curriculum and assessment) aligning to Inclusive school practices is necessary to improve outcomes for SWD. It is essential that all school and district leadership and staff demonstrate and perpetuate the message that all teachers are teachers of SWD.
E1. Action Plan - August 2019 through January 2020			
E2. Start Date: Identify the projected start date for each activity.	E3. End Date: Identify the projected end date for each activity.	E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.	
8/1/2019	1/1/2020	Professional Development for staff will be provided that addresses the necessary needs for schools and classrooms to implement Inclusive practices.	
8/1/2019	1/1/2020	School leaders will create schedules that accommodates and meets the needs for SWD.	
8/1/2019	1/1/2020	Special education and general education teachers of SWD engage in intentional collaborative lesson planning to meet the needs of each individual student with a disability with support.	
8/1/2019	1/1/2020	SWD are provided explicit and specially designed instruction needed to participate and progress in the general education curriculum.	
8/1/2019	1/1/2020	DCIP team will review SWD achievement and behavior data to monitor the success and target areas of Inclusion.	
8/1/2019	1/1/2020	Students' individualized need for assistive technology devices and services will be considered and such devices will be provide to allow students to access grade level curriculum and material in the least restrictive environment.	
8/1/2019	1/1/2020	A tracking system will be developed to ensure students that have met the CDOS credential requirement are receiving it in addition to or in place of a Regents diploma.	

REVIEWER FEEDBACK

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Tenet 2: School Leadership

A1. DTSDE Pillar			2D: Provides high-quality instructional leadership
A2. DTSDE Sub-Pillar (if applicable)			
B1. Baseline Data: Provide the most recently available information.			Teacher and student survey results regarding school leaders conducting informal walkthroughs and visiting classrooms was below 50%. Student and teacher interviews from State led and District led school visits overwhelmingly revealed that school leaders are not conducting informal classroom walkthroughs to give feedback nor are school leaders visiting classrooms.
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 2			District and school leaders will conduct informal classroom walkthroughs together quarterly and provide immediate, actionable feedback to teachers. District and school leaders will visit 10 classrooms per quarter.
D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed, could result in the achievement of this goal.			Throughout the '18-'19 school year, the DCIP team as well as district administrators discovered that scheduled, routine, informal walk-throughs were not conducted in schools. The state-led and district-led visit recommendations and quick-wins all centered on school leaders to conduct informal classroom walk-throughs and provide teacher feedback. At district administrative meetings, most school leaders were unable to produce walk-through data and/or they were inconsistent.
E1. Action Plan - August 2019 through January 2020			
E2. Start Date: Identify the projected start date for each activity.	E3. End Date: Identify the projected end date for each activity.	E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.	
8/1/2019	1/1/2020	School and district leaders will collaborate to develop a school-specific walk-through document that encompasses district initiatives. These look-fors may include Inclusive practices, simultaneous student engagement, differentiated instruction and assessment and Restorative Practice.	
8/1/2019	1/1/2020	School and district leaders will create a schedule for conducting informal classroom walk-throughs quarterly.	
8/1/2019	1/1/2020	School and district leaders will provide teachers with immediate, actionable feedback within 2 school days.	
8/1/2019	1/1/2020	During DCIP and administrative meetings walk through data will be shared and analyzed. Conversations centered on the feedback cycle as well as inter-rater reliability will focus.	

F1. Mid-Year Benchmark(s) - Identify what the district would expect to see in January to know it is on track to reach its goal. While this can be descriptive, districts should use quantifiable data when applicable.	During monthly administrative meetings, walk-through data and feedback will be shared and analyzed so as to reflect upon the effectiveness of district initiatives and SCEP activities. School surveys will show an increase in the percentage of teachers and students reporting that their school leader visit their classroom and that instructional feedback was provided.
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G1. Action Plan - January 2020 through June 2020

G2. Start Date: Identify the projected start date for each activity.	G3. End Date: Identify the projected end date for each activity.	G4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
1/1/2020	7/1/2020	Analysis of walk-through data and feedback will allow district leaders to make decisions regarding program needs and professional development opportunities.
1/1/2020	7/1/2020	Instructional and curriculum gaps will be identified so as to drive future curricular decisions and identify what supports teachers need in the classroom.
1/1/2020	7/1/2020	District and school leaders will practice inter-rater reliability by having discussions and sharing anecdotal notes when conducting informal walk-throughs.

