

The School District of Palm Beach County

South Grade Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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South Grade Elementary School

716 S K ST, Lake Worth, FL 33460

<https://sges.palmbeachschools.org>

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

South Grade Elementary is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship.

Provide the school's vision statement.

South Grade Elementary envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Arce Gonzalez, Ana	Principal	Leads and provides the common vision for the school to make data driven decisions when implementing the RTI in the school. As principal, Dr. Arce manages and/or supervises all aspects of the educational program. First and foremost, Dr. Arce is responsible for the equitable instruction of all students. She is the decision-maker in regards to the master schedule, teacher evaluations and supervision, curriculum council, Palm Beach Model of Instruction, professional development, professional learning community coordination, hiring new teachers and school improvement activities. Dr. Arce is responsible for all budgetary decisions and contracts.
Barr, Loris	Assistant Principal	Mrs. Barr mirrors the vision of the principal by supporting RTI-SBT process and all other duties as assigned. She demonstrates through daily decisions and actions that the school's priority is academic success for every student. She assists with eliminating barriers and distractions that interfere with effective teaching and learning. She supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.
Garcia, Anna	ELL Compliance Specialist	The ESOL Coordinator manages all EL data, resources, assessments and interventions that support classroom teachers, students and parents. Collaborates with community agencies and organizations in assisting families to access available resources. Monitors and conducts LEP student assessment and placement procedures. Conducts demonstration lessons for ESOL and support teachers in comprehensible instruction for LEP students. Coordinates ESOL record keeping requirements. Establishes school data collection, analysis, and reporting systems to assess student progress. Finally, she assists school staff in ensuring ESOL program compliance.
Clark, Celia	Administrative Support	Mrs. Clark supports the operations of learning, culture and systemic communities. The SSCC provides teachers with instructional leadership and support for the continuous academic improvement of all students. Applies principles of the Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school-wide culture. The SSCC uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet the individual needs of students. Finally. She guides teachers in effectively using data to adjust instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.
Arbesfeld, Francis	Instructional Coach	The DL coach stays current on research and best practices to analyze and support the quality and effectiveness of classroom instruction. The coach

Name	Position Title	Job Duties and Responsibilities
Wilcock, Donna	Instructional Coach	<p>identifies systematic patterns of student needs, utilizing district resources to develop effective based intervention strategies. The coach uses student assessments and monitoring data to promote progress monitoring, data collection, and data analysis. Participates with the schools professional developement team to create and implement quality and staff development for specific instrucional areas of weaknesses.</p> <p>The math coach stays current on research and best practices to analyze and support the quality and effectiveness of classroom instrucion. The coach identifies systematic patterns of student needs, utilizing district resources to devleop effective based intervention strategies. The coach uses student assessments and monitoring data to promote progress monitoring, data collection, and data analysis. Participates with the schools professional developement team to create and implement quality and staff development for specific instructional areas of weaknesses. The coach participates in school professional learning communities by presenting, collaborating and sharing best practices with teachers.</p>

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The SIP is developed by members of the leadership team who share critical input regarding data, professional development, protocols, procedures and systems. The created and developed plan is then shared with staff members who also provide input, feedback and recommendations. Once the plan has been approved by staff, the plan is shared with stakeholders and parents who provide additional input, feedback and recommendations.

The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman Douglass High School Public Safety Act to have more mental health professionals in schools.

Through Parent Trainings we support families with educational workshops facilitated by our school counselors, Behavior Health Professional, Co-located Therapist, reading and math coaches, ESOL, ESE, and Single School Culture Coordinators and the Administrative Team.

Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District’s multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners.

A District Migrant Liaison works with our ESOL Coordinator and ESOL School Counselor to provide school and community support services for families of migrant students. These supports are supplemental to school-wide supports for students and families.

