

Canutillo Independent School District



Northwest Early College High School

2026-2027 Performance Objectives

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Goal 1 FISCAL AND OPERATIONAL SYSTEMS: *Fiscal Responsibility *Strategic Allocation of Resources *Planning for Growth

Performance Objective 1

NWECHS will host at least two community events, one per semester, to market our program.

Evaluation Data Source: Attendance at event, tracked by school through sign in sheets, or other means of tracking the number of individuals in attendance.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

4

Ensuring all student complete a fitness/ physical assessment when enrolled in any PE course.

Students are recorded to complete a fitness exam such as fitness gram when enrolled in a PE course.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Parents do not always understand or know the commitment and what an early college is. Underclassmen parents are not fully aware of how the college classes work and what the consequences are when students earn a D, F, or a W.

At open houses, recruitment, advertisements, etc., we discuss the benefits of going to NW, but do not accurately depict costs and commitment required to attend NW. or what happens when students are not successful. Parents are aware of the end results, but do not understand how we get students there (work ethic > intellect)

3

Current means of communicating with parents are not effectively reaching all parents. In person meetings in the cafeteria continue to be problematic due to continuing A/V issues to effectively present and communicate with parents during meetings and student/parent presentations.

Not all teachers are using the same application to communicate with parents.

Performance Objective 2 High Priority

By December 2026, NWECHS will promote their campus through at least 2 recruitment events focused on Middle Schools.

Evaluation Data Source: We need to target more carefully at-risk, ED, first generation, ELL and SPED students. We expect that with thoughtful recruitment this can be accomplished.

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 At-risk and emergent bilingual sub-populations not achieving meets or higher at the same rate as other students on STAAR EOC and have grades falling below 70%.	Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
3 Students continue to struggle with anxiety and other social emotional issues	Changes in school demographic, students are not emotionally and socially prepared to handle the level of coursework and commitment. Many students have issues in their home life which make it difficult to perform and be productive at school

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
3 Current means of communicating with parents are not effectively reaching all parents. In person meetings in the cafeteria continue to be problematic due to continuing A/V issues to effectively present and communicate with parents during meetings and student/parent presentations.	Not all teachers are using the same application to communicate with parents.

Performance Objective 3

State Comp and Title 1 Funds will be properly allocated to serve our at-risk and economically disadvantaged students. 100% of those funds will be spent to meet the needs of NWECHS students in those categories by May 2027.

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	At-risk and emergent bilingual sub-populations not achieving meets or higher at the same rate as other students on STAAR EOC and have grades falling below 70%.	Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.
3	Class of 2027 has the lowest attendance rate despite the campus remaining at just under 96.15%	Students and parents do not understand the impact of missing a day on course work and preparedness and do not fully understand state law on attendance.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Current means of communicating with parents are not effectively reaching all parents. In person meetings in the cafeteria continue to be problematic due to continuing A/V issues to effectively present and communicate with parents during meetings and student/parent presentations.	Not all teachers are using the same application to communicate with parents.

Goal 2 COMMUNITY ENGAGEMENT AND PARTNERSHIPS: *Family Engagement *Community Partnerships *Customer Satisfaction

Performance Objective 1

NWECHS will plan at least four school-wide events throughout the 2026-2027 academic year addressing student social and emotional needs including teacher professional development.

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 At-risk and emergent bilingual sub-populations not achieving meets or higher at the same rate as other students on STAAR EOC and have grades falling below 70%.	Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
4 Ensuring all student complete a fitness/ physical assessment when enrolled in any PE course.	Students are recorded to complete a fitness exam such as fitness gram when enrolled in a PE course.

Performance Objective 2

By May 2027, NWECHS will regularly recognize and promote the achievements of our students during our fall semester and spring awards ceremony and through social media.

