



Burnsville · Eagan · Savage

Believe, Belong, Build and Become.

Harriet Bishop Elementary School

October 8, 2026

Dr. Chris Bellmont, assistant superintendent

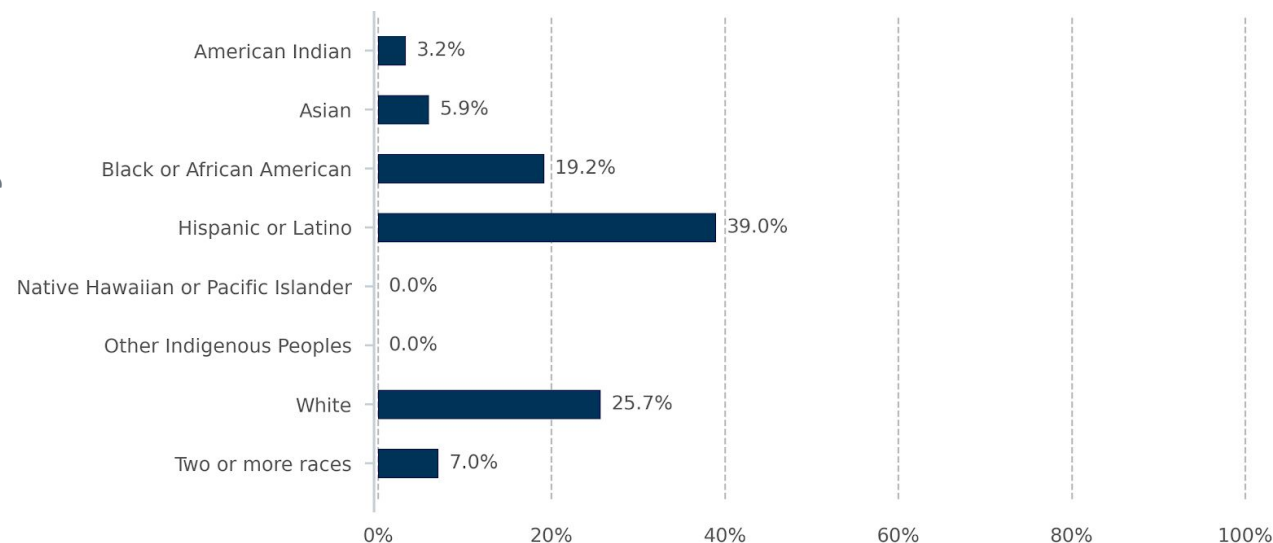
Ken Essay, principal

Lisa Hanson, learning coach

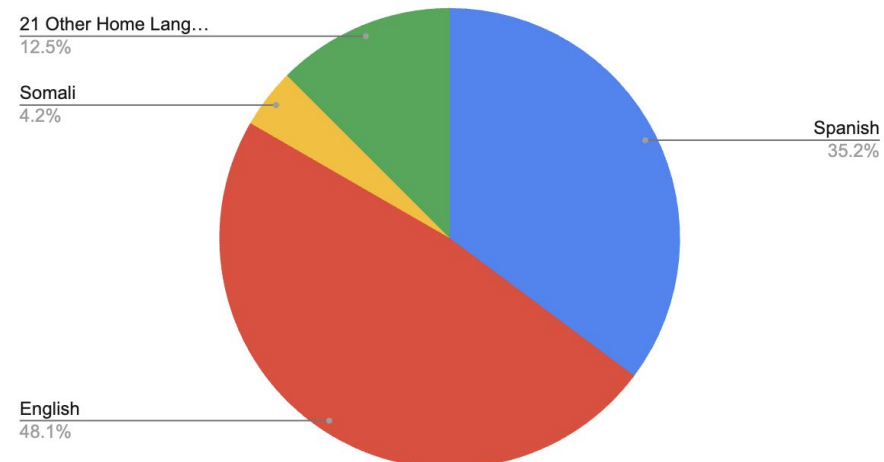
This is US - Harriet Bishop



Ethnicity



Home Languages at Harriet Bishop



Percentage of Student Body



Priority Overview - Standard of Excellence



HARRIET BISHOP STANDARD OF EXCELLENCE: 2026-27 SCHOOL STORY

Measured by Student Growth From Fall to Spring



KINDERGARTEN & 1ST GRADE GROWTH GOAL



70.0% OF
STUDENTS ACHIEVING GROWTH
ON eREADING TEST



2ND GRADE THROUGH 5TH GRADE GROWTH GOAL



61.0% OF
STUDENTS ACHIEVING GROWTH
ON aREADING TEST



STRATEGIES TO SUPPORT OUR BUILDING GOAL

PRIORITY

MASTERING FOUNDATIONAL SKILLS IN CATALYST



PRIORITY

LEARNING COACH SUPPORT FOR ALL TEACHERS



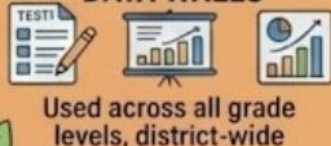
NEW BEHAVIOR TEAM ALIGNMENT



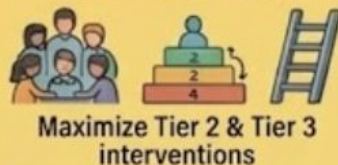
DATA-DRIVEN CT MEETINGS (43 MIN PROTOCOL)



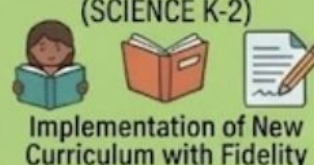
COMMON FORMATIVE ASSESSMENTS & DATA WALLS



FINE-TUNED SST & STAT TEAMS

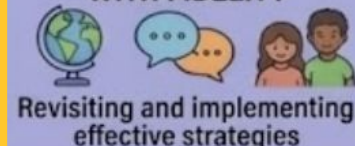


NEW CURRICULUM (LITERACY 3-5) (SCIENCE K-2)



PRIORITY

ELEVATION STRATEGIES WITH FIDELITY



MAXIMIZED WIN TIME GROUPINGS



One91 Priority Overview- Learning Coach

Core Coaching Focus

- **Student Centered Coaching Cycles:** Coaching will begin with grades 3rd-5th, using the **EL Curriculum** and common assessments. Four- to six-week cycles, one grade level at a time.
- **Co-Teaching:** Partnering with interested teachers on active co-planning and co-teaching initiatives
- **Data Collaborative Teams (CT):** Working with CTs to analyze **common assessments** and drive instructional decisions.
