

**PART B-PROPOSED CHANGE FORM**

<b>CHANGE #1-Section and/or Subsection to be Changed</b>	<b>Page Number(s)</b> From the Renewal Charter (PART C)
VII. GOVERNANCE/MANAGEMENT PLAN B. DESCRIPTION OF THE GOVERNING BODY	Page C-25
<b>SUMMARY OF THE CHANGE AS STATED IN THE RENEWAL CHARTER</b>	<b>RATIONALE FOR THE CHANGE</b> <i>(Must include a Statement of Need)</i>
Currently, the 2010-2011 Governing Board consists of five (5) appointed members representing the community of Jemez Valley and its constituents. Following approval of the 2011 renewal charter, WHCS will expand its governing board to seven (7) members.	With respect to increased responsibilities that apply to the governing board and in consideration of [rural] travel requirements and other community obligations that affect governing board participation, two more board members will be recruited. The addition of two members to the governing board will ensure that adequate quorum is achieved to conduct board business on a consistent basis.

<b>CHANGE #2-Section and/or Subsection to be Changed</b>	<b>Page Number(s)</b> From the Renewal Charter (PART C)
<b>SUMMARY OF THE CHANGE AS STATED IN THE RENEWAL CHARTER</b>	<b>RATIONALE FOR THE CHANGE</b> <i>(Must include a Statement of Need)</i>

**PART B-PROPOSED CHANGE FORM**

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*Duplicate form as needed to include all changes requested.*

## PART C

### THE RENEWAL CHARTER

<b>Directions</b>
<p><b>Part C–The Renewal Charter</b> requires the applicant to write the school’s proposed Renewal Charter using the sections, subsections, and prompts as a guide.</p> <p>The completed Renewal Charter will be reviewed relative to:</p> <ul style="list-style-type: none"><li>(1) Compliance;</li><li>(2) Clarity; and</li><li>(3) Completeness.</li></ul>

## PART C–THE RENEWAL CHARTER

### I. TABLE OF CONTENTS

This *Table of Contents* document must be included as the first section of the renewal charter with corresponding page numbers in the column to the right. The renewal charter submission must contain each of the section and sub-section titles in the same order as indicated below.

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## II. RENEWAL CHARTER COVER SHEET

**SCHOOL INFORMATION**Name of Charter School: Walatowa High Charter SchoolName of Principal: Arrow Wilkinson

Daytime Tel: (575) 834-0443 Fax: (575) 834-0449

Alternate Tel (505) 410-3365 E-mail: [awilkinson@walatowahcs.org](mailto:awilkinson@walatowahcs.org)Name of Governing Council President Odessa Waqui

Daytime Tel: (575) 834-9102 Fax: (575) 834-7900

Alternate Tel (505) 228-5954 E-mail: [Odessa.waqui@jemezpuablo.org](mailto:Odessa.waqui@jemezpuablo.org)Name of District Authorizer the school is requesting to transfer from: Jemez Valley Public Schools**ENROLLMENT INFORMATION**Grade span at full enrollment 67Total number of students at full enrollment (enrollment cap) 150

Complete the chart

School Year		Grade Levels
First Year	2012-13	75
Second Year	2013-14	78
Third Year	2014-15	81
Fourth Year	2015-16	84
Fifth Year	2016-17	88

## PART C–THE RENEWAL CHARTER

### Abstract of Renewal Charter School

Walatowa High Charter School (WHCS), a small school serving grades 9-12, is located in the Jemez Pueblo and maintains strong ties both socially and culturally to the pueblo tribe. WHCS was established in 2001 as the second Native American public charter school in the state and the first Native Charter High School. The mission of WHCS is to prepare students through a community-integrated experiential learning program, to be academically successful while promoting leadership, language preservation, and community wellness."

The pueblo community lies in the mountainous, rural area of Sandoval County, approximately 50 miles northwest of Albuquerque in the central part of the state. The majority of students are members of the two local tribes, Jemez and Zia, one student is Navajo and some Hispanic students are from the contiguous communities in the Jemez Valley Corridor.

