



**Cumberland Academy Upper Elementary
School Turnaround Plan
November 2025**

Implementation Years: 2026-2027; 2027-2028

An [On-Site Comprehensive Needs Assessment](#) was conducted between July 1, 2025-October 31, 2025 following the Texas Education Code (TEC) Section 39A.053. Cumberland Academy Upper Elementary was required to complete an on-site needs assessment based on an unacceptable 2025 State Accountability rating of F in 2025.

Stakeholder Engagement:

Campus Intervention Team Collaboration Team Members: Mary Lee Hernandez-Principal Mike Moore-Assistant Principal Lori Anderson-District Specialist Sheila Beasley-5th Grade Teacher Calvin Stubblefield-4th Grade Teacher Yuritzin Croley-3rd Grade Teacher Dan Hopper-Special Education Teacher Charlotte McVay-Dyslexia Teacher Katie Martin-Director of Special Education	October 6, 2025
Campus Intervention Team conducted public meeting	October 7, 2025
Written notice of the public meeting was provided to parents and students of the campus.	Parent Newsletter-Meeting invitation Website posting of meeting invitation
The board conducted a public hearing regarding the plan for the campus; the plan was posted on the district website prior to the meeting.	November 20, 2025



Student Outcome Goals:

Cumberland Academy Upper Elementary, Grades 3-5

Cumberland Academy Upper Elementary will increase the ELAR Meets Grade Level or Above from 30% in 2024-2025 to 40% in 2025-2026.	Cumberland Academy Upper Elementary will increase the Math Meets Grade Level or Above from 20% in 2024-2025 to 30% in 2025-2026.
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School Improvement Strategy:

Cumberland Academy Upper Elementary is implementing Instructional Leadership Pathways and Strong Foundations Planning-Literacy supported by the LASO 3 Grant Funds and Region 7 ESC staff.

Curriculum & Instruction:

Cumberland Academy Upper Elementary improved the quality of instructional materials for the 2025-2026 school year by selecting and purchasing SBOE-approved High Quality Instructional Materials (HQIM) for ELAR and Math. Savvas myView Literacy and STEMscopes are being implemented in K-5 this school year. Our instructional and administrative teams are collaborating with Region 7 in consideration and planning for Bluebonnet implementation in 2026-2027 or 2027-2028 based on the readiness levels and needs of our instructional staff.

The master schedule for the 2025-2026 school year was revised to ensure adequate instructional minutes are available to meet the requirements of curriculum implementation. The campus implements a minimum of 75 instructional minutes for ELAR and Math with 45 minutes daily allocated to both Science and Social Studies. Cumberland Academy Schools adopted a [2025-2026 school calendar](#) with 174 instructional days.

The master schedule also provides scheduled time for Professional Learning Communities (PLCs) to take place two times per week by grade level and content area facilitated by campus administrators and Region 7 ESC support staff. All classroom teachers are required to attend PLCs to support instructional delivery and respond to student outcomes. A revised schedule for Fridays allows for an extended period for PLCs to support job-embedded professional development based on needs identified by teachers and administrators through collaboration, walk-throughs, observations, and student progress. The current PLC protocol includes a combination of priorities such as; data analysis, professional development, instructional frameworks and planning, lesson internalization and student work analysis. Currently, PLCs are implemented consistently, have a clear purpose, a focus on student learning outcomes, and foster an atmosphere of trust among the team.



Monitoring of student data by district, campus, core content area, teacher, and student subpopulations to support instructional decisions and identify areas for improvement will be based on the following assessment data and schedule:

Assessment	Frequency	Source
Pre-K CLI Progress Monitoring	BOY, MOY, EOY	Children's Learning Institute in partnership with TEA
K-2 Amplify mClass Literacy Assessment	BOY, MOY, EOY	Amplify Education in partnership with TEA
IXL Diagnostic K-12 Reading and Math	BOY, MOY, EOY	IXL Learning
K-12 Common Assessments	At least once per grading period	DMAC Solutions, Instructional Resources, TCMPC/TEKS RS
STAAR Interim Assessments	Fall/Spring	Texas Assessment Platform TEA
Benchmark Assessment	Winter	STAAR Released Assessments-TEA

Capacity Building:

The campus principal, Mary Lee Hernandez, is a first-year lead principal with several years of experience in supporting curriculum & instruction through service as a master teacher and assistant principal. 55% of teachers on the campus have more than 2 years experience and 64% of teachers on the campus are certified. One teacher on the campus holds a TIA designation from a previous district.