Evaluation Data Source: Event Participation, sign-in sheets

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
4 Ensuring all student complete a fitness/ physical assessment when enrolled in any PE course.	Students are recorded to complete a fitness exam such as fitness gram when enrolled in a PE course.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Parents do not always understand or know the commitment and what an early college is. Underclassmen parents are not fully aware of how the college classes work and what the consequences are when students earn a D, F, or a W.	At open houses, recruitment, advertisements, etc., we discuss the benefits of going to NW, but do not accurately depict costs and commitment required to attend NW. or what happens when students are not successful. Parents are aware of the end results, but do not understand how we get students there (work ethic > intellect)

Performance Objective 3

NWECHS will hold quarterly parent meetings throughout the year on various educational/college readiness topics and will recruit for active parent participation in different committees/councils throughout the 2026-2027 school year.

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Persistence rate among 9th and 10th grade students who are coded at-risk, economically disadvantaged remains low. Early College Blueprint requires 85% persistence rate amongst each cohort, year-after-year.	Students are not adequately prepared for the workload and commitment of an early college program. Parents/Guardians do not fully understand the commitment along with the benefits. Many of the at-risk students who transfer are first generation college students. Students are not always able to build and maintain healthy relationships amongst their peers.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Students continue to struggle with anxiety and other social emotional issues	Changes in school demographic, students are not emotionally and socially prepared to handle the level of coursework and commitment. Many students have issues in their home life which make it difficult to perform and be productive at school

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Parents do not always understand or know the commitment and what an early college is. Underclassmen parents are not fully aware of how the college classes work and what the consequences are when students earn a D, F, or a W.	At open houses, recruitment, advertisements, etc., we discuss the benefits of going to NW, but do not accurately depict costs and commitment required to attend NW. or what happens when students are not successful. Parents are aware of the end results, but do not understand how we get students there (work ethic > intellect)
3 Current means of communicating with parents are not effectively reaching all parents. In person meetings in the cafeteria continue to be problematic due to continuing A/V issues to effectively present and communicate with parents during meetings and student/parent presentations.	Not all teachers are using the same application to communicate with parents.

Performance Objective 4

Student Leadership and Senate along with National Honor Society will organize at least four opportunities for community service throughout the 2026-2027 school year.

Evaluation Data Source: Student logs of community service

Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
4 Ensuring all student complete a fitness/ physical assessment when enrolled in any PE course.	Students are recorded to complete a fitness exam such as fitness gram when enrolled in a PE course.

Performance Objective 5

NECHS will effectively use website, school messenger, parent portal, social media and other electronic resources to communicate with stakeholders through monthly updates with any relevant and marketable success of the campus throughout the 2026-2027 school year.

Evaluation Data Source: Website, school messenger logs, parent portal participation, and parent liaison logs

Performance Objective 5 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

3

Current means of communicating with parents are not effectively reaching all parents. In person meetings in the cafeteria continue to be problematic due to continuing A/V issues to effectively present and communicate with parents during meetings and student/parent presentations.

Not all teachers are using the same application to communicate with parents.

Goal 3

STUDENT SUCCESS: *Academic Growth *Student Safety & Well Being *College Career Military Readiness

Performance Objective 1

For the 2026-2027 school year, all students will pass EOC on their first attempt. 30% of students will earn Master's Level performance on each EOC taken

Evaluation Data Source: EOC Scores
Interim Data

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	At-risk and emergent bilingual sub-populations not achieving meets or higher at the same rate as other students on STAAR EOC and have grades falling below 70%.	Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.
3	Class of 2027 has the lowest attendance rate despite the campus remaining at just under 96.15%	Students and parents do not understand the impact of missing a day on course work and preparedness and do not fully understand state law on attendance.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Class of 2028 has the highest failure rates on campus. This is aligned to historical failure rates tend to be from the freshman class.	Interventions and MTSS were not implemented early enough. MTSS process is confusing and overbearing. Parents/Guardians need additional ways to support their students at home.
2	Gap between AR and EB students not closing at high enough rate on STAAR EOC and failure rate.	Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
2 It is difficult to maintain 85% persistence rate of students who start in the early college program as defined by TEA Early College Blueprint Outcome based measure 2.	Insufficient use of Tools for parent communication, and general supplies to support parent universities and students to help assist with course load and expectations

Performance Objective 2

Northwest will retain 95% of our entering freshman class (from freshmen year to sophomore year) and 85% of students in each cohort as indicated through the enrollment data as of the last day of school in May 2027.

