

TRIBAL EDUCATION STATUS REPORT



WALATOWA HIGH CHARTER SCHOOL

Mission Statement

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

**WALATOWA HIGH CHARTER SCHOOL
TRIBAL EDUCATION STATUS REPORT SY
2017-2022**

Governing Board

Kenneth Sando, President (Jemez/San Ildefonso)

Stuart Gachupin, Tribal Cacique Leader (Jemez)

Danielyn Hardy (Zia)

Corrina Yepa (Santa Ana)

Ryszard Wasilewski (Jemez Springs/Canon)

Dr. Arrow Wilkinson (Arikara/Muscogee) WHCS Executive Director

WALATOWA HIGH CHARTER SCHOOL

TRIBAL EDUCATION STATUS REPORT SY

2017-2022

Introduction

Per the Indian Education Act (IEA) Article 23A Indian Education, NMSA Section 22-23A-7 Report and IEA Rulemaking (Title 6, Chapter 25 Part 2.11):

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.

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. The report must include the twelve indicators listed herein. The report must be provided on or before July 30th following the close of the previous school year. Copies of the reports must be provided to the assistant secretary at the time the reports are provided to the respective tribes.

In order to be in compliance with filing the dates, school districts need to complete a districtwide annual Tribal Education Status report.

- SY 2015–2016, report must be completed no later than May 31, 2017; and
- For subsequent years, report must be submitted no later than July 30th.

The Tribal Education Status Report (TESR) informs stakeholders of the following:

- past and recent trends in the education of New Mexico’s American Indian students;
- gaps in academic performance between American Indian students and other ethnicities; and
- Data-driven decision-making through the analysis of districtwide data.

Statutory Requirements

Article 23A Indian Education 22-23A-7 Report

Title 6 Chapter 35 Part 2 PRIMARY AND SECONDARY EDUCATION INDIAN EDUCATION
IMPLEMENTING THE INDIAN EDUCATION ACT

6. 35.2.11 TRIBAL EDUCATION STATUS REPORT (TESR)

A. Per the IEA rules, beginning at the close of the school year 2015-2016, each school district with tribal lands located within its boundaries shall provide a districtwide tribal education status report to all New Mexico tribes represented within the school district boundaries. The report(s) must be provided no later than July 30th following the close of the previous school year. Copies of the reports must be provided to the assistant secretary at the time the reports are provided to the respective tribes.

B. The report must include the following information based upon data from the immediately preceding school year:

(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

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(12) Indigenous research and evaluation measures and results for effective curricula for tribal students.

Each indicator must address the following elements.

a) Objective: This section can be taken directly or modified from the objective provided in the statewide TESR report and/or tailored to the school district’s priorities.

b) Background: This section can be taken directly or modified from IED’s background report as provided in the state-wide TESR report and/or tailored to the school district’s priorities.

c) Methods: This area should include the how information and/or data was collected for all 12 TESR indicators.

d) Results: This area should include a brief analysis of each indicator. You may use a variety of charts and tables to address this component.

e) Conclusion: This section should include a brief summary of the main points or indicators of how AI students are performing or being addressed from the overall and highlight the main findings from the data analysis.

f) Action Plan. This section should include the steps, resources, and plans the districts will implement to address the improvement or needs of AI student achievement academically and/or culturally addressing the 12 TESR indicators.

WALATOWA HIGH CHARTER SCHOOL

DEMOGRAPHICS

The Walatowa High Charter School (WHCS) is a standalone State Charter High School which serves 9th through 12th grade. The following chart provides information for WHCS enrolled for students SY 2017-2022.

School Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Comments
Total Enrollment	50	48	56	54		
American Indian Students	49	45	52	50		
American Indian Students -Male	22	24	22	20		
American Indian Students-Female	27	21	30	30		
Non-American Indian Student	1	3	3	3		
Economically Disadvantaged	77.2%	70.0%	76.52%	78.7%		Universal Lunch Program: All students 100% Free

Special Education Services Students (All American Indian)	7	4	5	4		
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Indicator 1

Student Achievement

Objective: To ensure student achievement in New Mexico public schools is measured by statewide tests that are approved by PED, and results are disaggregated by ethnicity, gender and economic status, and disabilities.

Background: The New Mexico assessments include the evaluation of student progress in the following areas: reading K–2; English language arts 3–11; math 3–11, which includes Algebra I (may be given in grade 8), Algebra II, geometry, Integrated Math I, Integrated Math II, Integrated Math III; science, reading for students with disabilities, math for students with disabilities, and science for students with disabilities.

Methods:

WHCS Methods

2017-2022 Charter School Goals and Objectives-Student Annual Achievement Goals

** In 2019 -2020, NMPED changed the annual assessment from PARCC to the Student Achievement Test (SAT) for ELA/Reading and Math.*

1. **Mission-Specific Indicator:** For SY 2017-2022, WHCS Full Academic Year (FAY) Students will meet expectations in Reading as measured by the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment.

2. **Mission-Specific Indicator:** For SY 2017-2022, WHCS Full Academic Year (FAY) Students will meet expectations in Math as measured by the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment. In 2019-2022, NMPED Assessment measures will implement the Student Achievement Test (SAT).

*For school years 2019 through 2022, WHCS will implement the NMPED Assessment measure Student Achievement Test (SAT) in ELA/Reading and Math. *SAT Comparative data unavailable due to Covid-19 cancellation of SAT for 2019-2020. SAT will be rescheduled during the 2020-2021 school year.*

3. **Mission-Specific Indicator: College Readiness:** For SY 2017-2022, for this goal, WHCS FAY 11th and 12th grade students will take the Accuplacer Reading, Sentence Skills and/or Elementary Algebra Accuplacer Test and/or **ACT/SAT Assessments**.

4. **Mission-Specific Indicator: Post-Secondary Acceptance:** For SY 2017-2022, WHCS High School graduates will be accepted to post-secondary education institutions within the first year following graduation.

5. **Mission-Specific Indicator: Post-Secondary Acceptance College/Career Readiness -Dual Credit:** Walatowa High Charter School will enroll 100% of students in one or more dual credit courses by their graduation date, 80% of whom will complete the course(s) with a passing grade.

2017-2022 Charter School Goals and Objectives-Student Annual Achievement Goals

ENGLISH LANGUAGE/READING & MATH

1. Mission-Specific Indicator: For SY 2017-2022, WHCS Full Academic Year (FAY) Students will meet expectations in Reading as measured by the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment.

2. Mission-Specific Indicator: For SY 2017-2022, WHCS Full Academic Year (FAY) Students will meet expectations in Math as measured by the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment.

Achievement Data

Achievement data for the Walatowa High Charter School is based on three years of reading, math and science scores, which represent percent proficient in each area. In 2017-2018 the PARCC test was used for assessing academic achievement, and 2019 the TAMALA test was used.

Reading Achievement Data

2017			2018			2019		
Group	Reading	Pct Reading	Reading	Pct Reading	Pct Diff	Reading	Pct Reading	Pct Diff
All Students	36	17	38	13	-4	38	11	-2
American Indian Students	34	15	37	11	-4	38	11	0

≤ masking rules prevents Pct difference

Source: <https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/>

Results: Average Student Growth ELA:

2017-2018 ELA Score

2018-2019 ELA Score

716	734.5	ELA: 2.5 % increase
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Math Achievement Data

2017			2018			2019		
Group	Math	Pct Math	Math	Pct Math	Pct Diff	Math	Pct Math	Pct Diff
All Students	34	15	28	18	3	39	≤ 10	
American Indian Students	32	13	28	18	5	37	≤ 10	

≤ masking rules prevents Pct difference

Source: <https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/>

Results: Average Student Growth Math:

2017-2018 Math Score

2018-2019 Math Score

663.92%	668.33%	Math: 4.42 point increase
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Science Achievement Data

2017			2018			2019		
Group	Science	Pct Science	Science	Pct Science	Pct Diff	Science	Pct Science	Pct Diff
All Students	12	≤ 20	16	25		20	≤ 20	
American Indian Students	11	≤ 20	16	25		19	≤ 20	

≤ masking rules prevents Pct difference

Source: <https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/>

WHCS Mission-Specific Indicator 3: COLLEGE AND CAREER READINESS

3. Mission-Specific Indicator: College Readiness: For SY 2017-2022, for this goal, WHCS FAY 11th and 12th grade students will take the Accuplacer Reading, Sentence Skills and/or Elementary Algebra Accuplacer Test and/or **ACT/SAT Assessments**.

Results:

Seniors 2016-2017

Student	ACT Composite Score October 2016-2017	ACT Composite Score March 2018	Cohort/Non-Cohort/Transfer	Comments
1	18		C	Met Goal
2	17	DNP	C	Met Goal
3	13	DNP	C	Met Goal
4	14	15	C	SPED/Met Goal
5	21	23	C	Met Goal
6	22	DNP	C	Met Goal
7	18	DNP	C	Met Goal
8	DNP	DNP	NC-T-JVPS	DNM
9	14	DNP	DNP	Met Goal

10	13	15	NC-T-Arizona	Met Goal
11	11	DNP	C	SPED/ Met Goal
12	16	DNP	NC-T-Michigan	Met Goal
13		13	NC-T-JVPS	SPED/Met
14	15	DNP	NC-T-SFIS	Met Goal
15	14	DNP	C	Met Goal
16	17	DNP	C	Met Goal
17	14	DNP	C	SPED/Met
18	14	DNP	NC-T-California	Met Goal

Seniors 2017-2018

Student	ACT Composite Score October 2017	ACT Composite Score March 2018	Cohort/Non-Cohort/Transfer	Comments
1	18	18	T-Bernalillo	Met Goal
2	17		C	Met Goal
3	16	16	C	Met Goal
4	18		C	Met Goal
5	13		T-JVPS	Met Goal /SPED
6	14		C	Met Goal
7	17		C	Met Goal
8	13		C	Met Goal /SPED
9	15		T-JVPS	Met Goal
10	12	14	C	Met Goal /SPED
11	Did Not Take	Did Not Take	T-JVPS	Did not meet
12	12		C	Met Goal
13	14	Did Not Take	T-California	Met Goal

Senior Class-2018-2019

Student	ACT Composite Score October 2017	ACT Composite Score March 2018	ACT Composite Score October 2018	ACT Composite Score February 2019	Cohort/Non-Cohort/Transfer	Comments
1	12	DNP	13	14	T-JVPS	Met Goal
2	13	12	14	17	C	Met Goal
3	DNP	DNP	DNP	15	T-JVPS	Met Goal
4	18	18	19	18	C	Met Goal
5	19	20	20	20	C	Met Goal
6	DNP	DNP	DNP	12	C	Met Goal/Parent
7	12	13	13	14	C	Met Goal
8	14	DNP	16	16	T-JVPS	Met Goal
9	15	14	15	16	C	Met Goal
10	13	13	13	11	C	Me Goal
11	17	17	18	17	T-NMMI	Met Goal

Juniors Class 2018-2019 - (Graduating Class of 2019-2020)

Student	ACT Composite Score October 2018	ACT Composite Score February 2019	Cohort/Non-Cohort/Transfer	Comments
1	24	23	C	Met Goal
2	20	20	C	Met Goal
3	17	18	C	Met Goal
4	15	16	C	Met Goal
5	17	15	C	Met Goal/JHHS Grief Referral
6	15	15	C	Met Goal/ Medical
7	15	18	C	Met Goal
8	12	13	C	Met Goal/SPED
9	14	13	C	Met Goal
10	15	17	C	Me Goal/SPED

