

Pinellas County Schools

AZALEA ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Attendance + Attitude + Academics = Excellence and Empowerment for College, Career, and Life

Provide the school's vision statement

100% Student Success

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Donita O. Moody

moodyd@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

The Principal is the instructional and operational leader within the school community and is critical to improving student outcomes, through the hiring, development, support, supervision and retention of high-quality instructional and support staff. As the school leader, the Principal creates a culture of rigorous learning, belonging and engagement for staff, students and families through collaboration and distributive leadership. In alignment with the Florida Principal Standards, the Principal leads the school team to increased school and student outcomes by prioritizing instruction while effectively balancing the operational, safety, and policy responsibilities of a school-building leader

Leadership Team Member #2

Employee's Name

Brenda Butler

butlerbr@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal is an instructional and operational leader within the school community and is critical to improving student outcomes through staff development and effectiveness. In collaboration with and aligned to the direction of the Principal, the Assistant Principal supports the creation of the culture of rigorous learning, belonging and engagement for staff, students and families throughout the school community. In alignment with the Florida Assistant Principal Standards, the Assistant Principal supports and leads assigned school teams to increased school and student outcomes through ongoing training, coaching, feedback and support by prioritizing instruction while effectively balancing operational, safety and policy responsibilities, as assigned.

Leadership Team Member #3

Employee's Name

Angela Pitts

pittan@pcsb.org

Position Title

Multi-tiered System of Supports (MTSS) Coach

Job Duties and Responsibilities

The MTSS Coach serves as a systems-level leader who builds infrastructure and strengthens leadership capacity to support sustainable school improvement. This role drives data-informed problem solving by guiding teams in using student data to identify needs and monitor progress. The coach delivers professional learning to build staff knowledge and skills, ensures fidelity in the implementation of tiered academic and behavioral interventions, and facilitates collaboration among teams and stakeholders to support shared goals. The MTSS Coach adapts practices to meet the specific needs and context of each school, ensuring that supports are relevant, responsive, and effective.

Leadership Team Member #4

Employee's Name

Sara Burt

burts@pcsb.org

Position Title

Varying Exceptionalities Teacher

Job Duties and Responsibilities

MAJOR FUNCTION : Responsible for the educational leadership of students placed in exceptional education programs, including gifted students and students with disabilities. This position encompasses the three standards included in Teacher Professional Expectations in School Board Policy, which are high student achievement, safe learning environment, and effective and efficient operations.

DUTIES AND RESPONSIBILITIES : Demonstrates Teacher Professional Expectations as defined in School Board Policy. Develops appropriate Individual Educational Plans (IEPs), Gifted Educational Plans (EPs) or Progress Monitoring Plans (PMPs) including determining present levels of performance, annual goals, and benchmarks or short-term objectives. Collects student performance data for progress monitoring and reports student progress toward IEP/EP goals. Supports general education teachers in implementing appropriate accommodations or enrichment/acceleration strategies. Schedules and conducts IEP/EP meetings with parents and appropriate school and agency personnel. Completes matrix of services if required. Maintains case manager records. Regularly reviews and provides updated information for the Student Information System.

Leadership Team Member #5**Employee's Name**

Erin Norris

norrise@pcsb.org

Position Title

Behavior Specialist

Job Duties and Responsibilities

Establishes principles of behavior change procedures with basic understanding of applied behavior analysis. Conducts and facilitates Functional Behavior Assessments and implements Positive Behavior Intervention Plans. Establishes specific behavior management programs for students as needed. Consults with school personnel, parents, and others regarding behavior strategies. Functions in the areas of behavior management and crisis intervention and is responsible to the school principal.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

School Advisory Council includes Principal, MTSS specialist, 1st grade teacher, Gifted teacher, Family Community Liaison, PTA President, parents and a local business owner. The council met monthly to discuss budgets, staffing, parent and family involvement, current goals and data to develop the SIP for the 26-27 school year.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

SIP will be monitored and delivered monthly using multiple modalities. There are walkthroughs to monitor instruction and data reviews quarterly to measure student learning. Additionally, there are deliverables to ensure staff is trained and remains aware of SIP goals. Intentionality in monitoring and deliverables allows for continued progress and focus on meeting our goals.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	93.2%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: A 2022-23: B 2021-22: B

