

Coppell Independent School District



2026-2027 Comprehensive Needs Assessment

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Demographics

Summary

DEMOGRAPHICS

Coppell ISD is a suburban district with 10 elementary schools, 3 middle schools, 2 high schools, a freshman campus and an alternative education campus. In the 2025-26 school year, total enrollment was 13,052 which represents a decrease of 0.8% from the prior year (-117 total learners).

In 2025-26, the student population was 57.4% Asian, 20.6% White, 13.2% Hispanic, 4.4% African American, 0.3% American Indian/Alaskan Native, 0.1% Native Hawaiian/Pacific Islander and 4.1% multi-racial. Females made up 48.2% of the learners and males represented 51.8%. Our economically disadvantaged percentage was 10.1%.

Our Emergent Bilingual (EB) population consisted of 2,221 learners that made up 17% of our population. The top 5 foreign languages spoken by this student group were: Telugu (26.9%), Spanish (17.2%), Tamil (12.8%), Hindi (9.4%), and Urdu (3.9%). Additionally, 14.5% of our EBs were also economically disadvantaged.

Our 1,856 gifted and talented learners constituted 14.2% of our population. Our gender split in the GT group was 41.4% female and 58.6% male. Of the four major ethnic groups, our GT learners were 66.3% Asian, 19% White, 8.8% Hispanic and 1.6% African American.

We had 1,774 learners that qualified for special education services, which represented 13.6% of our population. There were 750 learners with 504 accommodations, which was 5.7% of the total enrollment.

The average daily attendance for our campus in 2025-26 was 96.7%, which increased by 0.4% from the prior year.

STAFFING

CISD employed 901 educators and 186 instructional aides in the 2025-26 school year. The number of teachers decreased by 12 from the prior year while the number of aides decreased by 9. The ethnic breakdown for the teaching staff was 6.2% Asian, 74.1% White, 13.2% Hispanic, 4.7% African American and 1.7% multi-racial. Females made up 78.5% of the educators and males represented 21.5%.

Overall, our educators had a varied level of professional experience: 4.7% (42) were new to teaching with 0-1 years of experience, 22.5% (203) had 2-5 years, 21.6% (195) had 6-10 years, 17.2% (155) had 11-15 years, 14.9% (134) had 16-20 years, and 19.1% (172) had more than 20 years. Looking at longevity within the district, 18.9% of our teachers had 0-1 years in district, 39.1% had 2-5 years, 20.2% had 6-10 years, 9.4% had 11-15 years, 6% had 16-20 years and 6.4% had more than 20 years. The average years of professional experience was 12.2 with 6.7 years in the district.

Advanced degrees were held by 31.7% of our teachers: 276 with master's degrees and 10 with doctorates. Our campus principal had 26.3 years of career experience in a professional position (not necessarily as a principal) and 16.4 years in Coppell. Our assistant principal(s) had an average of 18.3 years of professional experience and 6.9 years in the district.

Our educator retention rate from 2024-25 to 2025-26 was 77.6%. For educational aides it was 62.2%. We hired 173 new teachers in 2025-26. The characteristics of our new teachers were as follows: 1.7% Asian, 69.9% White, 18.5% Hispanic, 6.4% African American, 82.1% female, 17.9% male, 13.9% new to teaching, 20.8% with 2-5 years of professional experience, 22.5% with 6-10 years, 17.9% with 11-15 years, 11% with 16-20 years, 13.9% with more than 20 years and 19.2% new to the campus. The average years of professional experience was 7.5 with 0.4 years in the district. 27.2% of our new teachers had advanced degrees.

Strengths

- Location within Metroplex
- Over 100 languages spoken

- Diversity within the district
- Graduates impact locally and globally
- Learning environments promote inclusion
- Culturally responsive community
- Focus on academic, social emotional and behavioral growth in the district
- Focus on relationships through our CISD Core Values for staff, learners, families and the community
- Family involvement and participation in their child's education
- Intentional focus on engagement and committees serving our entire CISD community
- Intentional focus on gathering feedback through surveys, input meetings and input@coppellisd.com