- **Imbed Catalyst Strategies:** Help teachers focus on and incorporate the 12 **foundational skills**.

Ongoing Initiatives

- **Trust & Relationships:** Actively building deep professional relationships and trust with building staff.
- **Problem Solving:** Helping to constructively transition frustrations into collaborative discussions.
- **Data Analysis:** Teaching staff how to find, analyze, and use data to make instructional decisions.
- **WIN Model:** Implementing and rolling out the new multigrade WIN academic model.
- **Visual Supports:** Supporting lunch and recess staff in adopting visual and nonverbal strategies.

One91 Priority Overview- Catalyst & ELlevation

ELlevation



- Introduced last year with every teacher actively trying a strategy.
- Focus on Multilingual Instructional strategies that positively impact all students.
- Bringing these high-impact strategies deeper into everyday classroom practice this year.
- Leadership will highlight strategies throughout the year, dedicating monthly time to explore and apply.

Catalyst



- **Core Goal:** Reduce verbal clutter to maximize student learning capacity.
- **Regulation:** Calm teachers foster calm, regulated students.
- Consistent, building-wide implementation of the 12 foundational skills.
- **Q1 First 5:** Get Ready, Get Set, Get Noticed, Watch & Wait, Anchor with a Whisper.
- Encouraging teachers to take risks and pursue certification.
- Expanding focus to key transition zones: lunch, recess, and hallways.

Student Improvement Plan Achievement Data

FASTBridge Growth Target 2026-27

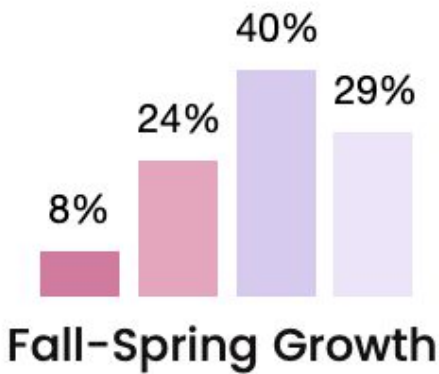
70%

TYPICAL OR AGGRESSIVE GROWTH

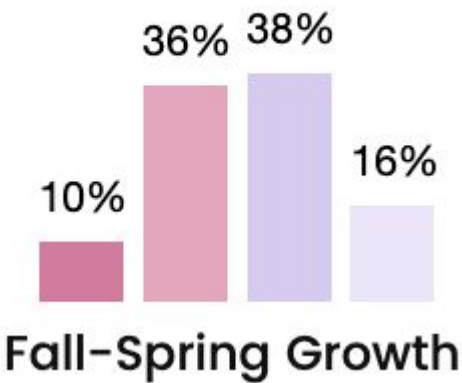
61.0%

TYPICAL OR AGGRESSIVE GROWTH

eReading Growth
2025-26 (K-1)



