

Lutz Preparatory School

17951 N US HIGHWAY 41, Lutz, FL 33549

<http://www.lutzprep.org/>

School Demographics

School Type

Combination

Title I

No

Free/Reduced Price Lunch

6%

Alternative/ESE Center

No

Charter School

Yes

Minority

27%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B		

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Lutz Preparatory is to provide a rigorous, individualized learning experience for the academic community in order to cultivate and inspire worldly scholars.

Provide the school's vision statement

Lutz Preparatory fosters a culture of innovation, differentiation, and world class learning to empower self-confident, academic entrepreneurs who are strong in character and compassionate for others.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Effective teaching is at the heart of Lutz Preparatory experience. Our goal as a faculty must be the creation of a total learning environment, one that cherishes and fosters scholarship, one that values the individuality of its students, one that builds self-esteem and confidence, and one that is completely and totally committed to the success of its students.

All employees must be familiar with Lutz Preparatory, its mission and policies, and must be prepared to support Lutz Preparatory both within Lutz Preparatory community, i.e., parents and students, and outside of Lutz Preparatory. We – teachers, administration, staff, and Board members – must be united in our mission of teaching and our school's unique philosophy and pedagogy.

Describe how the school creates an environment where students feel safe and respected before, during and after school

This includes understanding, modeling and enforcing all school rules and regulations. We must keep in mind that our goal is the creation of a total learning environment, and this necessarily includes reducing any and all distractions for our faculty and students. We must all focus on scholarship and we must work together to minimize any obstacles. Universal and consistent enforcement, reinforcement, and modeling of school rules will accomplish this goal. Any school is only as good as two basic and fundamental components: its teachers and its students. It is the teacher who will ultimately realize the goals of Lutz Preparatory and determine the institution's success. Lutz Preparatory seeks to provide a safe, secure and equal learning environment for each of its students, regardless of race, ethnicity, color, creed, sex, national origin, language, sexual orientation or disability. Lutz Preparatory must be free from disruption that would interfere with the teachers' right to teach and the students' right to learn. In order to ensure a safe and hospitable environment, Lutz Preparatory shall offer assistance to parents and guardians in the forms of counseling peer mediation/conflict resolution, and other school and community programs.

- Effective and proactive classroom support.
- Results oriented school operation.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

All Lutz Preparatory staff members are charged with the responsibility of maintaining an educationally stimulating and controlled environment within Lutz Preparatory. Both the staff and parents are responsible for promoting and reinforcing positive values and behavior at our school. It is important that we, as adults, model the behaviors that we expect from our students and are necessary for maintaining an optimum learning environment. Also, the staff will be responsible for setting clear limits by informing students of the classroom and school rules, and being consistent in the enforcement of those rules. In furtherance of this objective, staff members must keep records of all disciplinary actions, including information concerning the infraction(s) and date(s) of the occurrence(s). Lutz Preparatory will follow the procedural directive from the Hillsborough County School District. Teachers are expected to guide students in learning appropriate behavior. When handling minor offenses, the following five step procedure should be followed:

FIVE STEPS Discipline Plan – MINOR OFFENSES

All staff is expected to follow the FIVE STEPS School Wide Discipline procedures as follows.

Interventions may include:

1st step – offense: Verbal warning - Student-Teacher conference. Teacher should take the student aside to discuss the inappropriate behavior, alternatives and consequences.

2nd step – offense: Teacher intervention. Teacher takes some sort of action within the classroom. Suggestions include time out in classroom, written student reflection and time out to another class.

3rd step – offense: Detention or conference with the team and student/parent

4th step – offense: Teacher conference during case management time, or work detail.

5th step – offense: Office referral to develop a plan to assist with student behavior and/or assign consequences.

Please note: Teachers are encouraged to notify parents for each step and to revisit with the student the rule that was broken, what the behavioral expectations are, and what choices the student should have made.

If interventions have not been successful, the student is referred to administration after proper documentation and parent notice

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

- Staff presentations
- Parent Presentations
- Students age appropriate presentations
- Revisiting presentation periodically throughout the year

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Provide the following data related to the school's early warning system

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

As a part of the Lutz Preparatory philosophy of setting and maintaining higher standards for students, parents, faculty, staff, administration and members of the board, every family is required to volunteer a certain amount of time in service to the school community.

Lutz Prep shall maintain the highest level of parental and community support as these positively impact learning and achievement for all children. If a parent is unable to volunteer on campus during school hours, parents should contact the office for your respective school, Pre-Prep, Elementary, or Middle, and the classroom teacher. Opportunities to do volunteer activities at home will be made available. Lutz Prep has a Parent Teacher Association (PTA) that provides numerous volunteer activities in which parents may participate.