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	
School Enrollment	38	49	51	57	69	63	0	0	0	327
Absent 10% or more school days	0	11	12	15	18	12	0	0	0	68
One or more suspensions	0	0	0	0	0	2	0	0	0	2
Course failure in English Language Arts (ELA)	0	0	0	0	6	0	0	0	0	6
Course failure in Math	0	0	1	0	4	0	0	0	0	5
Level 1 on statewide ELA assessment	0	0	3	14	6	4	0	0	0	27
Level 1 on statewide Math assessment	1	8	11	18	7	5	0	0	0	50
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	1	5	4	0	0	0	0	10
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	4	7	7	0	0	0	0	0	18

Current Year 2026-27

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										0

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

Prior Year (2025-26) As Last 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	
School Enrollment	42	47	56	69	63	53				330
Absent 10% or more school days		14	14	19	11	10				68
One or more suspensions		1	1	1	1	2				6
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment		1	11	27	9					48
Level 1 on statewide Math assessment		6	6	19	4	5				40
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		1	5	12	1					19
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		3	5	12						20

Prior Year (2025-26) As Last Reported (pre-populated)

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		2	1	9	4	6				22

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				3						3
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	68	68	62	63	64	59	65	61	57
Grade 3 ELA Achievement	70	70	61	68	67	59	79	63	58
ELA Learning Gains	65	65	63	55	62	60	69	64	60
ELA Lowest 25th Percentile	68	63	58	60	59	56	77	62	57
Math Achievement*	70	72	66	72	69	64	67	66	62
Math Learning Gains	63	69	64	56	67	63	71	68	62
Math Lowest 25th Percentile	69	56	50	58	56	51	73	58	52
Science Achievement	68	72	62	69	70	58	70	69	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					67	63		65	61

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

[†] District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						68%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						541
Total Components for the FPPI						8
Percent Tested						99%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
68%	63%	72%	52%	61%	58%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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%
Students With Disabilities	62%	No		
Black/African American Students	51%	No		
Hispanic Students	61%	No		
Multiracial Students	63%	No		
White Students	77%	No		
Economically Disadvantaged Students	67%	No		

D. 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.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	68%	70%	65%	68%	70%	63%	69%	68%					
Students With Disabilities	57%	65%	57%		55%	64%		71%					
Black/African American Students	50%	56%	50%		50%	50%							
Hispanic Students	65%	67%	59%		62%	50%		60%					
Multiracial Students	58%				67%								
White Students	74%	79%	70%	83%	78%	70%	91%	69%					
Economically Disadvantaged Students	67%	76%	56%	59%	67%	60%	71%	78%					

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	63%	68%	55%	60%	72%	56%	58%	69%					69%
Students With Disabilities	45%	60%	42%	50%	64%	53%	62%	38%					
English Language Learners	23%				54%								69%
Black/African American Students	35%		45%		38%								
Hispanic Students	51%	58%	50%		63%	48%		75%					64%
Multiracial Students	53%				67%								
White Students	72%	72%	60%	73%	81%	62%	45%	70%					
Economically Disadvantaged Students	53%	59%	52%	60%	64%	47%	50%	57%					64%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS										
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.
										GRAD RATE 2022-23
										C&C ACCEL 2022-23
										ELP PROGRESS
All Students	65%	79%	69%	77%	67%	71%	73%	70%		76%
Students With Disabilities	49%	53%	70%	67%	49%	72%	69%	55%		
English Language Learners	50%		91%		45%	92%				76%
Black/African American Students	50%		67%		38%	64%				
Hispanic Students	62%	85%	66%		62%	72%	80%	73%		69%
Multiracial Students	91%				82%					
White Students	68%	79%	68%	79%	73%	69%		71%		
Economically Disadvantaged Students	59%	75%	72%	83%	59%	66%	67%	66%		77%

E. 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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	71%	68%	3%	60%	11%
ELA	4	70%	66%	4%	60%	10%
ELA	5	66%	66%	0%	61%	5%
Math	3	65%	71%	-6%	66%	-1%
Math	4	73%	72%	1%	65%	8%
Math	5	74%	69%	5%	62%	12%
Science	5	72%	70%	2%	60%	12%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

ELA L25 Gains increased from 55% to 65%. To support this growth, the school reviewed PM2 data to identify students who were not meeting proficiency benchmarks. Leadership met with 3rd, 4th, and 5th grade teachers to discuss individual student progress and worked collaboratively to create targeted support plans for each student.

Math L25 Gains increased 58% to 69%. To support this growth, the school reviewed PM2 data to identify students who were not meeting proficiency benchmarks. Leadership met with 3rd, 4th, and 5th grade teachers to discuss individual student progress and worked collaboratively to create targeted support plans for each student.

