



TRIBAL EDUCATION STATUS REPORT

Tribal Education Status Report

For School Year 2022-2027

CONTENTS

EXECUTIVE SUMMARY	3
INTRODUCTION	4
STATUTORY REQUIREMENTS	5
22-23A-7. Report.	5
STUDENT ACHIEVEMENT	6
SCHOOL SAFETY	7
GRADUATION RATES	8
ATTENDANCE	9
PARENT AND COMMUNITY INVOLVEMENT	10
EDUCATIONAL PROGRAMS TARGETING TRIBAL STUDENTS	11
FINANCIAL REPORTS	12
CURRENT STATUS OF FEDERAL INDIAN EDUCATION POLICIES AND PROCEDURES	13
SCHOOL DISTRICT INITIATIVES TO DECREASE THE NUMBER OF STUDENT DROPOUTS AND INCREASE ATTENDANCE	14
PUBLIC SCHOOL USE OF VARIABLE SCHOOL CALENDARS	15
SCHOOL DISTRICT CONSULTATIONS WITH DISTRICT INDIAN EDUCATION COMMITTEES, SCHOOL- SITE PARENT ADVISORY COUNCILS AND TRIBAL, MUNICIPAL AND INDIAN ORGANIZATIONS	16
INDIGENOUS RESEARCH AND EVALUATION MEASURES AND RESULTS FOR EFFECTIVE CURRICULA FOR TRIBAL STUDENTS	17
Access to Native Language Programs	19
CONCLUSION	20

EXECUTIVE SUMMARY

Walatowa High Charter School (WHCS) was established in 2001 as the second Native American public charter school in the state and the first Native State Charter High School. On December 10, 2021, the Walatowa High Charter School was approved for another 5 year term beginning July 1, 2022 to June 30, 2027 to continue its community asset-based learning approach which is rooted in Best Practices in Native education pedagogy.

This authorization allows the school to provide an alternative educational setting to parents and students in the public school system and its own Local Education Agency (LEA). WHCS implements a multi-generational school model in which the school is both an educational institution and a center of intra-community dialogue. This approach provides the opportunity to improve student learning and build stronger community relationships. WHCS community school model focuses on its holistic indigenous pedagogy which lays the foundation of WHCS's Mission Statement:

“Through a community-integrated experiential learning program, Walatowa High Charter School will prepare students to be academically successful, while promoting cultural awareness, community wellness, leadership, college and career readiness.”

Please review the following video:

[Walatowa High Charter Promo Video](#)

INTRODUCTION

Walatowa High Charter School community asset-based learning approach is rooted in Best Practices in Native education pedagogy. These place-based practices entail providing a culturally relevant curriculum to Native students' lives by incorporating experiential learning techniques that bring meaning to local places, events and situations. Indigenous Best Practices integrate teaching methods and strategies that encourage innovation and kinesthetic problem solving rather than memorization. They also use information technologies, to direct self-learning and self-awareness, capture indigenous knowledge, and to create bridges to successful postsecondary opportunities. Informed by this understanding, WHCS utilizes a unique multidisciplinary instructional student-centered active learning approach called phenomena-based teaching and learning (PhenoBL).

STATUTORY REQUIREMENTS

This section describes the laws and rules that apply to the Tribal Education Status Report in relevant part as follows:
22-23A-7. Report.

A. The Indian Education Division in collaboration with the education division of the federal Bureau of Indian Affairs and other entities that serve tribal students shall submit an annual statewide tribal education status report no later than November 15 to all New Mexico tribes. The division shall submit the report whether or not entities outside the state government collaborate as requested.

B. A school district with tribal lands located within its boundaries shall provide a district wide tribal education status report to all New Mexico tribes represented within the school district boundaries.

C. These status reports shall be written in a brief format and shall include information regarding public school performance, how it is measured, and how it is reported to the tribes and disseminated at the semiannual government-to-government meetings. The status report generally includes information regarding the following:

- (1) student achievement as measured by a statewide test approved by the department, with results disaggregated by ethnicity;
- (2) school safety;

- (3) graduation rates;
- (4) attendance;
- (5) parent and community involvement;
- (6) educational programs targeting tribal students;
- (7) financial reports;
- (8) current status of federal Indian education policies and procedures;
- (9) school district initiatives to decrease the number of student dropouts and increase attendance;
- (10) public school use of variable school calendars;
- (11) school district consultations with district Indian education committees, school-site parent advisory councils and tribal, municipal and Indian organizations; and
- (12) indigenous research and evaluation measures and results for effective curricula for tribal students.
- (13) Access to Native Language programs

WALATOWA HIGH CHARTER SCHOOL

DEMOGRAPHICS

The Walatowa High Charter School (WHCS) is a standalone State Charter High School which serves 9th through 12th grade. On December 10, 2021, the Walatowa High Charter School was approved for another 5 year term beginning July 1, 2022 to June 30, 2027. The following chart provides information for WHCS enrolled for students SY 2022-2027.

*School year 2022-2023 begins the next 5 year cycle which will serve as our baseline data set

School Year	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026 Current	2026-2027	Comments
Total Enrollment	43	40	36	34	28		
American Indian Students	43	40	36	33	26		
American Indian Students -Male	23	15	15	17	15		
American Indian Students-Female	20	25	16	16	11		
Non-American Indian Student	*	*	*	*	*		*Non-American Indian Student Population is < 10

Economically Disadvantaged	100%	100%	100%	100%	100%		Universal Lunch Program: All students 100% Free
Special Education Services Students (All American Indian)	*	*	*	*	*		*Special Education Student Population is < 10

**WALATOWA HIGH CHARTER SCHOOL
GOVERNING BOARD**

Kenneth Sando, President (Jemez/San Ildefonso)

Danielyn Pino, Vice President (Tsyia)

Sotela Valverde, , Treasure (Jemez Valley Corridor Rep)

Bobbie Shendo, Secretary. (Jemez)

Jensen Fragua, Member (Jemez)

WALATOWA HIGH CHARTER SCHOOL
FACULTY & STAFF

Dr. Arrow Wilkinson Sr.(Arikara/Mvskoke)-Executive Director: Ed.D. New Mexico State University, M.A. New Mexico State University. B.S. Oklahoma City University. WHCS Superintendent/Executive Director-Level III – New Mexico/Texas Special Education Instructor. Level III. NM-Education Administration. Chief Procurement Officer

Dr. Kristina Kommador-Salazar-Assistant Executive Director: PHD-University of New Mexico. Level III Science Instructor-WHCS Assistant Executive Director, IAIA Adjunct Professor.

David Tran, M.B.A. Webster University. Math Instructor, B.S. National American University,Level II Instructor, IAIA Adjunct Professor

Troy Meek: M.A. University of New Mexico. B.S. San Jose State University, IAIA & CNM Adjunct Professor-Level II Art/Computer Science Instructor.

Aaron Cajero Sr.(Jemez): B.A. New Mexico Highlands University, MA University Hawaii Hilo (Current) Level II Physical Education/Health and Towa Language Instructor

Valerie Shaw: M.A. University of Phoenix. B.A.Rhode Island College-Providence, Level III-A Instructional Leader Pre K-12 Specialty Area License with endorsements in Language Arts, Psychology, Reading, and TESOL Level III-B Administrator

Ron Kruger, Esq.: J.D.S. Law, University of Arkansas. Level III- Math Instructor/Social Studies/Adjunct CNM Professor.

Mary Warren, LMC: M.A. Exeter University, United Kingdom. Public Speaking Instructor. Level II ELA/TESOL Certified and SEL Coordinator. MA Counseling/School Counseling. Southwest College of Santa Fe, NM

Kay Toya (Jemez): M.A. Business Administration. New Mexico Highlands University. WHCS Business Manager.

Shelley Chinana (Jemez): WHCS Executive Assistant/Nutrition Coordinator/ STARS/NOVA Data Coordinator

Francine Garcia: McKinney-Vento Liaison/Accounts Payable/Special Education Assistant

Cara Madalena: Central New Mexico. Education Assistant- NM Education Fellow

STUDENT ACHIEVEMENT NARRATIVE 2022-2027

The Walatowa High Charter School (WHCS) is a standalone State Charter High School which serves 9th through 12th grade. On December 10, 2021, the Walatowa High Charter School was approved for another 5 year term beginning July 1, 2022 to June 30, 2027.

[This Tribal Education Status Report will represent the academic school years of 2022-2027.](#)

NM VISTAS SPOTLIGHT SCHOOL DESIGNATION

Walatowa Charter High School received an ESSA Spotlight School designation, indicating a higher achievement than the prior year, according to the NM Vistas website. This designation is based on the school's performance on the Every Student Succeeds Act (ESSA) accountability system, which uses a school score to track student proficiency and growth in various subjects.

What the Spotlight Designation Means

- **Higher Performance:** A Spotlight designation signifies that the school's overall performance or a specific aspect of its performance has improved from the previous year.
- **ESSA Accountability:** The designation is part of the ESSA accountability system, which uses data like reading and math proficiency, along with graduation growth, to assess school performance

[NM Vistas | Walatowa Charter High](#)

Educational Context

Walatowa High Charter School (WHCS) serves grades 9-12 and is situated on the Pueblo of Jemez Indian Nation, the world's sole Towa-speaking community, where the language is 100 % orally preserved. With the unwritten language, 100% of our students are English Language Learners

(ELL) and begin their academic journey from a Towa-speaking, 100% language-immersion Head Start program. Unlike other school districts with a K-12 model, WHCS does not benefit from the elementary-to-middle school transition. WHCS receives transfer students from various high schools and middle schools. This influx results in different levels of academic rigor and curricula, creating inconsistencies in scholastic preparation and knowledge gaps. When a student enters Walatowa, diagnostic assessment platforms other than SAT are implemented to identify baseline reading and math levels. IXL; Discovery Education: Reading Plus/Dreambox Math; NewsELA/Formative and Accuplacer. Assessment data results are disaggregated and utilized to make educational accountability decisions: Layer I and Layer 2 strategies; data-driven instruction; differentiated instruction; high impact tutoring; Marzano's High-Yield Instructional Strategies; Social Emotional Learning; and accommodations/ modifications for each student.

The relationship between instruction and qualitative and quantitative assessment is purposeful, interdependent and recurrent. Effective Instructors and students are assessment-literate. We use multiple assessments for WHCS Instructors to learn about our students, to plan and adjust instruction and to evaluate educational engagement and academic performance. WHCS Instructors use formal and informal assessment data to determine the incremental development of students based on New Mexico academic content standards. WHCS Instructors encourage students to critically examine their own work and foster their students' ability to become knowledgeable of how they learn. WHCS Instructors provide students and parents with formative assessment results and provide them with strategies to improve student learning, which maximize student learning and eliminate gaps between students' potential and their performance.

WHCS 2022-2027 CHARTER SCHOOL GOALS AND OBJECTIVES

Mission-Specific Indicator I

SAT: Mission-Specific Indicator For SY 2022-2027, WHCS Full Academic Year (FAY) students will earn an overall score of 887 or higher on the SAT (total for both reading and math), OR they will increase their score from the previous year to demonstrate at least 5% growth during the fall of their senior year.

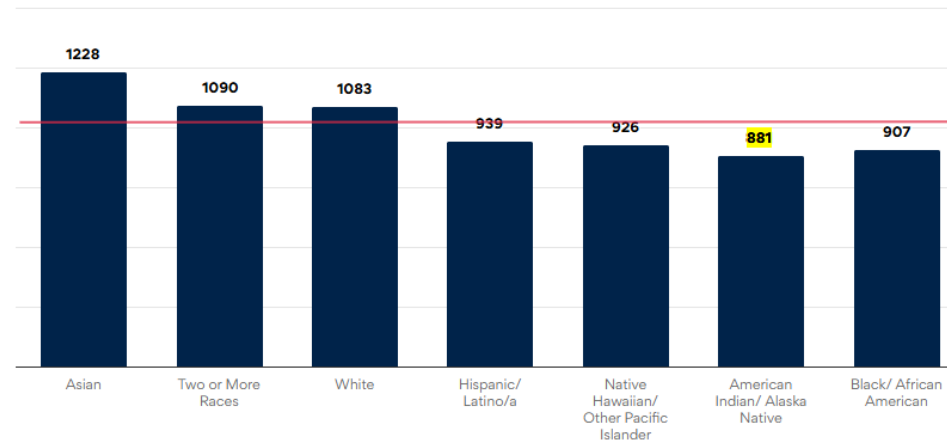
Measure Rating Category	Description of Target for Each Performance Level
Exceeds Standard	Before graduation, 80% or more of students will receive an SAT score of 887 or higher OR will increase their score from the previous year to demonstrate at least 5% growth between the results from the SAT administered in the fall and the SAT administered in the spring.

Meets Standard	Before graduation, 79-70% of students will receive an SAT score of 887 or higher OR will increase their score from the previous year to demonstrate at least 5% growth between the results from the SAT administered in the fall and the SAT administered in the spring.
Does Not Meet Standard	Before graduation, 69-60% of students will receive an SAT score of 887 or higher OR will increase their score from the previous year to demonstrate at least 5% growth between the results from the SAT administered in the fall and the SAT administered in the spring.
Falls Far Below Standard	Before graduation, 59% or fewer of students will receive an SAT score of 887 or higher OR will increase their score from the previous year to demonstrate at least 5% growth between the results from the SAT administered in the fall and the SAT administered in the spring.

SAT Score Benchmark Determination:

Based on College Board results from 2021, the average SAT score for Native American students in the United States stood at 887. According to the data referenced in 2024 (<https://www.bestcolleges.com/research/average-sat-score-full-statistics>), this score has decreased for American Indian/Alaska Native students to 881. In spite of this, WHCS intends to continue to aim for the higher SAT proficiency benchmark of 887. It should be noted that this score is also higher than the average for all American Indian/Alaska Native students in New Mexico, which currently stands at 866 and non-native is . We aim to surpass the state's average as well as meet or exceed the national average for Native American/Alaska Native students.