This volunteerism is a part of the contract commitment each family signs on a yearly basis. Every family is asked to fully support this very important component of membership in the LP community. Although parents may designate a relative or employee to fulfill the obligation, parents are strongly encouraged to personally participate

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

We pride ourselves on a strong culture of caring, learning and high expectations. We understand that all students are individuals with their own unique learning styles, belief systems, perspectives and goals. We encourage a close working relationship between home, school, and the community, and we promote the parental support and involvement necessary for optimum student success.

Our student- centered faculty and staff are a committed group of caring educators. We encourage all students to work towards mastery through assignments, tasks and concepts rather than be content with proficiency. Our talented staff strives to instill in each student the willingness and ability to persevere, try, struggle, learn and grow, as these are the qualities that will define them and their successes in the future.

PTA believes

We are teachers and parents of Lutz Prep students.

We give financial assistance to the school.

We plan educational programs.

We support our teachers' ideas and goals.

Our Lutz Prep team is home from the Cultural Exchange in Viet Nam. Students attended school back at Lutz Prep for the past week. They were honored to preside over a post-trip wrap up presentation to share their knowledge and experience with their peers and teachers. Parents and students are recovering from the time change. Plans are already in the works for next year's Cultural Exchange. This "Internationalization" also extends beyond the classroom by connecting to other communities. Participating in field studies, inviting guest speakers, and using websites such as ePals, will foster meaningful connections for all students

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Guertin, Bonnie	Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The Director/principal shall have charge of the administration of Lutz Schools under the direction of the Board; she shall be the chief executive officer for the Board; shall recommend the selection, retention and dismissal of, and direct and assign, teachers and other employees of Lutz Schools under her supervision; shall organize and direct the administrative and supervisory staff; shall make recommendations to the Board concerning material, and courses of study; shall direct the keeping of all records and accounts and aid in the making of all reports as required by the Board; including drafting of the Schools budget(s); shall recommend rules, regulations, and procedures deemed necessary for the welfare of Lutz Schools MTSS-RtI includes evidence-based instructional and intervention supports provided for students at increasing levels of intensity in a 3 tiered model. At Lutz Prep, it has been our mission to provide a rigorous, individualized learning experience for its academic community in order to cultivate and inspire worldly scholars. We are proud to offer our students unique opportunities outside that of a traditional public school. In order to instill our mission, Lutz Prep is developing an International curriculum focus, which we refer to as "Internationalization." This approach will grow our students to develop a rich understanding of other cultures, meaningful real world application to Florida Standards, and broaden their perspectives of the world. By using an interdisciplinary approach, Lutz Prep will be providing lessons to students that have international dimension. Themes have been purposefully created and developed by grade level to have a specific focus that targets different historical time periods from around the world and aligns with necessary standards. This "Internationalization" also extends beyond the classroom by connecting to other communities. Participating in field studies, inviting guest speakers, and using websites, such as ePals, will foster meaningful connections for all students. For middle school, and older elementary students opportunities will be provided to be involved in relevant travel experiences. The Lutz Prep "Internationalization" Program will provide our students a unique awareness that will help them gain knowledge for their future education, social development, and enrich their lives. We are excited to see this unique program grow and develop! Observation, classroom walk through and ongoing feedback between teachers and administration is important to professional development of all staff. Administration's job is to support teachers in all

areas. Lutz Prep teachers are supported by a team of administration, Lead Teachers, and Master Teachers. This network is designed specifically to individually support teacher's efforts to individualize education. Teachers are consulted on school wide policy and procedures whenever possible. Including teachers in the decision making process ensures that individualized education is the focus of everything at the school

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Scope and Sequence calendars have been developed for content areas of ELA and Math so all the standards are taught in a systematic manner. Our MTSS-Rtl team is in the process of reviewing last year's end of year data and using guidelines to determine appropriate interventions. In the next few weeks, parents will be made aware of the support that their child is receiving across all three Tiers of support for academics, behavior and/or attendance. At Tiers 1, 2, & 3, the teacher will inform the parent in writing and during parent-teacher conferences of the students' support and progress. At all levels of support, parents will be informed of their child's progress over time. Through these communications, parents may receive strategies and interventions that they can support at home. This is an active, fluid process, and we will continue to review data, problem-solve, and modify instruction and interventions to meet the needs of our students. All students are progress monitored over the year to make sure they are attaining academic growth.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Student	

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Development of this school improvement plan

Preparation of the school's annual budget and plan

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
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Duties

Describe how the LLT promotes literacy within the school

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school’s goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
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Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school’s goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Grand Total	0