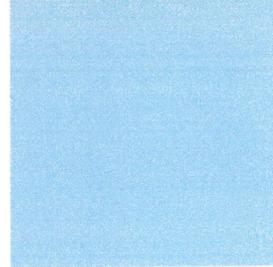


# TOP-2



District-Managed Turnaround Plan – Step 2 (TOP-2)

School District of Manatee  
Samoset Elementary School

*Due: October 1*

Form Number DMT, TOP-2, incorporated in Rule 6A-1.099811, F.A.C., effective November 2024

## District-Managed Turnaround Plan—Step 2 (TOP-2)

### Purpose

The purpose of this document is to guide districts to develop a plan for implementation of a district-managed turnaround plan. The district shall provide the Department with the plan for approval by the State Board of Education (SBE).

### Directions

Districts shall complete this Step 2 form for each school required to implement a district-managed turnaround plan. The district must submit this plan to the Regional Executive Director (RED) for review and feedback before submitting it to 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](mailto:BSI@fldoe.org) no later than October 1. The subject line of the email must include the district name, school name and TOP-2 (DMT).

Districts must update this Step 2 form as an addendum to the Charter School Turnaround Option Plan TOP-2 form for sustained operation of the school when a Charter School Turnaround Option Plan is selected in the TOP-1 form. The plan must be submitted following the above guidelines.

### 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
Samoset Elementary School/0421

### Needs Assessment

The district is responsible for documenting a needs assessment that uses quantitative and qualitative data to identify the needs of the school system, including needs identified by families and the community.

The summary of the needs assessment results must address points of strength and opportunities for growth in the school system (at both the district and school level) in each of these three domains:

1. Transformational Leadership
2. Standards-based Instruction and Learning (for student and adult learners)
3. Positive Culture and Environment

In the box below, describe the methodology used for the needs assessment, including 3-year data trends from the state, district, and school levels. Include a review of all strategies to determine which are improving the school and should be reinforced or supplemented, as well as which strategies are not resulting in improvement.

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**Describe the methodology used for needs assessment, including 3-year data trends from the state, district and school levels.**

School and district leadership teams reviewed Samoset Elementary School’s data in the following areas: student performance (including subgroups), teacher performance and certification, attendance, discipline and family engagement. The tables and summary below capture the areas needing attention related to student performance and subgroups.

### Accountability Components and Grade – State Assessments

School Year	School Number	School Name	Grade 3 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%	Science 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	

### Grade Level Data Review – State Assessments

SUBJECT	GRADE	SCHOOL	DISTRICT	2024-25 SPRING	
				SCHOOL-DISTRICT COMPARISON	SCHOOL-STATE COMPARISON
ELA	3	27%	52%	-25%	-30%
ELA	4	17%	54%	-37%	-39%
ELA	5	35%	54%	-19%	-21%
MATH	3	49%	62%	-13%	-14%
MATH	4	17%	57%	-40%	-45%
MATH	5	42%	59%	-17%	-15%
MATH	6	100%	61%	39%	40%
SCIENCE	5	33%	52%	-19%	-22%

Student performance data highlight both growth and areas for improvement. Fifth-grade Science showed a significant increase in proficiency, while English Language Arts (ELA) and Mathematics demonstrated only marginal gains. Learning gains for the lowest 25% of students declined across all four tested areas. Grade-level results identified fourth grade as the lowest-performing, impacted by unfilled vacancies and inconsistent small-group instruction and progress monitoring. Subgroup analysis revealed limited proficiency and minimal gains for Students with Disabilities (SWD) and English Speakers of Other Languages (ESOL). While ESOL students are progressing on the WIDA ACCESS assessment, their performance on the Florida Assessment of Student Thinking (FAST) remains a concern. Recently exited ESOL students, who still qualify as English Language Learners (ELL), also struggle to sustain growth, indicating the need for stronger transition supports. These findings underscore the need for ongoing professional learning for teachers and leadership, with a focus on staffing stability, consistent interventions, and targeted support for at-risk subgroups to close gaps and accelerate achievement at Samoset Elementary School.

