



Burnsville · Eagan · Savage

**Believe, Belong, Build and Become.**

# **Harriet Bishop Elementary School**

**Building Inclusive Systems for All Learners**

**March 12, 2026**

Ken Essay, Principal

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# Harriet Bishop - Why this work matters?

- Inclusive Practices & Multilingual Learner Success
- Designing for our most diverse learners
- Improving outcomes for all students
- Building systems, not programs



# Building Capacity with Staff- Individualized Education Plan (IEP)

## Clear Lens Consulting

- Sensory Breaks/ Diets
- Scaffolding and Support-Independence
- Shared HLP (High Leverage Practices)

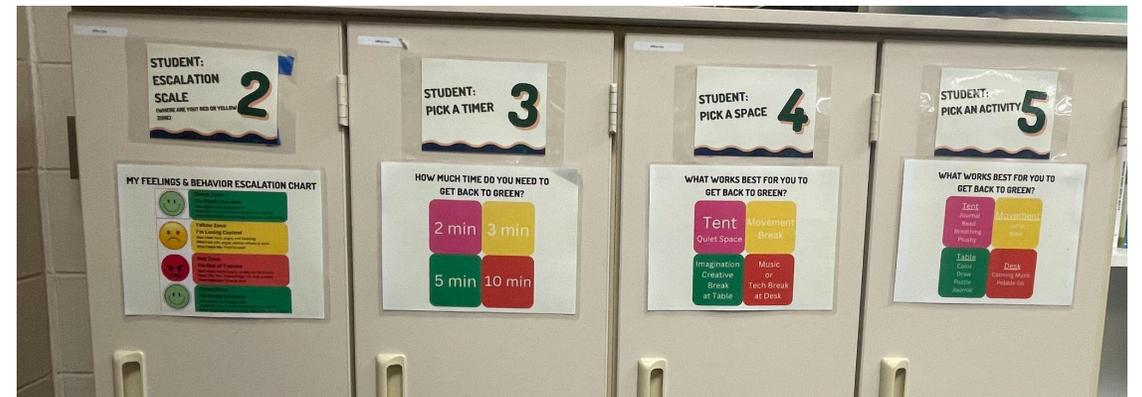


# Student Impact- IEP

- Student in escalation
- Clear routines + sensory tools
- Increased time in class
- High Quality Tier 1 Instruction\*

Supporting Students Through the Escalation Cycle

Staff Response					
<b>Prevention</b>	<b>Prevention and Redirection</b>	<b>Clear and Concise</b>	<b>Safety and Crisis Management</b>	<b>Time and Space</b>	<b>Reintegration</b>
Proactive Strategies	Positive Redirection	State Expectations	Give Time and Space	Give Time and Space	Re-Teach Expectations
Praise (4:1)	Neutral Voice Tone	First-Then	Remove Others	Set a Timer	Revisit Reinforcement Plan
Relationship Building	Give 2 Choices	Reduce Interaction	Maintain Safety for All	No Verbal Interaction	Reintegrate to Original Setting
Reinforcement	Check-In	Silent Wait-Time	No Verbal Interaction	Visual Directions	Return to "Prevention"
Skills Teaching	Silent Wait-Time	Visual Directions	Visual Directions		
Student Behavior & what it looks like					
<b>Baseline</b>	<b>Triggers</b>	<b>Escalation</b>	<b>Peak/Crisis</b>	<b>De-Escalation</b>	<b>Recovery</b>
Calm	Distracted	Swearing	Staff Aggression	Decrease in Energy	Starting to Respond to Adult Direction
Following Directions	Unfocused	Elopement	Student Aggression	Regulated Breathing	Rational thinking
On-Task	Out of Seat	Arguing	Self-Injury	Social Withdrawal	*Note: NOT Baseline. Students are still easily triggered during this phase
Ignoring Others	Increase Movement	Threatening	Emergency/Crisis Behavior	*Note: Students are still easily triggered during this phase	
Appropriate Behavior	Non-Compliance	Property Destruction			



\*Tier 1 is the foundation of a Multi-Tiered System of Supports (MTSS), it aims to meet the needs of roughly 80% or more of students, preventing the need for more intensive, specialized interventions