Walatowa Charter High School's initial charter term ran from July 1, 2002 through June 30, 2007 with an enrollment cap of 150 students. Subsequently, the District authorized the charter high school's first renewal from July 1, 2007 through June 30, 2012. In 2002, WHCS opened with an enrollment of 15 students that gradually increased to 67 students by SY 2010-2011.

**Mission.** Through a community-integrated experiential learning program, Walatowa High Charter School will prepare students to be academically successful, while promoting language preservation, community wellness, and leadership.

**Educational Philosophy and Approach.** A principle focus of Walatowa High's academic program is early college preparation, including dual credit coursework. Support for the charter school's academic program has been received from Gates Foundation, the Center for Native Education-Antioch University in Seattle, Washington, and the Walton Foundation. The pre-college focused curriculum also emphasizes the value of the community's language, culture, and traditions. From the outset, the school's founders, administrators, faculty and governance council have recognized that young people who understand their identity and appreciate their unique heritage are best-equipped to become effective students and citizens.

Students are challenged with advanced courses in core subject areas and enter the Dual Credit program by their junior year of high school. WHCS maintains strong partnerships with post-secondary institutions such as UNM, IAIA, CNM, and UNMLA. Through the GEAR UP NM program, Walatowa has been able to bring parents and students together in preparation for post-secondary enrollment.

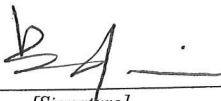
In order to produce a well-rounded student, WHCS has adhered to the philosophy that it is imperative to provide each student with as many life-enriching experiences, as possible. The motto of the school is "Creating Locally and Thinking Globally". Thus, WHCS capitalizes on opportunities for students to expand their horizons through travel to different places whenever possible, to participate in academic and traditional indigenous activities. Since 2005, WHCS students have traveled both abroad and within the United States, e.g. to New Zealand, Australia, India, Japan, Mexico, Washington D.C., Hawaii, Seattle, Denver, and Boston. Since the charter school's inception, WHCS and Pueblo of Jemez Education Dept. have developed and collaborated on programs for students and staff. Such programs include professional development, abroad studies programs, university visits, athletics, and cultural/traditional functions which have augmented educational opportunities for our students.

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*(Statement of Assurances page 3 of 4)*

Odessa Waguin, representative of the governing body of  
[Printed Name of Representative]

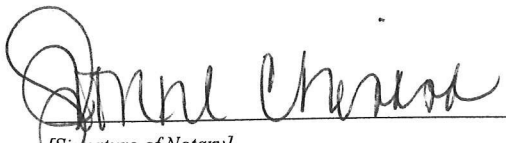
Walatowa High charter school.  
[Name of School]

  
[Signature]

9.30.11  
[Date]

Subscribed and sworn to before me, this 30 day of Sept., 2011.

Notary Seal:

  
[Signature of Notary]

Yvonne Chinona  
[Printed Name of Notary]

NOTARY PUBLIC

My commission expires: Oct. 4, 2012.

### III. CHARTER SCHOOL MISSION AND STATEMENT OF NEED

The Charter School Mission Statement should communicate the essence of the school to stakeholders and to the public and should provide the focal point to which all other sections of the school's plans align. In addition, the charter school and its mission must be in the best interest of the students and community that it serves.

1. Provide a clear **Mission Statement** for the school that includes the following components:

- ☐ Who the school seeks to serve;
- ☐ What the school seeks to accomplish;
- ☐ What methods the school will use.

Statutory & Regulatory Reference(s):  
NMSA 1978 Section 22-8B-8A  
6.80.4.9A NMAC

**Mission Statement.** "Through a community-integrated experiential learning program, Walatowa High Charter School will prepare students to be academically successful while promoting leadership, language preservation, and community wellness."

Walatowa High Charter School was established in 2001 as the second Native American public charter school in the state and the first Native Charter High School. The mission of Walatowa High Charter School is to serve the students of the Jemez Pueblo community and surrounding areas by 1) providing a rigorous college preparatory curriculum, with emphasis on math, science health and technology; 2) fostering leadership development; 3) preserving language and culture; and, 4) strengthening physical wellness. Traditional and cultural values form the basis to build a solid foundation focused on respect, self-discipline and high academic achievement.