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### English Language Learners (ELL):

School Year	School Number	School Name	English Language Arts Achievement	Grade 3 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%	Science Achievement	Progress of English Language Learners in Achieving English Language Proficiency	Total Points Earned for the Federal Percent of Points Index	Federal Percent of Points Index	Subgroup Below 41% in the Current Year?
24-25	0421	SAMOSSET ELEMENTARY SCHOOL	25	24	39	48	52	42	27	24	60	341	38	YES
23-24	0421	SAMOSSET ELEMENTARY SCHOOL	19	18	50	63	40	46	33	18	57	344	38	YES
22-23	0421	SAMOSSET ELEMENTARY SCHOOL	21	16			43			20	64	164	33	YES
21-22	0421	SAMOSSET ELEMENTARY SCHOOL	27		45	37	53	48	24	28	41	303	38	YES
20-21	0421	SAMOSSET ELEMENTARY SCHOOL	28		50	58	55	57		23	52	323	46	NO

### Students With Disabilities (SWD):

School Year	School Number	School Name	English Language Arts Achievement	Grade 3 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%	Science Achievement	Progress of English Language Learners in Achieving English Language Proficiency	Total Points Earned for the Federal Percent of Points Index	Federal Percent of Points Index	Subgroup Below 41% in the Current Year?
24-25	0421	SAMOSSET ELEMENTARY SCHOOL	17	27	44	82	20	42	43	18	61	354	39	YES
23-24	0421	SAMOSSET ELEMENTARY SCHOOL	8	8	29	43	14	29	19	0	43	193	21	YES
22-23	0421	SAMOSSET ELEMENTARY SCHOOL	11	13			20			0	48	92	18	YES
21-22	0421	SAMOSSET ELEMENTARY SCHOOL	14		39	50	27	44	40	7	41	262	33	YES
20-21	0421	SAMOSSET ELEMENTARY SCHOOL	22		39	50	37	59		17	54	278	40	YES

Student attendance and behavior data for the 2024-25 school year were reviewed to help identify root causes to support effective problem-solving and planning.

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
<b>ES Samoset (0421) Total</b>		<b>3838</b>	<b>9234</b>	<b>128</b>	<b>329</b>

	All Actions Taken	LOSS OF PRIVILEGES [LOP]	OUT-OF-SCHOOL SUSPENSION [OSS]	IN-SCHOOL SUSPENSION [ISS]
<b>Grades</b>	<b>677</b>	<b>212</b>	<b>181</b>	<b>173</b>
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

### **Identify strategies that have evidence of improvement at the school and how they will be reinforced or supplemented.**

Samoset Elementary School's improvement strategies focus on using resources efficiently to boost student achievement. All allocated resources- time, funds, staff and operations- remain dedicated to supporting student learning. These areas will be targeted through three domains: (1) Transformational Leadership, (2) Standards-Based Instruction and Learning and (3) Student-Centered Learning Environment. The following strategies have been identified and will be consistently reinforced and supported by school and district leadership:

- Recruited new principal with history of success in turnaround and Title I Schools
- Hired new assistant principal with multiple years of relevant experience in school improvement efforts
- Hired experienced English Language Arts (ELA) and math coaches
- Assigned district-managed School Improvement Specialist who is supervised by the Executive Director, School Improvement & Leadership Development
- Transferred highly effective faculty into school based on VAM scores
- Section 1001.42(21), Florida Statutes: School Board authorized the Superintendent to utilize flexibility for school improvement efforts
- Alignment of grants and district budget to school improvement goals
- Required Professional Learning Communities (PLCs) and collaborative planning supported by district directors and specialists
- Instructional expectations aligned to high-effect size, evidence-based instructional strategies and intervention materials
- New common assessments and progress monitoring tools in ELA and math with routine review at both the school and district level
- Maximized instructional time through master schedule
- Established teacher attendance incentive
- Assigned staff member to supervise student attendance and behavior improvement initiatives
- Developed school-wide Multi-Tiered System of Supports (MTSS) behavior plan with district-supported behavior training
- Focus on parent and family engagement

### **Identify strategies that have not resulted in improvement. What will be done differently?**

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 that have hindered school improvement:

**Lack of consistent instructional framework:** In the 2024-25 school year, there were a significantly large number of Level 1s on the Florida Assessment of Student Thinking (FAST). In addition, overall learning gains and lowest quartile learning gains dropped in all areas and have continued to decrease in math historically.

- Addressing the identified gap in Tier 1 core instruction presents an opportunity to implement daily, rigorous, and benchmark-aligned teaching that ensures all students engage in high-quality, standards-driven learning. Consistent progress monitoring and structured monthly assessment reviews are needed for effective action planning. Additionally, teachers require job-embedded professional

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learning focused on high-yield instructional strategies to improve delivery of benchmark-aligned lessons and student tasks.