Lowest Performance

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

The lowest performing category was Math learning gains with only 63% of students showing growth. A key contributing factor to this low performance was that many students were not making adequate progress by PM2. Unfortunately, students lacked the ability to successfully build on to the foundational skills needed to problem solve and make desired gains.

Greatest Decline

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

The area that showed the greatest decline from the prior year was Math achievement which dropped from 72% to 70%. A major factor contributing to this decline was that teachers needed support to ensure whole group and small group instruction addressed specific needs of all students. As a result, students were not able to consistently demonstrate understanding of concepts taught.

Greatest Gap

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.

Math learning gains was 1% below the state. A major factor contributing to this decline was that teachers needed support to ensure whole group and small group instruction addressed specific needs of all students. As a result, students were not able to consistently demonstrate understanding of concepts taught. We outperformed the state in all other grade levels in ELA and Math based on spring FAST data.

EWS Areas of Concern

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

Reflecting on the EWS data from Part I, two potential areas of concern are student attendance and the number of students performing at Level 1 on the state assessment. Consistent attendance is critical for student success, and ongoing challenges with absenteeism may be impacting academic performance. In addition, the number of students scoring at Level 1 indicates a need for more targeted support and interventions to address foundational skill gaps and help these students improve.

Highest Priorities

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

1st - Math Instruction (Core and Intervention)

- Prioritize Math: Ensure students are provided explicit math instruction followed by independent practice focused on mathematical thinking.
- Academic Discourse: Promote active academic discourse to deepen understanding and engagement.

2nd- ELA Instruction

(Core and Intervention)

- Prioritize Reading: Ensure students are provided explicit reading instruction followed by independent practice using high quality text and tasks.
- Writing with Feedback: Encourage extensive writing with high-quality feedback and provide opportunities for students to use that feedback.
- Academic Discourse: Promote active academic discourse to deepen understanding and engagement.

3rd - Attendance • Ensure that all students attendance rate is 80% or more.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our proficient students decreased from 72% to 70% 2026 FAST PM3. A strategic focus on academic discourse and explicit whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles. We expect our performance level to be 75% by May 2027

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

MATH K-2 proficiency will increase from 65 to 70 as measured by PM3 FAST Assessment.

MATH 3rd- 5th proficiency will increase from 70 to 75 as measured by PM3 FAST Assessment.

*MATH learning gains will increase from 63 to 68 as measured by PM3 FAST Assessment.

MATH L25 learning gains will increase from 69 to 74 as measured by PM3 FAST Assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Utilize achievement level descriptors (ALDs) for small group instruction to solidify the Concrete Representational Abstract (CRA) instructional practices, along with the teaching and learning decision trees to support instruction.

Utilize the MTR Coaching tool to provide feedback and support teacher planning as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff.

Calendar dates for all trainings focused on mathematics, including pre-school, monthly staff trainings, and weekly PLCs.

Utilize assessment schedules to incorporate formative and summative assessment analysis into the calendar.

A Dreambox staff developer will provide support to the teachers and staff to include dashboard overview, long term assignment focus, PM data analysis with Lauren Hansell, action planning with K-5 teachers to address 1.3 - 2.2 students as a grade level, classroom and individual students, complete universal assessments, planning support for intervention groups, K-5 observational cycle focused on math intervention block best practices.

Continue to build on our foundation of AVID Elementary by enhancing our WICOR vertical articulation to establish consistent expectations K-5. Develop and enhance teacher instructional practice of focused note taking, collaborative structures and Inquiry structures (level 1-3 questions) – Costas (Gathering, processing, applying).

Ongoing progress monitoring guides instructional decisions that are data driven and targeted on individual student learning needs.

Person responsible for monitoring outcome

Brenda Butler

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Facilitate meaningful mathematics discourse.

Rationale:

Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Collaborative Planning

Person Monitoring:

Brenda Butler

By When/Frequency:

May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Incorporate discussion strategies into the weekly common planning protocol to ensure that students are being provided with opportunities to explain, justify, and reflect on their mathematical thinking and reasoning. In addition, purposefully planning for discourse around prior year benchmarks before introducing new benchmarks will support meaningful connections.

Action Step #2

Instructional Practices

Person Monitoring:

Brenda Butler

By When/Frequency:

May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Employ instructional practices and routines that promote student-centered learning such as (High-order questioning, Pinellas Problem Solving Routine, Collaborative Structures).