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 ★ There is a need to strengthen current practices that prepare all learners for secondary course/program selection.	Inconsistencies in communication, training and support for all staff, learners and families to gain a full understanding of the many opportunities available to them in CISD
2 ★ There is a need to analyze and review data for Honors courses, AP courses and Career Technical Education courses/certifications to ensure all CISD learners are given opportunities to reach their fullest potential in learning.	Inconsistencies in learner groups taking advanced level courses and/or receiving CTE certifications
3 ★ There is a need to focus on the areas in the district identified with significant dis-proportionality.	Percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs Percentage of Hispanic and African-American learners identified with discipline incidents Percentage of achievement and growth for economically disadvantaged learners
4 ★ There is a need to analyze and review all extracurricular and activities/clubs/organization opportunities for learners to help support efforts with sense of belonging and our focus on the whole child.	Inconsistencies in all learners participating in activities where they might be able to connect with others, grow in various skills and gain additional life experiences

★ = Priority

Student Learning

Summary

2026 Coppell ISD A–F Accountability Ratings

District/Campus Name	Rating	Score
COPPELL ISD	A	93
Austin Elementary	B	88
Canyon Ranch Elementary	A	93
Cottonwood Creek Elementary	B	89
Denton Creek Elementary	B	82
Lakeside Elementary	A	93
Mockingbird Elementary	A	91
Richard J. Lee Elementary	A	95
Town Center Elementary	A	90
Valley Ranch Elementary	A	93
Wilson Elementary	A	91
Coppell Middle School East	A	95
Coppell Middle School North	A	94
Coppell Middle School West	A	94
Coppell High School	A	94
New Tech High @ Coppell	A	96

Coppell ISD earned an overall 2026 accountability rating of A with a scaled score of 93, reflecting strong districtwide academic performance. Student Achievement was a significant area of strength, earning an A (94) and contributing 70% of the overall rating. Closing the Gaps also earned an A (92) and accounted for 30% of the overall rating. School Progress earned a B (84), with Academic Growth scoring 83 and Relative Performance scoring 84.

While district-level results demonstrate strong overall performance, campus-level data reveal variation in outcomes across schools. Several campuses have opportunities for improvement in Student Achievement, Academic Growth, and Closing the Gaps, indicating that districtwide averages do not fully reflect the performance of every campus or student group. District improvement efforts will therefore focus on reducing variability among campuses, accelerating academic growth, strengthening outcomes for identified student groups, and providing targeted support to campuses with the greatest areas of need, while sustaining areas of high performance across the district.

This [LINK](#) shows a comparison between our 2025 and 2026 A-F Accountability. Additional detailed data may be found at www.txschools.gov.

Career College Military Readiness

CCMR Growth over the last three years: Percent of Annual Grads being CCM Ready			
Class of 2023 Annual Grads (Accountability Year 2024)		83%	
Class of 2024 Annual Grads (Accountability Year 2025)		86%	

As we go into 2026-2027, we will continue to use various data collection tools along with our state data that help support and track learner growth and specific areas of need:

- TELPAS
- STAAR ALT 2
- NWEA MAP
- mClass
- CCMR data - Career College and Military Readiness
- TSIA2 data
- Dual Credit Data/Offerings
- CTE Certifications
- SAT/ACT performance
- Attendance Data
- Panorama Data and Student Success Platform for housing Intervention Plans and Tutoring Plans (1416)
- Language Acquisition Specialist - Language Testing
- Gifted and Talented Assessments
- Referral and Progress Data for Specialized Services of Support - Special Education/Dyslexia//504/English Learners/Gifted and Talented
- Learner Grades in Subjects/Courses
- Classroom Assignments and Engagement Levels of Learners
- Observations from Educators
- Curriculum Resources and Assessment Tool Implementation - Learning Walks - Curriculum Team, Walkthroughs/ Observations - Campus Leaders

We will also continue to include a focus on safety and updates to the threat assessment process, parental involvement and mental health support, mental health supports within curriculum and partnership with the district SHAC committee, and required mental health staff training. We are also continuing to work closely with campuses on embedding the required positive character traits and health TEKS within our curriculum and instruction and use proactive tools like Panorama Playbook with research based strategies to support the whole child. We are implementing our Health and Financial Literacy courses starting this year with a portion of our 9th grade learners. This will continue to be a focus as this becomes a graduation requirement moving forward. We will continue to work with our campuses on reviewing specific data related to discipline, threat assessments, bullying, cyberbullying and behavioral needs. This will help us in looking at trends as well as specific training that needs to be embedded

for staff across the district. We will also continue to gather feedback from our staff, families and learners on specific feedback they have in the areas such as culture, climate, engagement, social emotional needs, and bullying/cyberbullying concerns.