Average SAT Scores by Race/Ethnicity, 2024



<https://www.bestcolleges.com/research/average-sat-score-full-statistics/>

2025-2026 SAT II comparative date is pending until 2026

First semester at WHCS	SAT I	SAT II	Expected Growth	5% SAT Target	If student >887 OR shows 5% growth
██████	810		40	850	
██████	860		43	903	
██████	710		35	743	

██████	780		39	829	
██████	Did not take				
██████	500		25	525	
██████	710		35	743	
██████	800		40	840	
██████	730		36	766	

***2024-2025 85.7% of WHCS students met the mission-specific goals.**

First semester at WHCS	SAT I	SAT II	Expected Growth	5% SAT Target	If student >887 OR shows 5% growth
██████	710	800	35.5	745.5	Met
██████	790	830	39.5	829.5	Met

██████	870	880	43.5	913	Did not meet
██████	630	700	31.5	661.5	Met
██████	950	Did not take	N/A	997.5	Met
██████	770	850	38	808.5	Met
██████	630	700	31.5	661.5	Met

First semester at WHCS	SAT I	SAT II	Expected Growth	5% SAT Target	If student >887 OR shows 5% growth
██████	810	910	12.345679	850.5	yes
██████	850	850	0	892.5	no
██████	920	n/a	n/a	n/a	yes

██████	880	910	3.4090909	n/a	yes
██████	740	820	10.810811	777	yes
██████	870	920	5.7471264	913.5	yes
██████	720	810	12.5	756	yes
██████	790	900	13.924051	829.5	yes
██████	900	960	6.6666667	n/a	yes
██████	710	700	-1.4084507	745.5	no

***2023-2024 80% of WHCS students met the mission-specific goals.**2022-2023 Assessment and Data
SAT * *School year 2022-2023 begins the next 5 year cycle which will serve as our baseline data Set

First semester at WHCS	SAT I	SAT II	Expected Growth	5% SAT Target	If student >887 OR shows 5% growth
██████	810		12.345679	850.5	

	850		42	892	
	920	N/A	N/A	N/A	Met
	880		44	924	
	740		37	777	
	870		43	913	
	720		36	756	
	790		39	829	

	900	N/A	N/A	N/A	Met
	710		35	745	

WHCS EDUCATION SAT IMPROVEMENT ACTION PLAN

State Charter: Walatowa High Charter School	SY-2022-2027
Mission-Specific Goals Goal 1 & 2: Mission-Specific Indicator: SAT: For SY 2022-2027, WHCS Full Academic Year (FAY) Students will track and improve in Reading and Math. Proficiency rates until graduation as measured by the SAT, which will be administered during each school year. Mission-Specific Indicator: Mission-Specific Indicator: SAT: Mission-Specific Indicator For SY 2022-2027, WHCS Full Academic Year (FAY) students will earn an overall score of 887 or higher on the SAT (total for both reading and math), OR they will increase their score from the previous year to demonstrate at least 5% growth during the fall of their senior year. College Board 2021 SAT Results show that American Indian & Alaskan Natives residing in NM had an average score of 887 on the SAT: https://reports.collegeboard.org/pdf/2021-new-mexico-sat-suite-assessments-annual-report.pdf	

Action Steps (Strategies)	Procedure	Corrective Action	Person(s) Responsible	Implementation Date	Monitoring
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Assessments: Diagnostic platforms are implemented to identify baseline reading and math levels for Cohort 1 and Cohort 2 students.	1. Reading Plus 2. DreamBox: Math 3. IXL 4. PSAT (9/10 th Grade) 5. SAT (11th/12th Grade)	Disaggregated data allows WHCS to break down individual student academic needs into skills/comprehension abilities, facilitating more effective and efficient interventions to improve SAT scores.	WHCS ELA, Math, Sp.Ed., Test Coordinator.	WHCS Assessments Test 1: Aug/Sept. Test 2: Dec/Jan Test 3: April/May SAT/PSAT: As scheduled throughout the year.	9-12 BOY/MOY/EOY/DTC/Math and English
Social Emotional Learning	1. PHQ-9 Modified for Teens (screen for Depression) 2. GAD-7 (screen for General Anxiety Disorder) 3. Health Screening 4. SEL courses (e.g., anxiety and stress, time management and growth mindset) 5. Vector Solution Safe School Training platform for Students and personalized instruction by school counselor	Screening - initially for anxiety and depression, followed by screenings for others as indicated (eg, alcohol and substance use/abuse, violence in the home, grief, suicidality, etc). Assessment - inclusive aggregated data is compiled from the above screenings and used to create an arc of treatment. Health Screening: Youth health screenings include physical exams, questionnaires, and immunizations to help identify health issues and coping skills to improve educational engagement and assessment scores.	Counseling: WHCS School Counselor; JHHS Behavior Health Counseling Referral WHCS Contracted Academic Counselor Health Screenings: JHHS Community Wellness Program	Aug/Sept. Dec/Jan. April/May Bi-Annual Aug/May	Three-monthly reviews of improvements and further actions needed. JHHS Health/Fitness Consultation Individualized health/fitness plan. Vector Solutions: Student certificates of competition

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Professional Development:	Marzano High-Yield Instructional Strategies (MHYI) B. Identifying Similarities and Differences (45 percentile gain): This strategy enhances students' critical thinking skills, an essential component of higher-level math problem-solving in Layers II and III. C. Summarizing and Note Taking (34 percentile gain): By teaching students effective summarization and note-taking techniques, educators reinforce understanding and retention of key concepts, benefiting targeted intervention groups. D. Reinforcing Effort and Providing Recognition (29 percentile gain): Acknowledging students' efforts and achievements is a cornerstone of our intervention plan,	MHYI has been shown to yield gains of 22 to 45 percentile points, play a critical role in supporting our students' learning and prepare to improve educational engagement and assessment scores.	WHCS Faculty/Executive Director	P.D.-Aug./Sept Lesson plan: Aug./May	Lesson Plan: Align lesson plans to instructional practices (i.e. increase the use of checking for understanding throughout the class period and during closure) Faculty participation, sign in sheet and/or certificates.
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	fostering motivation and persistence crucial for those receiving additional support. E. Homework and Practice (28 percentile gain): Structured homework and practice assignments are tailored to individual needs, ensuring continuous skill development and reinforcement for students requiring intensive intervention. F. Nonlinguistic Representations (27 percentile gain): Visual aids and models are utilized to enhance comprehension and retention, particularly for students who may struggle with linguistic-based instruction in Layers II and III. G. Cooperative Learning (23 percentile gain): Group activities and peer collaboration promote social and	Co-teaching enables WHCS to provide personalized instruction that addresses the	WHCS Curriculum and Instruction. Level III	P.D. Aug./Sept Co-teaching analysis: Aug/May	The WHCS Executive Director/Faculty will analyze student
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	academic growth, providing valuable support for students in higher intervention tiers. H. Setting Objectives and Providing Feedback (23 percentile gain): Clear goal-setting and constructive feedback help students stay focused and understand their progress, which is essential for effective intervention. I. Generating and Testing Hypotheses (23 percentile gain): Encouraging students to formulate and test hypotheses nurtures critical thinking and problem-solving abilities, which are vital for advanced intervention strategies. J. Questions, Cues, and Advance Organizers (22 percentile gain): These tools guide students' learning and help them organize information effectively,	unique needs of students from oral language traditions. WHCS employs culturally responsive education strategies, aligning math curricula with cultural contexts that resonate with Native American students. Educators integrate culturally relevant examples and storytelling into lessons, enhancing the material's relatability and comprehensibility. Furthermore, the emphasis on direct, meaningful communication between students and teachers aligns with the oral traditions of these communities, promoting a deeper understanding and retention of mathematical and ELA concepts and improving SAT assessment scores. This model brings together diverse expertise, exposing students to a range of teaching styles and strategies, which enhances their overall learning experience. Sp.Ed.: Student IEP Schedule, accommodations/modification, procedures, SAT Assessment	Admin./Executive Director		academic achievement data, observe classroom interactions between co-teachers and students, and assess the quality of lesson plans.
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	supporting those who require additional assistance in Layers II and III. Co-Teaching: High-quality instruction made possible through a collaboration between a content area expert (general education teacher) and an expert in providing differentiated instruction with accommodations/modifications (special education teacher)A learning experience in a classroom of students with diverse learning needs to better prepare our students for their post-school life of working, living, studying, and collaborating with diverse individuals in college, career, family, and community.	accommodation/modifications	WHCS Faculty/Special Ed. Director, Test Coordinator	Aug./May	Faculty participation, sign in sheet
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	Special Education Annual Meeting				
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	Diagnostic Software Overview: ELA: News Ela/Formative Math: DreamBox Math: Comprehensive Math Support and differentiated instruction.	In response to an analysis of data over the last two years, WHCS is now utilizing Newsela for ELA and Dreambox Math as an additional software to boost SAT/assessment scores. Formative at Layer 2 at least twice per week in all classes. Both programs are highly adaptive and have been proven effective for all learners through rigorous studies aligned with ESSA tiers for evidence. Higher scores on Newsela ELA quizzes have been linked to improved i-Ready outcomes in the spring, with 74% of students scoring 75% or above on Newsela quizzes also performing at or above grade level, as measured by their Spring i-Ready scores. Secondary students whose teachers regularly use Formative for math instruction saw the equivalent of a 9 percentile advantage on the FastBridge math assessment.	WHCS Math Faculty, ELA, Sp.Ed., support staff	Jan. 2025-June 30, 2026 Aug./June	Educator Dashboard student usage, progress, and proficiency reports. Student academic achievement data

Student Academic Counseling	Transcript Review Next Step Plan College/Career Survey College/Career Req: SAT Assessment score, GPA, Scholarships Summer Internship (Tribal/Non-Tribal) ASVAB Vector Solutions Career College/Career presentation/workshops/job fairs/college fairs. Tribal Ed. Presentation. (SAT Prep, Scholarship requirements) SAT Registration College Board	Contracted Academic counselors assist students to develop academic and social skills. Exposes students early to develop college/career program going culture. Counselors meet with juniors twice per month to target areas of focus and create individual plans for students.	WHCS Contract Academic Counselor, Tribal Voc. Rehab, Tribal Education Dept.NM DVR, Student,Parent ELA, math, social studies faculty.	Aug/June	Student participation, Sign in sheet, Vector Solutions: Student certificates of competition
Daily Lesson Plan Implementation (Assessment Prep)	IXL Skills Plans: Individualized IXL targeted practice questions and exercises in all content areas. SAT Individualized skill plans with targeted practice questions in Math, Reading, and Writing. KHAN Academy: Math Khan Academy's SAT Math assignments cover topics like ratios, rates, proportions, unit conversion, percentages, and more. Reading and Writing	WHCS Instructors have effectively integrated targeted SAT/Accuplacer assessment preparation into the curriculum, ensuring our students are well-equipped for success. This comprehensive approach includes focused instruction on key mathematical concepts frequently tested on the SAT/Accuplacer, alongside strategic test-taking techniques and strategies.	WHCS Faculty	Aug./May	IXL: Skill plan completion – online progress monitoring by instructor/student biweekly. The WHCS Executive Director/Faculty will analyze student academic achievement data and assess the quality of lesson plans.

	Khan Academy's SAT Reading and Writing assignments cover topics like information and ideas, craft and structure, and expression of ideas. College Board SAT: SAT practice tests are created in partnership with the College Board. Instructor material: Develop and implement SAT prep materials/strategies that resonate with Native American students and align with their cultural contexts.				
Discovery Education: Reading Plus	Integrated into a daily schedule and schoolwide adaptive, individualized reading intervention program.	Reading Plus: assesses students in various skills, including Closed Reading, Main Ideas and Themes, Interaction of Ideas, Use of Language, Text Structure, Point of View, Image Scaffolds, Reasoning and Rhetoric, and Comparative Reading. Reading Plus is utilized by all students for 40 minutes daily at Layer 1. As an adaptive literacy solution, it enhances fluency, comprehension, vocabulary, stamina, and motivation. Remarkably, it can achieve up to 2.5 years of growth with	ELA Instructor/Executive Director	Aug-May	Online progress monitoring by instructor/student biweekly.

		just 60 hours of personalized instruction			
SAT skills differentiated instruction-Math/English Co-Teaching Model	Math: 2 highly qualified certified Math teachers co-teach to allow for varied instructional approaches. ELA: 1 highly qualified certified ELA Instructor and 1 certified Special Education Instructor co-teach to allow for varied instructional approaches	Parallel Teaching: The class is split into two groups, and each teacher instructs half of the class on the same material through the IXL program, allowing for more individualized attention. SAT IXL Individualized assignment completion. Alternative Teaching: One teacher works with a larger group while the other focuses on a smaller group for remediation or enrichment, catering to specific student needs through the IXL program.SAT IXL Individualized assignment completion.	WHCS Math, ELA Instructor	Aug./May	Formal and informal Math and ELA Assessments. IXL: Online progress monitoring by instructor/student biweekly.

Tutoring: To focus on SAT skill development	Implementing Evidence-Based Tutoring Techniques	Tutors use evidence-based practices for accelerated and remedial learning	Students, Faculty,	Sept./April	SAT skillset progress tracking
SAT assessment preparation	Intensive, short-term preparatory program. SAT Assessment Prep YouTube videos: SAT Vocabulary Strategies to Get a Higher English Score (2025) <u>Strategic Test Prep</u> Khan Academy SAT Prep Review (Better Than Kaplan?) Test Prep Insight: https://youtu.be/u58Kk8m2QaQ?si=nuHod7o4njWHFJ2C College Board Study Guides Practice Exams	11th and 12th Grade: SAT Bootcamp is structured to provide comprehensive content review, test-taking strategies, and practice.	WHCS Math, ELA Instructor, and/or SAT Tutorial Agency	October/March (Bi-Annual)	Workshop participation and completion

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Conclusion: Continue to disaggregate data to develop individual education growth plans for students. Instructors will utilize the disaggregated data for lesson plan development and delivery. Walatowa High Charter School's efforts to address this educational gap, by e.g. offering additional English instruction, math symposiums, high impact tutoring, extended learning time, data driven instruction based on assessment disaggregated data, rigorous reading curriculum and reading program aligned with state and national standards; to specifically close achievement gaps, to implement high quality instruction and a competitive academic curriculum, to incorporate schoolwide culturally responsive teaching and strengthen manifold post-secondary educational opportunities.

Action Plan: WHCS will strengthen its focus on meeting the needs of American Indian students as follows:

- ❖ 1. Continue to disaggregate student test scores to the individual American Indian student level to better determine individual student needs.
- ❖ 2. Continue to re-evaluate the use of federal funds to ensure the needs of American Indian students are being met.
- ❖ 3. Continue to develop additional relationships with college and/or career programs, educational programs, tribal programs to create multiple student options of learning and lesson plan development and delivery.
- ❖ 4. Continue to implement research based Reading Program as a requirement.
- ❖ High impact tutoring and student support services.
- ❖ **CNM: IRW 0970 or ESOL 0971** or appropriate placement score.) Focuses on critical reading, reasoning, and writing skills to prepare students for college-level course work. Students develop the reading comprehension and critical thinking skills needed for academic success. Students apply the fundamentals of sentence structure and paragraph development to their own writing and develop their skills in grammar and mechanics

WHCS Mission-Specific Indicator II

College/Career Readiness - Walatowa High Charter School will enroll 100% of students in two or more dual-credit or career courses by their graduation date, 80% of whom will complete the course(s) with a passing grade.