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Azalea Elementary's 2025–2026 ELA data shows a need to focus on improving reading and writing instruction in both whole group and small group lessons. Teachers will use evidence-based strategies and help students build thinking skills by writing about what they read and applying these skills in other subjects. This focus was identified due to a downward trend in both proficiency and growth based on data from previous years.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

ELA K proficiency will increase from 63 to 68 as measured by STAR Early Literacy and STAR Reading.

ELA 1 proficiency will increase from 89 to 94 as measured by STAR Early Literacy and STAR Reading.

ELA 2 proficiency will increase from 70 to 75 as measured by STAR Early Literacy and STAR Reading.

ELA Grade 3 proficiency will increase from 70 to 75 as measured by PM3 FAST Assessment.

ELA 3 – 5 proficiency will increase from 66 to 71 as measured by PM3 FAST Assessment.
 ELA learning gains will increase from 65 to 70 as measured by PM3 FAST Assessment.
 ELA L25 learning gains will increase from 68 to 73 as measured by PM3 FAST Assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The ELA Focus will be monitored via observations and walkthroughs with feedback, analysis of student data including authentic work samples, anecdotal records, student observations, and PLC action plans and results. Monitoring will occur via collaborative planning, identifying the expectation of the student by creating exemplars.

Person responsible for monitoring outcome

Donita O. Moody

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Advance thinking through writing about reading and across the content areas and grade-levels.

Rationale:

Writing may be the most powerful teaching tool we have. Research tells us that writing, thinking, and reading are indelibly linked. Writing is the key to unlocking the other two. Studies have found that when students at any grade level write about texts they have read and content they have been taught – not just in English, but also in social studies, science, and math – their reading comprehension and learning is enhanced. Writing about reading (and other content) forces students to retrieve it in a way that lodges it in their long-term memories. Cognitive scientists call this retrieval practice. Teaching writing about reading (and other content) can be tantamount to teaching students how to think critically. Having students write about what they are learning can yield greater benefits than favored techniques such as discussion, projects, and group work.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Implement instruction according to evidence-based principles and use student data to plan and develop small group instruction.

Rationale:

Continuous monitoring ensures accommodations and instruction are leading to student growth and success.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Explicit Instruction

Person Monitoring:

Donita O. Moody

By When/Frequency:

May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide clear, direct, and explicit instruction in writing. Teach writing through sentence-level activities to develop knowledge and analytical abilities while simultaneously enabling students to learn the mechanics of sentence construction.

Action Step #2

Academic Discourse

Person Monitoring:

Donita O. Moody

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Intentionally building in time for student discourse and collaboration.

Action Step #3

Monitoring

Person Monitoring:

Donita O. Moody

By When/Frequency:

May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Develop a system to monitor data and adjust small groups during monthly PLCs to provided targeted instruction.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our proficient students decreased from 69% to 68% 2026 on the FSSA. We expect our performance

level to be 73% by May 2027. A strategic focus on ensuring consistent use of structured student discourse during ignite to ensure instruction is designed and implemented according to evidence based principles increased our proficiency and it will continue the upward trend as it remains a focus in the 2026-2027 school year.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percent of all proficient students on Science FSSA will increase from 66% to 71% as measured by Science FSSA.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Utilize administrator walkthrough tool to provide feedback to individual teachers as well as communicate and highlight evidence-based practices in science that are impacting student achievement with the entire staff.

Utilize the 3-I daily instructional routine (Ignite-Investigate-Inform instruction) to ensure consistent use of structured student discourse, as well as implementation of notebook and evidence collection, in addition to daily use of evidence based questioning.

During collaborative planning that occurs within school hours or after-school planning sessions, provide regular structures for planning/PLCs where teachers regularly engage in data/student work analysis as well as intellectual prep & lesson rehearsal (previewing/engaging in hands-on tasks, previewing videos and other digital resources) for upcoming lessons, including scaffolds that address gaps in student learning.

Person responsible for monitoring outcome

Donita O. Moody

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

During collaborative planning be sure students are planning for opportunities for student discourse. Monitor whole group instruction to ensure academic discourse is purposeful and implemented to support science vocabulary acquisition.