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 At-risk and emergent bilingual sub-populations not achieving meets or higher at the same rate as other students on STAAR EOC and have grades falling below 70%.	Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.
2 Persistence rate among 9th and 10th grade students who are coded at-risk, economically disadvantaged remains low. Early College Blueprint requires 85% persistence rate amongst each cohort, year-after-year.	Students are not adequately prepared for the workload and commitment of an early college program. Parents/Guardians do not fully understand the commitment along with the benefits. Many of the at-risk students who transfer are first generation college students. Students are not always able to build and maintain healthy relationships amongst their peers.
3 Class of 2027 has the lowest attendance rate despite the campus remaining at just under 96.15%	Students and parents do not understand the impact of missing a day on course work and preparedness and do not fully understand state law on attendance.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
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Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	It is difficult to maintain 85% persistence rate of students who start in the early college program as defined by TEA Early College Blueprint Outcome based measure 2.	Insufficient use of Tools for parent communication, and general supplies to support parent universities and students to help assist with course load and expectations
3	Students continue to struggle with anxiety and other social emotional issues	Changes in school demographic, students are not emotionally and socially prepared to handle the level of coursework and commitment. Many students have issues in their home life which make it difficult to perform and be productive at school
4	Ensuring all student complete a fitness/ physical assessment when enrolled in any PE course.	Students are recorded to complete a fitness exam such as fitness gram when enrolled in a PE course.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Parents do not always understand or know the commitment and what an early college is. Underclassmen parents are not fully aware of how the college classes work and what the consequences are when students earn a D, F, or a W.	At open houses, recruitment, advertisements, etc., we discuss the benefits of going to NW, but do not accurately depict costs and commitment required to attend NW. or what happens when students are not successful. Parents are aware of the end results, but do not understand how we get students there (work ethic > intellect)

Performance Objective 3 High Priority

By December 2026, all students in the class of 2028 and 2029 will have passed the ELA TSI 2.0. All students enrolled in Algebra II will have passed the math TSI. By May, all students in the class of 2029 will have passed ELAR TSI and those in Algebra II will pass Math TSI.

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	At-risk and emergent bilingual sub-populations not achieving meets or higher at the same rate as other students on STAAR EOC and have grades falling below 70%.	Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.
2	Persistence rate among 9th and 10th grade students who are coded at-risk, economically disadvantaged remains low. Early College Blueprint requires 85% persistence rate amongst each cohort, year-after-year.	Students are not adequately prepared for the workload and commitment of an early college program. Parents/Guardians do not fully understand the commitment along with the benefits. Many of the at-risk students who transfer are first generation college students. Students are not always able to build and maintain healthy relationships amongst their peers.
3	Class of 2027 has the lowest attendance rate despite the campus remaining at just under 96.15%	Students and parents do not understand the impact of missing a day on course work and preparedness and do not fully understand state law on attendance.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Class of 2028 has the highest failure rates on campus. This is aligned to historical failure rates tend to be from the freshman class.	Interventions and MTSS were not implemented early enough. MTSS process is confusing and overbearing. Parents/Guardians need additional ways to support their students at home.
2	Gap between AR and EB students not closing at high enough rate on STAAR EOC and failure rate.	Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.
3	About 40% of the class of 2030 have passed TSI ELAR. Math TSI passing rates across 9-11th grade remain low .	Gaps in learning, not being prepared for college level work.

Performance Objective 4

During the 2026-2027 school year, NWECHS will monitor progress for all students, grades 9-12, including special populations such as EB, SPED, Economically Disadvantaged, 504 and GT, every three weeks to ensure 100% of seniors will graduate College, Career and Military Ready and core complete through EPCC.