2. Provide a response to the following question: **How will the school know if it is achieving its mission** as stated above? The response must include school-level or organizational goals that are measurable, directly support the Mission Statement, and written as SMART goals. *(NOTE: Specific measurable student performance expectations [student goals] should be addressed in section IV, Educational Plan.)*

Statutory & Regulatory Reference(s):  
NMSA 1978 Section 22-8B-8B  
6.80.4.9A & B NMAC

**How the School Will Know It's Achieving It's Mission.** Walatowa High Charter School has identified five organizational goals that are Specific, Measurable, Ambitious and Attainable, Reflective of the School's Mission, and Time-specific with Target Dates (SMART Goals). WHCS

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will utilize various assessments, surveys and reported data to determine whether the charter school mission is being achieved, as reflected by accomplishment of these organizational SMART goals:

1. Walatowa High Charter School will enroll 100% of students in one or more dual credit courses by their graduation date.
  - 2 . Walatowa High Charter School will maintain an annual attendance rate of 92% or above during its charter term, as reported in STARS.
  3. WHCS will have 100% participation in grade appropriate ACT exams with cohort students demonstrating 2 points or more growth each successive year in all composite scores.
  4. Walatowa High Charter School will maintain annual stakeholder satisfaction levels among students, parents, and staff at 85% or greater measured annually with surveys, beginning in 2012.
  5. Beginning with the Senior Class of SY 2012 and thereafter, 85% or greater of Walatowa High Charter School graduates will be accepted in postsecondary education institutions within the first year following graduation.
3. Describe how the charter school **is in the best interest of the students and community that it serves**. Include a demographic description of the student and community population within which the school is located.

<i>Statutory &amp; Regulatory Reference(s):</i> 6.80.4.9P NMAC
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**How the School Is in the Best Interest of the Students and Community.** Walatowa High Charter School (WHCS) serves the youth of Jemez and the surrounding communities. These communities within the local school district benefit through the availability of a school option that offers a non-traditional curriculum that emphasizes academics, and is culturally and linguistically rich. Not all students experience academic achievement and success in traditional or conventional settings; hence, WHCS serves the needs of such students. Walatowa High students benefit by participating in a community based integrated curriculum with emphasis on college preparation offerings, leadership, academics, wellness, culture and language preservation, internships within the community, and travel abroad. Additionally, the charter high school benefits students by offering experiential learning activities such as trips to Sierra Grande, Inscription Rock, museums, flea markets, and Chaco Canyon. They attend presentations at the Indian Cultural Center, and national and regional conferences addressing a wide range of topics such as education programs, indigenous language developments, youth leadership and government to government issues. Other benefits to students include smaller class size, which improves the charter school Pupil Teacher Ratio (PTR) and enhances individualized attention to students' needs through increased time-on-task and customized

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teaching/learning opportunities. Therefore, WHCS is able to encourage greater student engagement and community support, leading to higher student attendance rates. This is beneficial to students and educators, alike, since the ultimate purpose of the school is to prepare productive citizens who can participate effectively in society and perform in the marketplace.

Also, the charter school's curriculum enhances opportunities for students to better understand the needs of the community. Students participate in tribal council meetings where social, legal, geo-political and governmental issues impacting all community members are discussed. The charter school prepares students for future leadership by exposing them to community and culturally based experiences.

Demographic description: The Pueblo of Jemez is located in the central part of New Mexico, approximately 50 miles northwest of Albuquerque. It lies in the mountainous, rural area of Sandoval County. The tribal area is composed of forestland, livestock grazing rangelands, and lands for domestic agricultural production. Jemez is one of 22 Native American tribes in the state with a tribal membership of approximately 3,800. About 2,500 Jemez tribal members live full-time in the Pueblo. The remaining tribal members live in other communities in New Mexico, the nation, and international.

Jemez is a very traditional Pueblo and has maintained its cultural and religious practices. Nearly 85% over five years old, speak Towa, the native language of the Jemez people, in addition to English. A Governor and two Lieutenant Governors, appointed annually, govern the Pueblo. The Jemez Pueblo Tribal Council is composed of former Governors of the tribe, each with a lifelong term. In addition, the Pueblo has traditional leaders with lifelong responsibilities to govern and protect Jemez culture.