11	Did not participate	13	T-Bernalillo	Met Goal
12	14	12	C	Met Goal
13	14	13	T-JVPS	Met Goal
14	12	14	C	Met Goal
15	DNP	Transfer 2019	T-NACA	N/A

Juniors 2019-2020 (Graduating Class of 2020-2021)

Student	ACT Composite Score November 2019	ACT Cancelled due to Coronavirus 19	Cohort/Non-Cohort/Transfer	Race-Tribe/Ethnicity	Met Goal	Comments
Student 1	15	NA	NC	Jemez	Met Goal	JHHS Referral-Substance/Grief Transfer-JVPS
Student 2	14	NA	NC	Jemez	Met Goal	Transfer-JVPS
Student 3	DNP	NA	NC	Jemez		JHHS Referral-Substance/Grief Transfer-Bernalillo
Student 4	DNP	NA	C	Jemez		Out of State
Student 5	DNP	NA	NC	Jemez		Transfer-JVPS
Student 6	14	NA	C	Tsyia	Met Goal/Medical	JHHS Referral-Substance/Grief
Student 7	15	NA	NC	Jemez	Met Goal	Transfer-Grants
Student 8	14	NA	C	Tsyia	Met Goal/SPED	JHHS Referral-Substance/Grief
Student 9	16	NA	NC	Hispanic	Met Goal	JHHS Referral-Substance/Grief/Transfer W. Las Vegas
Student 10	11	NA		Jemez	Me Goal/SPED	
Student 11	15	NA	NC	Jemez	Met Goal	Transfer-JVPS

Student 12	DNP	NA	C	Tsyia		JHHS Referral-Behavioral Health/Sped
Student 13	13	NA	NC	Jemez	Met Goal	JHHS Referral-Substance/Grief
Student 14	14	NA	NC	Jemez	Met Goal	Transfer-JVPS
Student 15	14	NA	C	Jemez	Met Goal	
Student 16	15	NA	C	Jemez	Met Goal	

*ACT Comparative data unavailable due to Covid-19 cancellation of ACT for 2019-2020 spring assessment. ACT will be rescheduled for fall 2020.

ACT Performance Data

Eight Year ACT Performance Growth from 13.57 to 16.14

Indicator 4 & 5

Post-Secondary Acceptance

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Post-Secondary College/Career Readiness -Dual Credit

For SY 2017-2022, WHCS High School graduates will be accepted to post-secondary education institutions within the first year following graduation. **Mission-Specific Indicator #5: Post-Secondary College/Career Readiness -Dual Credit:** Walatowa High Charter School will enroll 100% of students in one or more dual credit courses by their graduation date, 80% of whom will complete the course(s) with a passing grade.

2017-2018

Student	Dual Credit Post-Secondary Acceptance/ Completed Course	Post-Secondary Institution Acceptance	Post-Secondary Institution Applied	C =COHORT C2 =NOT COHORT	Comments
1	Institute of American Indian Arts (IAIA)	IAIA/Central New Mexico College (CNM)	Central New Mexico College (CNM)	C	Employed

2	IAIA	IAIA	IAIA/Haskell Indian Nations University (HINU)	C	
3	IAIA	IAIA/Haskell Indian Nations University (HINU)		C	Full Time Student-Athletic Scholarship
4	IAIA/CNM	IAIA/CNM	CNM	C	Employed
5	IAIA	IAIA/ IntelliTec College	SIPI	C	
6	IAIA	IAIA/SIPI	SIPI	C	Full-Time Student/Employed
7	IAIA	IAIA	SIPI/Application in review	C2	
8	IAIA	IAIA	SIPI/Application in review	C	Sp.Ed/Parent
9	IAIA	IAIA/SIPI	SIPI	C2	Parent/Employed-Pueblo of Zia
10	IAIA	IAIA	SIPI	C	Parent/Employed
11	IAIA	IAIA	SIPI/ TONI&GUY Hairdressing Academy	C2	Parent
12	IAIA	IAIA	ABQ Job Corp/ IntelliTec College	C	
13	IAIA/CNM	IAIA	IAIA	C2	Full-time Student/Employed

2018-2019

Student	Dual Credit Post-Secondary Acceptance/ Completed Course	Post-Secondary Institution Acceptance	Post-Secondary Institution Applied	C=COHORT C2 =NOT COHORT	Comments
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1	Institute of American Indian Arts (IAIA)	SIPI	SIPI	C2	Full Time Student
2	IAIA	IAIA/ Arizona Automotive Institute	Arizona Automotive Institute	C	Full Time Student
3	IAIA	HiSet	HiSet	C2	Employed
4	IAIA/CNM	IAIA/CNM/SIPI	CNM/SIPI/Ft. Lewis	C	Full Time Student
5	IAIA	IAIA/ Arizona Automotive Institute	Arizona Automotive Institute	C	Full Time Student
6	IAIA	IAIA/SIPI	SIPI	C	Parent/Employed
7	IAIA	SIPI/Carrington Health	Carrington Health	C	Full Time Student
8	IAIA	SIPI/Arizona Automotive Institute	Arizona Automotive Institute	C2	
9	IAIA	IAIA/Haskell Indian Nations University (HINU)	IAIA/Haskell Indian Nations University (HINU)	C	Employed
10	IAIA	IAIA	SIPI	C	Employed
11	IAIA	IAIA/NMMI	NMMI	C	Full-Time Student

2019-2020

Student	Dual Credit Post-Secondary Acceptance/ Completed Course	Post-Secondary Institution Acceptance	Post-Secondary Institution Applied	C=COHORT C2 =NOT COHORT	Comments
1	IAIA/CNM/UNM-LA	NMSU	NMSU, UNM, UTEP	C	Employed-McDonalds Archway Program
2	IAIA/UNM-LA	Santa Fe C.C	CNM, UNM	C	Employed-Target Santa Fe
3	IAIA/UNM-LA	Santa Fe C.C.	CNM	C	

4	IAIA/UNM-LA	IAIA/CNM	UNM/Western/Ft Lewis.	C	
5	IAIA/UNM-LA	SIPI	SIPI	C	
6	IAIA/UNM-LA	CNM/SIPI	SIPI/CNM/UNM	C	
7	IAIA/UNM-LA	Western NM, UNM	UNM/Western NM, SIPI	C	
8	IAIA/UNM-LA	NMSU	CNM/UNM/WSU	C	Employed-McDonalds Archway Program
9	IAIA	SIPI	SIPI	C2-NACA	
10	IAIA	SIPI	SIPI	C	Sped
11	IAIA	SIPI	SIPI	C	Sped
12	IAIA	SIPI/CNM	SIPI	C2-Bernalillo	
13	IAIA/UNM-LA	Ft. Lewis/CNM	CNM/Ft. Lewis	C2-JVPS	Employed-McDonalds Archway Program
14	IAIA	SIPI	U.S. Navy	C	
15	IAIA	SIPI/CNM	U.S. Army	C	Employed-McDonalds Archway Program

* Institute of American Indian Arts (IAIA). Central New Mexico College (CNM). Southwest Indian Polytechnic Institute (SIPI). (UNM-LA) University of New Mexico-Los Alamos, (NMSU) New Mexico State University

* Dual Credit Course Completion – Course grade reflected on high school transcript.

*Cohort 1: Students who begin their 9th grade year enrolled at the school and remain for the entirety of their high school career.

*Cohort 2: Students who enrolled for less than their full high school career.

*Because students participate in our dual credit program, they must meet all admission requirements to be eligible to participate. Each Student has been accepted into the Institute of American Indian Arts/ UNM-LA and completed college level courses with passing grades.

Conclusion: Continue implementing the college and/or career application and acceptance requirement.

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 to create multiple student options.

WALATOWA HIGH CHARTER SCHOOL

ACADEMIC ACTION PLAN

WHCS 2018-2019 SCHOOL ACADEMIC PLAN

Name of Charter School		Walatowa High Charter School		School State ID Number	District # 552 Location: 001	
Head Administrator		Dr. Arrow Wilkinson		School Year	2018-2019	
Governing Board Approval Date		September		Submission Date	September 20, 2018	
Performance Framework Area for Improvement (Academic, Financial, Organizational) Specific Performance Indicator in Need of Improvement		Academic	Financial	Organizational	Deadline for Charter School to Demonstrate Improvement June 30, 2019	
		x				
Remediation Strategy(ies)	Action Step(s)	Timeline	Person/Program Responsible for Implementation	How will you demonstrate success of the Remediation Strategy(ies)	Outcome Evidence (Data)	Met/ Did Not Meet
	Daily Required Reading Plus Course: The program aligns with the College and Career Readiness Anchor Standards for Reading by providing extensive, scaffolded experience with 25 essential reading skills, research-based comprehension questions, offline worksheets for additional skill practice, and writing exercises that foster independent thinking and effective communication and Sustained Silent Reading/Writing Assignment	Daily Required Course	WHCS Faculty/Reading-Social Studies Instructor	Quarterly Assessments 70 SR'S Completion Annually, Program Completion, Significant gain. (9-12) Improved Literacy/ELA –Math Skill based on individual improvement levels.	Reading Plus-Bi-weekly assessment results. PARCC Assessment Results. Improved proficiency levels.	Met Completed PARCC ON May 2, 3019. Pending Results Dr. Kommander-Salazar provided overview of how WHCS Implemented the PEC Charter SIP during the April 2019 Charter School Division Rep.

	Academic Vocabulary- Daily academic vocabulary class-Latin Root word, SAT Vocabulary/Math Vocabulary	Daily Required Course	WHCS ELA Instructor	Academic language acquisition.	Improved assessment scores.	Improved Reading Levels through Reading Plus Assessments – See EOY Report. Completed PARCC ON May 2, 2019. Pending Results
	Assessment Prep Course (ELA & Math) Perfection Learning PARCC/SAT/Accuplacer Assessment Prep Books	Daily Required Course	WHCS Faculty/Reading-Social Studies Instructor/Math Instructor/Sped Instructor	Improved assessment scores: ASVAB, Accuplacer, PARCC, ACT, PSAT. Bi-Monthly PARCC Assessment.	Accuplacer-Quarterly results. ACT-October/February PARCC Practice assessment results	Participated in ACT-October 2018/February 2019. Participated PSAT Sept. 2018/ April 2019
	Gear Up Tutoring/RTI: Any student below a 70% is required to attend tutoring.	Daily implementation	WHCS Faculty	Formative/Summative assessments.		See Tutoring Schedule
	Kahn Academy assignments linked to PSAT results.(ELA/MATH/Social Studies)	Daily implementation	WHCS Faculty	Improved assessment scores	Improved assessment scores	Built into the lesson plan
	ACT Bootcamp	Sept. 2018	WHCS Faculty-Mastery Prep	Improved assessment scores.	Improved assessment scores	Completed October 2018
	SAT Bootcamp	March 2019	WCHS Faculty-Cambridge	Improved assessment scores	Improved assessment scores	Completed SAT/PARCC February 2019
	IXL- 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.	Aug.2018/May2019	WHCS Faculty	Improved assessment scores	Improved assessment scores	Built into lesson plan as supplemental instruction strategies.
	Cross Collaborative Disaggregated Data Base to analyze student growth and to drive lesson plan development	Monthly	WHCS Faculty	Formative/Summative assessments.	Improved assessment scores	Met bi-weekly with staff to discuss data outcomes to develop lessons through Gear Up NM.
	NMTEACH-Teacher Evaluation	Monthly	WHCS Faculty/Administration	Evaluation Requirements	Improved assessment scores/lesson plan and delivery	Completed NMTEACH Evaluation.