Evaluation Data Source: Grade Reports
Minutes for LPAC, 504
Faculty Review of Grades

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	At-risk and emergent bilingual sub-populations not achieving meets or higher at the same rate as other students on STAAR EOC and have grades falling below 70%.	Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.
2	Persistence rate among 9th and 10th grade students who are coded at-risk, economically disadvantaged remains low. Early College Blueprint requires 85% persistence rate amongst each cohort, year-after-year.	Students are not adequately prepared for the workload and commitment of an early college program. Parents/Guardians do not fully understand the commitment along with the benefits. Many of the at-risk students who transfer are first generation college students. Students are not always able to build and maintain healthy relationships amongst their peers.
3	Class of 2027 has the lowest attendance rate despite the campus remaining at just under 96.15%	Students and parents do not understand the impact of missing a day on course work and preparedness and do not fully understand state law on attendance.

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Class of 2028 has the highest failure rates on campus. This is aligned to historical failure rates tend to be from the freshman class.	Interventions and MTSS were not implemented early enough. MTSS process is confusing and overbearing. Parents/Guardians need additional ways to support their students at home.

2

Gap between AR and EB students not closing at high enough rate on STAAR EOC and failure rate.

Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.

4

Not moving students through MTSS in a timely manner

Process was cumbersome and somewhat confusing.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

It is difficult to maintain 85% persistence rate of students who start in the early college program as defined by TEA Early College Blueprint Outcome based measure 2.

Insufficient use of Tools for parent communication, and general supplies to support parent universities and students to help assist with course load and expectations

Performance Objective 4 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Parents do not always understand or know the commitment and what an early college is. Underclassmen parents are not fully aware of how the college classes work and what the consequences are when students earn a D, F, or a W.

At open houses, recruitment, advertisements, etc., we discuss the benefits of going to NW, but do not accurately depict costs and commitment required to attend NW. or what happens when students are not successful. Parents are aware of the end results, but do not understand how we get students there (work ethic > intellect)

Performance Objective 5

By May 2027, NWECHS will increase college readiness and AP scores. Average composite scores on ACT to 23 by providing instruction on ACT prep through our College Readiness Coordinator. Increase core area performances on any examination required to maintain quartile 1 distinctions.

Evaluation Data Source: ACT, PSAT, SAT and AP scores

Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	At-risk and emergent bilingual sub-populations not achieving meets or higher at the same rate as other students on STAAR EOC and have grades falling below 70%.	Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Class of 2028 has the highest failure rates on campus. This is aligned to historical failure rates tend to be from the freshman class.	Interventions and MTSS were not implemented early enough. MTSS process is confusing and overbearing. Parents/Guardians need additional ways to support their students at home.
5	ACT, SAT, PSAST scores lag behind national average. NWECHS has not had a National Merit Finalist	While students score high for this region, the campus is at or below state average and well below national averages. This is due, in part, to the fact that other high-stakes testing is prioritized due to state accountability and the need to enroll students in dual credit courses.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Cost of AP exams are high, difficult to find the money to pay fees	Parents struggle to pay for part of student exams.

Performance Objective 5 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Parents do not always understand or know the commitment and what an early college is. Underclassmen parents are not fully aware of how the college classes work and what the consequences are when students earn a D, F, or a W.	At open houses, recruitment, advertisements, etc., we discuss the benefits of going to NW, but do not accurately depict costs and commitment required to attend NW. or what happens when students are not successful. Parents are aware of the end results, but do not understand how we get students there (work ethic > intellect)

Performance Objective 6

All students enrolled in Physical Education will complete at least one fitness assessment.

Performance Objective 6 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
4 Ensuring all student complete a fitness/physical assessment when enrolled in any PE course.	Students are recorded to complete a fitness exam such as fitness gram when enrolled in a PE course.

Goal 4

STAFF SUCCESS: *Staff Safety & Well-Being *Professional Learning & Quality Staff *Staff Satisfaction

Performance Objective 1

In 2026-2027 school year, to ensure the safety of our students, all staff will be trained on emergency operating protocols, and prevention of bullying.