Measure Rating Category	Description of Target for Each Performance Level
Exceeds Standard	Before graduation, 100% of students will enroll in two or more dual-credit or career courses by their graduation date, 90% of whom will complete the course(s) with a passing grade.
Meets Standard	Before graduation, 100% of students will enroll in two or more dual-credit or career courses by their graduation date, 80% of whom will complete the course(s) with a passing grade.
Does Not Meet Standard	Before graduation, 100% of students will enroll in or two or more dual-credit or career courses by their graduation date, 50% of whom will complete the course(s) with a passing grade.
Falls Far Below Standard	Before graduation, 100% of students will enroll in two or more dual-credit or career courses by their graduation date, <50% of whom will complete the course(s) with a passing grade.

100% of students enrolled in two or more dual-credit or career courses by their graduation date, 90% of whom will complete the course(s) with a passing grade.

2025-2026 Seniors	Enrolled: CNM-Financial Literacy & IAIA Ethno-Botany, IAIA Business Math,	Completed Course CNM-Financial Literacy & IAIA Ethno-Botany, Business Math
██████	*	
██████	*	
██████	*	
██████	*	
██████	*	
██████	*	
██████	*	
██████	*	
██████	*	

100% of students enrolled in two or more dual-credit or career courses by their graduation date, 90% completed the course(s) with a passing grade.

2024-2025 Seniors	Enrolled: CNM-Financial Literacy & UNM College/Career Soft Skills, IAIA Ethno-Botany, Astronomy, Business Math,	Completed Course CNM-Financial Literacy & UNM College/Career Soft Skills, IAIA Ethno-Botany, Astronomy, Business Math, Electrical Theory, Native American
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	Electrical Theory,UNM-LA Native American History	History
██████	*	*
██████	*	*
██████	*	*
██████	*	*
██████	*	*
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*Central New Mexico (CNM), CNM-Career Program, Southwestern Indian Polytechnic Institution, Institute of American Indian Arts

100% of students enrolled in two or more dual-credit or career courses by their graduation date, 100% of whom will complete the course(s) with a passing grade.

2023-2024 Seniors	Enrolled: CNM-Financial Literacy & UNM College/Career Soft Skills, Ethno-Botany, Astronomy, Business Math, Electrical Theory	Completed Course CNM-Financial Literacy & UNM College/Career Soft Skills, Ethno-Botany, Astronomy, Business Math,Electrical Theory
██████	*	*
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*Central New Mexico (CNM), CNM-Career Program, Southwestern Indian Polytechnic Institution (SIPI), Institute of American Indian Arts (IAIA), UNM-Los Alamos, New Mexico State University, Employed. Northern NM -Electrical Theory

Conclusion: WHCS students exhibit a positive educational upward trend upon enrollment through graduation due in large part to their participation in data-driven instruction provided by instructors with 21+ years of experience along with Layer I and Layer 2 interventions, SEL opportunities, dual credit career programs, Heritage language/cultural course, and tribal program support (JHHS Behavioral Health, Community Wellness and Social Services).

College admissions departments view these trends as positive indicators of potential success, and persistence in higher education. These achievements are a testament to the hard work, resilience, and dedication at Walatowa High Charter School, which has accordingly been recognized with the Spotlight School distinction. Continue to disaggregate data to develop individual education growth plans for students. Instructors will utilize the disaggregated data for lesson plan development and delivery. This disaggregated data will enable the WHCS Faculty and Staff to create partnerships with the institutions of higher college/career education to design and implement dual credit programs.

Action Plan: WHCS will strengthen its focus on meeting the needs of American Indian students as follows:

- ❖ Continue to disaggregate student test scores to the individual American Indian student level to better determine individual student needs.
- ❖ Continue to re-evaluate the use of federal funds to ensure the needs of American Indian students are being met.
- ❖ Continue to develop additional relationships with college and/or career programs, educational programs, tribal programs to create multiple student options of post secondary learning opportunities.
- ❖ Continue to implement research based Reading Program as a requirement.
- ❖ High impact tutoring and student support services.

SCHOOL SAFETY

Objective: To ensure that students in New Mexico schools attend safe, secure, and peaceful schools.

Background: New Mexico - as do other states in the nation - looks at strategies to keep students, staff, and faculty safe in schools. The School Safety plan offers new research and new approaches with the intent to: assist schools and their community partners in the revision of the school-level safety plans; prevent an occurrence and/or recurrences of undesirable events; properly train school staff, faculty, and students to assess, facilitate, and implement response actions to emergency events; and provide the basis for coordinating protective actions prior to, during, and after any type of emergency. New Mexico school districts have developed supports to ensure the safety of students within the schools. These provisions include the following: policies and procedures for school safety, safety committees, safety implementation plans, prevention plans, anonymous tip lines, emergency response plans, recovery plans, safe schools' reports, and a school safety report submitted to the PED Coordinated School Health and Wellness Bureau (CSHWB).

Methods: The 23 school districts and two charter schools submitted their current school safety process through a district-wide survey issued by New Mexico Public Education Department (NMPED) Indian Education Department (IED). The NMPED IED team analyzed the data to determine which districts or charter schools required additional assistance to ensure students have a safe school environment. Each school collected behavioral incidence data and recorded the data in the district's student information system.

Results: The Walatowa High Charter School is located on the Jemez Pueblo Indian Reservation (POJ). WHCS utilizes the services of the Jemez Health and Human Services, POJ Police Department, POJ Emergency Medical Services, POJ Tribal Administration and Programs, POJ Tribal Administration, POJ Public Works, POJ Tribal Education and Indian Health Services – Environmental Department to fulfill NMPED Safe School Plan which was updated and approved 10/1/2021.

In addition, WHCS has in place and implements all NMPED School Safety Requirements which include the following: Discipline Policies and Procedures; Staff and Student Policy Handbooks; Covid 19-Remote Continuous Learning Plan, Emergency Policies and Procedures including Fire,

Evacuation and Lock-Down Drills; Tobacco, Alcohol and Drug Free Schools Policies; Indian Health Services (IHS) Food Safety Inspections. All visitors are required to sign in and must wear a visitor's name tag.

WHCS Governing Board serves as the Safety Committee, which meets monthly and WHCS works directly with Pueblo of Jemez Health and Human Services to provide health services to all students.

WHCS, JHHS Behavioral Health and Sandoval have designated counselors that work with student social and emotional needs. In addition, WHCS partners with Cooperative Educational Services Bi-Lingual Multi-Cultural Ancillary Services to access ancillary social workers when needed. WHCS has developed, and implements, a Wellness Policy which is required by the NMPED.

WHCS Restorative Justice Model: WHCS collected behavioral incidence and implemented the WHCS Restorative Justice Model. Restorative Justice Process (RJ)

The RJ process is intended to achieve two goals: open learning that leads to a change in behavior, and restoration for the wrongs done to individuals and the community affected by the individual's actions. For the RJ process to be initiated, both the student and his/her parent/guardian must consent.

The RJ panel will consist of the WHCS Executive Director and/or designee, WHCS Federal Program Director and assigned WHCS Instructor.

The restorative process to address violations of Academic Integrity Policy will be as follows:

1. The Restorative Justice meeting will be scheduled with students/guardians.
2. The established facts of the violation will be reviewed.
3. Individuals speaking on behalf of those harmed by the violation, and others speaking as parties harmed by the violation, describe the nature of the harm done to them and the community.
4. The student responds to the statements made by those harmed by the violation.
5. The panel and the student have a moderated discussion by the WHCS Executive Director and/or designee, WHCS Federal Program Director and assigned WHCS Instructor administer of the statements and the student's response to determine that the student fully understands and accepts the nature of the harm done and his/her responsibility for actions that led to that harm.

* The WHCS Panel will refer to the applicable tribal agencies:

- JHHS-Tribal Programs: Social Services, Behavioral Health Counseling JHHS: Positive Behavioral Interventions such as individual counseling and group counseling. Informational sessions regarding mental and physical health topics.
Pueblo of Jemez Vocational Rehabilitation Program

- Pueblo of Jemez Education Department, Pueblo of Zia Education Department, Pueblo of Isleta Education Department – High Education Services
 1. Tribal Attendance Policy (POJ Education Dept.)
- Pueblo of Jemez, Pueblo of Zia and Isleta Pueblo Tribal Courts
- 5-Sandoval Counseling Services

7. The student provides potential solutions to repair the harm presented. The WHC panel, partner agencies and the student then have a moderated discussion of how the student can provide a satisfactory restoration for the harms done and develop an individual improvement plan.

9. All parties agree to a specific plan for the restoration of harms done, including dates for their completion.

Table 1: Discipline Infractions-Initiated the WCHS Restorative Justice Model:

*School year 2022-2027 begins the next 5 year cycle which will serve as our baseline data set

Year: 2022-2027	INFRACTIONREFERRAL	TOTAL # OF INCIDENTS/REFERRAL	FEMALE	MALE	Comments
2022-2023TOTAL # OF STUDENTS - 40	Referral	12	*****	**	Grief Counseling, Anxiety, Substance Abuse Counseling, Rehab Referral, Well Check, Academic neglect
2023-2024 Tota; #: 36	Referral	5	***	**	Pregnancy, Grief Counseling, Anxiety, Substance Abuse Counseling, Rehab Referral, Well Check, Academic neglect

2024-2025	Referral	6	****	**	Pregnancy, Grief Counseling, Anxiety, Substance Abuse Counseling, Rehab Referral, Well Check, Academic neglect
2025-2026	Referral	3	**	*	Grief Counseling, Anxiety, Academic neglect

Conclusion: Although the policies and procedures established by the NMPED and implemented by WHCS are successful, WHCS will continue to evaluate possible options for lowering infractions at all levels with a focus on the grades with the highest levels of infractions.

Action Plan:

- ❖ WHCS will continue to follow established protocols and policies that meet NMPED requirements and Tribal expectations. WHCS will research possible options for addressing the increase in infractions with incoming 9th grade students.
- ❖ WHCS will continue with the Restorative Justice Model and coordinate with Tribal/State programs to assist the student and staff.
- ❖ WHCS will continue adhering to the JHHS/State health programs policies and procedures to ensure that students' social and emotional learning needs are being addressed.

GRADUATION RATES

Objective: The graduation objective is to ensure that all American Indian students are given the opportunity to graduate from high school with a New Mexico Diploma of Excellence. The high school experience and diploma together provide students with solid preparation for college and career readiness.

Background: Transitioning to the National Governors Association (NGA) cohort computation method, New Mexico implemented its first 4-year cohort graduation rate in 2009. This adjusted cohort graduation rate improves our understanding of the characteristics of the population of students who do not earn regular high school diplomas or who take longer than four years to graduate. Numerous statistics and reports from the US Department of Labor indicate the importance of a high school diploma and reflect the high economic costs of not completing high school. Since 2003, New Mexico has reported on a 5-year cohort graduation rate for American Indian students in order to better capture the number of students acquiring the New Mexico Diploma of Excellence.

Methods: The cohort consists of all students who were first-time freshmen four years earlier and who graduated by August 1 of their 4th year. Additionally, cohorts are tracked for one additional year past their expected year of graduation, yielding a 5-year graduation rate. Targets for

graduation—called School Growth Targets or SGTs—were reset and approved by the USDOE in the spring of 2012. These targets are 4-year cohort graduation rates, which are anticipated to reach 85 percent by 2020. Detailed rates by traditional subgroups, aggregated by school and district, can be found on the PED website. The results of the extended years’ graduation rates (5-year and 6-year) for the same cohort of students are also posted on this site.

Results.

*School year 2022-2027 begins the next 5 year cycle which will serve as our baseline data set

Subgroup Seniors (12th Grade)	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	Comments
Graduation Rate	94.12%	90.90%	90%			
All Students	41	36	34			
Female	*	*	15			
Male	*	*	18			
American Indian	41	36	33			
Free and Reduced Lunch	Universal Lunch Program: All students 100% Free	Universal Lunch Program: All students 100% Free	Universal Lunch Program: All students 100% Free			
Students with Disabilities	*	*	*			

*Indicates less than 10 students so results are masked , Source:<https://webnew.ped.state.nm.us/bureaus/accountability/graduation/>

WHCS completed a 100% cohort graduation rate meeting all NMPED Graduation requirements. Furthermore, to address the dropout rate, WHCS incorporated the WHCS Pilot GED/HiSet Program.

WHCS GED/HiSet Program

In coordination with the Pueblo of Jemez Tribal Education Department, the Walatowa High Charter School provides HiSet preparatory instruction to individuals scheduled for the GED/HiSet Assessment. The High School Equivalency Test (HiSET) is a new way for people who didn't finish high school to earn a diploma and get on track for college or a career. The exam has five parts: Math, Science, English, Social Studies, and Writing (Mometex Assessment, 2019).

In 2018-2019, two (2) students graduated from the WHCS HiSet Program and met the national standard for graduation.

2022-2027- WHCS had 3 students who completed and passed all required HiSet assessments which they are eligible to participate in graduation ceremonies.

Conclusion. WHCS has one of the highest graduation rates among schools with a high Native population in the country. WHCS will continue to collaborate with Tribal Education departments and develop individual student education plans to provide alternative graduation opportunities.