					(Culturally Competent Lessons)	
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WHCS 2019-2020 SCHOOL ACADEMIC PLAN
&
WHCS COVID-19 CONTINUOUS LEARNING PLAN

Name of Charter School	Walatowa High Charter School		School State ID Number		District # 552 Location: 001	
Head Administrator	Dr. Arrow Wilkinson		School Year		2019-2020	
Governing Board Approval Date	September 2019 April 2020 – Continuous Learning Plan		Submission Date: September 2019		April 2020 – Continuous Learning Plan	
Performance Framework Area for Improvement	Academic	Financial	Organizational	Deadline for Charter School to Demonstrate Improvement	June 30, 2020	
	x					
Remediation Strategy(ies)	Action Step(s)	Timeline	Person/Program Responsible for Implementation	How will you demonstrate success of the Remediation Strategy(ies)	Outcome Evidence (Data)	Met/ Did Not Meet
	Daily Required Reading Plus Course: The program aligns with the College and Career Readiness Anchor Standards for Reading by providing extensive, scaffolded experience with 25 essential reading skills, research-based comprehension questions, offline worksheets for additional skill practice, and writing exercises that foster independent thinking and effective communication and Sustained Silent Reading/Writing Assignment	Daily Required Course	WHCS Faculty/Reading -Social Studies Instructor	Quarterly Assessments 70 SR'S Completion Annually, Program Completion, Significant gain. (9-12) Improved Literacy/ELA – Math Skill based on individual improvement levels.	Reading Plus- Bi-weekly assessment results. SAT/ACT Assessment Results. Improved proficiency levels.	SAT/ACT Assessment Pending WHCS Continuous Learning Plan Approved
	Academic Vocabulary- Daily academic vocabulary class-Latin Root word, SAT Vocabulary/Math Vocabulary	Daily Required Course	WHCS ELA Instructor	Academic language acquisition.	Improved assessment scores.	Improved Reading Levels through Reading Plus Assessments – See EOY Report. Results will not be completed due to the Covid-19 School Closures.

						SAT/ACT. Pending Results
	Assessment Prep Course (ELA & Math) Perfection Learning PARCC/SAT/Accuplacer Assessment Prep Books	Daily Required Course	WHCS Faculty/Reading -Social Studies Instructor/Math Instructor/Sped Instructor	Improved assessment scores: ASVAB, ACT, SAT.	ACT-October Results SAT- December Results.	Juniors Participated in ACT-October and SAT-December No comparative data available because of Covid 19 Cancellations
	WHCS Tutoring/RTI: Any student below a 70% is required to attend tutoring.	Daily implemen- tation	WHCS Faculty	Formative/Summative assessments.		See Tutoring Schedule
	Kahn Academy assignments linked to PSAT results.(ELA/MATH/Soci al Studies)	Daily implemen- tation	WHCS Faculty	Improved assessment scores	Improved assessment scores	Built into the lesson plan
	ACT Bootcamp	Sept. 2019	WHCS Faculty- Mastery Prep	Improved assessment scores.	Improved assessment scores	Completed for fall 2019 but not for spring 2020.
	SAT Bootcamp	March 2020	WCHS Faculty- Cambridge	Improved assessment scores	Improved assessment scores	Completed for fall 2019 but not for spring Cambridge Bootcamp 2020 due to Covid 19 closures.
	IXL- 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.	Aug.2019/ May2020	WHCS Faculty	Improved assessment scores	Improved assessment scores	Built into lesson plan as supplemental instruction strategies.
	Cross Collaborative Disaggregated Data Base to analyze student growth and to drive lesson plan development	Monthly	WHCS Faculty	Formative/Summative assessments.	Improved assessment scores	Met bi-weekly with staff to discuss data outcomes to develop lessons. Meet with staff individually. Completed (Dr. Kommander- Salazar/Dr. Wilkinson)
	NMTEACH-Teacher Evaluation	Monthly	WHCS Faculty/Admini- stration	Evaluation Requirements	Improved assessment scores/lesson plan and delivery (Culturally	Evaluation, completed fall requirement (Dr. Kommander- Salazar/Dr. Wilkinson)

					Competent Lessons)	Spring 2020 waived due to Covid -19
	<p>Implementation of STEM Education Improvement Plan to adequately prepare students for college and workforce requirements</p> <ul style="list-style-type: none"> • Computer Science Principals Class leading to AP certification • Integration of technology and virtual learning • Robotics Class – Project-based learning with integrated content across STEM subjects • Professional development (PD) on integrated STEM curriculum (Code.org) • Community/industry partnerships and connections with postsecondary education connections e.g. Southwestern Indian Polytechnical Institute (SIPI) Advanced Technical Education, Pre-Engineering Department - "NASA Technology/Robotics Curriculum" 	Weekly/Quarterly	Dr. Kommander/Facilitator: Mr. Meek	Identification, analysis and implementation of 21st Century Skills and high-quality tools and supports – such as rubrics, self-assessments, formative and summative assessments to advance consistent understanding and application of the adopted CCRR aligned STEM attributes.	<p>-Pre- and post-assessment surveys</p> <p>-increased student skill levels as determined by interactive education platform</p> <p>- Completion of PBL based modules</p> <p>- Attendance of PD – Computer Science Alliance and Code.org workshop</p> <p>-“effective “ NMTEACH Facilitator Evaluation</p> <p>- Student Fieldtrips to SIPI/ Robotics Science Fairs/Technology</p>	Completed fall 2019 but Spring 2020 was not fully completed due to Covid-19 Adjustments.
	<p>Outreach, support and focus on underserved, especially females and minorities and economically disadvantaged</p> <ul style="list-style-type: none"> • Building School Community - 	Weekly/Quarterly	Dr. Kommander/Facilitator/Mr. Meek	<ul style="list-style-type: none"> • Development of student projects such as Website Design & Development, Wearable Tech & Fashion 	<p>Student participation and collaborative teamwork</p> <p>Coding Project(s) completion</p>	

	GirlswhoCode – Code Club to close the gender employment difference in technology		WHCS Faculty/Staff POJ Tribal Education Department POZ Tribal Education Department JHHS Health Department	Design, and iPhone App Development. <ul style="list-style-type: none"> • Self- evaluations • > 70% re- enrollment • > 20% student growth Combination of 3 RD Quarter grades and pass/fail with 4 th quarter.	Student participation and collaborative teamwork	See Continuous Learning Plan
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2019-2020 WHCS CONTINUOUS LEARNING PLAN

COVID 19 VIRUS SCHOOL CLOSURE

4/7/2020

NMPED APPROVED

High School Senior Continuous Learning Plan

How are you ensuring credit requirements are met? WHCS Students must complete remaining course assignment requirements and end of course assessment which is developed by the instructor.

How will you support completion of dual enrollment courses? Dual Credit Classes had been offered and completed during the Fall 2019 Semester only.

Describe the local demonstrations of competency options which will be used for seniors who still need to meet competency requirements in one or more subject areas (PPT presentations, virtual or physical projects, on the job experiences, community services, virtual presentations, local portfolios, etc.). - Completion of remaining course related materials which are developed by WHCS Instructor and End of Course Exam.

Please describe your plan to ensure graduation and completion of *Next Steps Plans* for seniors.

Next Step Plan Review: WHCS designated staff and individual senior students reviewed the Next Step Plan last week of December 2019. Discussed remaining graduation requirements with individual students in order to graduate and receive a diploma. Final exit Next Step Plan meeting will be conducted via email and phone conversation with students and parents no later than May 2020.

Academic Support -Briefly describe the professional development plan for your staff related to continuous learning. What support might you need? The primary necessity for all staff to effectively transition into online learning is the ability to access and utilize online educational resources for teacher and administrative professional development and to effectively implement a schoolwide online learning

management system (LMS). Imperative for this transition is that laptop computers and tablets as well as IT support are readily made available for teachers, administrators and staff.

In addition, due to the rural physical location of the Walatowa High Charter School, Wi-Fi and device access is limited.

Please describe how you will support continuous learning for Pre-K through 11th grade students based on the resources and capacity of your community. WHCS student population is from the following tribal communities: Pueblo of Jemez, Pueblo of Zia and Santo Domingo and Jemez Valley Corridor. The tribal communities have closed access to all school personnel that are not from those specific tribal communities. Wifi access is limited but for students that have access; WHCS Instructors have provided lessons and activities that are distributed via email to parents, Tribal Education Directors of Jemez/Tsyia and posted on WHCS Google Classroom, and WHCS School website. In addition, students receive hard copy packets of assignments and workbooks delivered by WHCS Staff members or mailed.

Will online learning be used? If so, what tech support will be available for families and teachers? Online learning is our first option but due to the limited Wi-Fi access and access to devices such as personal laptops, phones and/or desktops computers, WHCS has provided the hard copies of all assignments and workbooks.

If so, how will you ensure that all students have adequate access to devices and the internet? What support might you need? WHCS is in need of 20 additional Google Chromebook for students.

Please describe additional measures you will take to support students with disabilities, students at-risk, and students served under Title Programs (EL, Migrant, etc.). Assignments that are developed by the WHCS Instructors for all WHCS students incorporate TESOL strategies for ELL learners; powerpoint presentations, videos, hands one assignment and modified written assignments. Modifications and accommodations are based on students' individualized education plans (IEPs). Teachers continue to integrate best practices as outlined in the Responsive Classroom Model with emphasis on Social-Emotional Learning (SEL) strategies. SEL methods are being merged with Positive Behavioral Interventions and Supports (PBIS) to identify specific student needs and to provide targeted interventions.

How will teachers check-in with students? How frequently? To streamline communication, WHCS Instructors will be communicating with students from Monday to Thursday from 9 AM – 12:00 P.M. via Email, Google Classroom and Google Sites Class and Private Commenting sections. On Fridays, students can communicate with their WHSC Instructor via Email.

Please describe your plan for Career and Technical Education. Walatowa High Charter School has secured grant funding for Innovation in Science and Technology from the Southern Regional Education Board. The school is in the process of obtaining a quote to purchase Equipment/Supplies/Consumables/Software and Hardware from Studica. Furthermore, due to the Corona Virus travel restrictions we are seeking to implement virtual professional development training to offer the class for the fall 2020 semester.

Please describe your plan to address electives/specials. WHCS offers one elective course, Art. WHCS Art Instructor has developed and implemented distant learning lessons.

Social and Emotional Supports

How will you utilize counselors and social workers? Walatowa High Charter School has ensured that students and families have access to the Pueblo of Jemez Health and Human Service Response Team, Behavioral Health Team and teachers to address questions and concerns in conjunction with the CoronaVirus. Students in need of counseling services will be referred to the tribal behavioral counselor. Temporary office hours of the tribal medical facilities are posted and regularly updated on the school's website, google classroom, and tribal education directors and sent to parent email.

