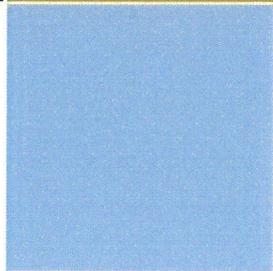


TOP-1



District-Managed Turnaround Plan – Step 1 (TOP-1)

School District of Manatee County
Samoset Elementary School

Due: September 1

Form Number DMT, TOP-1, incorporated in Rule 6A-1.099811, F.A.C., effective November 2024

District-Managed Turnaround Plan—Step 1 (TOP-1)

Purpose

The purpose of this document is to guide districts to plan for the implementation of a district-managed turnaround plan to improve the school's grade to a "C" or higher. The district shall submit a Memorandum of Understanding (MOU) to the Department by September 1, pursuant to sections (ss.) 1001.42(21) and 1008.33(4)(a), F.S.

Directions

Districts shall complete this Step 1 form for each school that is required to implement a district-managed turnaround plan. This plan must be submitted by the district to the Regional Executive Director (RED) for review and feedback before submitting it to the RED and the BSI. The local school board must approve the plan. This completed form must be signed by the superintendent or authorized representative and emailed to the RED and BSI@fldoe.org, no later than September 1. The subject line of the email must include the district name, school name and TOP-1.

School

In the box below, identify the name and MSID number of the school that will be supported through the district-managed turnaround plan.

School Name/ MSID Number
0421

Stakeholder Engagement

In the box below, describe the district's efforts to engage and involve stakeholders, including the Community Assessment Team (CAT), to determine causes for low performance and make recommendations for school improvement. Include a list of names and affiliations of CAT members. The RED or their designee shall be a member of the CAT. Include a list of meetings that were held regarding the development of the district-managed turnaround plan, as well as scheduled meetings that will be held during the implementation of the plan.

Names and affiliation of CAT members:

Samantha Webb, Principal
Krista Keats, Assistant Principal
Derek Jensen, Deputy Superintendent of Instruction
Kaththea Johnson, Executive Director, School Improvement & Leadership Development
Dr. Laurie Breslin, Executive Director Student Support & Family Engagement
Dr. Christine Britton, Executive Director of Human Resources
Alison Nichols, Director of Elementary Curriculum
Lisa Lyon, Director of Student Services
Josh Bennett, Director of Exceptional Student Education
Debra Estes, Director of ESOL, Migrant and Dual Language Programs
Latrina Singleton, Director, Federal Programs and Grants
Jamara Clark, Director of Student Enrollment, Pathway & Experience
Kelly Smith-Williams, Student Support Specialist

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Stephanie Okelly, Instructional Staff Member (Reading Coach)
 Nicole Candelora, Instructional Staff Member (Math Coach)
 Kathy Seward, School Improvement Specialist
 Dr. Lucinda Thompson, Regional Executive Director/BSI, State
 Bianca Williams, Regional Assistant Director/BSI, State
 Kelli Carter, School Improvement Specialist/BSI, State
 Denise Freeman, School Improvement Specialist/BSI, State

Dates of CAT meetings (held and upcoming meetings):
 7/31/25, 9/25/25, 11/20/25, 2/12/26, 4/16/26, 5/28/26

What school data was analyzed?

State assessment data including Every Student Succeeds Act (ESSA) subgroup data (three-year historical), and
 Early Warning System (EWS) data including at-risk academics, attendance and behavior staff, and family surveys

Identified causes of low performance:

All school accountability components are below the district and state averages except ELA L25

- 3rd grade achievement and math components are significantly below district and state averages
- All subgroups, except Economically Disadvantaged, performing below the Federal Index (below 41%), four consecutive years for Students with Disabilities (SWD) and English Language Learners (ELLs)
- School components have plateaued, rising/dropping 2-3 percentage points
- Significant number of students scored a Level 1 on the state assessment (259-ELA; 198-Math)

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	26	55	59	26	55	57	24	51	53
Grade 3 ELA Achievement	26	54	59	23	55	58	16	51	53
ELA Learning Gains	41	59	60	52	60	60			
ELA Lowest 25th Percentile	60	58	56	67	58	57			
Math Achievement*	45	65	64	43	66	62	45	62	59
Math Learning Gains	41	61	63	46	63	62			
Math Lowest 25th Percentile	33	52	51	36	51	52			
Science Achievement	35	55	58	25	54	57	24	51	54
Social Studies Achievement*			52						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELIs in Achieving English Language Proficiency (ELP)	60	63	63	57	61	61	33	59	59