Evaluation Data Source: Training logs
Safe Schools Certificates

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
2 It is difficult to maintain 85% persistence rate of students who start in the early college program as defined by TEA Early College Blueprint Outcome based measure 2.	Insufficient use of Tools for parent communication, and general supplies to support parent universities and students to help assist with course load and expectations
3 Students continue to struggle with anxiety and other social emotional issues	Changes in school demographic, students are not emotionally and socially prepared to handle the level of coursework and commitment. Many students have issues in their home life which make it difficult to perform and be productive at school
4 Ensuring all student complete a fitness/ physical assessment when enrolled in any PE course.	Students are recorded to complete a fitness exam such as fitness gram when enrolled in a PE course.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
2 Parents, staff and students have a safety concern because the campus is open.	What fencing does exist around the campus is very short and is easy to climb over. Lockdowns often happen because people are able to walk or drive on to campus. Cameras consistently do not work and the lack of cameras along the back perimeter add to the safety concerns.

Performance Objective 2

For the 2026-2027 school year, NWECHS will reach the goal of 98.0% attendance in all grade levels through increased focus on accurate attendance record keeping, use of positive attendance incentives, MTSS strategies, parent meetings, and parent/student attendance plans as needed.

Evaluation Data Source: Faculty meeting presentations
Weekly attendance rate reports by campus and grade level
MTSS
Attendance and tardy data

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 At-risk and emergent bilingual sub-populations not achieving meets or higher at the same rate as other students on STAAR EOC and have grades falling below 70%.	Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Class of 2028 has the highest failure rates on campus. This is aligned to historical failure rates tend to be from the freshman class.	Interventions and MTSS were not implemented early enough. MTSS process is confusing and overbearing. Parents/Guardians need additional ways to support their students at home.
4 Not moving students through MTSS in a timely manner	Process was cumbersome and somewhat confusing.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
3 Students continue to struggle with anxiety and other social emotional issues	Changes in school demographic, students are not emotionally and socially prepared to handle the level of coursework and commitment. Many students have issues in their home life which make it difficult to perform and be productive at school
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Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Parents do not always understand or know the commitment and what an early college is. Underclassmen parents are not fully aware of how the college classes work and what the consequences are when students earn a D, F, or a W.	At open houses, recruitment, advertisements, etc., we discuss the benefits of going to NW, but do not accurately depict costs and commitment required to attend NW. or what happens when students are not successful. Parents are aware of the end results, but do not understand how we get students there (work ethic > intellect)
3	Current means of communicating with parents are not effectively reaching all parents. In person meetings in the cafeteria continue to be problematic due to continuing A/V issues to effectively present and communicate with parents during meetings and student/parent presentations.	Not all teachers are using the same application to communicate with parents.

Performance Objective 3

In 2026-2027 school year, NWECHS will support all teachers anchored to Texas Teachers Evaluation Support System (TTESS) and Student Learning Objectives (SLO) by providing necessary professional development. In addition, administration and support staff will partake in professional development, both local and out of town, to ensure student growth.

Evaluation Data Source: Presentations to staff
Classroom walkthroughs
teacher documentation

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	At-risk and emergent bilingual sub-populations not achieving meets or higher at the same rate as other students on STAAR EOC and have grades falling below 70%.	Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Class of 2028 has the highest failure rates on campus. This is aligned to historical failure rates tend to be from the freshman class.

Interventions and MTSS were not implemented early enough. MTSS process is confusing and overbearing. Parents/Guardians need additional ways to support their students at home.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

4

Ensuring all student complete a fitness/physical assessment when enrolled in any PE course.

Students are recorded to complete a fitness exam such as fitness gram when enrolled in a PE course.

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Parents do not always understand or know the commitment and what an early college is. Underclassmen parents are not fully aware of how the college classes work and what the consequences are when students earn a D, F, or a W.

At open houses, recruitment, advertisements, etc., we discuss the benefits of going to NW, but do not accurately depict costs and commitment required to attend NW. or what happens when students are not successful. Parents are aware of the end results, but do not understand how we get students there (work ethic > intellect)

Goal 5

TECHNOLOGY RESOURCES: *Integration of Technology
*Wireless Access/Testing *Infrastructure & Technology Safety

Performance Objective 1

During the 2026-27 school year NWECHS's technology infrastructure will be able to support various clubs and organizations as well Practicum/Career Preparation for Cybersecurity and Computer Programming.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
4 Ensuring all student complete a fitness/ physical assessment when enrolled in any PE course.	Students are recorded to complete a fitness exam such as fitness gram when enrolled in a PE course.