- High yield instructional strategies for the 2025-26 school year at Samoset Elementary School include success criteria, collaborative structures and formative assessments.

**Chronic absenteeism for students:** In the 2024-25 school year, more than 60% of students were absent 10 days or more (Kindergarten-5<sup>th</sup> grade; 329 out of 536).

- Implement a structured system for setting attendance goals and monitoring progress, supported by a quarterly incentive program funded through school, district, and community partnerships, to promote consistent student engagement and reduce chronic absenteeism.

**Inconsistent Behavior Support and Multi-Tiered System of Supports (MTSS) Framework:** In the 2024-25 school year, students spent a substantial amount of time outside of the classroom, highlighting the need for more consistent and proactive behavior supports. There was a total of 354 days of suspension (181-Out-of-school suspension; 173-In-school suspension) which is significantly high as compared to the 191 total days of suspension for the 2023-24 school year.

- Implement a school-wide MTSS Behavior (MTSS-B) Tier 1 Plan, with systems for professional learning, monitoring and accountability.
- District facilitated 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 and community partners.
- Ensure a system is in place for consistent school and parent communication around student behavior expectations and parent support.

### Implementation Plan

Part A. Summarize the district-managed turnaround plan and describe how the needs assessment results will be addressed in each of these three domains:

1. Accountable and Shared Leadership
2. Standards-based Instruction and Learning (for student and adult learners)
3. Positive Culture and Environment.

Part B. In this plan, verify that each assurance outlined in the TOP-1 form for district-managed turnaround has been addressed.

#### Part A.

##### Accountable and Shared Leadership

The district has identified and communicated instructional priorities for teaching and learning to all school leaders. For the 2025-26 school year, the emphasis is on targeting and implementing high-yield instructional strategies as areas of focus for principals and their leadership teams. Professional learning sessions and leadership meetings are being used to address these priority areas and monitor progress towards school

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improvement. In addition, as part of the District-Managed Turnaround (DMT) plan, senior leadership and all department directors will be responsible for monitoring the strategies developed directly from the needs assessment analysis. The Deputy Superintendent of Instruction holds weekly meetings with direct reports to monitor the progress at Samoset Elementary School. A comprehensive plan has been established to review multiple data sources weekly, enabling targeted support and the development of actionable strategies to drive school improvement.

### Standards-based Instruction and Learning

Instructional priorities are aligned with district goals and emphasize high-yield teaching strategies.

- ELA, math and science instruction follows a framework focused on benchmark-aligned instruction, mastery and regular progress monitoring. Professional Learning Communities (PLCs) and collaborative planning are implemented with school leadership and district support. Teachers use district-provided curriculum maps and resources for Tier 1 instruction and interventions. The master schedule ensures required instructional minutes and common planning time for grade-level teams. Leadership provides teachers with continual support and data-driven feedback. New and beginning teachers receive mentorship and ongoing professional learning. Ongoing support and professional learning are provided for all staff to ensure high-quality instruction. Samoset's leadership team has implemented monthly data monitoring conducted for all students, with special attention to Tier II and Tier III subgroups. Instructional expectations are established and monitored, aligning with district priorities and high-yield strategies.

A comprehensive system is in place for collecting and utilizing data to track benchmark mastery and guide instructional decisions.

- Data discussions and monitoring occur weekly and bi-weekly at the school level, as well as weekly between the School Improvement Executive Director and Deputy Superintendent and monthly between the district and school administration. Schools are tiered by performance and need, with Samoset Elementary designated as Tier 3 and receiving intensive support.

We have a plan for regular implementation and analysis of common formative assessments at both school and district levels.

- The district uses ELA common assessments to monitor all students, with particular attention to subgroups and those needing extra support. Formative data is used to determine targeted interventions. Elementary Decision Tree and CERP guide literacy efforts and staff receive ongoing professional learning with the instructional materials for UFLI. Universal RAISE Schools benefit from continued district and state support, including webinars and book studies focused on the Science of Reading. In addition, Samoset is utilizing IXL to support math instruction in the classroom. Weekly monitoring will be conducted at the school and district level.

### Student-Centered Learning Environment

Samoset Elementary School has developed a safe, welcoming environment by aligning strategies with district priorities. The school implements a Tier 1 MTSS-B plan and Positive Behavior Intervention and Supports, with two Student Support Specialists focused on attendance and behavior. Clear expectations and support systems are in place, aided by consistent parent communication forms. Weekly leadership meetings use the Early Warning System to identify students needing support. Staff receive district-led training on managing disruptive behavior and quarterly student incentives are funded by the district and community partners. Alongside its Tier 1 behavior and attendance plan, Samoset Elementary aims to boost family and community engagement. The district has required parent/teacher conferences mid-semester and will provide translation

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support or funding as needed. Title I and Strategic Planning departments will continue to assist with family events for 2025-26 to maintain clear communication about student attendance and academic support.