The planned training and professional development sessions for the Principal manager, Principal, Associate Principal, and Teachers on the campus include the following:

- Schoolwide Cultures & Routines (Instructional Leadership)-Training, coaching sessions, and campus walkthroughs with feedback are all provided on a regular basis by the Region 7 ESC staff to support the foundational need of consistent routines and procedures across the campus.
- Regular PLC supported by Region 7 ESC staff to support teachers and administrators with the alignment of instruction with instructional resources resulting in both vertical and horizontal alignment.
- Observation and coaching through the use of the [Get Better Faster waterfall document](#) to support teachers through coaching to improve instruction.
- Weekly instructional leadership meetings with Region 7 ESC staff to support a strong focus on creating sustainable systems and procedures in ALL areas.



- Weekly collaboration of the campus leadership team to share training and information as needed and to develop implementation plans with Fidelity of Implementation check-ins.
- Teachers engage in bi-weekly PLC meetings to plan instruction, analyze available data, and to engage in job-embedded professional development including TCMPC/TEKS Resource System Instructional Frameworks, HQIM implementation, classroom management, Special Education supports/services, and inclusion implementation.
- All ELAR teachers and administrators have attended the RLA RBIS Collective Learning Series and are in progress of developing the K-5 Literacy Framework with Region 7 ESC support.

Differentiation of training and support for inexperienced and/or ineffective teachers:

- Observation & Coaching cycles-regular walkthroughs, targeted feedback, and personalized coaching sessions focused on strengthening instructional practices and classroom management.
- Tailored training sessions with targeted PD to address specific areas of need identified through observations and feedback. Region 7 supported RBIS training and Literacy Framework development and TCMPC planning regularly with teachers during PLC.
- HR-Campus Leadership Collaboration- HR and campus leaders are proactively communicating monthly with teachers enrolled in Alternative Certification programs to set goals and timelines for program completion and certification.
- Mentor Program-pair inexperienced teachers and leadership with experienced mentors who can provide guidance, support, and constructive feedback.
- Goal setting-set incremental goals with individuals and monitor progress
- Weekly newsletters-Resources are provided to support teachers in various areas of need identified through weekly newsletters from the campus principal.

The ***T-TESS evaluation system*** is implemented for the first time this year on the campus. Also, the [Get Better Faster waterfall document](#) is utilized by administrators on a regular basis for coaching and incremental improvement in instruction. Administrators conduct classroom walk-throughs and observations on a weekly basis and each teacher would receive some type of observation feedback every 2-3 weeks.

A walkthrough form developed to include components of professional development provided for teachers to identify implementation and provide specific feedback is utilized with an RBIS-aligned observation tool is used to monitor classroom implementation of research-based instructional strategies, provide specific, evidence-based feedback to teachers, ensure High-Quality Instructional Materials (HQIM) are being used with fidelity and supporting all learners. Campus administrators conduct walkthroughs and observations bi-weekly and provide feedback and coaching to teachers. Each teacher typically receives some type of observation every 2-3 weeks.



- To support students in special populations, specialized training on IEPs and 504 plans during scheduled PLC professional development sessions will be provided.
- Culturally Responsive Teaching-Sheltered Instruction Training for all teachers to support English language acquisition among Emergent Bilingual students.
- Collaboration with Special Education teachers and other specialists to gain insights into effective strategies for supporting students with specific needs take place on a monthly basis.
- Support with implementation of behavioral supports and strategies will be provided through mentor teachers, campus administrators, and other district staff as appropriate.
- Ongoing coaching and support will be provided to work toward meeting the needs of all students.
- Data analysis to support data-driven decision making to address the needs of special populations will be a focus during data analysis collaboration during PLC meetings.

Milestones of Identified Strategies Implementation:

The proposed strategies are likely to move the campus to a C or better accountability rating within 2 years.

Instructional Leadership Pathways	
Schoolwide Cultures & Routines 2025-2026	• Define your vision for student culture • Name It—build a minute-by-minute plan for every routine, procedure and all-school culture moments • Plan the rollout and rehearsal • Name It—build systems to manage school-wide behavior (asst. principal, dean of students, etc.) • Lead Publicly • Measure school wide culture & identify gaps
Observation/Feedback 2026-2027	• Build weekly observation schedule for yourself and other instructional leaders/coaches • Stick to an exemplar script (See It, Name It, Do It feedback protocol) to ensure that your prompts are clear, economical, and aimed at the highest leverage action step. • Identify the highest leverage school-wide and individual teacher action steps



	- Plan the Do It, See It, Name It See it: - see the success - show a model & see the gap Name It - Punch It Do It - perfect the plan before you practice - practice the gap - practice: go from simple to more complex - follow-up: articulate clear next steps
Strong Foundations Planning 2025-2026 LIFT Milestones (if awarded) 2026-2027 2027-2028	Action 1: Setting Implementation Goals Action 2: Creating the Conditions for Success Action 3: Leading Internalization and PLCs Action 4: Establishing Observation and Feedback Cycles Action 5: Aligning Assessment Strategy

The Cumberland Academy Leadership Team will apply for LASO 4 to continue the long-term implementation of research-based implementation strategies with the support of TEA and Region 7 ESC.