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Tenet 3: Curriculum

A1. DTSDE Pillar			3D: Lesson Focus and Organization
A2. DTSDE Sub-Pillar (if applicable)			Lesson Structure
B1. Baseline Data: Provide the most recently available information.			During State led visits and District led visits lesson plans were not provided or if they were they were copies of module lessons or other commercially produced lessons. Lesson plans that were provided and reviewed by teams were not personalized to meet the needs of students. During student interviews it was shared that they don't always know what they are learning nor were they able to articulate when they know they have learned it. Students were not clear as to what to do after they had met a goal or finished an assignment. Students only reported being given more work to do.
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 3			District and school leaders will collect and review lesson plans quarterly to ensure individual student needs are being planned for. Specific and timely written feedback on lesson plans will be provided to teachers in order to give guidance as to how to meet the needs of all students.
D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed, could result in the achievement of this goal.			It is inconsistent across the district with how daily lesson plans are designed and created. Student data is sometimes used consistently but more often it is used inconsistently or inappropriately when designing lessons. It is not always evident that lessons are planned to account for limited literacy proficiency levels of students. Lesson plans are not regularly collected or reviewed in order to provide teacher feedback to ensure quality planning is occurring that takes into consideration all student needs.
E1. Action Plan - August 2019 through January 2020			
E2. Start Date: Identify the projected start date for each activity.	E3. End Date: Identify the projected end date for each activity.	E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.	
8/1/2019	1/1/2020	Supplemental Lesson Plan templates will be presented and provided to teachers as a tool to meet the individualized needs of all students to accompany module and commercialized lesson plans .	
8/1/2019	1/1/2020	Pre-K - 12 PLC opportunities will be provided in order to allow teachers and co-teachers to plan lessons to meet students needs.	
8/1/2019	1/1/2020	District leaders will create a calendar as to when lesson plans are collected and who is collecting to provide the feedback.	
8/1/2019	1/1/2020	Special education and general education teachers will receive professional development and coaching on co-planning lessons to meet the individualized needs of all students.	

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Tenet 4: Instruction

A1. DTSDE Pillar			4E: Instructional Techniques that deepen Engagement
A2. DTSDE Sub-Pillar (if applicable)			
B1. Baseline Data: Provide the most recently available information.			State led and District led reviews and visits over the last two school years have revealed that student engagement was minimal in the majority of classrooms visited. Hundreds of classrooms have been visited by a number of different State Department employees and District administrators. Hundreds of students were interviewed during school visits and asked a variety of different questions, including if they found their classes interesting. Students reported in their survey data and interviews that being a good learner was to be compliant, follow the rules, pay attention and do your work. Students were not able to articulate what it meant to be engaged as a learner. The evidence collected from these visits made it clear that recommendations needed to be centered on student engagement.
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 4			School and district leaders will see simultaneous student engagement strategies in 50% or more of classrooms during their informal walk-through visits.
D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed, could result in the achievement of this goal.			The DCIP team has discussed the feedback from the State visits and district led reviews and acknowledged that simultaneous student engagement, formative assessment, scaffolding and differentiation continue to be the focus for professional development for both teachers and administrators. The misalignment between the State led and district led classroom visits and the formal observation data shows a need to conduct inter-rater reliability training, instructional coaching and professional development for administrators that is centered on simultaneous student engagement and formative assessment.
E1. Action Plan - August 2019 through January 2020			
E2. Start Date: Identify the projected start date for each activity.	E3. End Date: Identify the projected end date for each activity.	E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.	
8/1/2019	1/1/2020	Professional Development centered on the Teach Like a Champion techniques will be offered for teachers and administrators during the summer of 2019 and throughout the 2019-2020 school year.	
8/1/2019	1/1/2020	Professional Development will be provided to district and school leaders addressing Inter-rater reliability, conducting informal classroom walk-throughs and providing feedback to teachers. This professional development will include the Foundational Five.	
8/1/2019	1/1/2020	Expectations at the building level will be set with regard to incorporating Instructional Techniques that Deepen Engagement which includes Questioning, Higher-Level Thinking, Student Discussion and Individualization. These may include the Expeditionary Learning protocols.	
8/1/2019	1/1/2020	The district mentoring committee will provide specific, targeted professional development to new and untenured teachers that centers on the effective elements of instruction and other district initiatives. District mentors will receive training on the mentoring model which outlines the expectations and the role of the mentor. Mentors will be compensated for their commitment to the mentoring program and for fulfilling requirements.	