Rationale:

Academic discourse in every lesson with evidence-based strategies (such as a no opt out), will increase overall student engagement and performance. Classroom discussion is a method of teaching, that involves the entire class in a discussion. The teacher stops lecturing and students get together as a class to discuss an important issue. Classroom discussion allows students to improve communication skills by voicing their opinions and thoughts. Teachers also benefit from classroom discussion as it allows them to see if students have learnt the concepts that are being taught. Moreover, a classroom discussion creates an environment where everyone learns from each other. This strategy may be selected if there is a need to encourage/enhance student centered rich conversations around the standard/learning target, providing students opportunities to analyze and apply their learning through discourse.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

During collaborative planning, teachers will plan for opportunities to ask evidence-based questions to strengthen student understanding. Monitor teacher Science Notebooks and science instruction during classroom visits.

Rationale:

Intentional planning for questioning ensures opportunities for students to engage in critical thinking around science content.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1**Person Monitoring:****By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Black/African American Students (BLK)**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Increase the percentage of Black students achieving proficiency in English Language Arts (ELA) and Mathematics by implementing explicit, data-driven instructional strategies and differentiated supports tailored to individual student needs. These efforts are intended to close achievement gaps and improve overall academic outcomes in ELA and Math.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our ELA proficient students increased from 39% on the 2025 State assessments (average of ESSA Cells) to 52% on the State assessments (average of ESSA Cells). We expect our performance level to be 57% by May 2027. Federal Points Index by Subgroup: ELA 48% ELA Gains 50% Math: 52% proficient.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monitor black students specifically and their achievement on school assessments. Develop intervention plans and OPM protocols for students not meeting proficiency. Invite black students to ELP that are not meeting proficiency; monitor enrollment. Monitor student success in gifted/ talented and their access to advanced coursework. Observe classroom for using highly engaging strategies for a diverse group of learners.

Person responsible for monitoring outcome

Donita O. Moody

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Equity and Excellence for ALL (equity mindset and using highly engaging strategies for a diverse group of learners).

Rationale:

Goal is to eliminate or greatly narrow the achievement gap within and between black and non-black learners. Our plan focuses on two of the six goal areas: student achievement and access to advanced coursework.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Equity and Excellence for ALL (equity mindset and using highly engaging strategies for a diverse group of learners.

Person Monitoring:

Donita O. Moody

By When/Frequency:

May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide targeted professional development and coaching to entire staff on using highly engaging strategies for a diverse group of learners. Create a “talented” program to serve students that are not gifted but are high performing. Train staff on monitoring the early warning systems. Provide mentors and goal planning for black students with an enhanced focus on black students in grades 3-5. Invite all black students to ELP. Hold monthly PLCs in which grade level data is reviewed and compared to promote efficient and effective use of the multi-tiered system.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our 2025-2026 attendance rate for students with less than 10% absences was 79%. Our expected performance level is at least 80% annually. The problem/gap in attendance is occurring because Tier 2 and tier 3 intervention plans not occurring with fidelity targeting specific grade levels and students.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The average daily attendance is 92% and we would like to increase it to 97%.

Monitoring

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

how ongoing monitoring will impact student achievement outcomes.

Monitor student attendance monthly and develop individual plans of support.

Person responsible for monitoring outcome

Donita O. Moody

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Ensure that all students maintain an attendance rate of 80% or more.

Rationale:

Regular school attendance during elementary years is not only required by law under Florida Statute 1003.24, but it is also critical to a child's academic, social, and emotional development. Elementary school lays the foundation for essential literacy, math, problem-solving, and critical thinking skills that students will build upon throughout their educational journey. Daily attendance ensures consistent access to high-quality instruction, intervention supports, and opportunities for peer collaboration, all of which contribute to long-term academic success.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Attendance Success Plan

Person Monitoring:

Donita O. Moody

By When/Frequency:

May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Attendance success plans will be created for students who experienced significant attendance challenges during the 2025-2026 school year. Each plan will outline specific strategies to help students meet their attendance goals, include a personal commitment from the student detailing what they will do to improve their attendance, and identify key individuals who can support the student inconsistently getting to school.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

School webpage-<https://azalea-es.pcsb.org/>

New Family Orientation

Back to school staff presentation

School Advisory Council (SAC)

School Based Leadership Team (SBLT)

SIP one pager (parent, community flyers, website, etc.)