A school district officer is on campus every day for the safety and security of all students and staff. The

school has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made aware of this "app" in our assemblies. The "Raptor System" is used to sign parents/visitors before they can go to a classroom, or school event on campus.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored regularly using data to support implementation, progress monitoring and changes. This includes: administrative/coaching walkthroughs, PLC agenda, meeting notes, powerpoints, and lesson plans to review accomplished standards and effective instruction, student data is used to support planning and next steps for differentiation and intervention as needed. Student data is monitored ongoing at PLC three times a month, during administrative data chats every trimester and after every USA, unit diagnostic or state assessment. The data is reviewed weekly with the leadership team and adjustments are made in accordance to the district/state average data.

Student assessments include the new Progress Monitoring which occur 3 times per year. In VPK- Grade 2 there is Early Literacy/Star Reading, and Star Math. In Grades 3-5 there is FAST Reading and Math. Performance Matters Assessments, Florida Standards Assessments, iReady, and district diagnostics. The annual test administered for ELL students is ACCESS. In addition, the WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by instructional coaches to assess data, modify, and implement differentiated instruction based on the results of data. Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and Professional Learning Communities occur every week per grade level.

Grade level teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, and create standards-based learning goal scales. Student work and best practices are shared and analyzed.

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Unit Assessments, i-Ready Diagnostic, and FAST Progress Monitoring. The Unit Assessments will occur every 4 weeks. The i-Ready Diagnostic and the FAST/STAR assessments will occur three times a year.

Employing frequent monitoring will allow us to make adjustments to the instructional focus for remediation, remediating deficiencies before they become substantial. In addition, we will be able individualize instruction to best meet the needs of our students, thus increasing student achievement. We strategically plan for a variety of monitoring techniques:

- Review of Lesson Plans,
- Data Analysis,
- Classroom walks,
- Student attendance,
- Data Chats,
- Formal Observations,
- Professional Learning Communities attendance/participation,
- Formative/Summative Assessments and Technology.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	97%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Native American Students (AMI) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	40	34	19	19	11	29	0	0	0	152
One or more suspensions	0	0	0	3	1	1	0	0	0	5
Course failure in English Language Arts (ELA)	0	25	60	66	54	24	0	0	0	229
Course failure in Math	0	12	42	45	37	17	0	0	0	153
Level 1 on statewide ELA assessment	30	63	51	83	21	14	0	0	0	262
Level 1 on statewide Math assessment	16	43	35	59	14	14	0	0	0	181
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	8	28	32	50	21	14	0	0	0	153

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	23	48	35	75	36	29	0	0	0	246

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	11	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total	
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days			33	26	22	15	25	23	0	0	144
One or more suspensions			0	0	0	0	3	5	0	0	8
Course failure in ELA			10	2	49	50	49	13	0	0	173
Course failure in Math			9	3	39	46	14	19	0	0	130
Level 1 on statewide ELA assessment			0	0	0	43	38	41	0	0	122
Level 1 on statewide Math assessment			0	0	0	36	38	57	0	0	131
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.			0	11	28	66	16	18	0	0	139

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	10	2	32	51	45	47	0	0	0	187

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	0	30	0	0	0	0	0	31
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	33	26	22	15	25	23	0	0	0	144
One or more suspensions	0	0	0	0	3	5	0	0	0	8
Course failure in ELA	10	2	49	50	49	13	0	0	0	173
Course failure in Math	9	3	39	46	14	19	0	0	0	130
Level 1 on statewide ELA assessment	0	0	0	43	38	41	0	0	0	122
Level 1 on statewide Math assessment	0	0	0	36	38	57	0	0	0	131
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	11	28	66	16	18	0	0	0	139

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	10	2	32	51	45	47	0	0	0	187

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	0	30	0	0	0	0	0	31
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	32	53	53	40	59	56	27		
ELA Learning Gains				67			49		
ELA Lowest 25th Percentile				56			63		
Math Achievement*	42	57	59	45	53	50	35		
Math Learning Gains				58			50		
Math Lowest 25th Percentile				60			52		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	39	54	54	26	59	59	24		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	61	56	59	63			32		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	200
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	415
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	36	Yes	1	
ELL	38	Yes	1	
AMI	34	Yes	1	
ASN				
BLK	35	Yes	1	
HSP	41			
MUL				
PAC				
WHT	35	Yes	1	
FRL	40	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	61			
ELL	51			
AMI	58			
ASN				
BLK	43			
HSP	51			
MUL				
PAC				
WHT	46			
FRL	51			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	32			42			39					61
SWD	24			31			54				5	56
ELL	26			40			35				5	61
AMI	25			42							2	
ASN												
BLK	26			30			44				5	56
HSP	33			44			38				5	60
MUL												
PAC												
WHT	30			40							2	
FRL	32			42			38				5	61