Major employers within the Pueblo are tribal government and the local schools (Tribal Head Start, Jemez Day School, Walatowa High Charter School, and San Diego Riverside Charter School). The Pueblo, a non-gaming tribe, also operates a small convenience store, a Visitors Center, and a wood products business. Many residents who do work are employed in Albuquerque, or Santa Fe, 60-75 miles away.

Children 18 years of age and under make up 35.0% of the population. Nearly 50% of residents over 16 years old and potentially employable are not in the labor force. The poverty level is high. About 25.5% of all people in the village live below the poverty level. A recent U.S. Housing and Urban Development analysis showed that 60% of Jemez Pueblo families are at 80% of the U.S. median income or below. Of those not in the labor force, the tribe believes that most have simply given up looking for work because of the following barriers: the lack of employable skills; the lack of a high school diploma or GED certificate; the lack of jobs in the pueblo; or lack of transportation.



#### IV. EDUCATIONAL PLAN

The educational plan should describe who the school expects to serve; what the students will achieve; how they will achieve it; and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, materials, schedule, assessment and outcomes.

##### A. CURRICULUM FRAMEWORK

The New Mexico Content Standards, Benchmarks and Performance Standards provide the content requirements and expectations for students in all public schools. The description of the curriculum should provide a sense not only of what the school teaches/will teach but also of how and why. (NOTE: Refer to the *Glossary of Terms Used in the Renewal Application*, page vi, to assist in the completion of this section.) The following components of the curriculum framework must be addressed:

##### 1. Philosophy and Approach to Instruction

- Describe the educational philosophy and curricular approach of the school.
- Describe how the educational philosophy and/or approach aligns with the school's mission and student needs.

Statutory & Regulatory  
Reference(s):  
NMSA 1978 Section 22-8B-8C  
6.80.4.9C(1) & (4) NMAC

Early college preparation is a principle focus of WHCS's academic program, including concurrent enrollment coursework. Our curricular approach is grounded in an educational philosophy strongly promoted and supported through grants and financial assistance from the Bill & Melinda Gates Foundation, Walton Foundation, Center for Native Education-Antioch University in Seattle, Washington and GEAR UP. The goal is academic success for Native students. WHCS's approach includes small high school size, development of an academic support pipeline for students, college preparation, dual credit/concurrent enrollment, and emphasis on traditional language and cultural values embedded in community-based education.

The mission of Walatowa High Charter School is to serve the students of the Jemez Pueblo community and surrounding areas by 1) providing a rigorous college preparatory curriculum, with emphasis on math, science health and technology; 2) fostering leadership development; 3) preserving language and culture; and, 4) strengthening physical wellness. Traditional and cultural values form the basis to build a solid foundation focused on respect, self-discipline and high academic achievement. Each component of the school's approach aligns with WHCS's mission to provide a community-integrated experiential learning program that prepares students to be academically successful, while promoting language preservation, community wellness, and leadership.

After successfully completing a comprehensive year-long application and vetting process in

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2008, WHCS □ in partnership with University of New Mexico □ was invited to join the prestigious Early College for Native Youth Consortium (ECNYC), funded through Antioch College's Center for Native Education (CNE) in Seattle. The consortium is a national network consisting of 15 high schools in seven states serving Native American students.

According to national studies, only about half of Native American students graduate from high school; and fewer than three percent will complete college. A core goal of Antioch's Early College High School for Native Youth Initiative is to better serve Native American students □ who have the highest dropout rates and the lowest college completion rates of any ethnic group in the country. CNE describes the Early College High Schools as "culturally relevant, academically rigorous, small high schools. They blend high school, local cultural content, and college requirements in their curricula. Students can earn up to two years of college credit free of charge while completing their high school diplomas. Early colleges engage tribal communities in the education of their young people. Early colleges use a collaborative system of governance where tribal, secondary and postsecondary stakeholders share responsibility for school planning, implementation, evaluation and success." As a consortium member, WHCS received organizational "mentoring", extensive technical support and professional development to ensure greater stability as the school implements its long-range plan to successfully graduate Native students.