How will you support students' social-emotional needs? The school's response plan takes into account the different needs of students and connects students/parents/communities to a compilation of social-emotional learning (SEL) and self-care resources. These resources are made available on the school's website and through consistent email and phone communication with community leaders, parents, guardians and students. Walatowa High Charter School is continuously building and sharing social and emotional learning strategies to support students, families and staff to use emotional intelligence strategies according to the RULER (Recognizing, Understanding, Labelling, Expressing, and Regulating) approach.

Family & Community Communication

How will you keep families informed about changing circumstances? WHCS distributes consistent information provided by NMPED and NMDOH to students and parents via email, WHCS website post, and POJ Tribal community update through POJ Tribal Education Department.

How will you support families and caregivers as they facilitate learning at home? WHCS provides articles and literature posted on WHCS website and sent via email to parents to give tips on how to facilitate learning from home. In addition, WHCS Instructors and Administration is available for any guidance.

How will you support families and caregivers as they support the social-emotional needs of their children? The school's response plan takes into account the different needs of students and connects students/parents/communities to a compilation of social-emotional learning (SEL) and self-care resources. These resources are made available on the school's website and through consistent email and phone communication with community leaders, parents, guardians and students. Walatowa High Charter School is continuously building and sharing social and emotional learning strategies to support students, families and staff to use emotional intelligence strategies according to the RULER (Recognizing, Understanding, Labelling, Expressing, and Regulating) approach. Walatowa High Charter School has ensured that students and families have access to the Pueblo of Jemez Health and Human Service Response Team, Behavioral Health Team and teachers to address questions and concerns in conjunction with the CoronaVirus. Students in need of counseling services will be referred to the tribal behavioral counselor. Temporary office hours of the tribal medical facilities are posted and regularly updated on the school's website, google classroom, and tribal education directors and sent to parent email.

How will you reflect, monitor, and evaluate the effectiveness of the implementation of this plan and the results? Walatowa High Charter School (WHCS) initiated its Continuous Learning Plan (CLP) by conducting comprehensive needs assessment focusing on the strategic prioritization of rigorous yet

attainable goals linked to data-driven decision-making to ensure student learning. Distributed leadership and collaboration will ensure continuous communication with all stakeholders, including families and community engagement, regarding the CLP's objectives, progress and results. Online curriculum delivery and quality of instruction are consistently monitored and assessed to ascertain that curriculum and instruction are aligned to district, state and national standards that include college- and career readiness. Continuous evaluation of curriculum delivery in conjunction with implementation of social-emotional learning (SEL) practices is monitored through the use of the Assessment Tool for Teachers based on the Responsive Classroom Model. WHCS continues to utilize its collaborative Professional Learning Community (PLC) process of collective inquiry to assess and review student learning and build capacity of teachers and leaders effectively.

WALATOWA HIGH CHARTER SCHOOL 2020-2021 WHCS CONTINUOUS LEARNING PLAN

Presented: Pueblo of Jemez Tribal Administration - 7/20/2020 (Approved) & Pueblo of Tsyia Tribal Administration - 8/4/2020 (Approved)

I want to thank you for choosing the Walatowa High Charter School. We hope that you and your family are healthy and staying safe. We have missed each student and are looking forward to having you back and excited about your education.

COVID-19 has disrupted every aspect of our lives. We have all had to make decisions often with little information and guidance. Our communities, families, students and staff have been patient and resilient as we have had to adjust to unexpected situations and circumstances. As Tribal leaders, families, students and the Walatowa High Charter School know, every decision we make includes risks and rewards. We do not have every answer and we may not get everything right the first time, but we are committed to learning and improving together.

Restored educational consistency is important for our students, families and staff because consistent learning calms fears and reduces trauma caused by Covid -19. I assure you, we want nothing more than to get back to our business of education because we know this will allow us to increase equitable access, and provide social, emotional and academic experiences that bring students and staff together safely.

In our first phase, we will begin our school year with structured, remote learning for all. This is an extension of our spring 2019-2020 WHCS Continuous Learning Plan. **Remote learning will continue until Pueblo of Jemez and Pueblo of Tsyia lift community Stay At Home Orders, and WHCS Governing Board/ WHCS Administration deem safe to transition into Phase 2; modified in-person learning and ultimately Phase 3; In-person learning. Parents will always have the option to remain in the remote learning model if desired.**

The health and safety of our Walatowa High Charter School students, families, communities we serve and our WHCS faculty and staff is our first priority. We want students, families and employees to feel

comfortable and safe returning to school campuses. Our plan incorporates recommendations and guidelines from the Centers for Disease Control and Prevention (CDC), New Mexico Department of Health, NMPED, Pueblo of Jemez Tribal Administration, Pueblo of Tsyia Tribal Administration and the Jemez Health and Human Services.

At the Walatowa High Charter School, we are committed to:

- The safety and wellness of our WHCS students, families, WHCS employees and the communities that we serve.
- Providing a safe learning and working environments for students, families, WCHS faculty and Staff.
- Providing individual learning opportunities for students by their individual strength and need, and ensuring they graduate ready for college, career and community participation.

It is possible that the Walatowa High Charter School will be required to alternate between in-person and remote learning throughout the year due to recommendations and guidance from our partnering agencies, and stay-at-home orders from the Pueblo of Jemez Governor, Pueblo of Tsyia Governor and the State of New Mexico Governor. The level of infection, the spread of the virus and response to Covid-19 will be at the forefront of our decision making as we move from remote on-line learning, modified and eventually into in-person.

Please review our 2020-2021 WHCS Continuous Learning Plan: Phase 1, Phase 2, and Phase 3. This plan will be posted on our website at www.walatowahcs.org. If you have any questions, please contact Dr. Arrow Wilkinson via email at awilkinson@walatowahcs.org

Thank you,

Dr. Arrow Wilkinson

WHCS Executive Director

2020-2021 WHCS CONTINUOUS LEARNING PLAN REMOTE ON-LINE PROGRAM PHASE I

Walatowa High Charter School (WHCS) initiated its Re-Entry Plan by conducting comprehensive needs assessment focusing on the strategic prioritization of rigorous yet attainable goals linked to data-driven decision-making to ensure student learning. Distributed leadership and collaboration ensured continuous communication with all stakeholders, including families and Tribal Administration, regarding the Re-Entry Plan objectives, progress and results.

Walatowa High Charter School (WHCS) students will participate in the high-level learning they are used to, but in a structured online environment. WHCS Instructor designed curriculum and curriculum designed in partnership with UNM-Los Alamos and Institute of American Indian Arts will drive the lesson plan development and implementation.

Please note, elements of the extended WHCS Continuous Learning Plan into fall 2020 may be subject to change based on new information and guidance from the NM State Department of Health, Pueblo of

Jemez, Pueblo of Tsyia Tribal Administrations and health agency partners. We will continue to share relevant updates with our community.

WHCS:

- Students will receive a WHCS-provided laptop.
- Wifi access is limited but for students that have access; WHCS Instructors will provide lessons and activities that are distributed via email to parents, Tribal Education Directors of Jemez/Zia and posted on WHCS Google Classroom, and WHCS School website. In addition, students receive hard copy packets of assignments and workbooks delivered by WHCS Staff members or mailed.
- Students will use WHCS Google Classroom to access remote on-line core courses. WHCS core courses supplemented by teacher-created lessons, solely teacher-created lessons, college created curriculum. Hardcopies of material and individual flash drives will be provided to all students.
- Students must log on to each class period daily to be marked present, the emphasis will be on assignment completion, mastery of material and assessment improvement.
- Self-guided and live learning will occur with a focus on competency of standards and units of instruction.
- Staff will use targeted data collection through various assessments to determine progress toward goals in order to guide instruction.
- Teachers will provide ongoing feedback and WHCS grading practices will be used.
- Teachers will provide virtual daily hours, and live individual and/or small group sessions will be available.
- NEXT Step Plan educational program plan for each student via email, virtual and/or phone communication.
- Parents are encouraged to actively participate in student learning to assist school with ensuring student participation and completion of courses.
- Assessments: SAT/ACT/Accuplacer/ASVAB assessments will be conducted online.
- Tribal Education Departments of Jemes and Tsyia are available for student support services.

INTERVENTION

(ALL PHASES)

WHCS implements a school wide multi-tiered RTI (Response to Intervention) Level I approach. Each student is required to participate in the WHCS Reading Plus Program. Student Reading Program is differentiated based on initial and ongoing student assessment in Reading plus Program.

- Short Cycle Assessment: Students will participate in the Accuplacer quarterly. Results are disaggregated to identify student growth and areas of improvement which will drive WHCS Instructors lesson plan development.
- Efficient differentiation of instruction is incorporated into individualized student learning as documented and evaluated in the schools online TeacherPlanBook's, Common Core Lesson Plan, Google Classroom, Reading Plus Program). "Lesson Planner" platform. Use of *TPB's "Learning Analytics"* along with various state assessments examines group and sub-group student performance necessary to guide the development of improvement plans and to identify at-risk students who may need intervention support. To facilitate and track home-school and parent-teacher communication will be documented within the TPB platform and/or Google Classroom.
- To further assist and include parents in their child's learning lesson plans, homework, and electronic communications are shared electronically, via email or text via the online platform.

- Next Step Plan: Bi-annually, parents/students and WHCS faculty will discuss completed assessments, course requirements and school student plan via google meet, email and/or phone communication.
- Tutoring: Mandatory tutoring for any student who's grade is below a 70%. Afternoon tutoring is made available Monday - Thursday with each instructor.
- WHCS Instructor weekly communication is required to ensure student participation. Instructors are assigned a student group to communicate via phone, email and or virtual to ensure comprehension of school goals and objectives.

WHCS Faculty and Staff Information

Graduation Guidance:

https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/NMPED_SupportDoc_GraduationGuidance.pdf

CTE Guidance: https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/NMPED_SupportDoc_CTE.pdf

Supporting Teachers: https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/NMPED_SupportDoc_SupportingStudentTeachers.pdf

- ELL Support: https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/NMPED_SupportDoc_ELBMEPsSSBB.pdf
- Formative Assessments: https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/NMPED_SupportDoc_FormativePracticeIdentifyLearningNeeds.pdf
- ACT/SAT https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/NMPED_SupportDoc_ACTSATtesting.pdf
- Reporting Abuse: https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/NMPED_SupportDoc_ReportingAbuse.pdf *Pueblo of Jemez Social Services and POJ Police will be notified.
- Helping Children Cope with Covid-19: https://cyfd.org/docs/NM_COVID-19_Coping_Poster.pdf
- Migrant Education: https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/NMPED_SupportDoc_MigrantEducationProgram.pdf
- Virtual Classroom Guidance: https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/NMPED_SupportDoc_ChecklistVirtualClassroom.pdf

WHCS SAFETY GUIDELINES - (Phase I)

- WHCS Faculty and staff will be REQUIRED to follow ALL safety protocols when on WHCS Campus.
- WHCS Faculty and Staff will be required to wear face coverings indoors and outside on school property.
- ALL staff members will have their temperatures taken upon arrival at school.
- WHCS Staff will be allowed to remove face coverings when eating or drinking.
- Frequent hand washing will be required at regular intervals throughout the day with both soap and water, and hand sanitizer.
- WHCS Staff will be expected to perform a self assessment of their health including temperature and other known COVID-19 symptoms prior to coming to Walatowa High Charter School.
- Videos, signs and literature will be distributed regarding COVID-19 symptoms, preventing spreading germs, hand washing, etc.
- Signage about COVID-19 symptoms, preventing spreading germs, hand washing, etc. will be placed strategically throughout school and district buildings.
- Borrowing or sharing of any items will be restricted.
- Daily cleaning protocols based on CDC guidance will be followed, with an emphasis on frequent cleaning of high-touch/high-traffic areas.
- Classrooms and high traffic areas will be stocked with cleaner, paper towels and hand sanitizer.