We will continue to work on increasing our family engagement, family support and overall transparency in how parents/guardians can access information about the day to day learning happening in our classrooms and how they can also continue to provide support to their child/children at home. This includes continuing to offer parent/guardian conferences to discuss growth or needs of their child throughout the school year. Also, working with our district/campus teams to highlight resources or instructional practices for families to strengthen our partnership in supporting learning at school/home. These resources/instructional practices could include using video connections/newsletters/blogs/campus and district website posts for families to know what learning is happening, providing hands-on opportunities/resources for extending learning activities at home and using communication tools like Parent Square and our Parent/Guardian log-in with our Schoology Learning Management System for them to also stay connected with what their child is learning, especially at our secondary campuses.

Strengths

- Overall performance on SAT, ACT and AP assessments - well above state levels and approaches or exceed the national level of performance
- High performance on State Testing (STAAR, EOC)
- Numerous awards presented to our learners across the district for state and national recognition
- Continued focus on CTE Certifications and Completions
- Opportunities for participation in Career and Technical Student Organizations (CTSOs)
- Participation and success in co-curricular and extra curricular activities
- Successful Athletic Programs and Fine Arts Opportunities Given as well as awards received
- Opportunities for celebrating growth with our core value of Redefining Success
- Focus on the Whole Child (Academic, Social Emotional, Mental Health and Behavioral) needs and growth
- Aligned district resources/tools to help support and measure learner growth
- Intentional focus for systems for Professional Learning Communities (PLCs) and Multi-Tiered Systems of Support (MTSS)

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 ★ There is a need to continue providing a strong focus on high quality Tier I instruction and research-based classroom interventions.	Inconsistencies with implementation of evidence based learning strategies and targeted interventions/enrichments
2 ★ There is a need to continue targeting specific reading, writing and math skills to focus on early intervention.	Inconsistencies still exist with reading, writing and math skills focused on early intervention and identification of needs, especially within specific grades/learner groups
3 ★ There is a need to continue our efforts with CCMR including: increased CTE endorsements/enrichment opportunities, increased dual credit opportunities and increased TSIA participation (as needed) through Texas College Bridge opportunities.	Continuing to build on stronger programs for all learners: program completers in CTE, passing rates of TSIA and increasing dual credit participation
4 ★ There is a need to consistently monitor and measure the impact of the aligned curriculum and instructional resource implementation tied to learner growth.	Inconsistencies still exist with full implementation and usage of curriculum and instructional district aligned resources
5 ★ There is a continued need to utilize both qualitative and quantitative data to advance all learners toward meeting targeted growth; specific emphasis on at-risk, special education, 504, emergent bilingual, economically disadvantaged learners and gifted and talented learners.	Continued need to build on systems that showcase growth toward targeted goals and provide additional training to staff on how to intervene and differentiate for all needs.

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There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff.

Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners

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There is a need to focus on full implementation with district systems and resources supporting Professional Learning Communities and Multi-Tiered Systems of Support - including identifying/elevating communicating and evaluating additional measures of success for learners. (academic, behavioral, social emotional)

Inconsistencies exist with full implementation of district systems and resources for monitoring learners' academic, behavioral and social emotional growth

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There is a need to focus on engagement within the classroom including greater opportunities for collaboration, dialogue, hands-on, and social interactions.

Inconsistencies exist in the level of engagement within learning environments.

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There is a need to strengthen family engagement and transparency for parents/guardians to access information about the learning happening in our classrooms and understand how they can partner to provide support to their child/ren at home.

Inconsistencies exist in families' awareness of what learning looks like day to day in the classroom and how as parents/guardians they could do more to extend and support their child's learning at home

★ = Priority

District Processes & Programs

Summary

We continue to review district processes and programs annually to ensure we are not only in compliance, but are providing the best support possible for our learners, families and staff in CISD.