From the outset, the school's founders, administrators, faculty and governance council recognized that young people who understand their identity and appreciate their unique heritage are best-equipped to become effective students and citizens. The pre-college curriculum emphasizes the value of the community's language, culture, and traditions. These elements contribute to life balance, build healthy resilience, and help students overcome numerous pressures and challenges they will face during their student careers.

Students are challenged with advanced courses in core subject areas and enter the Dual Credit program by their junior year of high school. WHCS maintains strong partnerships with post-secondary institutions such as UNM, IAIA, CNM, UNMLA, and SIPI. Through the GEAR UP NM program, Walatowa has been able to bring parents and students together in preparation for post-secondary enrollment.

### 2. Description of the Curriculum Aligned to New Mexico Standards

- Provide a detailed description of the curriculum that includes a scope and sequence that is aligned to the New Mexico Content Standards, Benchmarks and Performance Standards.
- **OR, if a curriculum is to be developed**, provide a description of the proposed curriculum that is aligned to the New Mexico Content Standards, Benchmarks and Performance Standards and a specific plan for its development that will include a scope and sequence. The development plan should include a description of the process, a timeline, and resources (including staffing) to be utilized.

*Statutory & Regulatory*

*Reference(s):*

*NMSA 1978 Section 22-8B-8C*

*6.80.4.9C(2) & (3) NMAC*

A copy can be found in Appendix H



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Walatowa High Charter School's curriculum is designed to help students answer the following Essential Questions:

1. Freshman Year: What does it mean to know?
2. Sophomore Year: What does it mean to serve?
3. Junior Year: What does it mean to lead?
4. Senior Year: What is my place in the world?

These questions help to organize content, classroom instruction and real-world experience into four core components or strands

1. Academic Success- The charter high school's academic program focuses on preparation of students for admission into an institution of higher education. Students are challenged by a rigorous college preparatory curriculum that emphasizes reading, writing, math, science, technology, and health.
2. Leadership Development - The major focus of the Leadership Development component of the curriculum is to prepare strong, educated leaders, and increase our community assets, while also addressing relevant state content standards and benchmarks. Through traditional and cultural values, WHCS students build their personal life foundations on pillars of respect, self-discipline and responsibility, community leadership and high achievement. Participation in Leadership Development requires completion of a suitable student project to be evaluated and included in the student's portfolio.

The Leadership Curriculum component assists students in building confidence and esteem through public engagement in a wide variety of organizational and institutional settings. Students participate in assignments that strengthen their skill set such as public speaking, communication, decision making, problem solving, and team building. The Leadership Curriculum introduces students to a broad spectrum of contemporary issues and themes relevant to both the Jemez Nation and the larger community, and their corresponding collaborative and deliberative process at the tribal, state, and federal levels. Throughout the school year, students participate in ongoing dialogue regarding the Jemez community and issues important to the students such as tribal administration, water rights, sovereignty, economic development, tribal courts, or federal Indian law.

Leadership Development also includes:

- Mentorship Program - WHCS has developed a bank of vetted individuals who are able to serve as mentors for students. The mentorship program matches each student with a mentor, i.e. an elder, senior student, tribal employee, professional, or college student. The mentor serves as a resource to the student throughout his/her

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high school career. In addition to being available as a resource to the student, the mentor is invited to participate in school activities.