Action Plan: The WHCS will continue implementing the following strategies:

- Continue implementing COVID-19 Continuous Learning Model: Phase I, Phase II AND Phase III (As needed)
- Continue to implement research-based instructional programs for Math and Reading.
- Continue sustained Reading Plus/Lexia at the high school level.
- WHCS Faculty and support staff will: analyze and focus on concepts not mastered; review and re-teach concepts with individual students and student groups.
- Provide intervention through Individual Education Management Portfolio (Individual Education Management Portfolio) and additional class times for serves at the high school.
- Implementation of best practices, culturally relevant information, and ELL strategies. The team meets Bi-weekly to examine instructional practices and to customize these practices based on assessment results.
- Additional counselor for the high school utilizing JHHS.
- Next Step Plans implemented in the 12th grade, in conjunction with a Career Inventory (ASVAB), that follow students through their High School Careers and use of a graduation checklist for grades 9-12.
- Provide information on programs/services available to students and families as well as school and/or district activities and procedures.
- Refer students and their families to outside agencies (e.g state agencies, Pueblo of Jemez, Pueblo of Zia, Isleta Pueblo, 5-Sandoval, non profits, medical professionals, counselors, foundations, charities, organizations etc.) to ensure that the needs of students, parent's families and extended families are met.
- Communicate with parents on behalf of school (e.g. attendance, Policy and Procedure, College and Career information for parents and homework issues, available programs/services, completing paperwork tutoring etc.) for ensuring that an ongoing partnership between the home and school is successfully formed; conduct parent meetings or workshops with Veterans, City, County, State, Tribal Native business as assigned for the purpose of gaining information and/or discussing needs and problems involving students and their families;

- Confer with teacher's parents and/or appropriate community agency personnel, for assisting in evaluating student progress and/or implementing student objectives and goals; specific work will be done with the Schools College and Career Coordinator, the schools Executive Director and the RTI Team.
- Coordinate home visits with WHCS Executive Director, Pueblo Tribal Officials in rural communities and parent meetings for the purpose of gaining information and/or discussing needs and problems involving students and their families; maintain a variety of confidential and non-confidential manual and electronic lists and records
- (e.g. activity logs, phone logs, community resources, etc.) for the purpose of documenting activities, data collection providing up-to-date reference and audit trail and/or ensuring the availability of items;
- Collaborate with Tribal Language programs of specific students to provide the opportunity to learn tribal language. Currently, Pueblo of Jemez, Pueblo of Zia, Iselta, Santa Ana Pueblo Language and Culture teams.
- Collaborate support efforts with the JHHS/Tribal Programs: Social Services, Behavioral Health Counseling
- Pueblo of Jemez Education Department, Pueblo of Zia Education Department, Pueblo of Isleta Education Department.
 1. Junior Internship Program – (POJ Education Dept.)
 2. McDonalds Archway Program-High School Employment
 3. Pueblo of Jemez JVR-Project Hope
 4. Tribal Ed. Collaborative (POJ, POZ & POI and POS Education Dept.)
 5. World Heritage Language Course - Hemish. - Zia-Keres
 6. UNITY
- Tribal Court/JHHS Behavioral Health WHCS **RESTORATIVE JUSTICE** Student Discipline.
- Pueblo of Jemez and Zia Cultural Presentations
- 5-Sandoval - Project Venture
- POJ Public Works-Facility Oversight
- Prepare a variety of documents, reports, and written materials (e.g., registrations, homeless lists, activity logs, phone logs, Flyers of various events, Resource outreach etc.) for communicating information to parents, staff providing written support, developing recommendations and/or conveying information. NMPED Requirement.

ATTENDANCE

Objective: The attendance objective is to assure that all students attend school every day and on schedule. This will be accomplished by supporting school district initiatives addressing the decrease in dropout rate and increase in attendance.

Background: The Attendance for Success Act requires that school attendance data be reported to the New Mexico Public Education Department (NMPED). Students are expected to attend in-person or remote instructional programs, as provided by their school, each day. Hybrid Learning Models. The Attendance for Success Act requires that accurate class attendance be taken for every instructional class or school program (Section 6.A.5.), and as such, schools must take attendance when students are participating in in-person educational

activities at school and during periods of remote only instruction. For hybrid learning models in which students attend in-person classes on some days of the week and participate in remote learning on other days of the week, accurate attendance data for both must be documented. These district instructional programs or charter schools will develop attendance policies such that attendance is regularly taken and reported for program participants, and students are supported with appropriate interventions in accordance with the Attendance for Success Act. In addition, some school districts have established agreements with outside agencies to jointly provide for the educational and social needs of students who are at risk of dropping out. Students who drop out negatively affect the four-year (freshman) cohort graduation rate for the state, which results in a lower graduation rate.

Methods: WHCS schools report absences with excused and unexcused identifiers through the Student Teacher Accountability Reporting System (STARS). They certify that the information is being reported consistently at intervals at the 40th-, 80th-, and 120th-day, and end-of-year in a manner as specified by the PED. A student is considered habitually truant if he or she has a total of 10 or more full-day, unexcused absences in a school year within the charter. The Attendance for Success Act requires that school attendance data be reported to the New Mexico Public Education Department (NMPED). Students are expected to attend in-person or remote instructional programs, as provided by their school, each day. Hybrid Learning Models. The Attendance for Success Act requires that accurate class attendance be taken for every instructional class or school program (Section 6.A.5.), and as such, schools must take attendance when students are participating in in-person educational activities at school and during periods of remote only instruction. For hybrid learning models in which students attend in-person classes on some days of the week and participate in remote learning on other days of the week, accurate attendance data for both must be documented. These district instructional programs or charter schools will develop attendance policies such that attendance is regularly taken and reported for program participants, and students are supported with appropriate interventions in accordance with the Attendance for Success Act. NM districts identify these students using demographic data obtained from the Student Snapshot and Membership (school cumulative enrollment between the first and last days of the school year) records stored in STARS

Results.

WHCS Attendance and Enrollment Rate

WHCS averages an annual 94.87% American Indian student population enrollment

Year	Annual STARS Attendance Rate	Official PED STARS 80-Day Enrollment Report
2022-2023	94.87%	40
2023-2024	90.91%	36
2024-2025	90.87%	34

2025-2026		
2026-2027		

* NMPED Website <https://webnew.ped.state.nm.us/bureaus/information-technology/stars/>).

Conclusion: Based on the above-mentioned data, the attendance rate for American Indian students at WHCS is high because of the collaboration with the following Tribal programs: Pueblo of Jemez Education Department, Pueblo of Zia Education Department, Isleta Pueblo Education Department and Santa Ana Pueblo.

Action Plan: WHCS Executive Director, Faculty, Staff and Tribal Program partnerships will continue addressing absenteeism and provide unique solutions for students and school through the implementation of the following:

WHCS Attendance Policy

1. 3rd Absence: Notify parent/guardian (Phone, E-mail).
2. 5th Absence: Notify parent/guardian (Phone, E-mail and written). Inform and provide written notification to be delivered by Tribal Officials. Tribal Officials may remind the parent/guardian of the importance of school attendance.
3. 7th Absence: Notify parent/guardian (Phone, E-mail and written). Parent/Guardian, WHCS Executive Director, WHCS Indian Ed. Coordinator, WHCS Instructor and Tribal Official meeting. Attendance Improvement Plan
4. 10th Absence: Notify parent/guardian (Phone, E-mail and written). Notify Tribal/State Social Services and/or Tribal/State Juvenile Courts, Parent/Guardian, WHCS Executive Director, JHHS Counseling referral and Tribal official meeting. Attendance Improvement Plan amendment.
5. 15th absence: Social Services, Tribal Courts. Alternative Education Setting. Expulsion from WHCS for violation of attendance policy.

ENROLLMENT DECLINE

Enrollment Decline: The root cause for the declining student population does not solely pertain to the two charter schools but also has affected Jemez Valley Public Schools and the entire Jemez Valley Corridor.

The following factors have impacted all area schools:

- ❖ **Employment:** Relocation of families due to limited employment opportunities.
- ❖ **Housing/Rental Properties:** Lack of housing/rental properties in the Jemez Valley Corridor resulted in families moving into areas with more housing/rental options.

- ❖ **School Choice:** Employment location and mobility provide parents access to more options. Parents are now choosing between the following high schools; WHCS, Rio Rancho High School, Cleveland High, Jemez Valley High School and/or Bernalillo High School. Also, the enrollment at Santa Fe Indian Boarding School which begins in middle school has increased since the Covid-19 Pandemic. For elementary/middle school, SDRS is one of many school choices for families. Jemez BIA Day School, JVPS-Elementary/Middle, POJ Tribal Language School, Rio Rancho Middle, Enchanted Hills, Elementary/Middle and/or ASK Academy are just to name a few.
- ❖ **Middle to High School Transition:** WHCS is a **HIGH SCHOOL ONLY** model (9-12). WHCS does not have a seamless transition from middle to high school like other school districts.
- ❖ **Middle School Closure:** In the past, WHCS would receive students from the Pueblo of Zia. But since the closure of the Zia Middle School, students from Zia have been predominantly enrolled in schools outside of the Jemez Valley Corridor.
- ❖ **Transportation:** National shortage of certified bus drivers is also a factor. We have a school bus but no certified driver. At this time, we cannot pick up students and bring them to school. Actively recruiting bus drivers.
- ❖ **WHCS Portable Facilities:** 2017-2022 Charter Contract 5 -year facility master plan which was approved by Pueblo of Jemez Tribal Council. In 2020, POJ Tribal Council granted WHCS to begin construction in 2020 but was impacted by 2021 Covid-19 community closures. At the time, the Tribal Covid-19 protocols limited construction implementation. The NMPED approved the extension of the 5-year facility master plan for the 2022-2027 Charter School Negotiated Contract Renewal. The lack of facility permanent structures may also have influenced parental school choice because of the belief that the school is not permanent.
- ❖ **Legacy Student:** A student that has a family member who attended a specific high school tends to follow the same path of that particular family member. For example, if a parent/guardian attended Jemez Valley High School will tend to follow the same path.

Conclusion: The decline of enrollment rate for American Indian students at WHCS is high because of the above-mentioned reason..

Action Plan: WHCS Executive Director, Faculty, Staff and Tribal Program partnerships will continue addressing the decline in enrollment and provide unique solutions for students and school through the implementation of the following:

- Education Plan: Continue to provide a unique and individualized education program.
- Certified Faculty and Staff: Continue to provide a qualified and dedicated staff for students.
- Parent & Community Involvement: Continue to implement the Parent and Community Involvement activities, workshops and information sessions.
- Increase social media presence to inform the community of WHCS Scheduled activities.

PARENT AND COMMUNITY INVOLVEMENT

Objective: The parent and community objective are to ensure that parents; tribal departments of education; community-based organizations; urban American Indian community members; the DOE; universities; and tribal, state, and local policymakers work together to find ways to improve educational opportunities for American Indian students by encouraging and fostering parental and community involvement within public and charter schools.

Background: The importance of parent involvement in education has been documented as benefiting students, parents, teachers, and schools—whether the program is at the preschool or elementary, middle, or high school levels. Studies have shown that when parents participate in their children’s education, the result is an increase in student academic achievement and an improvement in the student’s overall attitude and school behavior. There is also improved attendance, fewer discipline problems, and less bullying. Higher aspirations have been correlated to parent involvement as have improved attitudes, enhanced interest in science among adolescents, increased language achievement, and sustained achievement gains.

Methods: WHCS identified the following programs or activities tailored to supporting American Indian students, parents, and communities:

Results:

1. The use of Tribal Officials to visit families proved very successful in keeping parents involved in their children’s education. Improved School to Community Engagement.
2. Improved educational engagement. (See Graduation Rate)
3. The WHCS Governing Board meets monthly. WHCS Governing Board serves as the Indian Education Committee. Parent Teacher Organization, Impact Aid Policies and Procedures.

Parents and the Pueblo of Jemez Tribal Administration are included in the WHCS Annual School Improvement Plan, review of all federal program grants, help distributing WHSC information to all American Indian families, make recommendations on the educational needs of American Indian students, as well as make recommendations on how funds are allocated in support of American Indian students. The WHCS distributes information to the Pueblo of Jemez, Pueblo of Zia, Isleta Pueblo and Pueblo of Santa Ana tribal administration and Tribal Education Programs.

Conclusion: The programs and activities that are being implemented in support of all WHCS Students and American Indian parents and students have produced results in terms of increasing educational engagement for their children. In addition, the WHCS Instructors have indicated that the additional support provided by supplemental instructional materials have positively affected the success of American Indian students in classrooms.

Action Plan: WHCS will continue to review the impact of programs and activities that are being implemented in support of American Indian parents and students through an External Evaluator. This Evaluator will review program implementation and outcomes to ensure compliance with WHCS Goals and Objectives, NMPED and NMPEC requirements. WHCS will continue to seek ways of increasing parental involvement.

WHCS provides various resources to provide through strategic partnerships between San Diego Riverside Middle School, Walatowa High Charter School, NMPED, NMPEC, NM Charter School Division, Institute of American Indian Arts, Central New Mexico Community College, Southwestern Indian Polytechnic Institute, University of New Mexico at Los Alamos, Pueblo of Zia, Santa Ana Pueblo, Isleta Pueblo and the Pueblo of Jemez which creates a seamless pipeline throughout a student's high school years is top priority for all that are engaged in the WHCS community. These partnerships allow a holistic supportive model to ensure student success and continuous progression to higher education and career possibilities.

1. WHCS provides information on all programs/services available to students and families as well as school and/or district activities and procedures.
2. Refer students and their families to outside agencies (e.g., state agencies, Pueblo of Jemez Health and Human Services, UNMH,5-Sandoval, CNM-NM Workforce, Pueblo of Jemez Tribal Programs, Local business etc.) to ensure that the needs of students, parent's families and extended families are met.
3. Communicate with parents on behalf of school (e.g., attendance, Policy and Procedure, College and Career information for parents and homework issues, available programs/services, completing paperwork tutoring etc.) for ensuring that an ongoing partnership between the home and school is successfully formed.
4. Conduct parent Meetings County, State, Tribal Administration, Native and private businesses as assigned for the purpose of gaining information and/or discussing needs and opportunities.
5. Confer with teacher's parents and/or appropriate community agency personnel, Tribal programs and JHHS for assisting in evaluating student progress and/or implementing student objectives and goals; specific work will be done with the schools turn-around specialist, the WHCS Executive Director and the school wide RTI (Response to Intervention).
6. Coordinate home visits with Tribal Officials and parent meetings for the purpose of gaining information and/or discussing needs and problems involving students and their families.
7. Maintain a variety of confidential and non-confidential manual and electronic lists and records (e.g., activity logs, phone logs, community resources, etc.) for the purpose of documenting activities, data collection providing up-to-date reference and audit trail and/or ensuring the availability of items.
8. Collaborate with Pueblo of Jemez Language Team, Pueblo of Zia, Pueblo of Santa Ana and Pueblo of Isleta to provide students the opportunity to learn their respective languages.
9. Collaborate support efforts with the WHCS Governing Board, WHCS Administration, WHCS Faculty and Staff.
10. Participate in a variety of meetings, workshops, and committees for the purpose of conveying and/or gathering information required to perform functions and remaining knowledgeable of program guidelines.