Overview CISD:

CISD was inspired by Creating a New Vision for Public Education in Texas in 2008 and continues the mission with the rebranded document: The Texas Promise in 2025 - A renewed, educator-led vision for the future of Texas public schools—grounded in history, shaped by experience, and focused on what students need to thrive.

This vision along with our district mission statement and values outline ideas and premises for transforming education to better address the needs of learners and educators, Coppell ISD designs processes and implements programs which allow for the construction of knowledge, disciplined inquiry and connections in and beyond the classroom. It is the district's goal to provide nurturing learning through a constructivist mindset, with meaningful dialogue, collaboration, and reflection.

Focused on continuous improvement that results in excellence for each child, Coppell ISD serves learners through specialized programs related to individualized learner need and interest. The district offers a variety of programs including, but not limited to: International Baccalaureate, STEAM, Bilingual Education, numerous Career and Technical Education Programs of Study, Challenge Based Learning, Project Based Learning through our New Tech High School and opportunities for acceleration/intervention through our Victory Place Campus. We also focus on ensuring we are meeting all needs through Gifted and Talented services, Early Childhood Education/Pre-K, Special Education services, 504 services/plans and Emergent Bilingual services for learners who have been identified to need these supports. The community is focused on providing a premier education by designing learning environments that promote engagement, developing an aligned curriculum to support all learners, supporting a balanced assessment and shared accountability system for learning, and building strong local, state, global partnerships.

Dedicated to program effectiveness for maximized learning, Coppell ISD continually works to design, develop and evaluate each program annually as required by state and federal requirements. Program evaluations ensure local, state, and national guidelines are met including staffing, certifications, professional learning, resources, and budgeting are delivered with efficiency and equity. The programs produce the intended outcomes demonstrating results that are equal to or exceed state or national performance as it pertains to learner participation, achievement, certifications, and endorsements.

As a Texas Education Agency designated District of Innovation, Coppell ISD is afforded more local control over district operations in order to support innovation and local initiatives to improve educational outcomes for the benefit of learners in the community. We also continue to be designated a District of Innovation through the state.

Strategic Design Committees Implementation

During the 2024-2025 school year, the district took next steps with parts of the strategic design work from 2023-2024. The work will continue to be reviewed and adjusted for specific needs as we move into 2026-2027. The specific focus areas identified through the strategic design work were the following:

Student Learning and Progress:

Objective 1 - Maximize educator capacity to meet the varied needs of all learners.

1.1 Strategy - Create and implement consistent district-side systems with fidelity that value equitable student support and growth.

1.1.1 Specific Result - Ensure continuous cycle of improvement of Professional Learning Communities (PLCs) as a highly functional PLC is the vehicle by which educator capacity is maximized to support student outcomes within Multi-Tiered Systems of Support (MTSS).

1.2 Strategy - Proactively and intentionally ensure high quality Tier I instruction to transform student learning.

1.2.1 Specific Result - Design and implement a system of professional learning that inspires teachers to grow their capacity to meet the varied needs of all learners through transformative Tier I instruction.

Student Readiness:

Objective 2 - CISD will maximize our learners' readiness, self-awareness and exposure to their unique career pathway opportunities.

2.1 Strategy - Raise awareness for all stakeholders about current and expanding career pathway opportunities.

2.1.1 Specific Result - Develop a comprehensive awareness program for all stakeholders (with a special emphasis on parents and students) that provides timely communication platforms for middle and high school students, including a robust interactive online information hub.

2.2 Strategy - Develop holistic benchmarks, academic, social emotional, and mental, to ensure learner readiness utilizing modern academic approaches.

2.2.1 Specific Result - Develop and implement a comprehensive PK-12 social-emotional curriculum as well as a plan for assessing character traits, social emotional skills and readiness.

2.2.2 Specific Result - Ensure a system of academic benchmarks are developed and implemented consistently resulting in increased learner readiness.

Professional Learning and Quality Staff:

Objective 3 - Recruit, retain, and develop high quality staff.

3.1 Strategy - Utilize the strengths of the district's culture to recruit high quality staff.

3.1.1 Specific Result - Develop a comprehensive recruitment plan to increase the highly qualified applicant pool.

3.2 Strategy - Maximize retention by introducing educator voice in their individualized professional learning.

3.2.1 Specific Result - Revise and finalize a professional learning framework that supports choice and autonomy while leveraging alignment to district priorities and needs across communities, roles, and departments.