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School Year	School Number	School Name	Grade 2 English Language Arts Achievement	English Language Arts Achievement	English Language Arts Learning & Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%	Student Achievement	Total Points Earned	Percent of Total Possible Points	Grade 2025
24-25	0421	SAMOSET ELEMENTARY SCHOOL	26	28	41	60	45	41	33	35	309	39	D
23-24	0421	SAMOSET ELEMENTARY SCHOOL	23	26	52	67	43	46	36	25	318	40	D
22-23	0421	SAMOSET ELEMENTARY SCHOOL		24			45			24	93	31	D
21-22	0421	SAMOSET ELEMENTARY SCHOOL		32	48	47	53	52	40	34	306	44	C
20-21	0421	SAMOSET ELEMENTARY SCHOOL		29	49	57	54	64	45	29	327	47	

The Community Assessment Team for Samoset Elementary School analyzed multiple data sources to identify the root causes of low academic performance. As a result, areas of concern were discussed and broken down to create systems of support for the following areas:

➤ **Lack of Consistent Instructional Framework:**

- Lack of a strong instructional framework for ELA and math, focused on consistent use of high-yield instructional strategies with benchmark-aligned instruction
 - Identified need for professional learning communities (PLCs) focused beyond lesson planning.
 - Identified need for a structure that includes a review of monthly cumulative assessment data, capturing benchmark mastery and action planning.
 - Professional learning around the high-yield instructional strategies to build capacity for teacher delivery of benchmark-aligned lesson plans with student-aligned tasks
- Lack of alignment between benchmarks and instruction and inconsistent progress monitoring
 - Identified need to strengthen Tier 1 mastery of benchmarks, aligning Tier 1 instruction to benchmarks and ensuring students are receiving instruction for mastery
- Teacher vacancies despite hiring incentive \$10,000
- Teacher absences despite quarterly incentive \$1,000

➤ **Chronic Absenteeism for Students:**

- 2024-25: More than 60% of students were absent 10 days or more (Kindergarten-5th grade; 329 out of 536)

School	Grade	Total # of tardies	Total # of days absent	# of students absent 5-9 days	# of students absent 10 or more days
ES Samoset (0421)	KG	754	1820	26	62
ES Samoset (0421)	1	542	1363	11	44
ES Samoset (0421)	2	640	1482	28	42
ES Samoset (0421)	3	654	1875	20	69
ES Samoset (0421)	4	680	1393	29	53
ES Samoset (0421)	5	568	1301	14	59
ES Samoset (0421) Total		3838	9234	128	329

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➤ **Need for Behavior Support and Multi-Tiered System of Supports (MTSS) Framework:**

- Student time out of the classroom due to behavior
 - Lack of a school-wide MTSS Behavior (MTSS-B) Tier 1 Plan, with systems for professional learning, monitoring and accountability
 - 2024-25: 354 total days of suspension (181-Out-of-school suspension; 173-In-school suspension) as compared to 191 total days of suspension in the 2023-24 school year
 - 2024-25: Top 5 referral codes: 1-Aggression, 2-Defiance, 3-Disruptive Behavior, 4-Disrespect Authority, 5-Disrespect toward Others

	All Actions Taken	LOSS OF PRIVILEGES [LOP]	OUT-OF-SCHOOL SUSPENSION [OSS]	IN-SCHOOL SUSPENSION [ISS]
Grades	677	212	181	173
KG	127	34	43	23
01	53	23	3	12
02	81	25	21	16
03	145	44	40	48
04	152	46	45	44
05	119	40	29	30

Recommendations for school improvement: Three Domains

Samoset Elementary School’s principal was newly appointed in June of 2025. There is a commitment to staffing, building a strong leadership team and proactive planning with the School Improvement Plan to address barriers and set goals for system building around academic achievement. These areas will be targeted through three domains: (1) Transformational Leadership, (2) Standards-Based Instruction and Learning and (3) Student-Centered Learning Environment.