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

In addition to the Parent Family engagement Plan the following activities are used:

School Webpage -<https://azalea-es.pcsb.org/>

School Advisory Council (SAC)

Parent Teacher Association (PTA)

Offer flexible parent meetings Provide multiple family events aligned to SIP goals and PFEP

Send regular communications to all families sharing action steps taken and progress towards SIP goals

Provide surveys for parent input

FOCUS is used for two way communication

Plans to Strengthen the Academic Program

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

School teams conducted a gap and root cause analysis, to complete the Comprehensive Action Plan (CAP) and create their goals. We will continue to universally assess our students on Math so proper interventions can be completed both in and outside the class. Help students develop conceptual understanding of operations and fact fluency. Building Fact Fluency invites students to think strategically through multiple, real-world contexts. Shop Addition & Subtraction and Multiplication & Division toolkits. Use of this kit will close learning gaps in Mathematics by building fact fluency for students and supporting effective student strategy use. We will continue assess our students using STAR. We continue to support teacher use of UFLI lessons, the Flamingo model and sound partners. Effective use of these resources will support students' development of sound foundational reading skills to best access grade level texts.

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Azalea Elementary had the ability to partner with YMCA this year. Wraparound services are a cornerstone for leveraging academic support at home, as they extend educational resources beyond the classroom. These partnerships create a support network encompassing various facets of a student's life, fostering an environment where learning can flourish both inside and outside of school walls. One of the key advantages of community partnerships in providing wraparound services is access to a diverse range of resources and expertise.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

- Wellness and SEL Activities: Morning meetings, mindfulness practices, and SEL-infused morning news segments promote emotional regulation and a positive classroom climate.
- Behavioral Coaching and Check-In/Check-Out (CICO): Our MTSS Coach and behavior team implement schoolwide Tier 2 and Tier 3 behavioral interventions, including CICO and individualized behavior support plans.
- Restorative Practices: Teachers are trained in restorative conversations, conflict resolution, and trauma-informed approaches to help students repair harm, build empathy, and solve problems collaboratively.
- Mentoring Programs: Our Girlfriends of Pinellas clubs provide leadership opportunities, mentorship, and character education for students, especially those in upper grades.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Both the Great American Teach-In and AVID College and Career Exposure programs play an important role in preparing students for post-secondary opportunities by broadening their understanding of career pathways and fostering college readiness skills.

- Great American Teach-In: This annual event exposes students to a variety of career fields by inviting community members and professionals to share their personal career journeys and experiences. By learning about diverse professions directly from industry experts, students gain real-world insights and expand their awareness of possible career options. This early exposure can spark interest in specific fields and help students begin setting future goals.
- AVID College and Career Exposure: The AVID (Advancement Via Individual Determination) program provides structured college and career readiness experiences, including campus visits, guest speakers, and targeted lessons on academic skills. AVID focuses on equipping students with strategies such as goal setting, organization, note-taking, and critical thinking, all

essential for post-secondary success. The program emphasizes a college-going culture and supports students in developing a clear understanding of both college and career pathways.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

The Multi-Tiered System of Supports (MTSS) model aligns resources in schools for providing high quality instruction and intervention matched to student needs. The MTSS model addresses both academic and behavior needs of students through instruction and interventions developed to meet those needs. The problem solving/response to intervention (PS/RtI) component of MTSS is required in Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Improvement Act (IDEA 2004).

In an effective Multi-Tiered System of Supports: learning is accelerated to close gaps and prevent new ones; fewer students are at risk over time; decisions about who needs additional support can be made rapidly; rates of intervention success are high; and goals are defined in terms of improved achievement.

The school based MTSS coach is used to support the framework by facilitating or modeling the components of MTSS: provide opportunities to practice problem-solving skills; provide collaborative /performance feedback to staff; develop coaching activities based on PD feedback, implementation fidelity; and student outcomes.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

ELA: Teachers participated in staff developer led PD sessions, K-2 observed each other deliver UFLI/Flamingo lessons, targeted implementation of Praise Walk observing across grade levels , PM 2 data analysis with Lauren Hansell action planning with K-5 teachers to address 1.3 - 2.2 students as a grade level, classroom and individual students.

Math: K-5 Math Specialist provided a PD session with K-5 teachers on planning using diagnostic data and navigating the dashboard to best support students, Dreambox

staff developer provided a dashboard overview and the long term assignment focus, PM 2 data analysis with Lauren Hansell, action planning with K-5 teachers to address 1.3 - 2.2 students as a grade level, K-5 Math Specialist provided support via administrative walkthrough

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Title I funds continue to support the full day three-year old program at Azalea elementary school allowing the district to provide continuity of service for a full two years in early childhood prior to entering kindergarten. This seamless, two-year programming provides a strong foundation for school readiness and future educational success. This leads to a smooth transition between preschool and kindergarten for both scholars and parents. Families are familiar with the personnel, environment, rules, and safety procedures.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00