



## 2020-21 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Combined 2020-21 WBWF and A&I Annual Summary & Progress Report](#). You can copy your responses from this template into the electronic form.

**District or Charter Name:** Notre Ecole

**Grades Served:** K-1

**WBWF Contact:** Vanessa Hendrikson

**Title:** Co-coordinator

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MDE understands this past school year (2020-21) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

**WBWF Requirement:** For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

- Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.  
WBWF annual report is available here: <https://www.notreecole.org/worlds-best-workforce>

### Annual Public Meeting

**These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2020-21 school year.**

**WBWF Requirement:** School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

**A&I Requirement:** The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2020-21 school year.

## District Advisory Committee

**The District Advisory Committee should be in place at the start of the school year.**

**WBWF Requirement:** The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2020-21 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Michele Chalmeau	Co-coordinator /Teacher	
Salah Boulakbeche	Teacher / Board Member	
Alexis Ganga	Teacher	
Vanessa Hendrikson	Community resident	

## Equitable Access to Excellent and Diverse Educators

*Staffing should be in place by the start of the 2020-21 school year. Report on your equitable access to excellent and diverse educators for the start of the 2020-21 school year.*

**WBWF Requirement:** WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards, as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

**Respond to the questions below.**

Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.

- How did the district examine equitable access data?
- What data did you look at?
- How frequently do you review the data?
- Who was included in conversations to review equitable access data?

**Notre Ecole response:**

School board and school administration are involved in conversations concerning equitable teacher access. They review the data 1 time per year.

Our school is very small with only 1 section of K and 1 section of 1st grade so all students have equal access to the same teachers.

- What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?
- What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

**Notre Ecole response:**

For the School year 2020/2021, Notre Ecole had 33% experienced teachers.

However, 100% of our teachers are French native speaker or native-like. As a French immersion school, this helps to achieve our mission and provide a high quality education to all our students.

To reduce and eventually eliminate equitable access gaps, all teachers will benefit from Professional development and peer coaching.

Notre Ecole is a teacher powered school where teachers take on professional roles. Peer observations are conducted 2 times a year. If a teacher is identified as ineffective, administration helps them create a targeted Professional Improvement plan.

WBWF also requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

- Describe your efforts to increase the racial and ethnic diversity of teachers in your district.
- Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

**Notre Ecole response:**

78% of our students are white and 22% are black or African-American.

Teachers are not asked to share ethnicity or race information but the school believes that 66% of our staff is white and 33% are of color, no teachers of American Indian descent on staff.

Due to the small size of the school, these numbers could significantly change.

- What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?

**Notre Ecole response:**

2020-2021 is our first year of operation and we don't have any data from previous years to compare with.

## Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers and data on all student access to racially and ethnically diverse teachers.

For this 2020-21 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

- X\_ District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.
- X\_ District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

## Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures. Please fill out the table below with your specific SMART goals.

### *All Students Ready for School*

Does your district/charter enroll students in Kindergarten? If no, please skip to the next goal.

Goal	Result	Goal Status
Provide the established SMART goal for the 2020-21 school year.	Provide the result for the 2020-21 school year that directly ties back to the established goal.	<b>Check one of the following:</b> <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input checked="" type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)
Before beginning kindergarten, 75% of incoming kindergarten parents (or guardians) will share the results of their children's Early Childhood Screening reports.	61.5% of parents (or guardians) shared the results of their children's Early Childhood Screening reports.	
Before the beginning of the school year, 100% of kindergarten parents (or guardians) will provide immunization forms.	100% of kindergarten parents (or guardians) provided immunization forms.	

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an as-

assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

**Narrative is required. 200-word limit.**

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

**Notre Ecole response:**

Due to the pandemic, the school believes that not as many parents were comfortable bringing their children to non-essential appointments such as early childhood screening and many of the screening facilities were not operating due to COVID.

One of our strategies to reach our goal is to ask families to complete their child’s Kindergarten screening and immunization forms as part of the paperwork during the Kindergarten enrollment process.

***All Students in Third Grade Achieving Grade-Level Literacy***

Goal	Result	Goal Status
Provide the established SMART goal for the 2020-21 school year.  Notre Ecole does not have 3rd graders enrolled.	Provide the result for the 2020-21 school year that directly ties back to the established goal.	<b><i>Check one of the following:</i></b> <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

**Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal.** For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

**Narrative is required. 200-word limit.**

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

**Notre Ecole response:**

Notre Ecole does not have 3rd graders enrolled.

***Close the Achievement Gap(s) Between Student Groups***

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p>The school started operating in 2020/2021 and doesn't have any data from the previous year.</p> <p>At the end of the 2020/2021 school year, students will be 80% proficient in Math and French Language Arts</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>At the end of the 2020/2021 school year, our data in Math and French Language Art Proficiency were:</p> <p>Kindergarten Overall FLA Proficiency 87.5 % Overall Math Proficiency 89 % 1st grade Overall Math Proficiency 91 % Overall FLA Proficiency 93 %</p>	<p><b><i>Check one of the following:</i></b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

**Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal.** For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality.

If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

**Narrative is required. 200-word limit.**

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

**Notre Ecole response:**

The school started operating in 2020/2021 and doesn't have any data from the previous year. We will use the 2020/2021 data as a baseline and will increase our numbers by 1% as a goal.

Strategies to support these goals are professional development for staff in curriculum implementation and to use tools such as GB+ running records, JUMP Math evaluations, and benchmark assessments based on MN state standards to gather data and monitor students' progress.

***All Students Career and College-Ready by Graduation***

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p>Notre Ecole has only 2 grades in 2020/2021 (K and 1st graders) Our school is French immersion STEAM school .</p> <p>Students will receive 100% full French immersion in core subject areas in K and 1 classrooms.</p> <p>Students will receive daily instruction in STEAM related content.</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>Students received 100% full French immersion in core subject areas in K and 1 classrooms.</p> <p>Students received daily instruction STEAM related content.</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

**Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal.** For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

**Narrative is required. 200-word limit.**

- What data have you used to identify needs in this goal area?



- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

**Notre Ecole response:**

Students are fully exposed to French language and culture all day.

Studies show that students develop interest and curiosity about different cultures and ideas when they have a foundation in other languages. This makes them more comfortable growing up in our increasingly global society, where languages and cultures intersect every day.

Data shows that there is a deficit in personnel qualified for science related jobs. With our STEAM approach, students are developing inquiry and critical thinking, which helps them develop strong skills desired by employers and to be citizens that can make informed decisions as adults.

The school implements GB+ , Lalilo, and la planete des alphas to increase literacy. We have created STEAM kits that are aligned with MN state standards and integrate STEAM approaches in all other classroom subjects.

***All Students Graduate***

Goal	Result	Goal Status
Provide the established SMART goal for the 2020-21 school year.  Notre Ecole is a K-5 school but only enrolled K and 1st graders for the 2020/2021 school year.  We currently have no students that graduate.	Provide the result for the 2020-21 school year that directly ties back to the established goal.	<b><i>Check one of the following:</i></b> <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

**Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal.** For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

**Notre Ecole response:**

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

**Notre Ecole response:**

We currently have no students that graduate.