aReading Growth
2025-26 (2-5)



Student Growth %ile:



Roadmap to Instructional Excellence: Quarter 1 Action Plan

Literacy CT
Support

EL Education
Implementation

Math Tier
1 Needs

August -
September:
Setting the
Foundation

Launch Standardized CT Protocols

Establish master calendars
and train all Collaborative
Teams on standardized
data protocols and
note-taking.

EL Education Foundational Launch

Provide comprehensive
curriculum training to all
instructional staff and
specialized educators.

Establish Data-Driven Structures

Create grade-level data
walls and develop weekly
data review protocols for
literacy analysis.

October - November:
Implementation
& Evaluation

Math Tier 1 Needs Assessment

Administer a staff-wide
survey to identify specific
coaching and PD needs
for math instruction.

EL Education & Catalyst Integration

Execute district-wide
grade-level teaming for
common assessments
and foundational skills
monitoring.

Q1 Review and Adjustment

BLT will look back at
Quarter 1 and make
adjustments for
Quarter 2.

CT Expectations: Weekly, Bi-Weekly, & Monthly

Weekly

CT Notes/Action Plans
completed with specific
student-level responses.

Bi-Weekly

4-week rotation: Data Wall
1, WIN Meetings, Data Wall
2, ELLevation

Monthly

BLT review of CT notes
using a rubric to assess
implementation fidelity.

Data & Forward Look: Real-Life Example

1. Examine & Reflect

Classroom teachers examined last spring's growth scores at a recent CT meeting. They paid special attention to students who did not make enough growth.

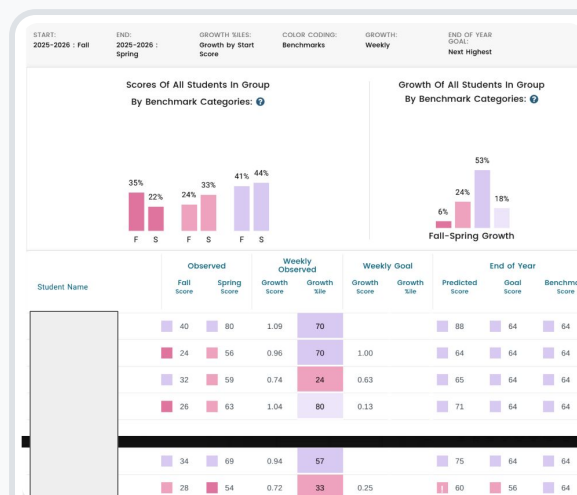
2. Develop Action Steps

After filling out an individual reflection sheet, teachers met with their CT teams to reflect as a grade level and map out strategic action steps to ensure student success.

3. Stay Grounded in Data

This structured process helps teachers remain grounded in data, deepens awareness of individual student needs, and establishes the foundational focus for CT work this year.

Real-Life Classroom Sample Artifacts



Sample Growth Dashboard

Individual Data Reflection

- Name _____ Grade _____
- How many of your students made...
 - Aggressive growth? (Light purple) _____
 - Typical Growth? (Dark Purple) _____
 - Modest Growth? (Light Pink) _____
 - Flat Growth? (Dark Pink) _____
- Total Students in your class _____
- What is the total number of students that need to make growth in your class so that we can make our SIP goal? (70% for K/L, and 61% for 2-5) _____
- List the Students names who made modest and flat growth.

Modest Growth	Flat Growth

- Next to each student name above mark the benchmark category they fall under (!, !, !, *). What do you notice?
- Focusing on these same students, are there other teachers that work with them? If so, who are they? (This may be added to later)
- How does their Fall data compare?

Sample Reflection Sheet



***"To achieve goals you've never achieved
before, you need to start doing things
you've never done before."***



-Stephen Covey