

VPrep Academy of Florida

Response to BSI/DOE Feedback on the Revised 2026–2027 School Improvement Plan

To: Adam Emerson, Executive Director; Juan Coba, Deputy Commissioner; Paul O. Burns, Interim Chancellor

Cc: Matthew Blair, Corcoran Partners

Subject: Revisions, assurances, and supporting evidence for the 2026–2027 School Improvement Plan

VPrep Academy of Florida submits the following responses and assurances regarding the requested revisions to its 2026–2027 School Improvement Plan (SIP). The revised SIP provides additional specificity regarding implementation monitoring, feedback, corrective action, staffing, intervention delivery, and alignment with Bureau of School Improvement (BSI) oversight.

The school is committed to providing district and state leaders with progress updates upon request and no less than monthly, and to participating fully in any additional monitoring or support provided by BSI.

Response to Feedback and Assurances

UniSIG-Funded Coaching and High-Dosage Tutoring Positions

The SIP has no reference to the 7 new instructional coaches or 12 new high-intensity mentors that are referenced in the preliminary budget. Who is overseeing these efforts and what will they be doing?

VPrep response and assurance

The UniSIG budget includes six coaching positions. Instructional coaching was included in the original SIP as a strategy for strengthening Tier I instruction. To make the connection to the UniSIG-funded positions explicit, the school added “Instructional Practice – Instructional Coaching” as Area of Focus #4 (pages 45–47). The revised section defines the coaches’ responsibilities, supervision, implementation measures, and expected impact on teacher practice and student outcomes.

High-Dosage Tutoring (HDT) was included in the SIP as a strategy for strengthening Tier II and Tier III supports. The school added “Instructional Practice – Small-Group Instruction” as Area of Focus #5 (pages 48–52) to clarify the design, oversight, delivery, monitoring, and expected impact of the UniSIG-funded intervention program and associated academic mentor/tutor positions.

SIP leadership update. The School Improvement Director, [Dr. Kadie Mullins](#), has been updated in CIMS in the School Leadership section (Section IB).

Monitoring, Feedback, and Corrective Action

The plan for monitoring only states that it will be "weekly" or "every two weeks" it does not describe the plan for monitoring, the plan for providing feedback or any potential actions that will be taken if the action plan is not being implemented or if there is no evidence that the students are seeing increases in their performance through progress monitoring data and local progress monitoring.

VPrep Response and Assurance

Additional specificity has been added to the 2026–2027 SIP Areas of Focus and Action Steps to establish an explicit monitoring, feedback, and corrective-action cycle. [The SIP Accountability Tracker](#) will document both implementation and impact evidence.

Implementation evidence

- Instructional walkthroughs and observations
- Coaching and intervention logs
- Lesson plans and instructional artifacts
- Student participation and attendance
- Intervention dosage and completion records

Impact evidence

- FAST progress monitoring (PM1, PM2, and PM3)
- i-Ready Inform data (I1, I2, and I3)
- Formative standards-mastery and benchmark assessments
- Student work, course performance, and credit completion

Documented feedback. Following each monitoring review, the responsible leader will provide timely, actionable feedback identifying evidence of effective implementation, areas requiring improvement, required next steps, the responsible owner, and a timeline for follow-up. Subsequent monitoring will verify both completion and impact.

Corrective-action decision rule. If monitoring indicates that an action step is not being implemented with fidelity, leadership will identify the barrier and initiate corrective action. If implementation is occurring with fidelity but student progress data do not demonstrate the expected improvement, the team will conduct a data review and determine whether the strategy should be intensified, modified, or replaced.

Possible adjustments include regrouping students; increasing intervention frequency, duration, or dosage; modifying instructional strategies; providing additional teacher coaching or professional learning; reallocating instructional resources; or implementing an alternative evidence-based intervention. Each adjustment will be entered in the Corrective-Action and Follow-Up Tracker with an owner, due date, follow-up date, and evidence of resolution or impact.

Monitoring Calendar and Instructional Look-Fors

The school needs a monitoring calendar along with these areas of focus being set as intentional look-fors during the classroom walkthroughs. There should be a specific plan of support that will address how the school will address classrooms that are not seeing the growth necessary for the school grade to increase.

VPrep response and assurance

Monitoring will be managed through the [School Improvement Monitoring and Accountability Tracker](#). Each tab identifies what will be reviewed, when and by whom it will be reviewed, how feedback will be delivered, the

evidence that will demonstrate successful implementation, the conditions that trigger corrective action, and when leadership will verify the effectiveness of that action.

Tracker tab	Purpose and evidence
SIP Monitoring Calendar	Provides the schoolwide monitoring cycle across all four commitments, including recurring reviews, decision points, January benchmarks, midyear and end-of-year evaluations, and external reporting expectations.
Commitment 1 – Tier I Instruction	Schedules walkthroughs, lesson reviews, PLC/data analysis, and instructional reviews. Monitors B.E.S.T. alignment, rigor, differentiation, formative assessment, student engagement, and progress toward the January 2027 benchmark that 100% of core teachers consistently demonstrate benchmark-aligned instruction.
Commitment 2 – High-Dosage Tutoring	Monitors Tier II/Tier III interventions and HDT, including student identification, participation, dosage, progress monitoring, MTSS review, regrouping, and movement between intervention tiers. Placement remains fluid and evidence-driven.
Commitment 3 – Attendance and Engagement	Establishes daily, weekly, biweekly, and monthly reviews of attendance, live-class participation, intervention attendance, family outreach, and tiered attendance interventions, including escalation points for students who do not respond.
Commitment 4 – Leadership, Teacher Capacity, and Accountability	Schedules differentiated coaching, PLCs/professional learning, leadership accountability reviews, and monitoring of changes in teacher practice. Coaching will be intensified or redirected when classroom evidence or student outcomes demonstrate additional need.
Corrective-Action and Follow-Up Tracker	Serves as the accountability mechanism across all commitments. For actions rated At Risk or Off Track, it records the evidence reviewed, barrier, corrective action, owner, due date, follow-up date, and evidence that the issue was resolved or the adjustment is producing the intended impact.