### Part B.

The district has addressed all assurances in the TOP-1 form. This TOP-2 document outlines our actions and strategies in the District-Managed Turnaround Plan

Explain the correlation between the School Improvement Plan (SIP, annual school plan) and this proposed district-managed turnaround plan (TOP-2, 2-year district plan). Describe how the district and school leadership team are working together to implement the plans to improve the school.

### Correlation between SIP and TOP-2:

The strategies in this document align with the SIP and TOP-2. District and school leaders continue to collaborate to develop and carry out all strategies and monitoring of the improvement plan. Data analysis revealed the need for the following focus areas which are included in both the SIP and TOP-2:

- Benchmark-aligned instruction in all content areas supported through standards-based planning and instruction, common formative assessments and systems for monitoring mastery of all grade level benchmarks
- Positive Behavior and Intervention System (PBIS)
- School-wide MTSS framework focused on academic performance, behavior and attendance

### Describe how the district and school leadership team are working together to implement the plans to improve the school.

The district is committed to providing the highest level of support to Samoset Elementary School.

- The Superintendent holds a weekly data review meeting which includes a review of the most recent data at Samoset Elementary School. Support is prioritized based on findings and identified areas of concern.
- The Executive Director of School Improvement and Leadership Development will provide ongoing guidance, monitoring and support to the principal and leadership team focused on leading a school in turnaround status.
- The Director of Elementary Curriculum and team of specialists will provide onsite support specifically aligned to the needs of the school and at the request of the principal.
- The Deputy Superintendent of Instruction and all his direct reports will have a role in providing continuous and ongoing support at the school level in addition to monitoring at the district level weekly.

## 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,

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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 section 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 1: Narrative of District Capacity and Support

In the box below, the district should provide information about its systems that support school leadership teams to implement turnaround interventions, including the following: alignment and allocation of support and resources, policies and practices, governance systems for review and monitoring. At a minimum, the narrative shall address the following:

1. Describe the district leadership team and its role in implementing the DMT plan.
2. Explain how the district allows for flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes.
3. Identify how the new or revised instructional programs align to Florida’s state academic standards for ELA, mathematics, social studies and science; the research that shows it to be effective with schools that are low-performing with students of similar demographics; and how they are different from the previous programs.
4. Describe how the instructional and intervention programs for reading are consistent with section 1001.215(8), F.S.
5. Identify progress monitoring and summative assessments aligned to Florida’s state academic standards that will be used in the school.
6. Based on the analysis of progress monitoring and summative assessment data, describe any changes that will be implemented to provide continuous support for the school.
7. Explain the district’s allocation of supports and resources and how they align to the specific needs of the school.
8. Describe how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading in accordance with the district’s K-12 Comprehensive Evidence-based Reading Plan and for K-4 students with a substantial deficiency in mathematics.

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9. Identify and describe the district policies and practices that will need to be reviewed and changed to support the school.
10. Describe the system that the district will put in place to review and monitor the effectiveness of the support.