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Tenet 5: Social-Emotional Learning

A1. DTSDE Pillar			5A: Establishing school-wide practices and policies that support SEL
A2. DTSDE Sub-Pillar (if applicable)			
B1. Baseline Data: Provide the most recently available information.			Based on the '18-'19 survey results, 85% of teachers and students who were surveyed reported that student behavior interferes with instruction. The '18-'19 school year had approximately 4500 discipline referrals.
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 5			By June 2020, teacher and survey data will show a 10% decrease in the number of those who respond that student behavior interferes with learning. By June 2020, there will be a 5% decrease in the number of discipline referrals.
D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed, could result in the achievement of this goal.			In conducting analysis of teacher attendance data, frequent teacher absences (on any given day 44 staff are absent) are contributing to a lack of continuity in instruction and programming. Student behavior is significantly impacted by teacher attendance data. Promoting a common language for student social emotional learning is necessary as indicated from teacher and student interviews. This will support continuity in the classroom to promote a conducive learning environment and positive culture even when teacher absences occur. The district team identified that the philosophy of Restorative Practice will be adopted and implemented to support building classroom and school relationships and communities that support positive student behavior.
E1. Action Plan - August 2019 through January 2020			
E2. Start Date: Identify the projected start date for each activity.	E3. End Date: Identify the projected end date for each activity.	E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.	
8/1/2019	1/1/2020	Summer 2019 professional development opportunities will be provided to building teams and interested teachers regarding the components of Restorative Practices.	
9/1/2019	1/1/2020	The district Restorative Practice Committee will meet monthly with building teams to review discipline data, teacher attendance data and anecdotal information to make informed decisions regarding SEL programming.	
9/1/2019	1/1/2020	Walk-through data will be reviewed by the district committee to identify successes and gaps to implementation.	

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A1. DTSDE Pillar		6A: Systems for Communication
A2. DTSDE Sub-Pillar (if applicable)		
B1. Baseline Data: Provide the most recently available information.		<p>The Spring 2019 district teacher survey centered on the Community Schools Model. Question #5 reads, "Based on the Opening Day Presentation on September 4th, 2019 please rate your level of understanding of the Community Schools initiative"</p> <p>respondents reported having confusion 3.13% of respondents reported little understanding to vague 10.42% of respondents familiar 34.38% reported being somewhat 15.63% reported they could explain it to someone else. 36.46% reported being knowledgeable</p>
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 6		The spring of 2020 district teacher survey response that reads "I can explain it to someone else" will increase from 15% to 20%.
D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed, could result in the achievement of this goal.		The DCIP development team examined the district teacher survey data centered on the Community Schools Model and monitored the parents and families that are utilizing the resources made available to them through the Community Schools Model. It was determined that an increase in teacher, parent and family awareness would allow families to take advantage of the available resources through the Community Schools Model.
E1. Action Plan - August 2019 through January 2020		
E2. Start Date: Identify the projected start date for each activity.	E3. End Date: Identify the projected end date for each activity.	E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.
Aug-19	Jan-20	The district will create, publish and deliver quarterly the Community Schools Model newsletter to all staff, parents and families.
Aug-19	Nov-20	The district will create and share a directory that is user friendly for teachers to promote opportunities and resources for parents and families. This will be presented to all staff as a resource to support and promote programs.
Aug-19	Nov-20	Schools that host parent and family engagement events will promote and share information to encourage parent and families to access the available resources.
Aug-19	Nov-20	The District Public Information Coordinator will work collaboratively with the district Family and Community Outreach Coordinators to develop presentations and displays at school Open Houses and parent/family orientation days to highlight Community School services.
Fall 2019	Fall 2019	During the Fall parent teacher conferences teachers will plan to reinforce Community School programs to parents and families by providing them with additional resources and information.

F1. Mid-Year Benchmark(s) - Identify what the district would expect to see in January to know it is on track to reach its goal. While this can be descriptive, districts should use quantifiable data when applicable.	If the district is on track to meet its goal we will see an increase in parent and family attendance at various school events, increase in the usage of the medical clinic, and an increase in parents and families involved with outside agencies. Resources will be individualized based on identified areas of need. For example, parents and families who need support with meals will be given the Food Bank schedules and locations.	
G1. Action Plan - January 2020 through June 2020		
G2. Start Date: Identify the projected start date for each	G3. End Date: Identify the projected end date for each	G4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
Jan. 2020	6/1/2020	The DCIP team will review data that shows parent and family engagement with outside agencies who participate in the Community Schools Model
Spring 2019	Spring 2019	During the Spring parent teacher conferences teachers will plan to reinforce Community School programs to parents and families by providing them with additional resources and information.
Spring 2019	Spring 2019	During district principal meetings data will be shared by school that shows the number of families utilizing the Community Schools services.

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Financial Allocation Plan - Improvement

Improvement Set-Aside Budget Summary		
District	Accountability Status	Amount of Funds Allocated for District-Level Improvement
Elmira City School District	TSI	\$50,000

Name of CSI/TSI School	Accountability Status	Amount of Funds Allocated for School-Level Improvement
Diven Elementary School	TSI	\$50,000
Fassett Elementary School	TSI	\$50,000
Parley Coburn Elementary School	TSI	\$50,000
T.K. Beecher Elementary School	CSI	\$50,000
Broadway Academy	CSI	\$50,000
Elmira High School	TSI	\$50,000
DISTRICT / BUILDING TOTALS		\$350,000