K–2 Early Intervention and Grade 3 Retention

In 2025–2026, the school retained 11 third-grade students and zero K–2 students. This raises concern that early interventions were not occurring consistently.

VPrep response and assurance

VPrep agrees that the retention of 11 third-grade students requires urgent attention and continued strengthening of early literacy support. The school also recognizes the need to provide clear evidence demonstrating how K–2 students with significant reading needs were identified, served, and monitored before reaching grade 3.

During 2025–2026, K–2 MTSS structures were led by Madison Jandrew, K–5 Principal, and reviewed on a six-week cycle by the MTSS Coordinator, interventionists, and general education teachers. The team analyzed progress-monitoring data, evaluated student response to intervention, coordinated services across settings, and adjusted interventions based on demonstrated need. Students identified for additional support received individualized MTSS plans and targeted intervention from general education teachers and interventionists. Redacted sample plans and monitoring records are available for review.

Many students performing at Levels 1 and 2 were identified as ELL, ESE, or having a 504 plan, requiring coordination between core instruction, intervention, and specialized supports.

Early Warning Indicator Data for Grades 9–12

The school did not complete optional sections such as the early warning indicator data for grades 9–12 on pages 15–16.

VPrep response and assurance

The early warning indicator section for grades 9–12 has been completed and updated in CIMS.

Action Steps and Assurances

Immediate Actions

Revise the SIP to detail monitoring and compliance with BSI monitoring, and submit job descriptions for the new positions included in the preliminary budget.

VPrep response and assurance

- The SIP has been revised as requested.
- Job descriptions for all new positions are [available here](#).

Ongoing

Require this school to allow BSI to intervene as if it were a non-charter school that earned two consecutive Fs, which would include weekly walk-throughs and a comprehensive instructional look-for plan. BSI would implement the same type as with the Hendry Digital Academy of Florida (improved from double D to a C in 2025-26)..

VPrep response and assurance

VPrep welcomes BSI's direct support and oversight, including weekly walkthroughs, implementation of a comprehensive instructional look-for plan, review of monitoring evidence, and feedback regarding corrective actions. Further, VPrep invites BSI to participate in data review/feedback sessions with school leadership at frequent intervals. The school will provide timely access to staff, instructional settings, data, and evidence needed to support this work.

Use of UniSIG Funds

The school has approximately \$1.4 million in UniSIG funds that must be used solely for school improvement. BSI requires position descriptions for the more than \$1 million budgeted for salaries.

VPrep response and assurance

VPrep confirms that UniSIG funds will be used solely for allowable school-improvement activities aligned with the approved grant and SIP. [Position descriptions for the UniSIG-funded roles are provided here](#).

Enrollment Closure

The school cites rapid enrollment growth as a contributing factor to the 11% mathematics achievement rate in 2025–2026. The school should stop enrolling students.

VPrep response and assurance

Enrollment was closed effective August 10, 2026. The school will focus its staffing, instructional resources, intervention capacity, and student-support systems on improving outcomes for currently enrolled students.

Intervention Delivery and Evidence Portfolio

Provide BSI with a detailed action plan for delivering interventions and monitoring intervention delivery.

VPrep response and assurance

In addition to implementing the 2026–2027 SIP in CIMS, school leaders will maintain a centralized portfolio of implementation evidence, exemplars, and artifacts. The portfolio will support internal reviews and BSI/district monitoring and will include the following:

- [School Turnaround Plan: Companion Document](#)
- [School Improvement Monitoring and Accountability Tracker](#)
- [Executive Summary](#)
- [2026–2027 SIP in CIMS \(PDF\)](#)

Live-Class Cameras and Attendance

Require students attending live classes to turn on their cameras and take attendance.

VPrep response and assurance

Attendance and engagement expectations have been established and communicated through back-to-school communications to students, families, and staff. Students are required to have cameras on during required live instructional sessions so teachers can verify attendance and active participation. Teachers will document attendance for each required live session, and reminders regarding these expectations will be communicated regularly to staff, students, and families. As outlined on Page 8 of the Companion School Improvement Plan,

Camera-On / Engagement Policy

Because live-session participation is the primary delivery vehicle for the math and ELA interventions in Sections 4.1–4.2, VPrep will adopt an explicit, enforceable engagement standard rather than relying on login presence alone:

- Students are expected to be visible on camera for all live class sessions; a student not on camera is marked absent for that session after a verbal re-engagement prompt from the teacher.
- Families are notified when a student is marked absent for non-engagement, separate from a full-day absence notice.
- Students falling below expectations are routed to an academic engagement contract process; continued enrollment requires an attendance plan.
- School-issued computers are offered to any family for whom access is a barrier to meeting the camera-on expectation.

School leadership will monitor implementation through live-class attendance and participation data. Staff will follow up with students and families when patterns of non-attendance, camera noncompliance, or nonparticipation are identified and will implement tiered attendance and engagement interventions as appropriate.

Closing Assurance

VPrep Academy of Florida is committed to implementing the revised SIP with urgency, transparency, and fidelity. The school will work collaboratively with BSI, the School District of Osceola County, and state leadership; maintain accessible evidence of implementation and impact; respond promptly to feedback; and make timely adjustments whenever monitoring indicates that an action is off track or is not producing the intended improvement in student outcomes.