### Assurance 1: Narrative of District Capacity and Support

1. The district leadership team overseeing the implementation of the District Managed Turnaround plan for Samoset Elementary School is comprised of the following individuals and their respective roles. The team coordinates school improvement, aligning resources and grants to instructional priorities in the school improvement plan.
  - a. Derek Jensen, Deputy Superintendent of Instruction
  - b. Kaththea Johnson, Executive Director, School Improvement & Leadership Development
  - c. Dr. Laurie Breslin, Executive Director Student Support & Family Engagement
  - d. Dr. Christine Britton, Executive Director of Human Resources
  - e. Alison Nichols, Director of Elementary Curriculum
  - f. Evan McCarthy, Director of Assessment, Accountability and Research
  - g. Lisa Lyon, Director of Student Services
  - h. Josh Bennett, Director of Exceptional Student Education
  - i. Debra Estes, Director of ESOL, Migrant and Dual Language Programs
  - j. Latrina Singleton, Director, Federal Programs and Grants
  - k. Jamara Clark, Director of Student Enrollment, Pathway & Experience
2. The principal of Samoset Elementary School has full autonomy to develop a master schedule following all requirements to meet and maximize instructional minutes within the school day. Common planning time is built into the schedule for grade levels and departments and blocks are strategically placed to allow for coaching support and professional learning built in. The school board has authorized the superintendent to utilize flexibility for all school improvement efforts in Section 1001.42(21), Florida Statute. These efforts include:
  - a. 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)
  - b. Quarterly attendance incentive for teachers (\$1,000 per quarter)
  - c. Recruitment/Retention bonus through the Supplemental Teacher and Administrator Allocation (STAA) grant (Highly Effective & Effective supplemental pay bonus: \$7,500; \$15,000)The Executive Director for School Improvement used the state's Value-Added Model ratings to replace teachers rated less than effective with those rated Highly Effective. Hiring is an ongoing priority and district teams are working to support the principal in filling vacant positions through recruitment and a staffing agency as needed. The Director of Federal Programs and Grants works closely beside the principal to ensure all funding sources including Title I and UniSIG align and support the school improvement goals.
3. Samoset Elementary School will continue to use all the district required and state approved instructional resources and programs in alignment with grade-level instruction in all content areas. New for the 2025-26 school year, Samoset will be implementing the University of Florida Literacy Institute (UFLI) lessons and materials grounded in the Science of Reading to support Tier 1 phonics instruction. Also new this school year, is the integration of IXL into the core math block to supplement Tier 1 instruction. The Ready Math resource will be implemented for K-4 substantial deficiencies in math. Samoset Elementary School is also using Penda Science to supplement Tier 1 science instruction in alignment with the state's standards.

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4. The district utilizes state approved resources for all intervention programs and will support implementation, training and progress monitoring at the school level for Samoset. Intervention programs being used for the 2025-26 school year include Systematic Instruction and Phonological Awareness, Phonics and Sight Words (SIPPS) along with Lexia and the intervention resources from Benchmark Advance. These intervention programs are grounded in the Science of Reading and emphasize all components of reading including phonemic awareness, phonics, vocabulary, fluency and comprehension.
5. The district requires unit assessments in ELA for grades 3-5 that will be completed on the School City platform and used to drive instruction and reteaching. Lexia data reports are used for K-5, STAR Curriculum-Based Measures (CBM) is used K-2 and DIBELS for 3-5. The Deputy Superintendent of Instruction and his district leadership team will be reviewing all progress monitoring and summative assessments. The team meets weekly to review data and provide targeted support based on results and needs. Samoset Elementary School is a Tier 3 priority school and will receive weekly and differentiated support through the curriculum, ESOL and ESE departments. A specialist from each department has been assigned directly to the school. The principal has established a thorough plan for coaching, professional learning and facilitated collaborative planning. Progress monitoring results are built into this planning schedule to ensure all teachers have access to their data, participate in the practice of analysis and problem solving and transfer to the student level as part of the school goal for creating assessment capable learners.
6. Through the ongoing review of the progress monitoring and summative assessment data for Samoset Elementary School, the district will continue to align resources and personnel as needed based on data analysis.
7. The district will allocate resources and support to Samoset Elementary School based on progress monitoring and assessment data. Department directors have already assigned specialists and are ready to deploy more if needed. Their teams have a strong track record with high-needs schools. Improving 3rd grade reading proficiency is a major focus, supported by a unified plan for professional learning and resource alignment. Samoset Elementary School has two literacy coaches who attend monthly data review sessions to set action plans for the school. The district supports all coaching cycles and teacher training.
8. Teachers are required to deliver supplemental supports and targeted interventions for students experiencing difficulties, guided by formative assessment data. The district has established and consistently monitors the Elementary Decision Tree as well as the Comprehensive Evidence-Based Reading Plan (CERP). Professional learning and ongoing assistance are provided by the district in partnership with the University of Florida Lastinger Center.
9. The district is utilizing Section 1001.42(21), Florida Statute and the school board has authorized the superintendent to utilize flexibility for all school improvement. This gives the principal autonomy and full flexibility from contract restrictions for carrying out the vision and school improvement goals at Samoset. The district also supports these efforts with additional funding that cannot be utilized through Title I or the UniSIG grant.
10. Coaching logs for assigned support specialists are reviewed by the director for that department weekly. The elementary curriculum department also monitors the level of support and impact through a survey system completed by the principal for every need and service provided. This allows the director and team to monitor what is being provided for Samoset to improve and support instruction continuously throughout the school year. Literacy coaches are also required to submit a monthly coaching log that is reviewed at the district level and drive professional learning and school level support.