Transformational Leadership: Accountable and Shared Leadership

- Recruit a new Principal with a history of successful leadership in a Title I school
- Recruit new ELA and mathematics coaches with proven records of effectiveness
- Supervision by the Executive Director of School Improvement and Leadership Development to support full-time and report directly to the Superintendent and Deputy Superintendent of Instruction weekly
- Assign a School Improvement Specialist full-time to support and report directly to the Executive Director of School Improvement weekly
- Support with grant funds to implement school improvement goals and action plans
- Executive Director of School Improvement and Leadership Development will provide ongoing guidance, monitoring and support to school administrators and the leadership team focused on leading a school in turnaround status
- Evaluate the current faculty at Samoset Elementary School
 - Ensure the percentage of teachers below effective is not greater than the district average

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- Ensure the principal creates a coaching and monitoring support plan for any teacher rated below effective
- Ensure strong hiring and retention practices to reduce the high teacher/staff turnover
 - Vacancies: Utilize staffing agency as needed to fill all remaining vacancies with certified teachers
 - Ensure the district’s career site highlights that teachers at Samoset may be eligible to receive up to \$15,000 as part of the Supplemental Teacher and Administrator Allocation (STAA) grant for effective and highly effective state Value-Added Model (VAM) rating
- Section 1001.42(21), Florida Statute – School Board granted authorization to the Superintendent to utilize the following flexibility (effective date: 08/05/2025):
 - Required facilitated, collaborative planning and professional learning needed to improve student performance (3 hours per week outside of the student day, up to 1 planning period per week during the student day and on record days)
 - Quarterly attendance incentive for teachers (\$1,000 per quarter)
 - Recruitment/Retention bonus through the Supplemental Teacher and Administrator Allocation (STAA) grant (Highly Effective & Effective supplemental pay bonus: \$7,500; \$15,000)

Standards-Based Instruction and Learning

School-wide instructional priorities aligned with the district and focused on high-yield strategies. School-wide ELA, math and science framework for benchmark-aligned instruction, mastery and progress monitoring to action plan and support

- Implement a framework for PLCs and collaborative planning supported by district directors and specialists
 - Ensure use of district-created curriculum maps and approved resources for Tier 1 and intervention blocks
 - Ensure the master schedule meets all requirements for instructional minutes and common planning time for grade-level teams
 - Ensure the principal and leadership team provide teachers ongoing support and quality feedback based on data
 - Provide support for new and beginning teachers through mentors and ongoing professional development
 - Provide ongoing support and professional learning for all instructional staff and leadership in high-quality instruction with the implementation of high-yield instructional strategies
 - Ensure and support the implementation of monthly data monitoring for all students with additional attention to the subgroups supported with Tier II and Tier III academic resources
- Establish instructional expectations and look-fors aligned to high-yield instructional strategies and district priorities
 - Ensure instructional expectations and strategies are aligned to the school improvement goals and action plans, reviewed and monitored monthly
- Create a system for collecting, organizing, summarizing and using data to monitor benchmark mastery and make instructional decisions
 - Weekly and bi-weekly school-based administrative and instructional leadership monitoring and data discussions

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- Weekly monitoring and data discussions between School Improvement Executive Director and Deputy Superintendent of Instruction
- Monthly monitoring and data discussions between the district and school administration
- District tier list of schools based on performance and need; Samoset ES is identified as Tier 3 and receiving intensive support
- Ensure common formative assessments are being implemented and analyzed regularly at both the school and district level
 - District created common assessments in ELA using an assessment platform for frequent monitoring of all students including the bottom quartile and all subgroups
- Ensure that teachers provide supplemental supports and interventions to struggling learners based on formative assessment data
 - District created and monitored Elementary Decision Tree and Comprehensive Evidence-Based Reading Plan (CERP)
 - District provided professional learning and ongoing support with University of Florida Literacy Institute (UFLI)
- Universal RAISE School: Ensure the ongoing support from the district level along with the webinars and optional book studies offered through the State Regional Literacy Director (SRLD) aligned to the Science of Reading

Student-Centered Learning Environment

School-wide Tier 1 MTSS-B plan and implementation of Positive Behavior Intervention and Supports

- Support for Absenteeism
 - Implement a quarterly incentive program for students supported through district funds
- Support for Behavior and MTSS
 - Summer workshop focused on the creation of a Tier 1 MTSS-B plan and supported by the Director of Student Services and team (July 31, 2025)
 - Professional learning for instructional and support staff on handling disruptive behavior supported by the district
 - Implement a quarterly incentive program for students supported through district funds
 - Ensure a system is in place for consistent school and parent communication around student behavior expectations and parent support
- Support with hiring because of high teacher/staff turnover
- Support for high teacher/staff absences
 - Implement a quarterly attendance incentive for teachers - \$1,000 per quarter
- Support with family and community engagement
 - Ensure and support the implementation of required parent/teacher conference nights (October 2025, January 2026)
 - Support from the English for Speakers of Other Languages (ESOL) and Title I Department to support with parent and family engagement
 - Ensure strong school and parent communication and support about the importance of student attendance with monitoring and accountability by the school and district

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District-Managed Turnaround Plan Assurances

The district must agree to ALL of the following assurances by checking the boxes below.