11. Prepare a variety of documents, reports and written materials (e.g., registrations, homeless lists, activity logs, phone logs, Flyers of various events, Resource outreach etc.) for communicating information to parents, staff providing written support, developing recommendations and/or conveying information.
12. Annual School Calendar – WHCS annual school calendar is built around the traditional calendars of the two Pueblo communities that represent most of our student body. We start early to prepare for any scheduled and unscheduled tribal traditional activities that may occur throughout the year. WHCS Governing Board members are involved to ensure the calendar reflects community events and activities.
13. Bi-Annual Tribal Administration Information Distribution - WHCS provided bi-annual Tribal Administration information packets of the WHCS goals and objectives and the annual school plan to meet those goals and objectives to the Pueblo of Jemez, Tsiya and Kewa Tribal Administrations. Plan is designed from the WHCS Annual Goals and Objective and NMPED Dash Plan annually.
14. NM Safe School Plan – The Walatowa High Charter School is located on the Jemez Pueblo Indian Reservation. WHCS utilizes the services of the Jemez Health and Human Services, POJ Police Department, POJ Emergency Medical Services, POJ Tribal Administration and Programs, POZ Tribal Administration, POJ Transportation Services and Indian Health Services – Environmental Department to fulfill NMPED Safe School Plan which was updated and approved 10/21(WHCS Safe School Plan can be located on the NMPED Website)
15. Restorative Justice Model – WHCS Utilizes the following organizations to fulfill our discipline model and referral system – POJ Tribal Officials, JHHS Behavioral Health Counseling Services, POJ Social Services, POJ Tribal Courts, POZ Tribal Officials, POZ Tribal Courts, and Sandoval Counseling Services.
16. Student Health Plan - Student overall health plan is an initiative to address the whole child. Mental Health referrals to JHHS-Behavioral Health, Physicals, Certified fitness trainers and facilities used by the POJ Tribal Administration and Jemez Health and Human Services Department.
17. World Heritage Language Course - Through an agreement with Tribal Language Programs and Tribal Administration will be taught by tribally approved language instructors. Oral Curriculum and Oral Assessments are designed by Tribal Language Committees of respective communities which involve oral presentations to verify language acquisition.
20. Junior Internship Program/Tribal Education Department – The Junior Internship program is designed by the POJ Tribal Education Department and incorporated in the school daily schedule. The program provides awareness of Tribal career opportunities, leadership component and cultural awareness of both Pueblo Tribes and Sandoval County community access. Course taught bi-monthly through presentations and community-based instruction. POJ and POZ Tribal Education Department provided educational presentations bi-monthly and are open daily for students from WHCS.
21. Governing Board Meetings (Federal Programs, PTO IPP, Finance and Audit Committee) – All community and tribal leaders are encouraged to participate in our monthly Governing Board Meetings held at the WHCS Administration, third Wednesday of the month.

22. Nutrition Services – WHCS utilizes the services of the JHHS Public Health Dietician to ensure that menu design reflects the national and state standards.

23. Facility and Land Lease – WHCS Resides on Jemez Reservation, therefore, WHCS land and facility lease are provided through the POJ Tribal Administration. All facilities and Land concerns, questions are directed to the POJ Tribal Administration and Tribal Council annually as needed. WHCS currently has a 5-year lease with POJ Tribal Administration.

24. Facility Oversight: Maintenance, Inspections and annual improvements are coordinated with the POJ Public Works Department, POJ Tribal Administration and POJ Tribal Council.

25. Dual Credit Course and college presentations/workshops – Courses are designed and WHCS Faculty are adjunct through the Institute of American Indian Arts, Central New Mexico, UNM-Los Alamos, and Southwestern Indian Polytechnic Institute. Courses taught daily.

26. WHCS Instructor Lesson Plans –Lesson plans are designed to incorporate community values and utilize cultural practices to reinforce academic lessons. Bi-Weekly review and NM Teacher Evaluation.

27. Tribal Education Collaboration: Tribal collaboration meetings with Tribal Education Departments Rep. to provide higher education initiatives. WHCS Representative is assigned to participate in any POJ Tribal Education initiative if possible.

28. Next Step Plan meetings which include assessment results and school improvement plan. Athletic events. National Honor Society, College/Career Readiness Scheduled Activities.

The WHCS Executive Director and/or designee, faculty and staff will:

1. provide information on programs/services available to students and families.
2. refer students and their families to outside agencies (e.g., state agencies, POJ Tribal Program, POZ Tribal Programs, medical professionals, counselors, foundations, charities, organizations etc.) to ensure that the needs of students, parent's families and extended families are met.
3. foster an ongoing partnership between the home and school through parent workshops, information materials and session, online materials, google meet to communicate with parents on behalf of school (e.g., attendance, Policy and Procedure, College and Career information for parents and homework issues, available programs/services, completing paperwork tutoring etc.) for ensuring that an ongoing partnership between the home and school is successfully formed.
4. collaborate with teacher's parents and/or appropriate community agency personnel, for assisting in evaluating student progress and/or implementing student objectives and goals
7. coordinate home visits in rural communities and parent meetings for the purpose of gaining information and/or discussing needs and problems involving students and their families via google meet, phone contact and email.

8. maintain a variety of confidential and non-confidential manual and electronic lists and records (e.g., activity logs, phone logs, community resources, etc.) for the purpose of documenting activities, data collection providing up-to-date reference and audit trail and/or ensuring the availability of items.

9. prepare a variety of documents, reports, and written materials (e.g., registrations, homeless lists, activity logs, phone logs, Flyers of various events, Resource outreach etc.) for communicating information to parents, staff providing written support, developing recommendations and/or conveying information.

10. visit families and students in their homes as required for the purpose of assessing situations, improving communication, providing information regarding school policies and programs, and/or providing referrals, online assistance, employment information.

Conclusion: The programs and activities that are being implemented in support of American Indian parents and students have demonstrated positive results in terms of increasing the student, parent and community engagement. In addition, teachers have reported that the additional support provided by supplemental instructional materials have positively affected the success of American Indian students in the classroom and in the online learning model through the G-Suite WHCS Google Classroom.

Action Plan: WHCS will continue to review the impact of programs and activities that are being implemented in support of American Indian parents and students. WHCS will continue to seek ways of increasing parental involvement.

EDUCATIONAL PROGRAMS TARGETING TRIBAL STUDENTS

Objective: The tribal students' educational program's objective is to recognize and support the unique cultural and educational needs of American Indian students enrolled in public schools and charter schools.

Background: The Indian Education Act prioritizes support to meet the unique educational and culturally relevant academic needs of American Indian and Native Alaskan students through the efforts of LEAs, Indian tribes and organizations, postsecondary institutions, and other entities. American Indian students are challenged to meet the same state academic standards as all other students are expected to meet. Integrated educational services, in combination with other programs, are offered to best ensure that American Indian students and their families can meet and take advantage of those academic opportunities.

Methods: WHCS implements various programs designed to meet the needs of American Indian students. These programs include:

WHCS RIGOROUS CURRICULUM PLAN

WHCS will continue to implement the high rigorous resources such as:

Reading Plus/Lexia – Our students struggled to read. Most were coming to us at a fourth- or fifth grade reading level and were lacking an academic vocabulary. Simply put, students could not access the curriculum. Our educators have four years, a very small window of time, to close this dramatic achievement gap. The sooner we could get our kids at grade-appropriate reading levels, the sooner we could provide them with more challenging curriculum and educational opportunities. We have incorporated in our daily schedule the Reading Plus program. Reading Plus is the only Common Core aligned reading intervention that prepares students to engage with complex text by developing all three dimensions of successful readers: capacity, efficiency, and motivation. Developed in partnership with leading reading researchers, the personalized and dynamically adjusting program is proven to increase reading achievement for students in grades 3 and beyond. Reading Plus addresses the three areas critical to reading success – the physical (strengthening eye muscles to develop fluency and stamina); cognitive (building vocabulary to improve comprehension) and emotional (tapping students’ interests to build confidence and motivation).

Second, Reading Plus is structured in a way that supports our individualized approach to education. We test our students’ reading proficiency at the beginning of the school year to map out an education plan. We use weekly data to adjust lessons and personalize assignments based on each student’s progress. On average, we see students grow more than 1.5 grade levels per year using the program. In some cases, we’ve seen students jump as many as five or six grade levels in one year. Please review the Case Study that was completed regarding the Walatowa High Charter School at the following IP address: <https://www.readingplus.com/category/success-stories/>

IXL Learning - IXL is a cloud-based service provided by IXL Learning which can be accessed via Android and iOS, and through its web-based interface. The IXL web practice service provides more than 7,000 skills across math, English language arts, science, Spanish, and social studies for students in grades preK-12. Skills and practice questions are aligned with Common Core and state standards and are often used in conjunction with classroom learning and assignments. The program is implemented daily and built into the daily lesson plan delivery.

STEM: WHCS incorporate culturally relevant STEM project-based learning activities to allow students to make connections to cultural, crosscutting concepts and real-world applications. Some of these activities include:

- Water Quality Monitoring of the Jemez Mountain Watershed
- Community based Ecological Restoration, Erosion, Control and Climate Change in Jemez Mountain.
- Ethnobotany
- Indigenous Agriculture

In addition, the WHCS curriculum has been modified to teach integrated STEM education focused on career pathways with emphasis on STEM practices and authentic application of STEM knowledge. Cross curricular activities among two or more STEM subjects’ areas are integrated in regular intervals throughout the WHCS school year curriculum. Connecting STEM subjects allows for STEM practices to be applied with authentic context for the purpose of enhancing student learning and making purposeful real-life connections. In addition, blended learning activities in Math, Biology, Chemistry, Earth Science and Dual Credit Classes such as virtual and hands-on STEM labs have been

incorporated. These activities are frequently extended to the arts, creativity, and design to provide opportunities for students to learn in more relevant and stimulating experiences and to encourage the use of higher-level critical thinking skills. According to WHCS, students completed and passed all New Mexico Science End Of course Assessments with an average of 75% and above.

WHCS will utilize WHCS Google Classroom as part of our Blended School Model (Face to Face/Online delivery Google Classroom is a web service, developed by Google for schools, that aims to simplify creating, distributing, and grading assignments in a paperless way. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers, students and parents.

PHENOBOT: Phenomena (a.k.a. real-world events) -based instruction is the foundation of the Next Generation Science Standards (NGSS) three-dimensional learning process – the integration of Disciplinary Core Ideas (DCIs), Science and Engineering Practices (SEPs) with Crosscutting Concepts (CCCs). NGSS's performance expectations (PEs) are the result of all three dimensions coming together. WHCS integrates synergy among subject areas by holistically connecting educational standards (NM Content Standards, CCSS, NGSS and 21st century learning skills) with Native American culture and indigenous Best Practices when writing curricula.

An example of a schoolwide PhenoBL unit is described below:

- The local Phenomenon WHCS students observed during the Fall 2020 semester was a decrease in the number of the beaver population in the Jemez watershed. The Phenomenon directed the selection of the Next Generation Science Standards (NGSS) to identify the Driving Question as follows:
- Performance Expectation PE: HS-LS2-6: Evaluate claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions but changing conditions may result in a new ecosystem
- Scientific and Engineering Practices (SEPs): Engaging in Argument from Evidence
- Disciplinary Core Ideas (DCIs): LS2.C (Ecosystem Dynamics, Functioning, and Resilience)
- Crosscutting Concepts (CC):
 - Systems and System Models: A system is an organized group of related objects or components; models can be used for understanding and predicting the behavior of systems.
 - Stability and Change: For both designed and natural systems, conditions that affect stability and factors that control rates of change are critical elements to consider and understand.
- Driving Question: What factors result in ecosystem change?
- The Driving Question informs the cross-curricular lesson plans across Science, Computer Science, ELA and Math. Figure 1 (shown below) illustrates WHCS's Fall 2020 PhenoBL instructional unit which interconnects CCSS, NGSS and Computer Science (CSTA) standards with cross-curricular instruction (Life Science, Math, ELA, and Computer Science).
- The PhenoBL Capstone Project called "Stewards Building Wetland Habitats and Beaver Monitoring " (described below) culminates in the integration of WHCS's community school model, Indigenous Education, and academic rigor to ensure post-secondary success. The Capstone Project is linked to the Career Technical Education's (CTE) Career Cluster "Agriculture, Food and Natural Resources, Environmental Service Systems Career Pathway ", Essential Topic ESS03.01 – Problem-Solving and Critical Thinking. The Capstone

project supports the 2022-2027 Charter School Goals and Objectives-Student Annual Achievement Goals to fulfill the Mission-Specific Indicators for College Readiness and Post-Secondary Acceptance

Assessment Prep Course– Assessment preparation course is designed to help students prepare for the rigors of taking the PSAT and/or SAT tests, Accuplacer, which are designed and offered by the College Board and supplemented by KHAN Academy, PBS Learning, College/University Articles, Perfection Learning and Google Education sites. In addition, the ACT/SAT prep course is also developed through this course. Our primary goal is to identify and implement test taking strategies using prerequisite knowledge to increase student performance. These strategies are also built into the teacher lesson plans.

- PSAT - Student results are linked to KHAN Academy to receive personalized practice recommendations based on student results. These practice assignments are also incorporated in the assessment prep course lesson plan.
- Accuplacer – The Accuplacer is utilized as the school short cycle assessment. Instructors desegregate results and develop strategies to improve assessment results which are tied into the lesson plan and assignment development.
- SAT – Students are required to participate in the ACT as a graduation requirement. Instructors desegregate results and develop strategies to improve assessment results which are tied into the lesson plan and assignment development.
- ASVAB - is a multiple choice test, used to determine qualification for enlistment in the United States Armed Forces and as a **Career Cluster**.
- HiSet - The High School Equivalency Test (HiSET) is a new way for people who didn't finish high school to earn a diploma and get on track for college or a career. The exam has five parts: Math, Science, English, Social Studies, and Writing (Mometex Assessment, 2019)

Assessment Parent Information Sessions: WHCS Faculty and WHCS College/Career Coordinator provides parents and students assessment results and an academic improvement plan which includes KHAN Academy, IXL Learning, Reading Plus, Perfection Learning, Cambridge supplement assignments and Google Education sites.

Career Site Team Meeting: WHCS Faculty, WHCS College/Career Coordinator disaggregates all assessment data to identify common themes and create academic strategies, lesson plan development and to improve assessment outcomes.

SAT Prep Workshop: Annually, WHCS College/Career Coordinator organizes professional assessment preparation workshops for junior and seniors.

Methods: Walatowa High Charter School Rigorous Curriculum and Instruction will focus on three key approaches:

Common Expectations for student work across all core subjects

1. Common Core Aligned Writing Rubrics
2. Citation format (APA/MLA - aligned better with careers our students are interested in)
3. Note-taking strategy (Cornell Notebooks)
4. Shared Academic Language demonstrating Proficiency and Fluency
5. Use of Tiered Questioning and Tasks (Rigor Relevance Framework)

Development and Implementation of 21st century Thinking Skills

1. Instructional practice adjustment such as project- and inquiry-based learning
2. Strategic use of technology to enrich student learning activities
3. **Promoting cultural awareness, cultural sensitivity, and communication among students**
4. Maximizing instructional time by implementing effective classroom management techniques
5. Incorporation of digital literacy skills to supplement high-quality instructional methods
6. Utilization of blended learning approaches to meet ELL students' academic needs
7. Incorporation of supplemental differentiated learning resources such as Khan Academy, PBS Learning, Google Education, Quizlet and IXL learning.