**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.

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 it has reviewed practices in hiring, recruitment, retention and reassignment of instructional personnel with priority on student performance data.

The district shall ensure the instructional staff 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 teachers 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.

**Assurance 2: Narrative of School Capacity-Leaders**

## District-Managed Turnaround Plan—Step 2 (TOP-2)

In the box below, the district must provide information about its systems to ensure the school has an effective administrator capable of leading the turnaround efforts, including desired experience and competencies, recruitment and retention incentives and operational flexibility. At a minimum, reply to the following:

1. Has the principal been retained or replaced? Include the principal’s name and start date, selection process and leadership experience.
2. Provide evidence that indicates the principal has a proven record of success in turnaround schools and the qualifications to support the student population being served.
3. Will other members of the school leadership team be retained or replaced and when? Explain the team’s turnaround experience.
4. Does the district offer incentives to attract and retain principals willing to lead a turnaround school?
5. How does the district build the capacity of turnaround leaders?
6. What operational flexibility will be afforded to the principal, such as the degree of input in selecting their school leadership team and instructional staff?
7. What actions will the district take regarding the school leadership team after the first year of this plan if the school’s grade does not improve?

### Assurance 2: Narrative of School Capacity- Leaders

1. Based on preliminary 2024-25 school accountability grade scores, senior leadership made the determination to appoint new leadership at Samoset Elementary School for the 2025-26 academic year. The district posted a turnaround principal position, offering a \$20,000 hiring incentive annually for three consecutive years. This initiative aimed to attract a highly qualified principal, either internally or externally, with a proven record of elevating school performance grades. Ms. Samantha Webb, an experienced and current principal within the district, was selected for this role and officially started June 26, 2025.
2. Ms. Samantha Webb, selected principal for the 2025-26 school year at Samoset Elementary brings five years of Title I principal leadership experience from Abel Elementary School, where she successfully improved the school's grade to an 'A' rating for two consecutive years and removed the school from ATSI status. Ms. Webb brings passion, energy and extensive expertise in instructional leadership and fostering a positive, collaborative learning environment. She has effectively established systems for targeted professional learning aligned to campus needs and school improvement goals, implemented strategies to develop assessment-capable learners, and strengthened practices for progress monitoring to ensure benchmark mastery. Her demonstrated track record underscores her capability to lead school improvement efforts effectively.

a. 2023-24:

School Name	Grade 3 English Language Arts Achievement	English Language Arts Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Total Points Earned	Total Components	Percent of Total Possible Points	Percent Tested	Grade 2024
FLORINE J ABEL ELEMENTARY SCHOOL	45	51	57	61	76	86	92	62	530	8	66	99	A

## District-Managed Turnaround Plan—Step 2 (TOP-2)

b. 2024-25:

School Name	Grade 3 English Language Arts Achievement	English Language Arts Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Total Points Earned	Total Components	Percent of Total Possible Points	Percent Tested	Grade 2025
FLORINE J ABEL ELEMENTARY SCHOOL	51	56	64	67	77	78	65	60	518	8	65	99	A

3. Ms. Webb had full autonomy in building her leadership team to support the school improvement efforts. To date, the following have been added to her leadership team:

- a. Krista Keats, Assistant Principal
- b. Stephanie Okelly, Instructional Staff Member (Reading Coach)
- c. Maria Hunt, Instructional Staff Member (Reading Coach)
- d. Nicole Candelora, Instructional Staff Member (AICE Coordinator/Math Coach)
- e. Kathy Seward, School Improvement Specialist (funded under UniSIG)

In addition to these coaching positions, the district has added a math coach position that Principal Webb is actively working to fill.

In addition to these coaching positions, the district has added a math coach position that Principal Webb is actively working to fill.

4. The district incorporated a \$20,000 annual bonus into the Turnaround Principal job posting, to be awarded for three consecutive years, contingent upon improvement in Samoset Elementary’s school grade.
5. Manatee County Schools conducts monthly principal and assistant principal meetings for all school-based leaders. The focus for this year’s leadership sessions include:
  - a. Alignment to the 2025-26 school accountability goals and focus areas for the district
  - b. Implementation of the School District of Manatee County’s (SDMC) Instructional Priorities for Teaching and Learning
  - c. Implementation of Making Progress: A School Leader’s Playbook for Effectively Transforming School Practices and environment with professional learning around implementing high-yield instructional strategies and coaching feedback conversations with teachers
  - d. Professional learning around all district initiatives and curriculum resource implementation and monitoring
  - e. Implementation of common formative assessments and monthly progress monitoring