Assurance 1: District Capacity and Support

The district shall ensure the district leadership team, which includes the superintendent and district leadership, has an integral role in school improvement. This team may include those in charge of curriculum, general and special education, student services, human resources, professional learning and other areas relevant to school improvement. The district leadership team shall develop and implement the district-managed turnaround plan. The district shall dedicate a position to lead the turnaround effort at the district level. The selected employee shall report directly to the superintendent and support the principal.

The district shall ensure that instructional programs align to Florida's state academic standards for English Language Arts (ELA), mathematics, social studies and science. The district shall provide the evidence that shows instructional programs to be effective with schools that are low-performing with students of similar demographics, how they are different from the previous programs, how the instructional and intervention programs are consistent with s. 1001.215(8), F.S., as well as how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading and for K-4 students with a substantial deficiency in mathematics. The district shall demonstrate alignment of Florida's state academic standards across grade levels to improve background knowledge in social studies, science and the arts.

The district shall prescribe and require progress monitoring assessments that are aligned to Florida's state academic standards in ELA, mathematics, social studies and science for all students. The district shall ensure that its progress monitoring assessments are predictive of statewide assessment outcomes and provide valid data to support intervention and acceleration for students.

Assurance 2: School Capacity-Leaders and Educators

The district shall ensure the school has effective leaders and educators capable of improving student achievement.

Leaders

The district leadership team, in collaboration with the school, shall develop an annual professional learning plan that provides ongoing tiered support to increase leadership and educator quality.

The district shall ensure the principal has a successful record in leading a turnaround school and the qualifications to support the student population being served. The district shall complete a Principal Change Verification Form when there is a proposed principal change at the school no later than 10 days prior to the proposed principal hire date.

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The district shall ensure that the principal will be replaced, unless recommended for retention in collaboration with the Department, upon entry into district-managed turnaround based upon the individual's turnaround record and degree of success, the length of time since turnaround success, the degree of similarity in the student populations and any other factor that would indicate the principal will have turnaround success with this school.

Educators

The district shall ensure the review of practices in hiring, recruitment, retention and reassignment of instructional personnel have been reviewed with priority on student performance data.

The district shall ensure the instructional personnel who do not have a VAM rating and who do not show evidence of increasing student achievement are not rehired at the school.

The district must ensure that the percentage of inexperienced teachers, instructional personnel with a VAM rating that is below Effective or out-of-field instructional personnel assigned to the school is at least or at a minimum, not higher than the district average.

Ensure that K-12 intensive reading instruction is provided by teachers with a reading certificate, endorsement or micro-credential.

Required Documentation

The district must submit the following as part of the TOP-1: (check boxes)

An MOU pursuant to s. 1001.42(21), F.S., shall be emailed to BSI@fldoe.org no later than September 1. The subject line of the email must include: district name, school name and MOU. If an MOU has not been approved by the district school board, provide a detailed status of negotiations.

Florida Statute 1001.42(21) – School Board granted authorization to the Superintendent to utilize the following flexibility (effective date: 08/05/2025): No MOU is required

The district must submit instructional rosters for this school no later than August 1. These lists are utilized to ensure that the most proven effective teachers are staffed at the most fragile schools and to verify rosters for teachers eligible to receive an additional district UniSIG allocation.

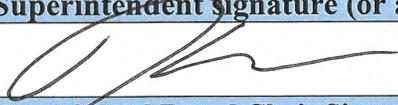
The district must complete the table below by providing the number and percentage of instructional personnel in each of the VAM ratings of Highly Effective, Effective, Needs Improvement and Unsatisfactory for this school and the district.

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VAM DATA – School % Compared to District and State %				
VAM Data	Highly Effective (HE)	Effective (EF)	Needs Improvement (NI)	Unsatisfactory (UN)
Number of instructional personnel	1	10	2	1
School %	7.1	71.4	14.3	7.1
District %	7.91	65.83	15.83	10.43
State %	11.82	68.21	12.29	7.69

Acknowledgment

The district verifies the information in this form and confirms that they have collaborated with the school and the RED.

Name and title of person responsible for completion and submission of TOP-1
Kaththea Johnson, Executive Director of School Improvement & Leadership Development
Contact information: email, phone number
johnsonk@manateeschools.net (941) 708-8770 ext. 41221
Date submitted to the RED and the Bureau of School Improvement (due September 1)
August 29, 2025
Superintendent signature (or authorized representative)

Local School Board Chair Signature (or authorized representative)

Date approved by local school board
August 26, 2025