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	40	67	56	45	58	60	26					63
SWD	30	69	80	50	79	81	43					57
ELL	37	67	56	44	58	56	29					63
AMI	45			64								64
ASN												
BLK	29	61		35	58		26					48
HSP	42	66	52	45	59	57	25					64
MUL												
PAC												
WHT	42			50								
FRL	40	66	56	44	57	59	26					63

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	27	49	63	35	50	52	24					32
SWD	19	50	55	39	61		32					20
ELL	23	44	62	34	48	56	22					32

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI	29			36								36
ASN												
BLK	27	61		33	56		18					35
HSP	26	47	61	35	49	56	28					31
MUL												
PAC												
WHT												
FRL	27	49	63	35	50	52	24					32

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	38%	56%	-18%	54%	-16%
04	2023 - Spring	36%	58%	-22%	58%	-22%
03	2023 - Spring	24%	48%	-24%	50%	-26%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	36%	57%	-21%	59%	-23%
04	2023 - Spring	40%	52%	-12%	61%	-21%
05	2023 - Spring	47%	56%	-9%	55%	-8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	36%	51%	-15%	51%	-15%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

According to the 2023 FAST ELA and 2022 FSA results, ELA proficiency is the lowest performing content area. We have historically had a large population of ELL students. The contributing factor is the need to support all learners through differentiation. We need to continue developing our teachers to utilize instructional differentiation in a strategic manner. Our focus is to diminish course failure and increase learning gains and achievement. Explicit vocabulary instruction is a school-wide initiative to occur in the context of all content area instruction. Additionally, target support provided for all struggling learners with focus on our ELL students. ELL resource teachers will assist teachers with small group strategy and skill based instruction.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

ELA showed the greatest decline from the prior year. ELA proficiency decreased 8%. This year students were assessed using the newly created state assessment platform along with newly created standards. The teacher training of new standards along with the new state assessment platform occurred simultaneously. Teachers need more time to fully understand and learn how to teach the full extent of the standard, as well as plan for ways on how to close the gaps of transitioning from old to new standards. More time is needed to better understand how to implement the new adaptations of the resource.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA proficiency showed the greatest gap when compared to the state average with 54% and the school at 32%. Compared to previous year, all subgroups except black males showed a decrease in their proficiency performance. The complexity of the text in ELA continues to be a challenge for our ELL students who make up 78% of our population. Another contributing factor is that the lack of an ELA coach to support teacher professional development, coaching and instruction which lessen the amount of support for homeroom teachers.

Which data component showed the most improvement? What new actions did your school take in this area?

Science showed an increase of 10% from 26% to 36%. This year students had the opportunity to participate in science labs to support 3rd, 4th and 5th grade standards. Daily, teachers spiraled standards and created lessons that allowed for expertial learning while building science vocabulary along with reading more science based text.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

An area of concern is the count of students with failure (ND) in ELA/Math. It is a significantly a large amount of the grade levels student population. This is a standard based report card which doesn't reflect the growth ELL and SWD students are doing which accounts for the majority of our students population. Therefore, if the student is not performing on grade-level it would appear that the students are under performing with a grading code of ND (needs development). This grading system does not reflect the amount of time it takes a second language learner to obtain standard mastery language. As well, the

Level 1 on state assessments is exceedingly high across grades 3-5. When students score a level 1, it indicates that students are performing below the grade level standard or well below the grade level standard. Although it creates for more opportunities to receive intensive services, it does pressure the ELL student to have to learn at a much faster pace than their non-ELL peers and pushes teachers to conduct more progress monitoring of student performance as well as possibly forcing teachers to begin looking at students for any processing issues or learning deficiencies when in fact they just need time to process the language.

