

Cumberland Academy

Cumberland Academy Middle School



2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with [TEC §39A.053](#) to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in [TEC §39A.053](#) of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

Upload a copy of the charter application

[Cumberland Academy_renewal application_2025.11.14 Final.pdf](#)

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with [TEC §39A.055\(2\)](#), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

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I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with [TEC §39A.056](#), and that the notice included the date, time, and place of the meeting.

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I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with [TEC §39A.055](#) and [TEC §39A.057](#), to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

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Please select the date of board approval for this plan:

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SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Turnaround Partnership (SB 1882)

Describe the school's overall improvement strategy and how it addresses the indicators that resulted in identification.

Cumberland Academy Middle School campus has identified several areas of need based on recent academic performance and accountability ratings. Ratings for the past couple of years reflect challenges in student achievement and progress. STAAR assessment results indicate that proficiency rates in reading and mathematics at both levels are below state averages, highlighting the need for stronger instructional alignment and targeted intervention supports. Additionally, leadership staff and teacher turnover rates have been elevated the past several years resulting in a need for the development of consistent routines, procedures, expectations, and systems for staff and students. Several teachers assigned to the elementary campuses are enrolled in alternative certification programs working toward completion and other teachers who are fully certified are inexperienced. Strengthening teacher capacity, particularly through professional development focused on effective instruction from planning aligned, research-based instruction to including differentiated instructional strategies to support students with disabilities and emergent bilingual students remain essential. Overall, the priority areas include improving core academic performance, building consistent instructional practices, and increasing student readiness for success in subsequent grade levels.

Student Outcome Goals

Identify the accountability indicator(s) and performance area(s) that resulted in campus identification.

Comprehensive Support and Improvement (CSI) — Cumberland Academy Middle School, driven by Closing the Gaps performance for African American, Hispanic, and High Focus student groups.

Describe how the evidence-based interventions included in this plan are expected to improve the identified performance indicators.

RBIS (Reading/Math By Instructional Strategies) training and Product Training (Bluebonnet Reading K-5, HQIM by campus) — High-quality instructional materials paired with structured training is one of the more evidence-supported levers for closing achievement gaps, since underperforming subgroups are disproportionately affected by inconsistent core instruction. This should show up in STAAR Approaches/Meets rates over time, which feed both the Academic Achievement and Closing the Gaps indicators for these groups.

O/F (Observation & Feedback) — rated High priority, with tiered teacher walkthroughs and trend analysis feeding PLC agendas. This is the plan's most direct mechanism for ensuring the RBIS/HQIM training actually changes classroom practice rather than staying theoretical — walkthrough data closing the loop into PLC planning is the right structure, but the plan doesn't specify whether tiering or walkthrough focus will target classrooms/grade levels serving the identified subgroups.

PLCs — rated High priority, explicitly tied to analyzing walkthrough trends. If PLC data protocols disaggregate by student group (not stated in the document), this becomes a genuine mechanism for closing gaps; if PLCs only look at whole-class trends, the connection to the specific identified groups weakens.

SWR (School-Wide Routines) — framed around inconsistency from staff turnover; more about instructional environment stability than subgroup-specific outcomes, though instructional stability disproportionately benefits students who rely most heavily on school-based support (often correlated with the Hispanic and High Focus groups given the district's economically disadvantaged enrollment).

Performance Management routines (BOY/MOY/EOY) — this is the accountability loop that should show whether the other interventions are working, but it's structured around "LIFT Planning Year outcomes" broadly, not the specific Closing the Gaps indicators. Recommend confirming the PM routine's data dashboard actually breaks out African American, Hispanic, and High Focus performance so you can course-correct mid-year rather than finding out at the next STAAR release.

Assessment (CBAs, Bluebonnet/TCMPC in DMAC) — supports progress monitoring, but again only closes the gap if the data is disaggregated and reviewed by group.

Adoption (math curriculum selection) and Instructional Framework (math framework development) — both are Low priority and mostly building toward next year's cycle rather than this year's identification response, which is reasonable sequencing but means their impact on the current CSI indicators is delayed, not immediate.

Describe how progress on the identified indicators will be monitored throughout implementation of the improvement plan.

Progress will be monitored through a fixed cycle of data checkpoints tied to the plan's milestones by campus and district leaders who review evidence at set times aligned with LIFT support and guidance rather than waiting until the end of the year.

Performance management routines. The district will hold beginning-, middle- and end-of-year performance management routines in October, January, and May. The end-of-year routine is the formal check of progress toward the LIFT Planning Year outcomes. Before the first routine, the district will identify key stakeholders and a communication plan for these routines (data and tap), so everyone knows who reviews what and when.

Observation and feedback. Campuses will tier teachers and set a walkthrough schedule by October. They will also set observation and feedback goals and begin a regular cadence of classroom visits. Walkthrough data is the main indicator of whether training is showing up in classrooms. Leaders will analyze trends in that data in January to set spring PLC agendas, and again in April to set summer training agendas. That way what leaders see in classrooms drives the next round of support.

Schoolwide routines. District and campus leaders will monitor classrooms in the fall against the model classroom expectations. In January they will collect rubric data and share progress through newsletters and videos. In April they will reset any systems that aren't working and review the data to decide what to revisit in Year 2.

Assessment and training data. Bluebonnet/TCMPC assessment results in DMAC for grades 3-12 give the district student data to review in the fall and again in January. Training sign-in sheets and rosters show whether the planned RBIS, product and PLC training is happening on schedule. Each milestone also has an evidence-of-completion item, such as sign-in sheets, schedules and agendas, so leaders can confirm completion rather than assume it.

Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

[Cumberland ISD_LIFT Action Plan.pdf](#)