- Hand sanitizer stations are being installed in other strategic locations in schools HVAC systems have been checked and will be monitored for proper airflow and circulation.
- Office will be designated and will be managed to provide appropriate isolation of sick students or staff.
- WHCS will take guidance from the NM Department of Health, Jemez Health and Human Services in the event a student or staff member contracts COVID-19.
- In regards to safety, a number of COVID Safe Practices will be put in place including the regular disinfecting of school sites.

Please note, the plan is subject to change based on New Mexico State Health Orders, Pueblo of Jemez Health Orders, Pueblo of Tsya Health Orders or New Mexico Public Education Department requirements.

WHCS Parent and Student Expectations

Students will...

Reflect on their learning and self-assess using tools provided by the WHCS Faculty and Staff.
 Participate in training/instruction in remote learning expectations.
 Access assignments on their own time and at their own pace, but make adequate weekly progress in all courses.
 Participate in teacher lessons when scheduled, and/or review recordings as needed.
 Respond to emails and messages from the school within 24 hours.
 Proactively communicate with the WHCS Faculty and/or designated staff immediately what is working and what is not.
 Follow WHCS technology expectations and guidelines.
 Know and access the WHCS support structures for technology and digital curriculum as needed.
 Participate in training on the appropriate use of devices.
 Participate in training on how to use the WHCS Google Classroom, Reading Plus.
 Participate in training on how to use other integrated technology software and programs.
 Engage in social and emotional learning (SEL) check-ins and reflections using teacher provided tools.

Parents will...

Help your student be ready to learn by providing a supportive learning environment including time, space and resources necessary for learning.
 Communicate regularly with WHCS Faculty and Staff regarding needs.
 Take advantage of parent resources available on school websites to support student learning.
 Update school with accurate contact information, such as email, phone number and address, and preferred time for check-ins.
 Monitor student progress within WHCS Google Classroom and the SKYWARD Parent Portal.
 Monitor student engagement through planning, prioritizing, organization, goal setting and time management.
 Collaborate with WHCS Faculty and Staff, JHHS Counseling services, and Tribal Education Departments to increase student motivation and engagement.
 Monitor the use and care of WHCS-provided devices. Please review and sign WHCS
 Contact your WHCS Faculty and staff for assistance when needed.
 Share information with school staff regarding the impact of school closure and pandemic on the family.
 Communicate with school staff any barriers to participating in remote learning

Resources:

Distance Learning: 8 Tips to Help Your Child Learn at Home
<https://www.understood.org/en/school-learning/learning-at-home>

MODIFIED LEARNING PROGRAM PHASE II

The school year will begin with remote on-line learning for all students. **Remote learning will continue until Pueblo of Jemez and Pueblo of Tsyia Tribal Administration lift community Stay At Home Orders, and WHCS Governing Board/ WHCS Administration deem safe to transition to modified in-person learning and ultimately in-person learning.**

Students will attend school two days a week with Group A attending on Monday and Tuesday and Group B attending on Wednesday and Thursday to ensure fewer students are on campus to maximize physical distancing. Learning will continue online at home for the days students are not physically in class. Groups will be determined by last name and grade. Facilities will accommodate in person classes at 50% capacity and arranged so that there is 6 feet between students. We will work with families who have more than one last name and with families that have more than one child WHCS in an attempt to place all siblings on the same schedule where possible. WHCS will be closed on Friday for deep cleaning.

Families who wish to remain on remote on-line learning will be able to do so, however, there is a chance their teacher(s) may change.

WHCS:

- **Attendance:** On days when students are on campus, the student will be marked present when they arrive at class daily and on time. On their remote learning days, students will be marked present when they log in for learning and complete assignments.
- Students will have a WHCS-provided laptop to take home and back to school.
- On their in-person days, students will experience a typical school day with enhanced health and safety measures. **ALL STUDENTS AND STAFF MUST ADHERE TO THE WCHS SAFETY PROTOCOL REQUIREMENTS AT ALL TIMES.**
- Wifi access is limited but for students that have access; WHCS Instructors will provide lessons and activities that are distributed via email to parents, Tribal Education Directors of Jemez/Zia and posted on WHCS Google Classroom, and WHCS School website. In addition, students receive hard copy packets of assignments and workbooks delivered by WHCS Staff member or mailed
- Students will use WHCS Google Classroom to access remote on-line core courses. WHCS core courses supplemented by teacher-created lessons, solely teacher-created lessons, college-created curriculum. Hard copies of material and individual flash drives will be provided to all students.
- In the remote portion of the week, Students will use WHCS Google Classroom to access remote on-line core courses. WHCS core courses supplemented by teacher-created lessons, solely teacher-created lessons, college-created curriculum. Hard Copies of material and individual flash drives will be provided to all students.
- All courses offered during in-person learning will be available remotely, including dual credit.
- When remote, self-guided and live learning will occur with a focus on competency of standards and units of instruction.
- Parents are encouraged to actively participate in student learning to assist WHCS with ensuring student participation and completion of courses.
- Teachers will provide ongoing feedback and WHCS grading practices will be used.
- Teachers will provide virtual daily hours, and live individual and/or small group tutoring will be available.

- Parents are encouraged to actively participate in student learning to assist school with ensuring student participation and completion of courses.
- School events (assemblies, presentations etc.) will be modified or rescheduled. Virtual events will be held whenever possible.
- NEXT Step Plan educational program plan for each student via email, virtual and/or phone communication.
- Information on state assessments will be shared with students and families after the start of the school year. Staff will use targeted data collection through various assessments to determine progress toward goals in order to guide instruction.

WHCS SAFETY GUIDELINES - (Phase II & Phase III)

- WHCS Faculty, staff and students will be REQUIRED to follow ALL safety protocols.
- WHCS Students and Staff will be required to wear face coverings indoors and outside on school property. ALL students and staff members will have their temperatures taken upon arrival at school.
- Students will be allowed to remove face coverings when eating or drinking.
- Frequent hand washing will be required at regular intervals throughout the day with both soap and water, and hand sanitizer.
- All parents will be expected to perform an assessment of their child's health before they leave home, including temperature and other known COVID-19 symptoms.
- Parents will send their child to school with a filled water bottle only and clean face covering. Face coverings will be available if needed. No Backpacks.
- Videos, signs and literature will be distributed regarding COVID-19 symptoms, preventing spreading germs, hand washing, etc. will be developed and maintained, with the expectation.
- Signage about COVID-19 symptoms, preventing spreading germs, hand washing, etc. will be placed strategically throughout school and district buildings.
- Borrowing or sharing of any items will be prohibited.
- Daily cleaning protocols based on CDC guidance will be followed, with an emphasis on frequent cleaning of high-touch/high-traffic areas.
- Classrooms and high traffic areas will be stocked with cleaner, paper towels and hand sanitizer
- Hand sanitizer stations are being installed in other strategic locations in schools
- HVAC systems have been checked and will be monitored for proper airflow and circulation.
- Health offices will be managed to provide appropriate isolation of sick students or staff.
- WHCS will take guidance from the NM Department of Health, Jemez Health and Human Services in the event a student or staff member contracts COVID-19.
- The NMPED/JHHS is currently developing these guidelines for schools, and this will be updated with the guidelines when available.
- Pueblo of Jemez Public Works Department will inspect the facility to ensure that all physical safety protocols are implemented.
- In regards to safety, a number of COVID Safe Practices will be put in place including the regular disinfecting of school sites and buses.
- Please note, the plan is subject to change based on New Mexico State Health Orders, Pueblo of Jemez Health Orders, Pueblo of Tsyia Health Orders or New Mexico Public Education Department requirements.

Student/parent information:

- NM School Re-Entry Guidelines: https://webnew.ped.state.nm.us/wp-content/uploads/2020/06/20NMPED_ReentryRequirements_1Page6.24.pdf
- Re-Entry Task Force Recommendations: https://webnew.ped.state.nm.us/wp-content/uploads/2020/06/NMPED_Reentry_Task_Force_Recommendations_June2020_Report.pdf

IN-PERSON LEARNING PROGRAM Phase III

Students will participate in typical classroom learning with enhanced health and safety measures. **However, students and families should be prepared to work with modified learning and/or remote learning in case of Pueblo of Jemez and Pueblo of Tsyia Tribal Administration community Stay At Home Orders are re-applied and/or WHCS Governing Board/ WHCS Administration safety measures are applied.**

Families who wish to transition or remain on remote on-line learning will be able to do so at any time, however, there is a chance their teacher(s) may change.

Please note, elements of our plan may be subject to change based on new information and guidance from the NMPED, NMDOH, Pueblo of Jemez, Pueblo of Tysia, and JHHS.

WHCS:

- Students will report directly to the first hour when arriving on campus.
- Students will be marked present when they arrive at class daily and on time.
- Students will follow their daily schedule with enhanced health and safety measures.
- Students will have a WHCS-provided laptop to take home and back to school.
- Teachers will provide in-person instruction in a blended learning model with WHCS-adopted curriculum. Hard Copies of material and individual flash drives will be provided to all students.
- A modified schedule will be available based on whether or not physical distancing can be obtained.
- Students will not dress out for PE, and locker rooms will be closed.
- Teachers will provide ongoing feedback and WHCS grading practices will be used.
- Teachers will provide office hours, and live individual and/or small group sessions will be available.
- Training is available for students and parents on all learning platforms.
- Parents are encouraged to actively participate in student learning to assist school with ensuring student participation and completion of courses.
- Students will be able to participate in extracurricular activities such as band and high school athletics, following health and safety guidelines when available.
- Information on state testing will be shared with students and families after the start of the school year. Staff will use targeted data collection through various assessments to determine progress toward goals in order to guide instruction.
- School events (assemblies, concerts, etc.) will be modified or rescheduled. Virtual events will be held whenever possible.
- NEXT Step Plan educational program plan for each student in-person, via email, virtual and/or phone communication.
- WHCS Students, faculty and staff will adhere to all WHCS Safety protocols when on campus.

WHCS SAFETY GUIDELINES - (Phase II & Phase III)

- WHCS Faculty, staff and students will be REQUIRED to follow ALL safety protocols.
- WHCS Students and Staff will be required to wear face coverings indoors and outside on school property. ALL students and staff members will have their temperatures taken upon arrival at school.
- Students will be allowed to remove face coverings when eating or drinking.