In addition, as an early intervention to increase student readiness to enter Kindergarten, we offer Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours and a PreK self-contained program for students ages 3 to 5 determined eligible for exceptional student education based on goals and services as written on the Individual Education Plan. These programs are supported by the Department of Early Childhood Education and the Department of Exceptional Student Education and follow all Florida statutes, rules, and contractual mandates.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

At South Grade we focus on student achievement, learning gains, lowest 25% and overall social emotional learning. It is understood that 3rd grade proficiency is our main priority as we leverage all of our work with students in grades K-2 and 3-5. This accounts for all subgroups that make up the majority of our students.

1. Third grade proficiency accounts for all the students who have been able to master on grade level reading standards. By making this our first priority, it allows us to keep the vision of supporting our younger grades socially, academically and developmentally. By considering the most effective interventions and capturing the needs of students early, it will allow for more effective outcomes. Putting in place the right services and catching deficiencies at an early stage will create a more continuous best practice.
2. K-2 ELA proficiency is also at the core of every PD we do with teachers. Many of our students begin school with a deficit in oral language. It is a component to literacy that we incorporate in every subject and lesson we do. For ELL learners, the visual, hands-on practice and oral language support is above all an essential resource that needs to be included throughout the student day.
3. Science Mastery continues to be an ongoing challenge for our students due to the complexity of vocabulary and concept. Building a science lab to go along with lessons is a non-negotiable to help students understand concepts, definitions/terms, and exploration better. We will continue to provide students with as many opportunities to construct deep understanding of concepts outside the textbook.
4. Lowest 25% ELA/Math students are our targeted students who require the most intervention and services. These students are closely monitored to assure that intense interventions are working and developing academic student growth. Providing differentiated standard based instruction along with identifying the best method of instruction is at the core of our planning for these students.
5. Differentiation of standard based instruction has no limits when understanding the urgency of student needs. With the ELL spectrum for learning, instruction requires a different lift, presentation or accommodation depending on the number of years students have been in school and acquiring the English language. Our daily PLC meetings will continue to help us explore, as educators, best practices that will support our students best within their ELL categories.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Multiple data sources are used to support our instructional priority and identify needs. During data chats, progress monitoring of informal/formal assessments, student attendance and referrals are used to identify concerns and trends.

According to this year's student discipline dashboard data, there was an increase of 6 incidences as compared to the previous school year.

FY 22 FY23

Number of incidences 17 23

Events by Incident type

Class/School Rule 13 9

Bus Rule Violation 1 0

Disruptive Behavior 0 1

Disrespectful language 0 2

Confrontation 0 1

Prohibited Item 1 1

Inappropriate Activity 2 1

Disobedience 0 4

Repetitive Disruptive Behavior 0 1

Petty Theft 0 2

Tobacco 0 1

School-wide Positive Behavior is used to encourage students' academic and behavioral success. To celebrate that success students may choose from a reward board which includes choices like lunch with the teacher and classroom scavenger hunt. Certificates, individual surfer tickets and incentives will be offered campus wide as a way to reward good choices. South Grade Elementary is very supportive with assisting parents at school and/or in the home. Office staff and teachers make daily/weekly home visits with providing parents student academic assistance. As well, we monitor attendance closely and weekly, conduct home visits to encourage students to attend school. Students are recognized weekly for perfect attendance. Any attendance concerns are addressed with the school-based team that meets weekly. When appropriate, the attendance clerk meets with the parent and creates a plan of action (contract) on how to best resolve the attendance concern. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation. This will be taught through the school's SEL classes that will be on a rotation provided by the SEL team. In addition the morning announcements will emphasize the character development focus for the month on a daily basis. Students at South Grade Elementary are given the opportunity to learn college and career readiness skills in 4th and 5th grade. This program teaches students how to be more organized, how to take notes, shows them study skills, helps build relational capacity, sets high expectations, allows students to collaborate, ask and answer inquiry type questions, and fosters a safe environment for students.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Intended student learning:

By December 2023, 50% of students will decrease the number of incidences involving disobedience from

4 to 2.

By May 2023, 100% of students will decrease the number of incidences involving disobedience from 2 to 0.