- Internship Program - The internship program arranges for students to work in tribal programs/administration, local, state and national institutions and organizations (with local offices), and state and federal government where they can acquire valuable first-hand experience and insights, and networking capabilities. The internship program, in collaboration with the Leadership Institute, will help students understand the impact of public policy and emerging trends on Native American and tribal issues.
  - Community Service - Each student is encouraged to participate in the Community Service and Service Learning component of the curriculum. Student service commitments help students learn more about their own capabilities, career and work choices and society in general, while also benefitting the community, tribal programs, community nonprofits and government agencies. Supervised Internship and Community Service experiences are coordinated directly with the school curriculum and proposed student projects.
3. Cultural Perspectives - The cultural component of the curriculum is aimed at enriching the lives and experiences of our youth on a local, national and global level. Moving outside the familiar and their respective comfort zones, students are able to expand their horizons, develop cross-cultural relationships and increase awareness of the impact of world events and lifestyles on local communities. Over the course of four years, students are introduced to various native and non-native cultures throughout the world in order to fulfill the school's motto, "Create Locally, Think Globally".
- **National and International Exchanges with other indigenous populations.**  
The aim of the national and international exchanges is to offer our students the ability to experience a different world, culture, and political system. These exchanges will be organized and coordinated through specific academic projects and classroom studies. Such experiences can broaden and enrich students' worldview and perspective, and sense of social responsibility. This will be accomplished through two strategies: technology and travel. The first, will utilize different technology tools to communicate (such as e-mail, controlled live chats, and on-line conferences), and the second is actual organized travel visits to identified communities/populations/countries.
  - **Language Preservation Program (Tri-Lingual).**  
The language preservation program integrates traditional language both in and out of the classroom. Walatowa High Charter School, with the assistance of the tribal leadership and traditional leaders, is currently developing a formal language training program, unique to Jemez, to ensure the continued survival and high retention of the "mother tongue", Towa. Incorporating local and international studies of geo-

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politics, anthropology, sociology and history, students visit, study and research existing, successful language programs to aid in the development of the language program appropriate to Jemez and its needs.

Model Language Program-Objective: Program unique to Jemez Pueblo

Local: Cochiti Pueblo's Language Nest—New Mexico

National: Northern Arapaho Language Immersion Program

International: Maori Basket Schools—New Zealand

- **Foreign Culture and Language Program: English, Spanish, and other languages.**

As a college preparatory school, WHCS believes it is essential for students to be exposed to different cultures, languages, and world experiences. In building human capacity, the tribe understands the need for a world-class education and the benefits to our students of becoming global citizens who are fluent in a variety of languages. Students with a range of linguistic abilities, in addition to English and Towa, can greatly enhance our community and contribute to the world as tri-lingual members of a global society.

4. **Athletics, Health, and Fitness** - The athletic, health, and fitness component of the curriculum promotes appreciation of physical wellness, healthy living, and traditional cultural practices. This curriculum component highlights the importance of living a healthy lifestyle, while building the “whole” person in body, mind, and spirit. This component will integrate aspects of traditional, cultural, contemporary, and western practices based on state content standards and benchmarks.

- **Physical Fitness Challenge.**

During the freshman year, as a requirement of graduation, each student will be given an opportunity to select one of three sports in which to complete a “fitness challenge.” Students will spend the school year physically and mentally preparing, and training for the challenge they select, which will be undertaken in the spring semester. This challenge element is designed to build student self-confidence and self-esteem and strengthen overall students’ physical, emotional and mental capabilities. The challenge options are:

- Ten mile run
- 25 mile bike
- 12,000 ft. hike (altitude).

Students with physically limiting conditions will be able to design a challenge experience that incorporates appropriate accommodations.

- **Team Sports Requirement.**

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In each grade level, the students are required to participate in at least one extra-curricular team sport they select. This help further build the concepts of teamwork and physical wellness.

- **Athletic Conditioning Classes.**

After a mandatory first-year physical education class, in subsequent years, each student is required to enroll in an athletic conditioning class for one semester per year, focusing on the sport or conditioning they select.

- **Healthy Lifestyles.**

The importance of living a healthy lifestyle and functioning at one's optimal levels is integrated throughout the curriculum. Collaborations with tribal and non-tribal health programs, Native American sports initiatives, and the United National Indian Tribal Youth (UNITY) Inc. healthy lifestyles campaigns are some of the organizations that support our school programs year-round.

### 3. Strategies and Methods

- Provide a description of the strategies and methods used in delivering the curriculum.