- Frequent hand washing will be required at regular intervals throughout the day with both soap and water, and hand sanitizer.
- All parents will be expected to perform an assessment of their child's health before they leave home, including temperature and other known COVID-19 symptoms.
- Parents will send their child to school with a filled water bottle only and clean face covering. Face coverings will be available if needed. No Backpacks.
- Videos, signs and literature will be distributed regarding COVID-19 symptoms, preventing spreading germs, hand washing, etc. will be developed and maintained, with the expectation.
- Signage about COVID-19 symptoms, preventing spreading germs, hand washing, etc. will be placed strategically throughout school and district buildings.
- Borrowing or sharing of any items will be prohibited.
- Daily cleaning protocols based on CDC guidance will be followed, with an emphasis on frequent cleaning of high-touch/high-traffic areas.
- Classrooms and high traffic areas will be stocked with cleaner, paper towels and hand sanitizer
- Hand sanitizer stations are being installed in other strategic locations in schools
- HVAC systems have been checked and will be monitored for proper airflow and circulation. Health offices will be managed to provide appropriate isolation of sick students or staff.
- WHCS will take guidance from the NM Department of Health, Jemez Health and Human Services in the event a student or staff member contracts COVID-19.
- The NMPED/JHHS is currently developing these guidelines for schools, and this will be updated with the guidelines when available.
- In regards to safety, a number of COVID Safe Practices will be put in place including the regular disinfecting of school sites and buses.
- Please note, the plan is subject to change based on New Mexico State Health Orders, Pueblo of Jemez Health Orders, Pueblo of Tsyia Health Orders or New Mexico Public Education Department requirements.

WHCS Information

- NM School Re-Entry Guidelines: https://webnew.ped.state.nm.us/wp-content/uploads/2020/06/20NMPED_ReentryRequirements_1Page6.24.pdf

WHCS SPECIAL EDUCATION SUPPORT SERVICES (ALL PHASES)

- Staff will make weekly parent/student contact to be responsive to student needs Google Meet, via e-mail or phone contact. WHCS will document all contact.
- Meaningful collaboration between all IEP team members for each student via email, phone conversation and virtual when developing goals and objectives of plan.
- Virtual/Phone/email IEP meetings will continue as required.
- Reading instruction will be provided using a Multisensory Reading Approach and individualize Reading Plus Program online. Program differentiates based on student pre and ongoing assessment improvement.
- Teachers have access to additional resources to meet the IEP goals of students receiving specially designed instruction. WHCS G-Suite, Copy of modifications and accommodations, Teacher Pay Teacher WHC School Account.
- Ancillary Services through WHCS Contractor-Multi-Cultural Ancillary Services is available for speech and language and occupational therapy. WHCS Special Education Director will schedule appointments based on IEP.
- WHCS Special Education Director and assigned WHCS Educational Aid will collaborate with general education teachers to ensure accommodations and modifications are in place for students to access general education curriculum. Will review student work and virtual participation weekly.

- WHCS Instructional Faculty will be supported by the WHCS Special Education Director to ensure that Individual Educational Goals are being fulfilled. Bi-weekly student reports will be provided to the WHCS Special Education Director.
 - Individual tutoring services. Tutoring services are available to students daily. In person will be scheduled once Stay at Home Orders are lifted from the Tribal Administration.
 - JHHS Counseling services will be provided on a referral basis. Made available to all students.
 - WHCS Special Education Director and assigned WHCS Educational Aid will collaborate with general education teachers to ensure accommodations and modifications are in place for students to access general education curriculum.
 - WHCS Instructional Faculty will be supported by the WHCS Special Education Director to ensure that Individual Educational Goals are being fulfilled.
 - In person/Small/Individual/ virtual group instruction will be available.
 - Pueblo of Jemez Vocational Rehabilitation educational workshops and internships for students enrolled into the program. Virtual/In person scheduled meetings.
- * In person interaction-All WHCS Faculty, Staff and students will adhere to WHCS Safety Protocols.

WHCS Information:

- Special Education Re-Entry: https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/NMPED_SupportDoc_SpecialEducation.pdf
- Graduation Guidance: https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/NMPED_SupportDoc_GraduationGuidance.pdf

WHCS SOCIAL AND EMOTIONAL LEARNING

(All Phases)

- Walatowa High Charter School counseling support is available to students, families, WHCS faculty and staff through the Pueblo of Jemez Health and Human Service Response Team, Behavioral Health.
- Social and Emotion activities such as; individual counseling, group counseling are provided by JHHS. Informational presentations are made available by the JHHS and WHCS through assignments, projects.
- Students in need of counseling services will be referred to the JHHS Behavioral Health Program. Office hours and safety protocols of the JHHS medical facilities are posted and regularly updated on the JHHS website, school's website, google classroom, and tribal education directors office and sent to parent email.
- The school's response plan takes into account the different needs of students and connects students/parents/communities to a compilation of social-emotional learning (SEL) and self-care resources. These resources are made available on the school's website and through consistent email and phone communication with community leaders, parents, guardians and students.
- Walatowa High Charter School is continuously building and sharing social and emotional learning strategies to support students, families and staff to use emotional intelligence strategies according to the RULER (Recognizing, Understanding, Labelling, Expressing, and Regulating) approach.
- Social and emotional learning, and counseling support is available using Sanford Harmony <https://www.sanfordharmony.org/>

WHCS TECHNOLOGY

(All Phases)

Walatowa High Charter School-provided Google Chromebooks/laptops for all students. Device pickup was scheduled at designated locations prior to the first day of school students from the Jemez Valley Corridor (Canon, Ponderosa, San Ysidro, Jemez Springs), Pueblo of Jemez, Pueblo of Tsyia and Albuquerque.

Families received communication from WHCS regarding date, time for pickup and scheduled information session. 52 Chromebooks were distributed.

Monitoring Technology: WHCS will monitor the use and effectiveness of technology and technology-based programming through the following process:

- WHCS's learning management system (LMS): Effective use of technology to support rigorous, high quality instruction, analyze and modify student learning and productively communicate with diverse stakeholders is monitored through WHCS's school-wide lesson and curriculum plans adhere to NMPED's Standards and Benchmarks and provide accountability documentation in regard to compliance review and teacher evaluation.
- WHCS Google Chromebooks, WHCS G-Suite and additional licenses, allows WHCS the ability to manipulate what educational resources are allowable and what students view during class. WHCS Administrators, teachers and designated support staff are able to communicate with students, review student work and receive immediate student feedback through the WHSC G-Suite and google educational programs.
- Effective use of technology and technological applications is monitored through a variety of tools. WHCS's computer-managed learning programs such as Reading Plus assess students' reading levels, differentiates instruction and charts student's progress. Accuplacer short cycle assessment will enable school to get baseline data and done quarterly to measure projected growth. Students completed assignments and teacher developed assessments are evaluated through WHCS G-Suite account.
- WHCS's innovative technology applications such as Code.org's Computer Science and Arduino/Microcontrollers classes each contain their own Learning Management Systems to manage content delivery, user interactions and user progress. Teacher feedback as well as content-specific as well as cross curricular professional training is provided throughout the school year.
- Bi-Annual Computer Device Inspection: WHCS I.T. Contractor - TechNuts LLC out of Rio Rancho, NM will inspect all devices bi-annually.
- Online curriculum delivery and quality of instruction are consistently monitored and assessed to ascertain that curriculum and instruction are aligned to district, state and national standards that include college- and career readiness. Continuous evaluation of curriculum delivery in conjunction with implementation of social-emotional learning (SEL) practices is monitored through the use of the Assessment Tool for Teachers based on the Responsive Classroom Model. WHCS continues to utilize its collaborative Professional Learning Community (PLC) process of collective inquiry to assess and review student learning and build capacity of teachers and leaders effectively

The WHCS helpdesk will be open 8:00 a.m. 5:00 p.m. WHCS Tech Coordinator and WHCS Contracted I.T. Professionals can provide remote assistance and schedule in-person tech support when needed. Avoid long call-wait times by submitting an online work order at technuts@walatowahcs.org.

Walatowa High Charter School is committed to ensuring students have safe online experiences when using WHCS technology. An internet filtering product has been installed on all student devices. Students are prohibited to download any additional software without WHCS Administration approval.

Please review WHCS I.T. Agreement Form before receiving WHCS devices. Agreement Form must be signed prior to distribution.

Pueblo of Jemez Access Points

Per the Pueblo of Jemez Governors' recommendation and all schools beginning the 2020/21 school year with virtual instruction, we understand the connectivity issues our students may face. To mitigate the internet connectivity gap, the Department of Education has worked to set up **Wireless Access Points (WAP)** for student use at various locations throughout the community. They are listed below:

E – Rate Fiber Powered WAP:

- San Diego Riverside Charter School Cafeteria Parking Lot.
- Walatowa High Charter School Parking Lot.
- Jemez Pueblo Community Library Parking Lot & Indoor use if space available with mask & adherence to Social Distancing practices.

Utilizing E-Rate Fiber Powered WAP locations will allow multiple users at faster speeds while not interrupting services.

Directions for use:

1. Drive or walk to these parking lots and go to wifi settings on your device
2. Select WIFI option: Homework Hub
3. Utilize WIFI

Cradle Point WAP:

- Civic Center Parking Lot
- Jemez Day School Parking Lot

Utilizing CradlePoint WAP locations can host at most six (6) users but as more people utilize these services the speed at which your device works will decrease.

Directions for use:

1. Drive or walk to these parking lots and go to wifi settings on your device
2. Select WIFI option: NM PED IED
3. Utilize WIFI

Mobile Units – WIFI Access:

- Three (3) Buses equipped with Mobile WiFi Access points will be parked at various locations throughout the community to support connectivity.

All outdoor WAP locations are open to Jemez students daily but are subject to the Pueblo of Jemez Governors Curfew Hours that will vary dependent on COVID-19 Pandemic situation.

For any Questions and/or Follow Up Information, Please call our Pueblo of Jemez Department of Education: 575.834.9102.

Pueblo of Tsyia: Access points will be identified through the Pueblo of Tsyia Education Department at 505.337.2167

(Phase II & Phase III)

Transportation may be made available when the Pueblo of Jemez and Pueblo of Tsyia Tribal Administration community Stay At Home Orders, and WHCS Governing Board/ WHCS Administration deem safe.

- Drivers, monitors and students will be required to wear a face covering.
- Temperatures will be taken prior to bus entry.
- Drivers, monitors and students will sit 6 ft. apart in assigned seats.
- Students will adhere to the Center for Disease and Control (CDC), New Mexico Department of Health, NM PED, NM Department of Transportation, NMPEC, Pueblo of Jemez-Transportation, Pueblo of Tsyia, WHCS Transportation guidelines and regulations.

WHCS NUTRITION SERVICES

Pueblo of Jemez Health and Human Services, JHHS Dietician is assigned to design the WHCS meal menu which meets USDA guidelines. Meals are available for all WHCS-enrolled students. Packaged lunch and breakfast may be picked up at designated locations from 12 p.m. to 1:00 p.m., Monday-Friday. Students do not need to be present, but student name and person signing out meal will be required for pickup.

- **Pueblo of Jemez:** Pueblo of Jemez Civic Center
- **Jemez Valley Corridor (San Ysidro, Jemez Springs, Canon, Ponderosa):** WHCS will be provided at designated locations until further notification.
- **Pueblo of Tsyia:** Meals will be distributed to the Pueblo of Tsyia.

WHCS Information:

Employee Safety Guidance for Meal Service Programs, USDA Food Safety Resources: <https://www.fns.usda.gov/ofs/food-safety-resources>.