3.2.2 Specific Result - Create a systematic process for building the capacity of administrators, support staff, and educators to design and facilitate quality professional learning using the CISD Professional Learning Framework.

Community Engagement and Partnerships:

Objective 4 - Foster enthusiasm for the wide array of opportunities and services accessible to our entire community.

4.1 Strategy - Identify relevant communication strategies to reach all subsets of key stakeholders.

4.1.1 Specific Result - Ensure all Coppel ISD parents and guardians, teachers and staff, students and community members receive timely and relevant information that enhances their experience as a CISD stakeholder.

4.2 Strategy - Drive collaboration between CISD and strategic allies to develop opportunities, experiences, and skill sets that prepare learners for their next steps.

4.2.1 Specific Result - Develop a comprehensive system to ensure strategic partners invest in students' futures.

Engaged, Well-Rounded Students:

Objective 5 - Engage the whole child in experiences that foster a sense of belonging.

5.1 Strategy - Create and revamp spaces that boost experiences within and beyond the classroom.

5.1.1 Specific Result - Within: Teacher and Student Training: Implement a comprehensive professional development plan to ensure educators and students are well-prepared to create a sense of belonging emphasizing empathy and perspective taking.

5.1.2 Specific Result - Beyond: Pilot flexible common areas as well as extracurricular activities to ensure that all students have opportunities to engage with peers in order to create a sense of belonging.

5.2 Strategy - Develop staff and educators with an inclusive mindset focusing on meeting the needs of each learner.

5.2.1 Specific Result - To ensure all students feel included, recognized, connected, and appreciated by staff and educators.

Fiscal and Operational Systems:

Objective 6 - Optimize investment to enhance a comprehensive total rewards package.

6.1 Strategy - Expand creative benefit offerings to differentiate Coppell ISD from other North Texas school districts.

6.1.1 Specific Result - Create and implement a unique, individualized benefit package that offers voice and choice to employees.

6.1.2 Specific Result - Create and implement an individualized professional development program that adds value by increasing district competencies and is valued by employees.

Objective 7 - Determine a long-term properties plan taking into account age of facilities, available space, current and projected enrollment and program needs.

7.1 Strategy - Implement an evaluation process and a prioritization matrix to assess current and future expenditures.

7.1.1 Specific Result - Develop an evaluation process that promotes more efficient facility and property management, cost savings, improved learning environments, transparency, data-driven decision-making, and long-term sustainability in property management by prioritizing expenditures and addressing long-term needs.

Safety and Well-Being:

Objective 8 - Ensure consistent and proactive standards, upheld by all community members, for the physical safety of learners and staff.

8.1 Strategy - Develop a plan to assess gaps in current safety protocols and processes.

8.1.1 Specific Result - Focus on developing strategies to improve active and timely communication, technology, perimeter security, and traffic management at each campus, ensuring consistent and proactive standards for the physical safety of learners and staff.

8.2 Strategy - Increase accountability of individual roles in safety protocols.

8.2.1 Specific Result - Create and communicate a plan and process to ensure the physical safety of all CISD stakeholders.

Objective 9 - Create a nurturing and inclusive environment where each individual is supported.

9.1 Strategy - Ensure mental health resources are adequate.

9.1.1 Specific Result - Develop a comprehensive mental health plan to assess needs and ensure implementation of best practices and appropriate resources for all stakeholders.

9.2 Strategy - Intervene early to promote mental well-being.

9.2.1 Specific Result - Implement campus and district character development teams to guide a common language and identify a purpose that is easy for teachers and students to understand.

9.2.2 Specific Result - Implement a common time for teachers and students to meet and build relationships focusing on character development, mental health resources and goals for success.

9.2.3 Specific Result - Establish a mental health initiative that brings together resources and services, aiming to actively champion and prioritize the mental well-being of staff members.