Both Principal Webb and Assistant Principal Keats will participate in these monthly leadership meetings in addition to receiving individualized support from the Executive Director of School Improvement. Samoset’s leadership will also participate in weekly calibration walks in alignment with the priorities for teaching and learning and high yield strategy focus areas described in the school improvement plan. During these walks, active data will be collected using the school’s look-fors and action planning will take place continuously to best serve the needs of the teachers through facilitated collaborative planning and professional learning. In addition, a coaching conversation framework will be practiced and reinforced with the leadership team to effectively conduct with teachers following walks where change in teaching practice and behavior is evident. Conversations around progress

## District-Managed Turnaround Plan—Step 2 (TOP-2)

monitoring and summative data will take place monthly at the district level and weekly at the school level. There is a school-wide expectation for the use of success criteria in all classrooms with all students along with spiral benchmark review upon data analysis. The leadership team will also participate in Excellence Review Walks with the Deputy Superintendent of Instruction and directors from all departments supporting Samoset.

6. Ms. Webb has full autonomy with selecting and hiring for her leadership team and instructional personnel following all requirements of the TOP plan assurances. With her experience at Abel Elementary and her analysis of Samoset's historical data and needs, Ms. Webb fully understands who she needs on her campus and what skillsets are required. The district will continue to support her with recruiting, hiring and retaining effective and highly effective instructional and support personnel.
7. The district will provide ongoing support and professional learning throughout the school year for Samoset. Progress monitoring and assessment data will be reviewed regularly to inform and align additional support at the school level as needed. The Executive Director of School Improvement will be onsite on a weekly basis to assist the leadership team in implementing systems and strategies for school improvement. Support specialists are assigned weekly and directors will review their coaching logs and areas of support to assess impact and adjust if necessary. While we have confidence in the leadership team and the initiatives under Principal Webb's direction, should Samoset Elementary's school grade not improve to at least a 'C' rating by the end of the 2025-26 school year, a needs assessment will be conducted. This assessment will include a comprehensive evaluation of the principal, assistant principal and all members of the leadership team to determine their contributions and impact on school improvement.

### Assurance 2: Narrative of School Capacity- Educators

In the box below, the district must include information about its systems to ensure the school has effective educators capable of improving student achievement, including priority in hiring, recruitment and retention incentives and professional development and coaching support provided by the district. At a minimum, reply to the following:

1. What is the process for filling vacancies at this school, specifically in the core content areas? Is this school given priority in hiring? Is hiring completed at the district level so vacancies at turnaround schools are filled before other schools are permitted to hire? Is there a MOU or union agreement to this effect?
2. How does the district ensure students at this school are instructed by certified instructional personnel when unexpected vacancies arise?
3. Does the district offer bonuses and, if so, what are the qualifications and conditions (e.g., length of employment commitment, performance)? Is there a union agreement to this effect?
4. Does the district offer incentives to instructional personnel with VAM ratings of Highly Effective or Effective to reduce turnover at turnaround schools?

### Assurance 2: Narrative-School Capacity- Educators

## District-Managed Turnaround Plan—Step 2 (TOP-2)

1. The School District of Manatee County (SDMC) conducts both in-person and virtual hiring events and will support strong hiring and retention practices to reduce the high teacher/staff turnover. Samoset Elementary is given additional support from our Human Resources (HR) department in the following areas:
  - a. Priority table placement during in-person hiring events. Samoset Elementary’s recruitment table will be the first one available to applicants as they walk into the facility. An HR member will assist with welcoming and directing applicants to Samoset’s table to engage with the principal and her leadership team.
  - b. Priority will be given to all of Samoset’s instructional postings by bookmarking all positions at the top of the hiring portal. HR will also 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.
  - c. The district will utilize a staffing agency as needed to fill all remaining vacancies with certified teachers.
2. Two instructional personnel were reassigned for the 2025-26 school year due to VAM ratings of Needs Improvement. In addition, one teacher was transferred into Samoset with a VAM rating of Highly Effective. The principal and district personnel are actively monitoring all applicants for vacancies and vetting to ensure they are certified and do not have a VAM rating that is less than effective.
3. The district is utilizing Section 1001.42(21), Florida Statute and the school board has authorized the superintendent to utilize flexibility for all school improvement. This has given the principal autonomy and full flexibility from contract restrictions for carrying out the vision and school improvement goals at Samoset. Part of this flexibility includes being able to offer a quarterly attendance incentive bonus of \$1,000 effective at the start of the school year for every teacher, coach and other support instructional personnel who fall under the teacher contract to receive up to four times for the school year. In addition, the district incorporated a \$20,000 annual bonus into the Turnaround Principal job posting, to be awarded for three consecutive years, contingent upon improvement in Samoset Elementary’s school grade.
4. As shared above, the district is utilizing Section 1001.42(21), Florida Statute and the school board has authorized the superintendent to utilize flexibility for all school improvement. Part of this flexibility includes being able to offer instructional personnel and administrators the opportunity to receive the Recruitment/Retention bonus through the Supplemental Teacher and Administrator Allocation (STAA) grant (Highly Effective & Effective supplemental pay bonus: \$7,500; \$15,000).