WHCS FAMILY SUPPORT

- Social-emotional learning lessons will be embedded in a variety of WHCS-provided curriculum to support the unique needs students are facing during this pandemic. In addition, JHHS and Pueblo of Jemez programs virtual presentations and literature will be provided to parents and students.
- Teachers will focus on creating relationships and connections during the first 15 days via phone, virtual, e-mail.
- Teachers will undergo professional learning on increasing engagement in remote settings. Utilizing Google Education. CNM Continuous learning, SAT etc..
- WHCS Executive Director, WHCS Instructors, Pueblo of Jemez Tribal Education Department, Pueblo of Tsyia Tribal Education Department and WHCS Faculty will be available to co-facilitate lessons and check in with students who need extra support via tutoring, mentoring and counseling referral.
- WHCS Faculty will have access to JHHS counselor-created coursework through WHCS Google Classroom. Assigned JHHS Behavioral Health Representative will meet with students as needed and co-facilitate health and wellness presentations with teachers, students and families.
- WHCS will identify outreach teams to support family needs including technology, food security, supplies, and mental and behavioral health.

- JHHS, Pueblo of Jemez Tribal Programs and Pueblo of Tsyia Tribal Programs will be available to directly support families' social and emotional wellness.
- The WHCS/JHHS Behavioral Health referral system will continue for families requiring additional support.
- Students will have access to teachers and staff for technical support, office hours, small group or individual instruction and more. Videos and tutorials will also be available through Parent Google Classroom.
- Parents will have access to teachers and staff for technical support and professional learning, including boot camps, videos, phone help, in-person appointments as needed for device set-up and video conferencing.
- Parent Information Sessions: These free Parent Information Sessions will focus on different aspects of school reentry to address parent and community questions and provide clarity and transparency about our planned processes. In addition, sessions regarding college/career, educational and health related topics will also be available to parents and community. (Parent training schedule to be announced)
- JHHS, Pueblo of Jemez and Pueblo of Tsyia Tribal Education Program scheduled presentations and workshops.

Parent Information:

- On-Line Student Success: https://webnew.ped.state.nm.us/wp-content/uploads/2020/06/OnlineStudentSuccess_FlyerChecklist_English.pdf
- NM School Re-Entry Guidelines: https://webnew.ped.state.nm.us/wp-content/uploads/2020/06/20NMPED_ReentryRequirements_1Page6.24.pdf
- Family Guidance: <https://webnew.ped.state.nm.us/wp-content/uploads/2020/06/School-Reentry-FAQ-6-25-2020.pdf>
- Re-Entry Task Force Recommendations: https://webnew.ped.state.nm.us/wp-content/uploads/2020/06/NMPED_Reentry_Task_Force_Recommendations_June2020_Report.pdf
- CTE Guidance: https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/NMPED_SupportDoc_CTE.pdf
- Supporting Teachers: https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/NMPED_SupportDoc_SupportingStudentTeachers.pdf
- ELL Support: https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/NMPED_SupportDoc_ELsBMEPsSSBB.pdf
- Reporting Abuse: https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/NMPED_SupportDoc_ReportingAbuse.pdf *Pueblo of Jemez Social Services and POJ Police will be notified.
- Virtual Classroom Guidance: https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/NMPED_SupportDoc_ChecklistVirtualClassroom.pdf
- Special Education Re-Entry: https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/NMPED_SupportDoc_SpecialEducation.pdf
- ACT/SAT https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/NMPED_SupportDoc_ACTSATtesting.pdf
- NMPED Family Portal: <https://webnew.ped.state.nm.us/parents/>
- NMPED Bullying/Cyberbullying: <https://webnew.ped.state.nm.us/parents/nmped/>
- SAMSHA: <https://store.samhsa.gov/product/Coping-with-Stress-During-Infectious-Disease-Outbreaks/sma14-4885>
- NMPED Homeless Support: <https://webnew.ped.state.nm.us/bureaus/student-success-wellness/mckinney-vento/>

WHCS ATHLETICS

At this time, WHCS Athletics have been **POSTPONED** until Pueblo of Jemez and Pueblo of Tsyia Tribal Administration lift community Stay At Home Orders, and WHCS Governing Board/WHCS Administration deem safe for student athletic participation. WHCS will provide updated information and sport schedules at a later date.

2020-2021 NMAA MODIFIED MASTER TABLE OF ATHLETIC EVENTS

ALL DATES/LIMITS SUBJECT TO CHANGE

Sport	WEEK # PRACTICE BEGINS (HIGH SCHOOL)	WEEK # STATE EVENTS
Cross Country	September 14	November 13-14, 2020
Volleyball	October 5	December 4, 2020
Basketball	January 14	March 1-13, 2021
Baseball	April 5	June 21-26, 2021

Classes: 4 = A-2A Combined 3 = A-3A Combined 2 = A-4A Combined *Participants must follow NMAA Covid-19 Practice Guidelines

Walatowa High Charter School – Faculty and Staff

Dr. Arrow Wilkinson (Arikara/Muscogee): 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.

Dr. Kristina Kommador-Salazar: PHD-University of New Mexico. Level III Science Instructor-WHCS Assistant Executive Director, Adjunct Professor, UNM, Central New Mexico and Institute of American Indian Arts.

Frances Strain: Federal Programs- M.A. University of New Mexico-Special Education/Education Administration, NHS Advisor-Level III Education Administration & Level III Special Education.

Ron Kruger, Esq.: Math Instructor/ Institute of American Indian Arts Adjunct Professor-Level III Math Instructor, J.D.S. Law, University of Arkansas

Margarita Riley: M.A. Colorado State University, B.A. Political Science and English Literature, 1989. Florida State University. Tallahassee, Florida Peace Corps Training. Tumbaco, Ecuador (February – April 1991) Level II Spanish/ELA

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

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

Shelley Chinana (Jemez): Administrative Assistant/Nutrition Coordinator/ STARS Data Coordinator

Francine Garcia: Homeless Liaison/Accounts Payable/Special Education Assistant

Carla Gachupin (Jemez): Educational Assistant/World Heritage Language Certified.

Cletus Casiquito (Jemez): WHCS Head Chef

Jenna Loretto (Jemez): WHCS Chef Assistant

Barbara Loretto (Jemez): Custodian

Indicator 2

School Safety-Safe School Plan

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 CISD school collected behavioral incidence data and recorded the data in the district's student information system.

WHCS - 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, POJ Tribal Administration, POJ Transportation

Services and Indian Health Services – Environmental Department to fulfill NMPED Safe School Plan which was updated and approved 7/2019 (WHCS Safe School Plan can be located on the NMPED Website)

WHCS will incorporate all NMPED, JHHS, Tribal Administration and CDC recommended protocols identified in the 2020-2021 Continuous Learning Model. Phase I, Phase II and Phase III.

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 administrator.

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 administrator 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 Kewa Education Department – High Education Services
 1. Tribal Attendance Policy (POJ Education Dept.)
 2. POJ Transportation Department (POJ Education Dept.)
- Pueblo of Jemez, Pueblo of Zia and Kewa 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

2017-2018

INFRACTION	TOTAL # OF INCIDENTS	TOTAL # OF STUDENTS	FEMALE	MALE	Comments
Substance	2	49	1	1	JHHS Behavioral Health Referral

2018-2019

INFRACTION	TOTAL # OF INCIDENTS	TOTAL # OF STUDENTS	FEMALE	MALE	Comments
Substance	4	47	1	3	JHHS Behavioral Health Referral.

2019-2020

INFRACTION	TOTAL # OF INCIDENTS	TOTAL # OF STUDENTS	FEMALE	MALE	Comments
Substance	5	56	1	4	JHHS Behavioral Health Counseling

2020-2021 (Data not available at this time)

In order to ensure that WHCS students attend safe, secure, and peaceful schools, the WHCS maintains the ten required assurances as follows:

- Americans with Disabilities Act (ADA) and Limited English Proficiency (LEP)
- Bullying Prevention
- Child Abuse and Neglect
- Discipline Policy (including Bus Disruptions)
- Emergency Drills
- Food Safety Inspections
- Identification and Badging
- Integrated Pest Management

- Review, Revise, and Share the Plan
- Tobacco, Alcohol and Drug Free Schools

The WHCS also has required training in place, which includes:

- Civil Rights/ Harassment/ American with Disabilities Act
- Ethics and Conflict of Interest
- Confidential Information Regulations
- Employee Regulations
- Social Media Guidelines
- Child Abuse and Neglect
- Suicide Prevention
- Student Health Concerns
- Additional Health Trainings and Threat Assessment
- Technology Use (SPAM/ Phishing, Email Security)
- Undocumented Students
- Bullying (including Cyber Bullying)

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; 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 5-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.

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 and Pueblo of Jemez Lease Agreement

The Walatowa High Charter School leases facility 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.
2017-2018	\$19,234.00
2018-2019	\$34,604.00
2019-2020	\$33,628.00
2020-2021	\$41,475.00
2021-2022	Not available at this time

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

Indicator 3

WHCS Graduation Rate

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.

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.

4 Year Graduation Rate 2017-2018, 2018-2019

Group	2017-2018	2018-2019	Difference between 2017-2018 and 2018-2019
All Students	84.2	70	-14.2
American Indian Students	90.3	75.4	-14.9

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 Pilot GED/HiSet Program

2018-2019

In coordination with the Pueblo of Jemez Tribal Education Department, the Walatowa High Charter School provides GED/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 students graduated from the WHCS HiSet Program and met the national standard for graduation.

Conclusion: WHCS has one of the highest graduation rates among schools with a high American Indian population in the country.

Action Plan

The WHCS will continue implementing the following strategies:

- Continue implementing COVID-19 Continuous Learning Model: Phase I, Phase II AND Phase III
- 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, Kew Pueblo, 5-Sandoval, churches, 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 Pueblo of Jemez, Pueblo of Zia, Kew 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 Kewa Education Department.

3. Junior Internship Program –(POJ Education Dept.)

4. McDonalds Archway Program-High School Employment
 5. Pueblo of Jemez JVR-Project Hope
 6. Tribal Attendance Policy (POJ Education Dept.)
 7. Tribal Ed. Collaborative (POJ, POZ &POK Education Dept.)
 8. POJ Transportation Department (POJ Education Dept.)
 9. World Heritage Language Course/IAIA – Keres and Hemish.
 10. UNITY
- Tribal Court/JHHS Behavioral Health WHCS **RESTORATIVE JUSTICE** Student Discipline.
 - Pueblo of Jemez and Zia Cultural Presentations
 - 5-Sandoval - Project Venture D. Shije
 - 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

Indicator 4

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 96% American Indian student population enrollment

Year	Annual STARS Attendance Rate	Official PED STARS 80-Day Enrollment Report
2017-2018	98.90	49
2018-2019	94.74	47
2019-2020	96.8	56
2020-2021	Not available at this time	Not available at this time
2021-2022		

* 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 following Tribal programs: Pueblo of Jemez Education Department, Pueblo of Zia Education Department, Kewa Pueblo Education Department.

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:

- Tribal Attendance Policy (POJ Education Dept.)
- Tribal Ed. Collaborative (POJ, POZ & POK Education Dept.)
- POJ Transportation Department (POJ Education Dept.)
- Tribal Court/JHHS Behavioral Health WHCS **RESTORATIVE JUSTICE** Student Discipline.
- 5-Sandoval - Project Venture D. Shije
- Annual School Calendar – WHCS annual school calendar is built around the traditional calendars of the two Pueblo communities that represent the majority 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 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.

Indicator 6

Educational Programs Targeting Tribal Students

Objective: The tribal students' educational programs 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.