Safety Updates:

We will continue to implement pieces from Senate Bill 11 and House Bill 3 as well as the new requirements for safety placed on district from the state. These include: Training on Threat Assessment protocols, Parental Involvement, Mental Health Support/ Training, Safety Planning and Security Personnel as well as specific door sweeps and continued efforts with safety drills for all campus and district building. Our district improvement plan includes several of these elements along with more updates will occur throughout the year in various district committees including DEIC, SHAC and the district Safety and Security Team. We will continue implementing any new systems/structures for safety and security based on TEA requirements for campuses this school year.

CISD has a multi-hazard Emergency Operations Plan that is aligned with the Texas Unified School Safety and Security Standards and Chapter 37 of the Texas Education Code. Based on self-assessments, parent and community feedback, student reports and formal audit findings, the Emergency Operations Plan is continually updated and revised.

CISD also partners with the City of Coppell and the Dallas County Sheriff's Office to have School Resource Officers and School

Resource Deputies assigned to each of our campuses.

Other safety measures include:

- Bullet-resistant film on exterior windows.
- Requirement for all exterior doors to remain closed and secured.
- One main entrance at each school and the use of a door camera, intercom and buzzer at that entrance for entry during school hours.
- Restricted access so that visitors must go through the office and be checked in before entering the schools.
- Background checks are required for all volunteers. Visit www.coppellisd.com/volunteer to apply for a volunteer background check.

Every school and district building's exterior doors are being audited to ensure that they are locked. The Texas School Safety Center also has been charged with conducting intruder detection audits. CISD is conducting weekly campus exterior door sweeps to check that these doors are closed and locked. The district also has Stop the Bleed Bags, EpiPen Auto Injectors and Automated Electronic Defibrillators (AEDs) located on every campus and near large venues like gyms, cafeterias and auditoriums. CISD schools have regular safety drills following the Standard Response Protocol throughout the school year involving both students and staff. CISD uses the Standard Response Protocol to respond to any incident such as weather, accidents, intruders or other threats. To learn more about the Standard Response Protocol, visit iloveyouguys.org. We also use a tip line, Stop It, and we will be provide training for staff, learners and families. It will allow students, parents, teachers and the community to anonymously report cyber-bullying, threats of violence, misconduct or self-harm.

Security Personnel - To ensure sufficient security and protection of students, staff, and property, the board employs School Resource Officers (SROs) and School Resource Deputies (SRDs). In accordance with law, the board has coordinated with the campus behavior coordinator and other district employees to ensure appropriate law enforcement duties are assigned to security staff. The law enforcement duties of district peace officers are listed in policy CKE(LOCAL). The law enforcement duties of school resource officers are to educate students on positive choices, support student learning, work in collaboration with district administrators, build positive relationships to be proactive with students, uphold and enforce the law when working with or for the district. The law enforcement duties of district security personnel are: enforce safety and security initiatives, collaborate with the campus administrators and SRO/SRD; monitor all areas of responsibility; report concerns to appropriate staff; investigate matters as applicable. SROs and SRDs do not engage in routine student discipline, school administrative tasks, or tasks unrelated to law enforcement duties.

Budgeting - The district continues to look for ways in which to support overall needs for the district while also closely monitoring expenses with the needs for staffing, resources, facilities and transportation. The CISD Executive Leadership Team and CISD Cabinet partner closely with our campus administrators, educators and support staff to get feedback and discuss possible expenses and needs for the future. Our Chief Financial Officer also works closely with her business office team and the Executive Leadership Team to update the school board and community on the budget process as a whole. Our state and federal funding sources including: Local funding, Title I, Title II, Title III, Title IV and State Compensatory Education funds are all used to support our learners and documented throughout our district improvement plan and campus improvement plans. We ensure alignment between all activities, coordination of these activities with other state and federal funds and the district improvement/campus improvement plans support the academic standards for learners with these state and federal identified funding sources. We prioritize meaningful consultation with all stakeholders in the planning and implementation process by meeting yearly to discuss our needs. We prioritize funding to campuses in school improvement and those serving Title I learners. Our district employs a comprehensive system of professional learning to support ongoing growth and development. As decisions are made concerning sustainability needs for the district, we will continue to support learners, families and staff in the best way possible and ensure our continued emphasis on our CISD Core Values and providing the best possible learning experiences for all.