Intended teacher practice:

By December 2023, 80% of all teachers will provide students with explicit SLL lessons as evidenced in walkthroughs and observations.

By May 2023, 100% of all teacher will provide students with explicit SLL lessons as evidenced in walkthroughs and observations.

Intended coaching:

By May 2023, 80% of all coaches will attend professional development trainings on the teaching of school culture.

By May 2023, 100% of all coaches will attend professional development trainings on the teaching of school culture.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Referrals will be monitored monthly during PBS meetings and faculty meetings. As well, weekly SBT meetings progress monitor students for any behavioral concerns. The data/behavior chat is then used to monitor, intervene or tier students.

Ways on how goal will be monitored:

1. Classroom observations
2. Monthly and weekly review attendance data
3. Monthly, review discipline referrals
4. PowerBi id used to progress monitor that all teachers have taken the mandatory PDs and trainings throughout the year.
5. Administration meets with new teachers every six days during a special session of PLC to support instruction, behavior and environmental conditions.
6. Every new teacher is supported with a buddy and mentor throughout the year. Monthly meetings are conducted to provide information and gain feedback from teachers.
7. Monthly, PBS reviews referrals and provides conditions for improvement including teacher training, student intervention and family supports.

Person responsible for monitoring outcome:

Loris Barr (loris.barr@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Evidence-based interventions are the following:

1. AVID/Character Education
2. Schoolwide Discipline Plan
3. Schoolwide Attendance Plan
4. CHAMPS
5. SWPBS
6. Monthly, parent involvement trianings.
7. Required Instruction Florida State Statute 1003.42 and Policy 2.09

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Evidence-based interventions:

1. AVID: Academic support, positive student-teacher relationships, and academic satisfaction are especially critical to target within the school's climate to best support students' academic success
2. Character Education: The School District of Palm Beach County believes that the foundation of Character Education is the development of positive character qualities. The District's Character Education Program: Character Now! is aligned to support students with developing positive character qualities, which will in turn exhibit many of the outcomes envisioned by the Character Education Benchmarks.
3. Schoolwide Discipline Plan: A systematic approach to discipline enhances learning outcomes for all students. By reinforcing desired behavioral outcomes students will clearly understand expectations. Students are explicitly taught what the desired behavior should be.
4. Schoolwide Attendance Plan: The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. It's difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent. An attendance plan will ensure all stakeholders understand the expectations and can collaborate to support all students to be in school on time and ready to learn.
4. CHAMPS: is a classroom management program that aims to improve student behavior plus strengthen learner engagement through a strategic system of clearly defined expectations
5. SWPBS: supports the decrease of levels of disruptiveness, rates of office referrals, and suspensions. To improve school climate, safety, and order. To increase instructional time.
6. Parent Involvement in schools improves student attendance, social skills, and behavior. It helps children adapt better in school
7. Required Instruction 1003.42 and Policy 2.09: A positive school culture and environment reflects a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Stakeholders play a key role in school performance and addressing equity.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Steps:

1. AVID - Teachers will be trained on collaborative structures to support student collaborations. This will be monitored by SSCC is a certified AVID trainer.
2. Character Education: Students will receive character education program requirements and attend class every 6 days. Both school counselors will adhere to the instruction. This will be monitored by guidance counselor.
3. Schoolwide Discipline Plan: Cafeteria assemblies are conducted to review expectations. Teachers reinforce expected behaviors in and out of the class through positive rewards. Monthly celebrations and incentives are promoted for students and staff. PBS and administration monitor incentives.
4. Schoolwide Attendance Plan: Phone calls and home visits are made with any student experiencing 2 or more consecutive absences. A contract is created for any student experiencing 5 or more unexcused absences. This is monitored by the attendance clerk, administration and teachers.
5. CHAMPS: Provide teachers with professional development to understand CHAMPS/SWPBS. Ensure all expectations are clearly explained and understood. Develop a buddy/peer support system of experienced and new teachers to ensure proper mentoring and coaching. Ensure the school has postings of the SWPBS expectations in all common areas and in classrooms. This will be monitored by the PBS

Committee and administration.