Effective Lesson Planning by implementing coherent systems of curriculum, assessment, and instruction

1. Development of CCSS aligned lesson plans
2. Use of student friendly, measurable lesson objectives based on Bloom's 1) Learning and 2) Digital Taxonomy
3. Implementation of Assessment Strategies (Relevance, Rigor and Learner Engagement Rubric) to build effective instruction
4. Use of Verb List by Quadrant (Rigorous Learning Toolkit)
5. Alignment of Lesson Plans with EOCs and/or statewide tests
6. Cross-Curricular lesson planning to integrate STEAM (Science, Technology, Engineering, Arts and Math)
7. **Ensure instructional practice recognizes student strengths, is culturally responsive and promotes WHCS mission.**

WHCS Assessment and Accountability: Evaluation methods will include but not be limited to

- Implementation Rubric Data-Driven Instruction and Assessment
- Formative Assessments: Reading Plus Data (Grades 9-12), ASVAB, Accuplacer, ACT periodic - Quarterly
- Summative Assessments: Periodic assessment aligned with ASVAB Data, ACT Scores (Grades 11th & 12th)
- Daily formative assessment
- Accuplacer Score (Grades 9th -12th)
- Teacher Self-Assessment PDPs periodic – 3 times yearly

- Classroom observations (2-3 times per year) and routine virtual and in person walkthroughs using Data Driven Instruction and Assessment (DDI) Rubric
- NM Teacher Evaluations based on Domains
- School Survey Data
- Curriculum Alignment Data

Distribution and use of data from WHCS Assessment and accountability

- Professional Learning Communities (PLC)
- Professional Development based on Professional Learning Need
- Lesson and curriculum planning
- Student conferences
- Parent conference
- Educational Support Personnel Training

Driven-By-Data classroom practices to increase rigor

- **Lesson Plans to promote rigor and cultural relevance through standards-based instruction**
- Re-Write/ Tighten Objectives with Assessments in Mind
- Utilization of mixed format “Do Now” and “Bell ringers/Buzzers”
- Differentiated lesson plans
- Assessments are aligned to state tests and college readiness
- Incorporation of innovative and digital technology tools through WHCS G-Suite Education

Teacher Effectiveness and Professional Growth

Increase teacher effectiveness and professional growth by providing the following:

- Tribal Ed. Collaborative Training
- Conf.-Transition from High School to College/Career
- Community School Model Training
- Reading Plus/Lexia Training
- TESOL Strategy Implementation in ELA/Reading
- Native Strand-Wellness Curriculum

- Tribal Ed. Winter Retreat
- College Board Math
- Data Driven Professional Development
- ICLE Model School- Rigorous Curriculum and Instruction (DOK)
- Interactive Notebook, Effective Lesson Plan and Development
- Cornell Notes
- NMPED Teacher Evaluations

Delivery: Walatowa High Charter School staff will increase rigorous learning for all students by:

- ❖ Implementing the Daggett System for Effective Instruction (DSEI) to facilitate a coherent school wide focus on organizational leadership, instructional leadership, and teaching to develop, implement and monitor instructional effectiveness. WHCS instruction will include the four elements of the Daggett System for Effective Instruction (DSEI) which are:
 - ❖ Build effective instruction based on rigorous and relevant expectations (DSEI Teaching Element #1)
 - ❖ Create and implement an effective learner environment that is engaging and aligned to learner needs. (DSEI Element #2)
 - ❖ Possess and continue to develop content area knowledge to make it relevant to the learner (DSEI Element #3)
 - ❖ Plan and provide learning experiences using effective research-based strategies that are embedded with best practices, including the use of technology (DSEI Teaching Element #4)
- ❖ Increasing teacher effectiveness and professional growth by participating in in-depth, structured, professional development in:
 - Data Driven Decision Making to identify student needs and to enable evaluation and accountability
 - Rigor Relevance Training to assess and increase student performance
 - NMPED teacher effectiveness system
 - Developing, implementing and evaluating schoolwide CCSS aligned lesson plans which will include:
 - Utilization of streamlined electronic school wide lesson plan template (TeacherPlanBook) for curriculum mapping, integrated standards (CCSS, NGSS, State and District) as well as cross-curricular collaboration and cultural relevance.
 - Complexity of cognitive processes using the DOK-level model
 - Tiered Questioning and Task Chart
 - Rigor Rubric with EL consideration
 - Common student work expectations
 - Cornell Note taking strategies
 - Formative and Summative Assessments

- Tiered Assessments e. g. Rubrics, Student Choice
 - Alignment with current EOC Blueprints
 - APA/MLA-style writing format
 - Interactive Notebooks
- ❖ Building Assessment Data teams for English and Math to assess student achievement gaps, monitor and to increase student success by:
- Assessment results will be communicated to students and parents at regular intervals through teacher/student meetings, teacher/parent communication and parent information nights
 - Differentiated Learning including one-on-one tutoring, peer teaching, small and large group collaborative work groups
 - Supplemental technological resources such as Khan Academy, Quizlet and IXL Learning
 - Study time built into school curriculum
- ❖ Implementing a rigorous, uniform educator and administrator observation protocol to establish a framework for continuous improvement and professional growth by:
- Implementing teacher evaluations based on Danielson's Framework of Teaching
 - Implementing Teacher Self-Evaluations, Goal Setting PDP Form, Mid-Year PDP Form and End-of Year Form to assess teaching efficacy, student achievement and school improvement
 - Conducting Parent and Student Surveys
 - Using scheduled and drop-in classroom observations and conversations
 - Utilization of various assessments (observations, evaluations, student achievement, surveys etc.) to identify improvement needs which tie into DDI decision making and PLC development

WHCS Response to Intervention - To ensure all students are completing required graduation requirements, WHCS implements a school wide Response to Intervention (RTI). The purpose of RTI is to provide early assistance/interventions to students who start showing signs of academic or behavior difficulty in the classroom. Tier I intervention starts in the classroom. Before referring a student, the teacher should speak with the student and then call the parent.

- In the Walatowa High Charter school wide model, a teacher submits an email request/notification to the WHCS Executive Director and WHCS College and Career Program Coordinator when a student's daily grades drop to 70%.
- WHCS Instructors will inform students regarding e-mail notification for tutoring services. Dates and times of scheduled tutoring will be provided by WHCS College and Career Program Coordinator to notify instructor, student, and parent.
- Complete e-mail notification with specific information. If the drop in the student's daily grades is due to not completing assignments in

class, low grades on daily assignments, low grades on tests or quizzes, or not making up work after absences, extra time will be provided during lunch or after school to bring up their grades. (Copies of ALL individual student correspondence will be documented in separate binder which will be in WHCS Executive Director and/or Designee office)

- Mandatory tutoring will be assigned until the assignment/assessment grade is raised above 70%. Once the student's grades rise above 70%, the General Education classroom teacher will monitor the student's progress. Most of the time, individual instruction within the General Education classroom will improve student behaviors.

College and Career Awareness

Every student graduating from Walatowa High Charter School will be ready for college or career by accomplishing one or more of the following:

College Planning Workshops – Through the WHCS College and Career Program, the first two weeks of school, WHCS provides college and career student and parent workshops. Students and parents are provided the following presentations regarding college and career:

- College and Career required assessments and qualifying scores
- **Balancing Tribal religious obligations and college and career requirements presentation.**

Conclusion: Student achievement based on completion of NMPED graduation requirements and NMPED assessment achievement growth and WHCS Charter goals and objectives.

Action Plan: WHCS will strengthen programs that focus on American Indian students as follows:

1. Continue implementing the WHCS Rigorous Curriculum Plan
2. Re-evaluate the use of federal funds to ensure the needs of American Indian students are being met.
3. Continue to communicate and collaborate with American Indian families about barriers that can prevent students, who come from reservation and urban communities, from achieving success in public schools.
4. Continue to provide information on programs/services available to students and families as well as school activities and procedure.

FINANCIAL REPORTS

Objective: The financial objective is, using public-school funds, to ensure that New Mexico schools provide adequate operational resources to provide and improve services to NM tribal students. These services will meet the educational needs and provide opportunities to tribal students attending NM public schools.

Background: The New Mexico public school funding formula is based on a model developed by the National Education Finance Project (NEFP) in the late 1960s and early 1970s. As a tool for better decision making, the model had great potential because of the variety of data that could be accommodated and the ease with which new data could be added, and new decision options made available. Prior to the creation of the current formula, school funding methods had created a high degree of dis-equalization among districts because of differences in local wealth. The gap between rich and poor districts was broad, and the revenue that would be required to reach full equalization with the richest districts was staggering. The goal of the new formula, therefore, was clear: to equalize educational opportunity at the highest possible revenue level, while minimizing the financial loss to the richest districts. As a result of the committee's work, the 1974 New Mexico Legislature enacted the Public-School Finance Act, which has been widely acclaimed as one of the most innovative of the school finance plans currently being used across the country. The formula is designed to distribute operational funds to school districts objectively and in a noncategorical manner, while providing for local school district autonomy. Formula dollars received by local districts are not earmarked for specific programs. Within statutory and regulatory guidelines, school districts have the latitude to spend their dollars according to local priorities.

Methods: To ensure the needs of American Indian students are met, WHCS conducts a comprehensive needs assessment to identify needs and to allocate funding that will target these needs.

The process includes the following steps:

Step 1: WHCS Faculty and staff identify needs based on both qualitative and quantitative data. For example: WHCS Executive Director, faculty and staff share needs identified by quantitative data such as test scores, graduation rates, classroom work, attendance, etc. as well as qualitative data such as behavioral needs, social needs, etc.; Executive Director, faculty and, staff and JHHS Counselors identify qualitative data such as behavioral needs, social needs, etc.

Step 2: Needs are prioritized.

Step 3: Analysis is conducted to determine the "root causes" for each prioritized need.

Step 4: A logic model approach is used to determine the following key elements.

Step 5: Create an Education Plan for the top prioritized needs:

- ❖ State the Need
- ❖ Establish Goal(s)
- ❖ Identify Objectives
- ❖ Describe strategies and activities

- ❖ Evaluate outcomes
- ❖ Identify possible funding sources and amounts.

Results: WHCS faculty and staff utilizes all funding sources to address the unique educational needs of American Indian students. The charts below describe the funding sources and use of funds.

WHCS Comprehensive Budget Overview: Title Programs, Grants, Services, Goals, and Staffing Allocation

TITLE PROGRAMS GRANT	ALLOCATION LINE ITEM	GOALS/OBJECTIVES/PRIOR ITIES	FACULTY /STAFF	IMPLEMENTATION	MONITORING
Title I ACCT: 24101: Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.	Amount: \$31,673.16 Salary/benefits. Professional Development, Charges, Student Travel, Other Contract Services, Supply and Materials.	To improve student achievement in reading and math, educators will implement evidence-based instructional strategies, provide targeted interventions, and utilize assessment data to personalize learning. Through high-quality curriculum resources, professional development, and extended learning opportunities, students will develop strong literacy and numeracy skills, ensuring equitable access to academic success.	WHCS ELA, Math, Sp.Ed., Test Coordinator, School Counselor, EA	Title I funding is used to enhance Math and Reading proficiency by supporting targeted interventions, such as tutoring and small-group instruction, providing professional development for educators, adopting high-quality instructional materials, offering extended learning opportunities, and using assessment data to tailor instruction and improve student outcomes.	9-12 BOY/MOY/EOY/DTC /Math and English

Title II ACCT: 24154 Title II funds are intended to improve teacher and leader quality and increase student success by providing evidence-based professional development activities that are sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused	Amount: \$3,579.98 Professional Development, Employee Travel, Other Contract Services, Supplies and Materials	Create an inclusive classroom through Culturally and Linguistically Responsive Instruction (CLRI), foster a positive learning environment, and use assessment/data to guide student success.	Teachers, Administration, EA, Tribal Liaison	Educators will implement Culturally and Linguistically Responsive Instruction (CLRI) by integrating diverse perspectives into curriculum design, fostering an inclusive and supportive classroom environment, and utilizing assessment data to inform instructional decisions and enhance student outcomes.	Classroom walkthrough data, NM Elevate, online learning program completion, workshop attendance
Title III:	Amount: \$1,918.73 Professional Development, Instructional Materials, Parent Involvement Activities, Community Outreach	Strengthen and enhance EL program services through Title III local plan activities. This includes professional development for educators, supplemental instructional materials, family engagement initiatives, academic support services, and data-driven program evaluation—all ensuring effective language acquisition	ELA Teacher, EA	Title III funding facilitates the advancement of EL programs by equipping educators with specialized training, enriching instructional resources, fostering meaningful family engagement, and delivering targeted academic interventions. Additionally, robust data-driven evaluations	Implementation will be monitored through assessments, educator observations, academic performance tracking, and data-driven evaluations to ensure program effectiveness and compliance.

				ensure the continuous refinement of language acquisition strategies, reinforcing the effectiveness of services without supplanting existing educational frameworks.	
Title IV ACCT: 24189	Amount: \$19,000 Contract Services, Technology, Supplies and Materials, Software	Title IV funding at WHCS supports student enrichment by enhancing STEM and culturally relevant programs, promoting safe and healthy learning environments, and integrating technology for academic success. These funds help WHCS provide mental health resources, extracurricular activities, and digital literacy initiatives, ensuring students receive a well-rounded education.	Teachers, Tribal Liaison, College and Career Counselor, School Counselor	WHCS will implement Title IV funding by expanding STEM and arts programs, enhancing mental health support, and integrating technology into classrooms. Educators will receive professional development to optimize teaching strategies, ensuring students gain critical skills for academic success. Through these targeted initiatives, WHCS aims to create a well-rounded, enriching learning environment.	Audit and financial reports, stakeholder engagement, student participation, needs assessment