Strengths

- Strong Academic Programs and Supports
- A Rated District by the state
- High numbers of National Merit Semifinalists - 51 learners
- Strong PLC and MTSS focused structures for supporting learning
- Strong systems in place for assessing and monitoring growth (Ex: NWEA MAP, mClass, AWARE, Panorama Student Success Platform)
- STEAM implementation across all elementary campuses
- Award Winning Fine Arts and Athletics
- Special Education, 504 and Dyslexia Programs
- Numerous CTE Programs of Study and growth in CTE certifications
- Great growth in learners who passed their TSIA with Texas College Bridge Program

- International Baccalaureate Primary Years Programme and Diploma Programme
- New Tech Network School
- Apple Distinguished School Recognition
- Leader in Me Lighthouse School Recognition
- Challenge-based, Project-based and Problem-based learning opportunities
- Great Expectation Program
- Flexible learning environments
- School Garden Programs
- Hope Squad Program focus on mental health and suicide awareness
- Dual Language Program and Emergent Bilingual Supports
- English Classes offered for families whose first language isn't English
- Building components to add Seal of Bi-literacy for opportunities for learners
- Athletics State and National Championships
- Digital Learning Opportunities and Device Supports for Learners and Staff
- Coordinator of Safety and Security, SROs and SRDs for campus and district support
- Technology Infrastructure and Support
- Numerous safety measures that have been put in place as a district
- Staff, Families and Community who are involved and care about the education system and future of CISD
- Numerous committees providing insight, feedback and support for CISD: DEIC, Bond Oversight Committee, Family Engagement Committee, CTE Advisory Board, CBAS Advisory Board, Superintendent Teacher Advisory Committee, Superintendent (Student) Leader Advisory Committee, Strategic Design Committees, etc.
- CISD staff departments and campus presenters of professional learning in district, state and national conferences
- Strong communication processes and keeping community informed about CISD
- Previous CISD Bond Projects completed on time and under budget
- Excellent Financial Ratings

Problem Statements Identifying District Processes & Programs Needs

Problem Statement	Root Cause
1 ★ There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.	Continued need to focus on aligned training while still differentiating for all staff needs and balancing the costs with specific trainings
2 ★ There is a need to continue focusing on health enrichment curriculum with health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs.	Continued need to build/expand resources/ programs
3 ★ There is a need to review, analyze and evaluate district expenses to support long range budgeting needs and finalize sustainability efforts moving forward with staffing, programs, facilities, etc.	Lack of funding from the state and sustainability for future needs and decline in learner enrollment
4 ★ There is a need to continue revisiting and improving efforts with safety and security for the district.	Continued requirements per the state and safety needs of learners, staff, facilities, etc.
5 ★ There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth.	Need for full implementation with current systems of behavior support, classroom and building expectations and restorative practices across the district

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There is a need to continue focusing on attendance of learners. (monitoring, intervention plans, attendance incentives/promotion)

Root Cause: Some families not understanding the importance of attendance; some learners needing additional support to ensure they attend school - motivation, mental health needs, family needs, etc.; efficient staff monitoring, Funding tied to ADA

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There is a need to focus on the intentional use and balanced approach of technologies within the learning environment.

Continued need for balancing hands on learning and instruction based on social interactions instead of screen time for learners. (not consumption, creators/innovators)

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There is a need to continue evaluating our program offerings and being innovative, creative and forward thinking with our teaching and learning practices.

Continued need to recruit learners/families at an early age to come to Coppell and want to stay in our district for their full educational experience.

★ = Priority

Perceptions

Summary

Learner and Staff Mental Health and Wellness

Our district, similar to others across the world, continue to see a high need for support with mental health and wellness for all. Due to feedback, data reviews as well as requirements per the state, we will continue having a large focus on how we are supporting all of our staff, learners and families needs through the lens of mental health and well-being. This includes staff training for mental health, reviewing instructional practices in classrooms to help with balancing needs, and a focus on healthy habits for learners and staff through our health curriculum resources. We will also continue to provide our secondary campuses with required screeners for suicide and strengthen support throughout the year with our threat assessment process. We will partner with staff to make sure we are providing them with the supports needed and continuing to review ways in which we can help in retaining educators/staff and support for educator/staff burnout. We need to also find solutions to bring in additional training, resources and supports in the areas of drug, alcohol, vaping use concerning learners and families.