6. Parent Involvement - Monthly training are presented to parents to promote school and home environments. This is monitored by our parent liaison and administration.

7. Required Instruction 1003.42 and Policy 2.09: Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:

(g) History of Holocaust

(h) History of Africans and African Americans

(i) History of Asian Americans & Pacific Islanders

(o) Health Education, Life Skills & Social Media

(q) Hispanic Contributions

(r) Women's Contributions

(t) Civic & Character Education

(u) Sacrifices of Veterans, and the value of Medal of Honor recipients

Person Responsible: Loris Barr (loris.barr@palmbeachschools.org)

By When: May 15, 2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

N/A

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

According to the District's Strategic Plan Theme A: Academic Excellence and Growth, it is imperative that we ensure consistent and effective literacy instruction in every PreK-3rd grade classroom.

According to iReady Diagnostic results, our current 3rd grade proficiency percentage is only 25%, which accounts for the need of stronger foundational practices in grades K-2. Understanding the rigor of the standard, knowing how to deliver instructional practice and differentiation is our consistent priorities for supporting literacy mastery in grades K-2.

Using the FY24 iReady Diagnostic results as our baseline data, these are the results of our incoming K-2 students. The results show that all grade levels are performing excessively low.

Kindergarten - 4% Proficient
 First Grade - 1% Proficient
 Second Grade - 18% Proficient

The data also represents a lack of proficiency in foundational skills:

Phonological awareness proficiencies - Kindergarten 18%; 1st grade 10%; 2nd grade 50%

Phonics proficiencies - Kindergarten 21%; 1st grade 11%; 2nd grade 18%

High-Frequency Words proficiencies - Kindergarten 8%; 1st grade 11%; 2nd grade 33%

Vocabulary proficiencies - Kindergarten 18%; 1st grade 6%; 2nd grade 13%

The data also represents the lack of reading comprehension with informational and literature text.

Kinder informational text 28% proficiency and literature text 29% proficiency

First grade informational text 3% proficiency and literature text 5% proficiency

Second grade informational text 11% proficiency and literature text 16% proficiency

Grades 3-5: Instructional Practice specifically related to Reading/ELA

According to FY24 iReady Diagnostic data shows that our incoming third-grade students are only 25% proficient, fourth grade 8% and fifth grade 13%.

According to 2023 FAST results, third grade students were 24% proficient, 4th grade 34% and fifth grade 36%. This proves that students are entering third grade unprepared for the rigor of the state assessment and standards. Our priority is to focus on foundational skills, reading fluency and comprehension. All

three literacy components require a deliberate approach for a vertical increase in student achievement. Effective and consistent instruction will be the focus of our tier 1 instructional practice approach.

According to the FY24 iReady Diagnostic fall reading comprehension for informational text results shows: Incoming 3rd grade: 17% proficiency
Incoming 4th grade 8% proficiency
Incoming 5th grade 11% proficiency

According to the FY24 iReady Diagnostic fall reading comprehension for literature text results shows:
Incoming 3rd grade 21% proficiency
Incoming 4th grade 21% proficiency
Incoming 5th grade 20% proficiency

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Intended student learning: By February 2024, kindergarten through second grade students will increase their phonics proficiency score from 35% to 80%.

By May 2024, 80% of all kindergarten through second grade students will increase their phonics proficiency score from 35% to 80%, as evidenced on the end of year iReady Diagnostic.

Intended teacher practice: By May 2024, 100% of all K-2 teachers will provide students with explicit phonic lessons as evidenced in walkthroughs and observations.

Intended coaching: By May 2024, 100% of all K-2 teachers will attend two professional development trainings on the teachings of phonic based instruction..

Grades 3-5 Measurable Outcomes

Intended student learning: By February 2024, third through fifth grade students will increase their overall proficiency comprehension score from 12% informational comprehension to 50% and 21% to 50% literature comprehension.

By May 2023, third through fifth grade students will increase their overall proficiency comprehension score from 50% proficiency to 80%.

Intended teacher practice: By May 2023, 100% of all teachers will deliver on grade level standard based whole group lessons with the proper use of scaffolding as evidenced by observations, PLC agendas and lesson plans.