### Assurance 2: Verification-School Capacity- Educators

In the box below, describe the specific actions the district has taken to recruit instructional personnel with VAM ratings of Highly Effective and Effective to this school. Describe how the district has reassigned or non-renewed instructional personnel with VAM ratings of Needs Improvement and Unsatisfactory to a school not in SI and how the district filled any vacancies resulting from these reassignments with certified instructional personnel.

## District-Managed Turnaround Plan—Step 2 (TOP-2)

1. What actions have been taken to recruit with VAM ratings of Highly Effective and Effective to this school?
2. How many instructional personnel were reassigned or non-renewed due to VAM ratings of Needs Improvement and Unsatisfactory?
3. Confirm that all reassigned instructional personnel were not reassigned to SI schools.
4. How did the district fill the vacancies? Have all vacancies been filled with certified instructional personnel?

1. The Executive Director of School Improvement worked closely with the principal and the Director of Assessment, Accountability and Research to pull VAM data for every instructional personnel on the campus of Samoset Elementary. Upon identifying teachers with less than effective VAM ratings, a plan was taken under the direction of the Superintendent and Deputy Superintendent of Instruction to transfer two teachers out of Samoset and one highly effective teacher into the school for the 2025-26 school year. The Executive Director of School Improvement and the principal called highly effective teachers to actively recruit for Samoset and will continue to do so until all vacant positions are filled. All applicants are reviewed prior to interviewing to ensure there are no VAM ratings of Needs Improvement or Unsatisfactory being hired into the school.
2. Over the summer, two instructional personnel were reassigned for the 2025-26 school year due to VAM ratings of Needs Improvement. In addition, one teacher was transferred into Samoset with a VAM rating of Highly Effective. Natural voluntary transfers occurred throughout the summer as well, removing one additional teacher with a VAM rating of Needs Improvement.
3. None of the three reassigned personnel were assigned to an SI school.
4. Ms. Webb and Ms. Keats actively worked throughout the month of July to find quality candidates for Samoset Elementary. The HR department hosted both in-person and virtual job fairs along with sending quality resumes to the leadership team to proactively recruit instructional personnel. Using VAM ratings, teachers were also identified and recruited. The district will continue to provide ongoing support as the Samoset leadership team continues to fill current vacancies. A staffing agency is currently being utilized to support filling all remaining vacancies with certified teachers.

**Fill out the table below to verify the VAM classification data.**

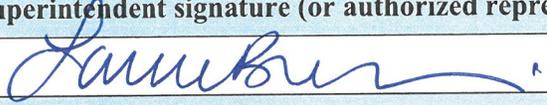
VAM DATA – School % Compared to District and State %				
VAM Data	Highly Effective (HE)	Effective (EF)	Needs Improvement (NI)	Unsatisfactory (UN)
Number of instructional personnel	1	10	2	1
School %	7.1	71.4	14.3	7.1
District %	7.91	65.83	15.83	10.43

## District-Managed Turnaround Plan—Step 2 (TOP-2)

State %	11.82	68.21	12.29	7.69
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### Acknowledgment

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

<b>Name and title of person responsible for completing and submission of the TOP-2</b>
Kaththea Johnson, Executive Director of School Improvement & Leadership Development
<b>Contact information: email, phone number</b>
<a href="mailto:johnsonk@manateeschools.net">johnsonk@manateeschools.net</a> (941) 708-8770 ext. 41221
<b>Date submitted to the RED and the Bureau of School Improvement (due October 1)</b>
9/17/2025, 10/29/2025
<b>Superintendent signature (or authorized representative)</b>

<b>Local School Board Chair Signature (or authorized representative)</b>

<b>Date local school board approved</b>
10/28/2025