Recruiting, Hiring, Mentoring and Retention Systems

Public education continues to have challenges with recruiting individuals and having them stay in education. As a district, we must continue to focus on recruitment efforts, being creative in our hiring practices and establish systems for mentoring and retaining staff in CISD. All departments and campuses seem to have been impacted in some way when it comes to hiring employees and retaining employees, so we as a district will need to continue our efforts in this area in order to make sure we can not only sustain for our needs, but build pathways in which we can "grow our own" as well as mentoring/support/incentives for those who have chosen to work in the district.

Community Based Accountability in CISD

We will continue to take next steps with our CISD Community-Based Accountability System in which we are using various types of data across the district to highlight strengths and areas of growth besides the traditional state accountability system currently in place. Our published dashboard will be the fall of 2026 and we are pleased with being able to move this work forward as a district and show how we continue to want to be more than just a test for our accountability ratings as an educational organization. These data pieces include data from state assessments, district assessments, staff/learner/family survey information and other data pulled from participation rates and systems within the district. Our hope is to be able to continue to highlight pieces of this data and work throughout the year to showcase a holistic focus on growth as a district.

Intentional Use and Balance of Technologies in Learning - Innovative Practices, AI and navigating in a Digital World

We had a CISD Technology Committee in the 2025–2026 school year as part of our continued commitment to thoughtful and effective technology use. This committee reviewed the requirements by the state for intentional technology use with a focus on application through the state standards (TEKS). They also explored innovative ways we are using technologies in the classroom, along with discussing and exploring the impact that AI (artificial intelligence) is having on the world and learning. The committee, campus leaders, staff and our school board worked to give feedback on recommendations for screen time limits to help in our goals with creating a stronger balance district wide for our campuses. These screen time minutes along with our newly created CISD Technology Framework will be implemented this year. We will continue reviewing our instructional practices with using technology as a tool and also will continue to build on high levels of engagement focused on our learners' verbal communication skills, social skills and digital citizenship skills. We will also have a large focus on parent/family needs for helping their child navigate in a digital world.

Focus on Innovative Instructional Offerings and Choice Programs

As we continue to work on ways to grow and sustain enrollment along with providing the excellent education CISD has always been known for, we will continue focusing on how we can re-imagine and build on our innovative and choice program offerings in CISD. We want to ensure we are promoting and marketing our instructional programs along with reviewing what types of programs and opportunities are appealing to learners and families now and in the future. This includes program evaluations that will review offerings and current systems/practices we have in place to also help us make decisions moving into the future.

Throughout this process we will also look at updating training for staff for any of our programs/instructional practices and using our Panorama Surveys to capture thoughts from learners and families about what they want continue to want within learning. Also,

we will continue building on the processes for how learners are documenting and building their "resumes of success" as they venture into college, career or military and overall life readiness.

Strengths

- Value Collective Engagement
- Value Great Teaching
- Value Authentic Relationships
- Value Each Individuals' Contribution
- High Focus on Academics and Expectations for Learning
- High Focus on Career, College and Military Readiness for all learner success
- High Focus on Safety within Learning Environments
- High Focus on Feedback from staff, learners, families and the community
- Community Based Accountability System Implementation
- Long-Range Planning with Visioning for the future
- Bond Oversight Committee
- Strategic Design - Action Planning
- Focus on Program Evaluation and Feedback

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.	Barriers exist with implementing resources/training fully and knowing how to help and support the wide variety of needs
2 ★ There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education.	Lack of individuals choosing to work in public education
3 ★ There is a need to continue building a stronger understanding of CTE for all CISD stakeholders and showcasing programs of study in the district.	Lack of understanding for how CTE programs of study can benefit/support learners with future college/career opportunities
4 ★ There is a need to continue informing our community and staff of budgetary decisions and sustainability needs for the district.	Lack of funding provided from the state and community/staff understanding of the overall impact concerning the budget.
5 ★ There is a need to continue evaluating and monitoring our safety practices and processes to ensure all learners, staff and families feel safe including: district/campus safety practices, reviewing safety plans, bullying training/supports, threat assessments/safety/support plans, behavior needs/safety/support plans.	District Panorama data shows a slight decline in scores for the perceptions of student physical and psychological safety at school (this could include classroom, school, online).

★ = Priority