Planning	Grade Level/Content	Implementation	Notes/Hopeful TEA Implementation Supports
2024-2025	K-5 All	2025-2026	LASO 3 Instructional Leadership Grant-Awarded February 2025
2024-2025	K-5 Literacy	2025-2026	LASO 3 Strong Foundations Planning Grant-Awarded Spring 2025
2025-2026	K-5 Literacy K-5 Math	2026-2027 2027-2028 2028-2029	LASO 4 Leadership and Instructional Foundations for Texas-LIFT-Application submitted November 2025



Performance Management:

Please describe how district and campus leaders will monitor the successful implementation of this plan.	Campus Leaders: Weekly meetings and coaching sessions with Region 7 ESC staff to review milestones and document progress and/or needs on rolling agendas and the monthly tracker. Support from Region 7 ESC staff also includes a focus on ILT meeting agendas which will include actions toward milestones and communication to stakeholders. District Leaders: Hold monthly campus-level check-ins to monitor ongoing implementation. Track teacher performance metrics (T-TESS, coaching logs, certification progress). Share reports of progress with stakeholders once per semester.
Who will be responsible for reviewing progress towards the milestones described in the previous section?	Superintendent, Campus Principal, School Turnaround Specialist, Director of Human Resources
How frequently will progress toward milestones be reviewed?	Weekly by campus leaders; Monthly by district leaders
How will milestone progress data be collected?	Through rolling agendas, milestone tracker, student performance data review, campus walk-throughs and observations, T-TESS reports, PLC collaboration, campus leadership collaboration
How will milestone progress data be shared with district leadership and other relevant stakeholders?	District leadership will consult with Region 7 ESC staff and campus leadership monthly to review progress data. A Google shared drive will also be designated for all stakeholders to add data and milestone progress for review at any time. Milestone progress will be shared with parents and students monthly through the parent newsletter and at least once per semester through in-person events and opportunities.



Written comments from stakeholders:

10.07.2025-10.14.2025-School Improvement **Parent Feedback**

What do you feel are the greatest strengths of Cumberland Academy Upper Elementary?	• Smaller class sizes the extra curriculars offered and exposure to technology at a young age • Only this year. Communication is better from the school. • Diversity • Feeling welcoming and providing a personable education for my children. • Caring and compassionate teachers and supporting staff. • Your teachers are kind. • Organized car line process. • Teachers know me. Office ladies know me and my other kiddos. It's nice for people to know who my kids and family are.
What areas would you like to see improved?	• Giving students home work, to keep them busy at home, especially weekends • Communication from teachers /admin staff upper school • I see improvements this year with communication and the morale seems to be better. My daughter loves her teachers. I would like to see some of the electives that were lost, return back to Cumberland. • A library, certified teachers, no layoffs or staff changes. If a teacher leaves, replace them quickly, no long term subs. Get more subs, quit just splitting up classes.
Do you have any additional comments or questions?	• Yes, let us know when grades are on the portal. • Cumberland could be great. But I'm seeing lower numbers, which means funding is down. No funding means you're just another low poverty school. You want people to choose you over public school. Then you need to be different and have what people want. An education like no other. • Tutoring available at the school.



Campus Improvement Team- Written comments from stakeholders

During the comprehensive needs assessment process, CIT members provided the following feedback:

What is an appropriate discipline referral?	In review of discipline data, what are some of the disabilities represented in classrooms with more behavior concerns?	Teachers need more time and support to plan instruction and review student outcomes.
How does teacher experience level impact discipline?	How many assessments were given the last 2 years?	In reviewing discipline data by offense type, disruption and refusals are the highest area of concern.
Mentor Program-set before school starts for early collaboration; improve support and guidance on expectations of mentors.	In review of student performance, Lower Elementary showed higher levels in Math and Reading. Are the students on level at Lower Elementary leaving before Upper Elementary? What are our enrollment implications?	There is a high level of need for content professional development for alignment of instruction to the TEKS and instructional resources.

Resources:

Required costs to implement plan and source of funds	LASO 3 Grant Funds <i>Instructional Leadership Pathways</i> Technical Service Provider-Region 7 ESC-\$45,500 Instructional Materials - \$19,500 <i>Strong Foundations Planning</i> Technical Service Provider-Region 7 ESC-\$70,000 Instructional Materials- \$40,000 Personnel-\$30,000
If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?	Reallocation of Existing Funds; Phased or Scaled implementation; District funding commitments; continuous monitoring and adjustment. By combining approaches, the district can continue to advance the strategy's objectives, maintain momentum, and ensure that students benefit from its key components.