Delivery: 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.**

Assessment and Accountability

Assessment Prep Course— Assessment preparation course is designed to help students prepare for the

rigors of taking the PSAT and/or SAT tests, Accuplacer, PARCC 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.
- ACT/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.
- SAT – Previously PARCC, Students are required to complete and meet the state mandated SAT 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.

ACT/SAT Prep Workshop: Annually, WHCS Gear Up NM Coordinator organizes professional assessment preparation workshops for junior and seniors.

Delivery: 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
- Special Ed. Law 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
 - NMTEACH 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 NMTEACH 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 e-mail 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 located in WHCS Executive Director and/or Designee office)

- Mandatory tutoring will be assigned until assignment/assessment grade is raised above a 70%.
- Once the student's grades rise above a 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.**
- NAIA/NCAA Profile completion
- College and career daily planning
- COUGAR Graduate information packet distribution
- Residential Life on Campus and common clubs (virtual)
- ACT composite score of 18 or higher
- Accuplacer score of 166 or above (combined reading and sentence skills) and Sentence Skills 85 or above
- ACT English 16 or above and Reading Score 18 or above
- ACT English 16 or above and Accuplacer Reading 80 or above OR ACT Reading 18 or above and Accuplacer Sentence Skills 85 or above
- SAT Verbal/Critical Reading 330 or above
- Pre-employment/ employment (McDonalds Archway Career Pathway) Mock Interview, job training, employment, scholarship opportunities. Pueblo of Jemez Tribal Ed. Department Internship Presentations
- Dual Credit (IAIA, UNM-LA, CNM, SIPI).Dual Credit qualifications and application must be met prior to enrollment.
- ASVAB - is a multiple-choice test, used to determine qualification for enlistment in the United States
- Armed Forces and as a career cluster
- PSAT test results linked to KHAN Academy to receive personalized practice

recommendations based on student results.

- ASVAB testing to determine qualification for enlistment in the United States Armed Forces and as a career cluster.
- Career programs (State college certification and for profit organizations)
- Pro/Cons of state colleges and for profit educational institutions
- Financial Lit. (Pueblo of Jemez Tribal Ed. Department/WHCS)
- Employability Skills Training (Pueblo of Jemez Voc. Rehab.)
- College Intro Letter Writing (Pueblo of Jemez Tribal Ed. Department/WHCS ELA)

FASFA Parent/Student Workshop: Through WHCS College and Career Program and the Tribal Education Departments from Zia and Jemez to provide FASFA assistance to parents and guardians.

College Campus Virtual Visit: Annually, Through WHCS College and Career Program, provides virtual campus visits and student tours to the following in state institutions; Central New Mexico, University of New Mexico, Southwestern Indian Polytechnic Institute, Institute of American Indian Arts and Ft. Lewis. In addition, we also provide presentations from New Mexico State University, Colorado State, Arizona University, Eastern New Mexico University.

Next Step Plan - To continue the consistent positive graduation rate, WHCS College and Career Program and SDRS begin with Next Step Plan (NSP) parent information sessions bi-annually. The NSP is a personal, written plan that is developed by each student at the end of grades 8–11 and during the senior year (grade 12). The purpose of the plan is to target the student’s postsecondary interests, and set forth the studies he or she will complete during high school in order to be on track for graduation. These sessions enable schools to ensure that all stakeholders are informed and are able to identify areas of improvement and develop a credit recovery plan if needed to complete required graduation course requirements.

Parent Information Meetings: Bi-Annual ACT/SAT Assessment/Accuplacer/Reading Plus Student/Parent/Teacher Information Sessions, WHCS College and Career Program Parent Information Sessions.

WHCS College and Career Program Week: WHCS annually provides a week of college and career exploration activities in the month of September for SDRS and WHCS Students.

Junior Internship/Creative and Critical Thinking Course Description (IAIA-Dual Credit): This course aims to expose Walatowa High Charter School Juniors and seniors to tribal and regional government structures. Students will explore the roles of higher education and lifelong learning in personal, cultural, and global sustainability. Students will further utilize transformation by practicing active learning through class discussions, reflections, projects, and critiques

Organization and Structure

Sustainability

ICLE Model School: Through WHCS College and Career Program, WHCS utilize the ICLE Model

School principles to close the student achievement gap by incorporating high level professional development. The ICLE Model improves instructional methods and overall data driven student achievement.

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

Professional Learning Communities: Through WHCS College and Career Program created a sense of ownership of high and middle school improvement strategies and initiatives through WHCS sponsored events.

Behavioral/Non Cognitive “Soft Skill” Development

Through WHCS College and Career Program framework, WHCS are able to demonstrate the following improvements:

Strong Work Ethic. Students are expected to complete assignments in their entirety and in a timely manner.

Positive Attitude. Efforts are made to ensure that students understand the importance of a positive and constructive approach to their work. Individual workbooks are used for trauma mitigation and anxiety relief. All education is trauma informed.

Good Communication Skills. Seniors attend a one semester Public Speaking course, with an emphasis on both written and verbal communication proficiencies.

Time Management Skills. Instruction in the effective use of available school, college and professional timelines and deadlines.

Problem Solving Skills. FOCUS activities cover hands on and practical solution based questions.

Acting As A Team Player. Teamwork experience is taught through collaboration across curricula, pairings, small group and whole class projects.

Self Confidence. Personal and Interpersonal skills are taught through student-teacher and peer-to-peer interaction.

Ability To Accept And Learn From Criticism and Failure. Individual accountability for personal and academic progress.

Flexibility/Adaptability. Students learn emotional maturity through responsible behavior, active listening and accepting consequences for their words and actions.

Working Well Under Pressure. WHCS demands a high level of individual commitment and maturity to fulfill expectations from CCR, State, Common Core and EOC rigor.

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 and/or district activities and procedures

Indicator 7

Financial Reports

Objective: The financial objective is, through the use of 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: In order 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.

PROGRAM	DESCRIPTION	IMPLEMENTATION	# OF STUDENTS SERVED	ALLOCATION
Title II 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	Services provide salary, student travel. contract services, supply and supply assets.	Impacts Charter-wide: All Students(54) including (50) American Indian Students	\$11,900.00

	standards.			
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	Professional Development, Employee Travel, Other Contract Services, Supplies and Materials	Impacts Charter-wide: All Students(54) including (50) American Indian Students	\$7224.00
Indian Education School District Initiative ACCT: 27150	Funds are provided to the school districts, and districtchartered or state-chartered schools in New Mexico, who enroll a significant number of American Indian students for the purpose of providing effective and culturally-relevant programs, opportunities and practices which contribute to the academic and cultural success of the students.	Salary/benefits. Professional Development, Other Charges, Student Travel, Other Contract Services, Supply and Materials.	Impacts Charter-wide: All Students(54) including (50) American Indian Students	\$50,000
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.	Salary/benefits. Professional Development, Other Charges, Student Travel, Other Contract Services, Supply and Materials.	Impacts Charter-wide: All Students(54) including (50) American Indian Students	\$91,960
IDEA -B ACCT: 24106	The <i>Individuals with Disabilities Education Act (IDEA)</i> is a law ensuring services to children with disabilities throughout the nation. <i>IDEA</i> governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities. Children and youth (ages 3-21) receive special education and related services under <i>IDEA Part B</i> .	Salaries/Benefits, Professional Development, Contract Services, Other travel-non employees, Employee travel	Impacts Charter-wide: 4-American Indian Students	\$11,554

National School Lunch Program (NSLP) Services, ACCT: 21000	The National School Lunch Program (NSLP) is a federally assisted meal program operating in public and nonprofit private schools and residential child care institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day. The program was established under the National School Lunch Act, signed by President Harry Truman in 1946.	Salaries/benefits, supplies and materials, maintenance, repairs, food, non food, supply assets	Impacts Charter-wide: All Students(54) including (50) American Indian Students	\$89,540
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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 in order 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.

Indicator 5

Parent and Community Involvement

Objective:The parent and community objective is 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. Equity Council, 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 Tsyia and Kewa Pueblo 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 provides 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, Kewa 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 (Per Pueblo of Jemez Tribal Administration-WHCS not allowed to teach the Towa Language at WHCS)
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. In collaboration with the Tribal Officials of each Pueblo and 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 and WHCS information;

13. WHCS/NMPEC Negotiated Contract – It is one of the first charter negotiated school contracts that incorporate the involvement between a school and tribe. (See NMPEC/WHCS Negotiated Contract on NMPED Charter Division Website)

14. Annual School Calendar – WHCS annual school calendar is built around the traditional calendars of the two Pueblo communities that represent the majority 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.

15. 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.

16. 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, POJ Tribal Administration, POJ Transportation Services and Indian Health Services – Environmental Department to fulfill NMPED Safe School Plan which was updated and approved 7/2019 (WHCS Safe School Plan can be located on the NMPED Website)

17. 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, POJ Tribal Officials, POJ Tribal Courts, and 5-Sandoval Counseling Services.

18. 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. Pre-Post plan beginning August 2018/May 2019

19. World Heritage Language Course - Through an agreement with IAIA and the Pueblo of Jemez and Pueblo of Zia, Tribal languages will be taught by tribally approved language instructors in Keres and Towa for dual credit. Oral Curriculum and Oral Assessments are designed by Tribal Language Committees of respective communities which involve oral presentations to verify language acquisition. Course taught three times a week and/or according to IAIA stipulations. World Heritage Language Course/IAIA – Keres and Hemish. (Permission to teach the TOWA language was not permitted at WHCS by Tribal Administration)

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 (Equity Council, 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: Monthly tribal collaboration meetings with Tribal Education Departments and surrounding schools and programs. WHCS Representative is assigned to participate in each meeting.
28. 2. Next Step Plan meetings which include assessment results and school improvement plan. Athletic events. National Honor Society, College/Career Readiness Scheduled Activities.

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.

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.

Indicator 6

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 with regard to 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 represent 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 who reside there.

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.

Affirmation of Tribal Consultation Approved on 6/12/2020

WHCS - 2020-2021 WHCS CONTINUOUS LEARNING PLAN

Presented: Pueblo of Jemez Tribal Administration - 7/20/2020 (Approved) & Pueblo of Tsyia Tribal Administration - 8/4/2020 (Approved)

Indicator 7

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:

- Employment: McDonalds Archway Program-High School Employment
- Pueblo of Jemez JVR-Project Hope
- Tribal Attendance Policy (POJ Education Dept.)
- Tribal Ed. Collaborative (POJ, POZ &POK 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 the majority 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

Conclusion: WHCS has in place a number of supports through the JHHS Health and Human Services, Alternative Academic options, Restorative Justice Model, Tribal Programs of Jemez and Tsyia Pueblo for all students.

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

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.

Indicator 8

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 more regularly attend their public school

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 the majority 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.

Conclusion: Students are able to 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 and Jemez Valley Corridor communities.

Indicator 11

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 and Pueblo of Kewa (Santo Domingo) Tribal Education Director 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 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 amounts.

In addition, the Walatowa High Charter School Executive Director participates annually in the Tribal Consultation process and meets with the Pueblo of Jemez and Pueblo of Tsyia 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 Tsyia 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.

Indicator 12

Indigenous Research and Evaluation Measures and Results For Effective Curricula For Tribal Students.

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. .

WALATOWA HIGH CHARTER SCHOOL

HIGHLIGHTS

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://nmkids.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 - 9:15am

<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/