Intended coaching: By May 2023, the number of teachers receiving explicit coaching support will decrease by 80%.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

1. Teachers progress monitor daily. In every lesson, teachers include a progress monitoring assignment. In ELA, teachers assess weekly. Every 3 weeks, students take a unit assessment. This data is reviewed during PLCs to support lessons, guide instruction and teachers on next steps for teaching.
2. The iReady Diagnostic assessments data is used to support small group instruction and align instructional practices with independent practice. The winter and spring results will be used to measure student growth, strengths and weaknesses.
3. Oral reading records is a continuous assessment tool used to progress monitor student fluency and comprehension.
4. District supported assessments such as Weekly Assessments and USAs are used to measure rigor, standards and mastery.
5. Administrative data chats with teachers occurs every trimester and monthly during PLC
6. Lesson plans are reviewed by administration, ongoing.
7. Administrative walkthroughs are conducted weekly with feedback.
8. Students monitor their assessments using their ILP (Individual Learning Plan).

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Arce Gonzalez, Ana, ana.arce-gonzalez@palmbeachschools.org

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

1. Differentiated small group instruction using AVID to support rigor, instruction, and collaboration and culture.
2. Teachers providing clear and effective learning feedback (i.e., teacher/student data chats including setting up goals and objectives).
3. Using complex text and questions to support student engagement and collaboration.
4. Reciprocal teaching and allowing students to fully engage in their own learning.
5. Professional Development/PLC and extended PLC opportunities - Teachers will engage in professional development every 6 days to ensure collaborative planning and data analysis to strengthen

standardsbased instruction.

6. Tutorial will be provided to all priority students after school to ensure remediation of standards based lessons. 7. Instructional coaches will support, model and coach teachers and provide job-embedded professional development.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

1. Small group differentiated instruction using LLI and Benchmark intervention resources facilitates the grade level needs of our students. Along with these resources, teacher observation and ongoing progress monitoring assessments will guide teachers and students with reaching their goals.
2. Teachers will attend PD that will provide resources on how to best scaffold instruction to our diverse learners. The exposure and instruction of standard based grade level text is important and knowing how to deliver instruction to our diverse learners is a priority.
3. PLC time is used to create deliberate scope and sequence calendars that includes standards, objectives, Do Nows, visual supports and resources teacher use for instruction. This approach and process allows for teachers to share best practices and adjust student needs as necessary.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>1. Weekly/biweekly, administration meets with the literacy leadership team and addresses ongoing schoolwide literacy concerns and strengths. Meeting agenda topics are captured in meeting notes along with a specific action plan for each deliverable topic. Administration uses a walkthrough process to measure student literacy performance along with student data and it is constantly being developed and revised to support teachers and students. Ongoing, the coaching model is carefully monitored by administration. Coaches model, co-teach, train, and plan with teachers using district resources to guide their next steps.</p>	
<p>2. All assessments are captured on the teacher created focus calendar. Assessments are either teacher generated, district or state supported. Assessments are carefully planned when given.</p>	
<p>3. State assessments will be used 3 times throughout the year to include: FAST and K-2 Star. Unit assessments will be conducted approximately every 3 weeks and weekly/USAs will be used to measure intermittent and end of unit performance.</p>	<p>Barr, Loris, loris.barr@palmbeachschools.org</p>
<p>4. In small group and intervention support, teachers will progress monitor using researched-based assessment resources to include phonic development assessments, oral reading records, fluency probes, and vocabulary comprehension assessments. Students in SBT may generate more assessments due to the intense progress monitoring that occurs.</p>	
<p>5. Teachers are involved in professional learning every 6 days during PLC, on PDDs, grade level meetings and extended PLC days. Coaches, administration and the PD Team execute deliverable trainings to teachers. Professional learning needs is shared by teachers, administration as determined by learning walks, observations and walk throughs, and district/state determined. PD captures academics (all subjects), safety and SLL.</p>	

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
 List the school's webpage* where the SIP is made publicly available.

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available.
(ESSA 1116(b-g))

N/A

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

N/A

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A