Title VIII Impact Aid ACCT: 25147 Impact Aid was designed to assist local school districts that have lost property tax revenue due to the presence of tax-exempt Federal property or that have experienced increased expenditures due to the enrollment of federally connected children, including children living on Indian lands.	(Discretionary Fund) Salary/benefits. Professional Development, Charges, Student Travel, Other Contract Services, Supply and Materials.	Title VIII Impact Aid at WHCS supports Native American students by funding culturally responsive programs, student services, and facility improvements. It helps enhance STEM, dual-credit courses, and mental health resources to strengthen academic success.	Teachers, EA, Tribal Liaison, Administration, College and Career Readiness Counselor, School Counselor	Title VIII Impact Aid at Walatowa High Charter School will be strategically implemented to address financial disparities arising from federally owned land while advancing educational opportunities for Native American students. Funding will support the development of culturally responsive curricula, expansion of STEM and dual-credit programs, and enhancement of mental health and student support services.	Implementation will be guided by educator training, collaborative engagement with stakeholders, and systematic evaluations to ensure the effective allocation of resources and sustained educational impact.
Title VI (Part A)-EASIE	Amount: \$ TBD	The EASIE Title VI grant is part of the Indian Education Formula Grants program, designed to support American Indian and Alaska Native students. It helps address their unique cultural, language, and	Teachers, Administration, Tribal Liaison, Tribal College and Career Counselor	The EASIE Title VI grant is implemented by WHCS to support Native students through tutoring, STEM programs, and cultural education. Funds help	The EASIE Title VI grant is monitored through annual reports, compliance reviews, and student achievement data. WHCS submits

		academic needs, ensuring they meet challenging state academic standards.		preserve Native languages, prevent dropouts, and provide career readiness while ensuring teachers receive culturally responsive training.	applications outlining their programs, and the Office of Indian Education assesses progress to ensure proper use of funds.
2025 Small, Rural School Achievement (SRSA) grant	Amount Received: \$10,220.00. Until 2026 \$1,692.00 Until 2025	The 2025 Small, Rural School Achievement (SRSA) grant at Walatowa High Charter School will support academic enrichment and student success in a rural setting. Funds will enhance STEM education, teacher development, and student support programs, including dual-credit opportunities and culturally responsive learning. WHCS will use the grant to improve instructional resources and technology integration, ensuring students receive a well-rounded education tailored to their community's needs.	Teachers, EA	Implementation will focus on effectively utilizing SRSA grant funds to strengthen academic programs at Walatowa High Charter School. This includes enhancing STEM education through upgraded resources and hands-on learning, investing in teacher development with culturally responsive training, and expanding student support services like tutoring and dual-credit opportunities. Technology integration will improve instructional methods, while community collaboration ensures the curriculum aligns with local cultural values, creating a well-rounded	Monitoring will involve data-driven evaluations of STEM engagement, academic performance, and dual-credit participation, alongside rigorous assessments of teacher development and technology integration. Continuous feedback loops with students, educators, and the community will ensure alignment with cultural and educational goals, enabling adaptive improvements for sustained impact.

				educational experience tailored to students' needs.	
2025 RLIS grant	Estimated amount: \$1,270	The RLIS grant at Walatowa High Charter School aims to enhance academic enrichment, educator development, and student support in a rural, economically disadvantaged community.	Teachers, EA	The RLIS grant at Walatowa High Charter School will be strategically implemented to advance academic enrichment, strengthen educator development, and enhance student support services. Resources will be allocated to refine instructional methodologies, integrate innovative technology into the learning environment, and provide educators with specialized training to optimize student engagement.	Financial audits, performance assessments, and stakeholder consultations to evaluate the impact of funded initiatives. Additionally, WHCS may track student achievement metrics, educator development outcomes, and technology integration progress to measure success.
National School Lunch Program (NSLP) Services, ACCT: 21000 (NSLP) It is a federally assisted meal program operating in public and private nonprofit schools and	Amount; 40,000 Salaries/benefits, supplies and materials, maintenance, repairs, food, nonfood, supply assets	Food service employees	NSLP provides nutritionally balanced, low-cost or free lunches to students in public and nonprofit private schools, ensuring access	NSLP Services is implemented through federal funding and state oversight, ensuring schools provide nutritionally balanced meals to students.	NSLP is monitored through on-site reviews, compliance audits, and reporting requirements to ensure WHCS meets federal nutrition standards and allocates funds. must submit meal count records, financial

residential child care institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day.			to healthy meals that support their well-being and academic success.		reports, and program evaluations, while state and federal agencies conduct inspections and assessments to verify adherence to guidelines
Indian Education School District Initiative ACCT: 27150 Funds are provided to the school districts and district-chartered or state-chartered schools in New Mexico that enroll a significant number of American Indian students for the purpose of providing effective and culturally relevant programs, opportunities, and practices that contribute to the academic and cultural success of the students.	Amount: Salary/Benefits . Professional Development, Other Charges, Student Travel, Other Contract Services, Supply and Materials.		The Indian Education School District Initiative enhances Native student success by promoting cultural learning, language preservation, and tribal collaboration in schools.	At WHCS, the grant is implemented through culturally responsive education, Native language programs, and tribal partnerships. The school integrates Indigenous perspectives into its curriculum, provides professional development for educators, and collaborates with tribal leaders to ensure programs align with community needs.	The Indian Education School District Initiative is monitored through compliance reviews, budget assessments, and program evaluations conducted by state and tribal education authorities.

NM GRADS (Graduation, Reality, and Dual-role Skills) is a statewide program for expectant and parenting teens located in 25 sites in the state. The NM GRADS removes barriers to assist expectant and parenting youth to become successful students and parents.	Amount:\$20,000.00 Additional Comp. Supplies Professional Development/Staff-Student	NM GRADS helps expectant and parenting teens overcome challenges by providing education, career readiness, and support to ensure their success as students and parents.	Mary Warren C. Madalena	Instructional Component (Fund #28190) – Teenage Parents: up to \$20,000: These funds may be used to support: GRADS teacher salary, Substitutes and travel to GRADS trainings, case management services, data entry, fatherhood coordinator, supplies for the GRADS classroom, summer case management or other GRADS-related expenses Funding Period is July 1, 2025 – June 30, 2026 Your district has discretion to allocate these funds based on your local needs, following your district's policies and procedures. We ask that \$1,000 be reserved for the program supplies, and we strongly encourage you to allocate funds for case management time for the GRADS teacher, both during the school year and over summer break. Any The remaining funds may be applied toward the	
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				GRADS teacher salary or other GRADS related expenses such as supplies or travel.	
Bilingual Multicultural Education Programs (BMEPs)	Amount: 40,299 Contract Services Salaries/benefits, supplies and materials, Professional Development	Bilingual Multicultural Education Programs (BMEPs) help students become bilingual and biliterate while preserving heritage languages and fostering cultural understanding.	Salary/Benefits: A. Cajero-Towa, Language and Indian Education Coordinator, Tribal Liaison, Tribal College and Career Counselor, ELA Teacher	At WHCS, Bilingual Multicultural Education Programs (BMEPs) are integrated into the curriculum to support bilingualism and cultural preservation. WHCS emphasizes Native language instruction (Towa), culturally responsive teaching, and community engagement to strengthen students' connection to their heritage while ensuring academic success.	Bilingual Multicultural Education Programs (BMEPs) at WHCS are monitored through compliance reviews, student assessments, and program evaluations. WHCS submits reports on language instruction, student progress, and cultural integration, while state education agencies conduct audits and site visits. to ensure program effectiveness.
NM Ed. Fellows Educator Fellows is a two-year program managed by the New Mexico Public Education Department for individuals with a high school diploma who are aspiring to	Amount: *Reimbursement. No cost to WHCS. Salary/Benefit Additional Comp. Supplies	The goal of NM Educator Fellows is to increase the number of qualified educators in New Mexico elementary schools by providing aspiring teachers with mentorship, hands-on classroom experience, and financial support while they work toward certification	C. Madalena-Ed. Fellow Instructional Assistant V.Shaw-Mentor		

become certified educators	Professional Development/Staff-Student				
Native American Language and Culture Support to Preserve & Maintain Native Languages in New Mexico Grant ACCT: 27909 This grant will expire in June 2025. A competitive grant will be released in August or September. .	Amount: \$25000 (Exp. June 2025) Salary/Benefits Additional Comp. Supplies Professional Development/Staff-Student	The Native American Language and Culture Support Grant helps preserve and revitalize Native languages in New Mexico through education programs, teacher training, and community initiatives.	Aaron Cajero JHHS-Community Wellness POJ Social Services	The Native American Language and Culture Support Grant is implemented through bilingual instruction in Towa/English focused on language preservation and revitalization. Funding supports Native language immersion programs, teacher training, curriculum development, and cultural workshops to ensure languages are passed down to future generations.	The Native American Language and Culture Support Grant is monitored through performance reports, compliance reviews, and evaluations to ensure the effective preservation of language and the successful implementation of the program.
NM-PSFA/PSCOC Lease Assistant Application. PSFA Lease Assistant is a program offered by the Public School Facilities Authority (PSFA) in New Mexico. Its purpose is to provide grants to school districts, including charter schools, to help cover the costs of lease	Amount:26,915 Lease Allocation. *Full Annual allocation is submitted to the POJ Finance Department.		WHCS Facilities-Pueblo of Jemez		

payments for classroom facilities					
NM-SEG SEG's operating budget makes up more than 90% of the typical New Mexico public school's budget. The SEG's formulas consider the number of students enrolled, the unique needs of each student, and other factors to determine how much each school receives	Salary/Benefits Additional Comp. Supplies Professional Development/S taff-Student				
Indian Education Allocation-Based Award for Historically Defined Indian Impacted School Districts (HDIISD)	Amount: \$78,354.00	Contractual Services, Fringe Benefits, Purchased Services (Other purchased services will support the implementation of bilingual education, culturally integrated academic instruction, STEM initiatives, college and career readiness field trips, and activities)	By June 2026, enhance STEM education, remedial English and math instruction, bilingual learning, and Indigenous cultural integration while training 90% of educators in culturally responsive teaching, with progress tracked through assessments and evaluations.	Implementation will involve developing tailored curricula, training educators in culturally responsive methods, providing hands-on STEM experiences, remedial tutoring, and bilingual language activities, while tracking progress through assessments and classroom evaluations with community involvement to ensure success.	Monitoring will involve tracking key performance indicators like student retention and test score improvements, and adapting strategies based on quarterly evaluations and observations. Community involvement will ensure alignment with cultural needs, while longitudinal tracking will measure lasting

					impacts beyond the initial implementation, creating a dynamic and responsive system for continuous improvement.
Out-of-School Time Grant - Fund: 27416	Amount: \$31,222..00	Teachers	Out-of-School Time is programming that extends critical learning beyond the regular school day. Educational and recreational activities offer children and youth a variety of enrichment and leadership opportunities. Programs are geared to engage students, enhance academic achievement, and inspire future-focused pathways.	At WHCS, Out-of-School Time programs provide students with academic support, leadership development, and enrichment activities beyond regular school hours, fostering engagement and future success.	Out-of-School Time programs at WHCS are monitored through performance evaluations, student engagement assessments, and compliance reviews conducted by school administrators and state education agencies. Reports on program effectiveness, participation rates, and academic impact help ensure continuous improvement.
High Dosage Tutoring Grant - Intent to Apply Submitted 4/23/2025	Amount: TBD	English and Math Teacher	High-Dosage/High-I mpact Tutoring is evidence-based, layer 2 academic instruction for reading, literacy, and math. Targeted instruction is		

			designed to meet individualized student needs to improve proficiency and reduce learning gaps.		
EHCY Grant	Amount: \$70.000	MV Liaison, School Counselor, Tribal Liaison, Tribal College and Career Counselor	The grant removes barriers to student enrollment, attendance, and academic success by funding essential services like transportation, school supplies, and tutoring while also helping state and local agencies develop policies that protect the rights of homeless students and ensure educational stability.	WHCS allocates funds for transportation, school supplies, tutoring, and other essential services while partnering with community organizations to support students and families. WHCS also conducts outreach to identify those in unstable living situations and ensure their enrollment and academic success.	The grant is monitored through state and local compliance reviews, annual performance reports, and risk assessments to ensure funds are used effectively.

WHCS and Pueblo of Jemez Lease Agreement: The Walatowa High Charter School leases facilities and property from the Jemez Pueblo Tribal Administration. Annual rental amount is based on the negotiated New Mexico Public Education facilities funding allocation which may change annually.

Year	Annual negotiated New Mexico Public Education facilities funding allocation which is paid to the Pueblo of Jemez. WHCS total gross square footage leased: 15,563 sq.ft.
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2017-2018	\$19,234.00
2018-2019	\$34,604.00
2019-2020	\$33,628.00
2020-2021	\$41,475.00
2021-2022	\$40,018.00
2022-2023	\$32,624.00
2023-2024	\$32,624.00
2024-2025	\$26,915.00

WHCS has leased the current facility from the Pueblo of Jemez Tribal Nation (Landlord) and the facility is located on the Pueblo of Jemez Indian Reservation, which is a Sovereign Nation. The Pueblo of Jemez Tribal Administration has agreed to maintain the facility to meet applicable state adequacy standards at no additional cost to the school, which meets Section 4.2(D) of the above referenced statute. Since WHCS is located on the Pueblo of Jemez Indian Reservation, the facility is also evaluated by the Pueblo of Jemez Facilities and Public Works Department

Conclusion: WHCS Governing Board, WHCS Faculty and staff utilizes multiple sources of funding, there is not sufficient funding to meet all the needs of American Indian students. It is helpful, however, to prioritize the needs to first address these needs.

Action Plan: WHCS Governing Board, WHCS Faculty and staff will continue to prioritize needs and address the highest need areas, as well as seek additional funding sources.

CURRENT STATUS OF FEDERAL INDIAN EDUCATION POLICIES AND PROCEDURES

Objective. The objective of Indian Policies and Procedures (IPP) is to ensure that New Mexico schools provide adequate tribal consultations about the basic support payment requirements under the federal Impact Aid regulations.

Background. Walatowa High Charter School claims federally identified American Indian students residing on Indian lands for Title VIII Impact Aid funding shall develop and implement policies and procedures in consultation with tribal officials and parents. The New Mexico Indian Education Act requires that school districts obtain a signature of approval by the New Mexico tribal governments or their designees residing within school district boundaries, verifying that New Mexico tribes agree to Indian education policies and procedures pursuant to

federal Title VIII Impact Aid funding requirements.

Methods. Walatowa High Charter School averages an annual 96% American Indian student population enrollment for the past 5 years. WHCS standard operation procedures incorporate all elements of the IPP. The governing board represents the tribal communities and surrounding communities. American Indian parent input comprises nearly 100% of parental input of the school. WHCS Governing Board has been established to ensure that planning, development, implementation, and evaluation of the operational and supplemental programs for Native American students occur at the Walatowa High Charter School. The Indian Education Parent Committee (IEPC)/WHCS Governing Board represents the following: At least one member of the committee resides in the Pueblo of Jemez, Pueblo of Tsyia and Jemez Valley Corridor to represent American Indian families and families in the Jemez Valley Corridor. The Indian Education Parent Committee (IEPC)/WHCS Governing develops a comprehensive needs assessment; prioritizing needs; analyzing “root causes” for each prioritized need; creating an Education Plan for the top prioritized needs; review of all federal grants and annual program reviews; developing and updating the IPP.