<p><i>Statutory &amp; Regulatory Reference(s): NMSA 1978 Section 22-8B-8C 6.80.4.9C(4) NMAC &amp; 6.80.4.9I(1) NMAC</i></p>
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In its 2001 report, the New Mexico State Board of Education cited 12 strategies implemented in successful high school reform initiatives. These 12 strategies have continuously informed educational development in the charter high school program at Jemez, since it was originally authorized:

- 1) All core activities of the school concentrate on student learning and achievement.
- 2) All students are expected to master the same rigorous academic material. High expectations are established for student achievement.
- 3) Staff development and planning emphasize student learning and achievement.
- 4) The curriculum is challenging, relevant, and covers material in depth.
- 5) Schools are using new forms of assessment.
- 6) Students get extra support from adults.
- 7) Students learn about careers and college opportunities through real-life experiences.
- 8) Schools create small, highly personalized and safe learning environments.
- 9) Technology is integrated into the classroom to provide high-quality instruction and students have opportunities to gain computer and other technical skills.
- 10) Periods of instruction are longer and more flexible.
- 11) Strong partnerships are forged with middle schools and colleges.

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12) Schools form active alliances with parents, employers, community members, and policymakers to promote student learning and ensure accountability for results

Specific strategies WHCS offers are:

- **Supportive Environment:** WHCS offers small classes (PTR 10:1) in a small school environment (35 total students in 2005-2006), focuses on different learning styles, and provides a comprehensive guidance program that includes academic advisement, counseling, tutoring, and mentoring programs.
- **Increased Support for College Level Placement Testing (ACT):** WHCS provides the necessary classes, tutoring and study skills that will enable each student to perform at or above the national norm on the ACT examination. These study/class sessions will be scheduled accordingly, to complement the students regular class schedules.
- **Strong and Gifted Tutoring:** In an effort to maintain continuing student success, a “strong and gifted” tutoring program supports the students in their educational endeavors. Tutoring and extracurricular activities are tailored to fit the needs of each individual student and build the necessary skills to ensure student advancement and success. Some examples of this are: honor society, newspaper, yearbook, clubs, and science bowl.
- **Technology Skills:** Computers in classrooms are integrated into the academic curriculum. WHCS has mobile computer labs with laptop computers and a stationary lab that has 16 desktop computers.
- **Leadership Skills:** A comprehensive leadership program for all students emphasizes leadership knowledge skills and character. Community service/service learning projects are connected to the curriculum. Students have the opportunity to participate in an outdoors leadership skills program that includes a ropes course, addresses diversity, and provides conflict resolution training.
- **Integrated Thematic Units:** The organizing principle for the curriculum is based around integrated thematic units. Each semester, a central theme is selected to organize most site-based coursework and off-site field and research experiences. This demonstrates to students how many concepts and different disciplines are interrelated, given a worldview of things. Some examples include: “The Journey to Ceremony”, a study of Chaco Canyon; “Guns, Germs, and Steel”, a study of the cultural effects of geography, geology, and resources upon the people of the world; and a study of the cultural aspects of the Valle Grande upon the Jemez people.
- **Multilingual Competence:** One of the school’s major initiatives is to encourage our students to be tri-lingual by the time they graduate. Learning more than one language also develops in students the ability to perceive the world from different frames of reference. Becoming multicultural and multilingual is continuously emphasized by all staff, the tribe and the community.

All students are enrolled in Spanish classes. They are enrolled in Spanish for four years while attending WHCS. Rosetta Stone Language Courses, a computer-based instructional program to learn foreign languages, is available to help students progress at their own pace, based on ability levels. Since Spanish is one of the most dominant languages in the state and the southwest, Spanish is promoted as a language for future employment, academics, socialization and better understanding of the growing economic exchange between the United States, Mexico, Latin America and other Spanish speaking countries.

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- Cultural and Language Preservation: These are core to the charter of the school. While the Towa language is not used as a method of instruction at the school, the student's native language is encouraged and promoted for cultural and language preservation purposes. Students who speak and understand their language grows to value their heritage, which enhances their self image and self worth. The students speak Towa as their social language. The faculty and administration believe that becoming fluent in native languages serves as a conceptual bridge for learning English or other languages better. Students are exposed to their language at home and in the community through their participation in traditional activities.
- Participation in competitive, team and individual sports: Students are encouraged to participate in competitive, team oriented and individual sports. These activities challenge students to improve their personal performance, and physical development based on levels of ability and physical wellness while maintaining their academic standing. They also offer options to dedicated students who may wish to pursue athletic scholarships.