Results. The IPPC/WHCS Governing Board reviews the IPP annually, WHCS Goals and Objectives, annual DASH Plan and WHCS Governing Board sign the IPP and other federal program documents as representatives of the Pueblo of Jemez, Pueblo of Tsyia and Jemez Valley Corridor.

Conclusion. The WHCS Governing Board reviews the IPP, WHCS Goals and Objectives, DASH Plan improvement plan annually.

Action Plan. The WHCS Governing Board will update the IPP, WHCS Goals and Objectives, DASH Plan improvement plan annually.

SCHOOL DISTRICT INITIATIVES TO DECREASE THE NUMBER OF STUDENT DROPOUTS AND INCREASE ATTENDANCE

Objective. The objective of this initiative is to ensure that New Mexico schools provide their district office with the initiatives they are employing to increase attendance support for and decrease the number of student dropouts of American Indian students.

Background: New Mexico pursues programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. New Mexico schools continue to be challenged in obtaining resources required to keep students in school despite including an “at-risk” factor in the state’s funding formula to assist in addressing the issue. The assurance of collaboration and engagement from educational systems and pueblos/ tribes for input regarding academics and cultural awareness has positive effects on developing and implementing a variety of administrative and instructional practices to reduce school dropouts and increase students’ success in school. Additionally, dropouts negatively affect the four-year (freshman) cohort graduation rate for the state, which results in a lower graduation rate.

Methods. : WHCS implements the following strategies to keep students in an educational setting:

Attendance Procedures:

➤ WHCS Attendance Policy

1. 3rd Absence: Notify parent/guardian (Phone, E-mail).
2. 5th Absence: Notify parent/guardian (Phone, E-mail and written). Inform and provide written notification to be delivered by Tribal Officials. Tribal Officials may remind the parent/guardian of the importance of school attendance.
3. 7th Absence: Notify parent/guardian (Phone, E-mail and written). Parent/Guardian, WHCS Executive Director, WHCS Indian Ed. Coordinator, WHCS Instructor and Tribal Official meeting. Attendance Improvement Plan
4. 10th Absence: Notify parent/guardian (Phone, E-mail and written). Notify Tribal/State Social Services and/or Tribal/State Juvenile Courts, Parent/Guardian, WHCS Executive Director, JHHS Counseling referral and Tribal official meeting. Attendance Improvement Plan amendment.
5. 15th absence: Social Services, Tribal Courts. Alternative Education Setting. Expulsion from WHCS for violation of attendance policy.

➤ HiSet Program

- Employment: McDonalds Archway Program-High School Employment
- Pueblo of Jemez JVR-Project Hope
- Tribal Attendance Policy (POJ Education Dept.)
- Tribal Ed. Collaborative (POJ, POZ, POSA & POI Education Dept.)
- UNITY
- Tribal Court/JHHS Behavioral Health WHCS RESTORATIVE JUSTICE Student Discipline.
- Pueblo of Jemez and Zia Cultural Presentations
- 5-Sandoval - Project Venture D. Shije etc.
- Annual School Calendar – WHCS annual school calendar is built around the traditional calendars of the two Pueblo communities that represent most of our student body. We start early to prepare for any scheduled and unscheduled tribal traditional activities that may occur throughout the year. WHCS Governing Board members are involved to ensure the calendar reflects community events and activities.
- NMAA-Extra-Curricular activities such as athletic events are also scheduled around the traditional calendars of the Tribal communities.
- JHHS Behavioral Health and Tribal Program
- HiSET Assessment
- WHCS Tutoring

Results. WHCS has maintained an above average graduation rate, assessment improvement and college and career participation rate. (See WHCS Goals and Objectives student data)

Conclusion. WHCS Faculty and staff will continue to review the impact of programs and activities that are being implemented in support of American Indian parents and students. Staff will also continue to research and implement best practices that have proven to lower the school

dropout rate, increase academic engagement and increase attendance.

Action Plan: WHCS Faculty and staff will continue to review the impact of programs and activities that are being implemented in support of American Indian parents and students. Staff will also continue to research and implement best practices that have proven to lower the school dropout rate, increase academic engagement and increase attendance.

PUBLIC SCHOOL USE OF VARIABLE SCHOOL CALENDARS

Objective. The variable school calendar objective is to ensure that New Mexico schools collaborate with Tribal governments to identify the important cultural events in their American Indian students' lives. By using variable school calendars, schools directly address their AI students' cultural and family responsibilities and enhance these students' ability to attend their public school more regularly

Background. : New Mexico has a rich American Indian history and culture that cultivates the 22 Tribal governments and urban Native communities. The assurance of collaboration and engagement from educational systems and pueblos/tribes for input regarding academics and cultural awareness has positive effects on the educational success of American Indian students. American Indian education in New Mexico represents rich cultural traditions and diverse educational practices through different protocols and paradigms of practice. The 35,000-plus students who represent the NM tribes and pueblos and other tribes from throughout the United States, who attend over 185 public schools and charter schools in the State of New Mexico, were the focus of state and tribal legislators who established the Indian Education Act (IEA) in 2003.

Methods: The WHCS annual school calendar is built around the traditional calendars of the two Pueblo communities that represent most of our student body. We start early to prepare for any scheduled and unscheduled tribal traditional activities that may occur throughout the year. WHCS Governing Board members are involved to ensure the calendar reflects community events and activities. Annual School, furthermore, WHCS - NMAA-Extra-Curricular activities such as athletic events are also scheduled around the traditional calendars of the Tribal communities

Results. As part of the district calendar approval process, WHCS makes available the proposed calendar for public comment. View Calendar at www.walatowahcs.org

Conclusion: Students can participate in their respective community cultural activities.

Action Plan. The WHCS calendar development process is meeting the needs of the Pueblo of Jemez, Pueblo of Tsyia, Santa Ana Pueblo, Pueblo of Isleta and Jemez Valley Corridor communities.

SCHOOL DISTRICT CONSULTATIONS WITH DISTRICT INDIAN EDUCATION COMMITTEES, SCHOOL-SITE PARENT ADVISORY COUNCILS AND TRIBAL, MUNICIPAL AND INDIAN ORGANIZATIONS

Objective. The district consultations ensure that New Mexico schools provide a means of developing mutual understanding of educational programs and collaborate with Tribal entities to find ways to improve educational opportunities for American Indian students.

Background. Districts that claim federally identified American Indian students residing on Indian lands for Title VIII Impact Aid funding shall develop and implement policies and procedures in consultation with tribal officials and parents. Additionally, the New Mexico Indian Education Act asserts that parent(s); families; tribal departments of education; community-based organizations; the Public Education Department; universities; and tribal, state, and local policymakers work together to find ways to improve educational opportunities for American Indian students.

Methods. As previously explained, The Walatowa High Charter School averages an annual 96% American Indian student population enrollment for the past 5 years. WHCS standard operation procedures incorporate all elements of the IPP. The governing board represents the tribal communities and surrounding communities. American Indian parent input comprises nearly 100% of parental input of the school. WHCS Governing Board has been established to ensure that planning, development, implementation, and evaluation of the operational and supplemental programs for Native American students occur at the Walatowa High Charter School. The meeting agendas are posted, and all meetings are open to the public allowing for tribal officials as well as parents of Indian children the opportunity to submit comments and recommendations for consideration. In addition, WHCS Pueblo of Jemez Tribal Governing Board Member, WHCS Pueblo of Zia Governing Board Member or designee will serve as the WHCS Tribal Liaison to discuss programming goals and objectives and e-mail WHCS goals and objectives to students/parents for informational purposes to their respective communities.

Step 1: WHCS Governing Board meets with WHCS Executive Director and/or designee and surveys counselors, teachers, Special Education staff, parents, and students to clarify needs that are hindering the success of American Indian students. This allows for the identification of needs based on both qualitative and quantitative data.

Step 2: Needs are prioritized.

Step 3: Analysis is conducted to determine the “root causes” for each prioritized need.

Step 4: A logic model approach is used to determine the following key elements

Step 5: Education Plan for the top prioritized needs is created that includes: Stating the Need; Establishing Goal(s); Identifying Objectives; Describing strategies and activities; Evaluating outcomes; Identifying possible funding sources and amount.

In addition, the Walatowa High Charter School Executive Director participates annually in the Tribal Consultation process and meets with the Pueblo of Jemez Tribal Administration to discuss the best types of educational programs for WHCS Native American students. The Walatowa High Charter School Executive Director provides TESR to the above-mentioned tribal administration and tribal education departments.

Results. The IPPC/WHCS Governing Board, WHCS Executive Director reviews the IPP annually, WHCS Goals and Objectives, annual DASH Plan and WHCS Governing Board sign the IPP and other federal program documents as representatives of the Pueblo of Jemez, Pueblo of Tsia and Jemez Valley Corridor.

Conclusion. The WHCS Governing Board and WHCS Executive Director reviews the IPP, WHCS Goals and Objectives, DASH Plan improvement plan annually.

Action Plan. The WHCS Governing Board and WHCS Executive Director, faculty and staff will update the IPP, WHCS Goals and Objectives, DASH Plan improvement plan annually.

INDIGENOUS RESEARCH AND EVALUATION MEASURES AND RESULTS FOR EFFECTIVE CURRICULA FOR TRIBAL STUDENT

Objective. The research objective ensures that New Mexico schools receive adequate assistance for planning, development, implementation, and evaluation of curricula in native languages, culture, and history designed for tribal and non-tribal students as approved by New Mexico tribes

Background. Indian Education has been working to strengthen the field of Native education research, data, and best practices. The development of resources for Native education researchers, evaluators, educators, professors, and others who are working within Indian Education has been to improve education for our American Indian students enrolled in all schools. The Indigenous research methodologies differ from the Western educational approaches. In Western academic models, the research project and data are separated from the researcher, who is merely an onlooker. Though the data collected by Indigenous research methodologies can be analyzed quantitatively as well as qualitatively, just like data collected by Western research methods, the acknowledged relationship between researcher and data naturally challenges Western research paradigms. Indigenous research methodologies are powerful and worthwhile despite this challenge because they provide vital opportunities to contribute to the body of knowledge about the natural world and Indigenous peoples.

Methods. Through the WHCS RIGOROUS CURRICULUM PLAN, WHCS staff participated in training that focused on researching and adapting lesson plans to include culturally relevant materials into the curriculum, assessments, and instructional methods

Results. The WHCS Faculty and staff will be working on the further development of a curriculum and scope and sequence through researching culturally relevant materials. (See WHCS Goals and Objective student results.

Conclusion. The WHCS Rigorous Curriculum Plan provides opportunities for American Indian students to study culturally relevant material built into the lesson plans.

Action Plan. The WHCS Faculty and staff will continue the further development of culturally relevant curriculum and scope and sequence by utilizing more remote on-line learning materials and educational research methodologies

Access to Native Language Programs

Objective. It is imperative that native language and bilingual programs are part of a schools' development plan.

Background: The ability to access native language programs was added to the Rule of the Indian Education Act in 2019, and will become a part of the statewide IED TESR: 22-23A-5 (E2) provide assistance to school districts and New Mexico tribes in planning, development, implementation and evaluation of curricula in native language, culture and history designed for all students, including American Indian and Alaska Native students, as approved by Indian nations, tribes, and pueblos in New Mexico

Methods: In collaboration with the Pueblo of Jemez Tribal Language Program and with permission from the Pueblo of Jemez Tribal Governors. WHCS provides a Bilingual Multicultural Education Program and Towa Language and Traditional Pueblo Art courses. - Pueblo of Tsyia Tribal Language, Pueblo of Santa Ana Language Program, Pueblo of Isleta Language Program have been contacted and requested language instructors to be provided. Once a language representative has been assigned, WHCS will build into a daily schedule the opportunity for all students to learn their designated tribal language.

Results: WHCS Instructor provides the Towa native language classes available to all tribally enrolled students. Also, culturally relevant presentation workshops provide the opportunity for students to be engaged in their tribal languages.

Conclusion. Implement the approved tribal language program curriculum through courses, presentations and workshops.

Action Plan: Create courses. Schedule presentations and workshops that provide students the opportunity to utilize their respective native language

CONCLUSION

WHCS School Website: www.walatowahcs.org

Please review the following video: [Walatowa High Charter Promo Video](#)

Walatowa High Charter School 2022-2027 Charter Renewal Approval

<https://webnew.ped.state.nm.us/wp-content/uploads/2022/05/06.k.1.-Walatowa-Amendment-2022.pdf>

2021-2022: Moonshot EdVentures fellowship

NDNSPORTS: <https://www.ndnsports.com/jacob-white-horse-lakota-signed-national-letter-of-intent-to-play-basketball-at-bacone-college/>

From the Pueblo to College: The Journey of Two Rural Students:

<https://www.edweek.org/ew/collections/new-mexico-student-achievement-videos/index.html#chapter1>

Ascend Math Gold Medal for 2018 https://ascendmath.com/gold_2018/

READING PLUS SUCCESS STORY: Walatowa High Charter School

:https://contact.readingplus.com/e2t/sc2/Mm-nFbk8jvLW4P7x_h8n_-2xW5k639H51zD4GW5yXw7-5Nj2yfflCYJMH13

Thought Leaders in Education Published on Jun 13, 2017 <https://www.youtube.com/watch?v=Rc5mEs1OSVk>

Future of Education in New Mexico: <https://nmkidscan.org/vision/>

U.S. Education Secretary to Visit New Mexico During Final Leg of Department's "Opportunity Across America" Tour press@ed.gov

December 16, 2016 - 9:15 am

<https://www.ed.gov/news/media-advisories/us-education-secretary-visit-new-mexico-during-final-leg-departments-%E2%80%9COpportunity-across-america%E2%80%9D-tour>

The Santa Fe New Mexican As Native schools lag, grad rate soars in Jemez By Robert Nott

<https://durangoherald.com/articles/92475>

Santa Fe New Mexican- Walatowa: The little school that could - Harlan McKosato Apr 12, 2014

http://www.santafenewmexican.com/opinion/local_columns/walatowa-the-little-school-that-could/article_06933e85-272d-5fde-be9a-b1e84fff82f.html

Preserving Culture and Language in the Jemez Pueblo. By: Mabinty Quarshie @MabintyQ August 3, 2015

<https://saxatrail2015.wordpress.com/2015/08/02/preserving-culture-and-language-in-the-jemez-pueblo/>

Indian Country Today: Jemez Pueblo Charter Schools Soaring to New Heights by Harlan McKosato May 27, 2014

https://newsmaven.io/indiancountrytoday/archive/jemez-pueblo-charter-schools-soaring-to-new-heights-soKav2GarEe_yuDe7vutZA/