WHCS faculty employ the following teaching methodologies:

- Cooperative learning (Johnson and Johnson, Kagan): Staff has received training in helping students work cooperatively in groups,
- Community-based and Experiential Learning: Teachers and students access a wealth of local resources, cultural sites, experts, elders, artisans, tribal officials for projects and simulations,
- Multiple Intelligences (Gardner): Staff has received training in this method of differentiated learning,
- Direct Instruction: Teachers lecture when appropriate and/or necessary,
- Authentic Assessment (published writing and public speaking, constructed projects, art, music, performance),
- Portfolios: Portfolios are in the process of being digitized; currently, there are Senior project portfolios, Freshman/Sophomore/Junior writing portfolios, Special Education Portfolios, and art portfolios,
- Rubrics: Used for projects and self-evaluations,
- Narrative Evaluation: Used in Special Education IEPs, for progress reports and for report cards.

### B. EDUCATIONAL PROGRAM

#### 1. Length of School Day and School Year

- State the length of the school day, including the number of instructional hours;
- State the length of the school year, including number of days and total number of instructional hours.

<i>Statutory &amp; Regulatory Reference(s):</i> 6.80.4.9C(5) NMAC
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## PART C–THE RENEWAL CHARTER

The length of the school day is 7 hours. There are six hours of instructional time daily.

The school year begins on August 8 and the last day of school is May 25 with a total of 1,080 hours of instructional time.

### 2. Grade Levels, Class Size and Projected Enrollment

- State the grade levels the charter school will serve.
- State the total projected student enrollment (maximum enrollment for the school).

<i>Statutory &amp; Regulatory Reference(s):</i> 6.80.4.9C(6) NMAC
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Walatowa High Charter School will serve grade levels 9-12.

The maximum enrollment for the school is 150 students.

### 3. Graduation Requirements (if applicable)

- Describe the credits and requirements for graduation.

<i>Statutory &amp; Regulatory Reference(s):</i> NMSA 1978 Section 22-13-1.1 6.80.4.9C(7) NMAC
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The students of Walatowa High Charter School will meet all New Mexico High School Redesign graduation requirements. The students will be expected to take those class schedules that will best prepare them for a post-secondary academic track.

### Master dual credit calendar

Subjects	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English	College Prep LA English I	College Prep LA English II	English III English 100	English IV
Mathematics	Algebra I or Geometry	Algebra II or Geometry	Algebra II or Trig/Pre-Calculus Math 100	Trig/Pre-Calculus or Calculus
Social Sciences	Humanities Gov/ NM history	American History	World History	Economics Economics (3)
Science	Biology	Chemistry	Physics	Senior Sciences College Science (3)



## PART C–THE RENEWAL CHARTER

Arts	Art, Music, Drama, or Crafts	Art, Music, Drama, or Crafts	Art College NA Arts (6)	Art College NA Arts (3)
Health/Fitness	P.E.	Health	Internship College Success (3)	Leadership NA course (3)
World Language	Spanish I	Spanish II	Native or Foreign Language	Native or Foreign Language
Electives	Tech I	Tech II	Dual Credit Elective (3)	Dual credit Elective (3)
Reading	Asst Reading	Asst Reading	Asst Reading	Asst Reading
HS Cr College Cr	8 credits	8 credits	10 credits 9 credits	8 credits 15 credits

### C. STUDENT PERFORMANCE EXPECTATIONS

Student academic performance is central to a school’s existence. Student performance expectations must be aligned with the mission and the educational plan. The student performance expectations must be stated in SMART goal format.

- Provide student-centered goals that are SMART:
  - Specific;
  - Measurable;
  - Ambitious and Attainable
  - Reflective of the school’s mission;
  - Time-Specific with Target Dates

*Statutory & Regulatory Reference(s):*  
*NMSA 1978 Section 22-8B-8E*  
*6.80.4.9C NMAC*

Student academic performance expectations at WHCS will consist of the following goals that align with the mission and educational plan.

1. For SY 2012-13, WHCS students in 11th grade will achieve a proficiency target of 33% or greater in reading as measured by the NMSBA, and grow by 7% or more, in following years.
2. For SY 2012-13, WHCS students in 11th grade will achieve a proficiency target of 30% or greater in math as measured by the NMSBA, and grow by 7% or more, in following years.