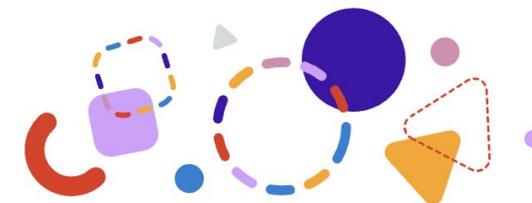
# Impact of the Focus Room- IEP

**Quality Tier 1 Instruction Strategies**

**High Levels of Learning in the Focus Classroom**

**Staff consistency- Regular Sub coverage**

**Students Engaged in with General Education Peers**



**Building Capacity for  
Inclusive Environments**



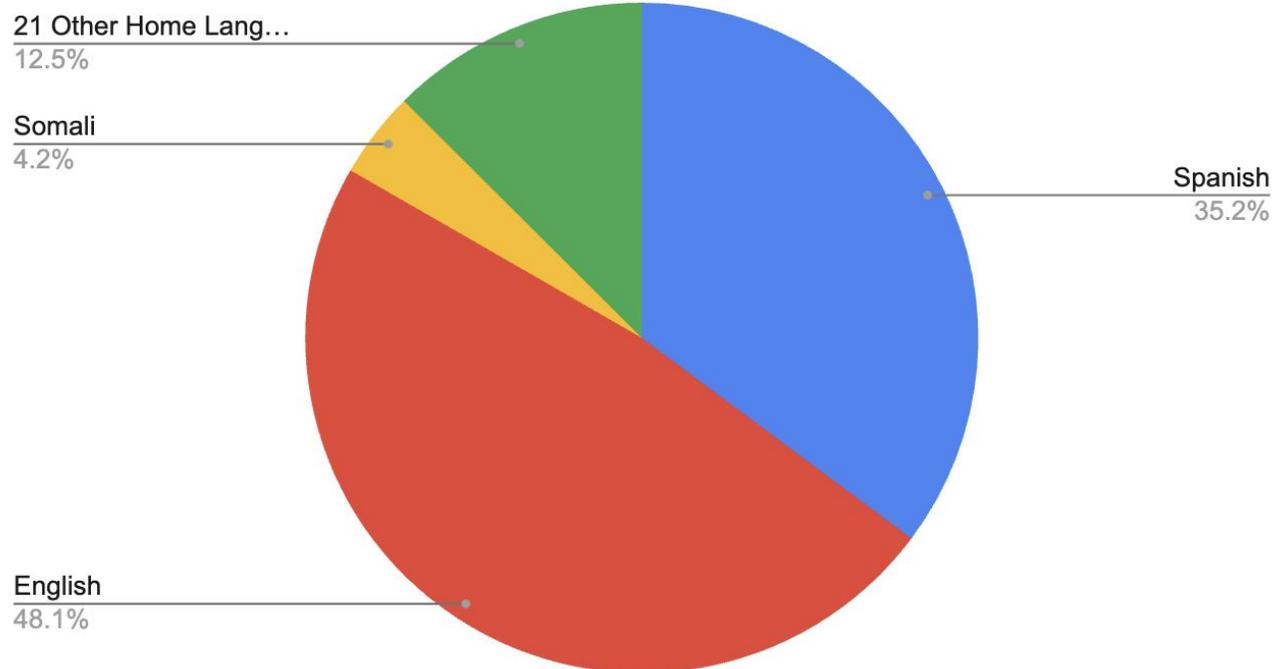
CLEAR LENS  
CONSULTING

# Inclusion Beyond Special Education

## Multilingual Learner Inclusion Model

- Stronger mainstream classroom Instruction
- Co-Teaching in Writing

Home Languages at HB



# ML- Stronger mainstream Tier 1 classroom Instruction

**ELLevation Strategies/ Other PD Amany Elaraby**

*ELLevation provides clear data on Multilingual Learners' proficiency and needs, helping us plan intentionally and respond with precision.*

*ELLevation equips teachers with strong Tier 1 strategies that support Multilingual Learners while improving instruction, clarity, and academic language development for all students.*

The logo for ELLevation features three vertical bars of increasing height from left to right: a blue bar with a white 'E', a green bar with a white 'L', and an orange bar with a white 'L'. To the right of these bars, the word 'LEVATION' is written in a bold, blue, sans-serif font.

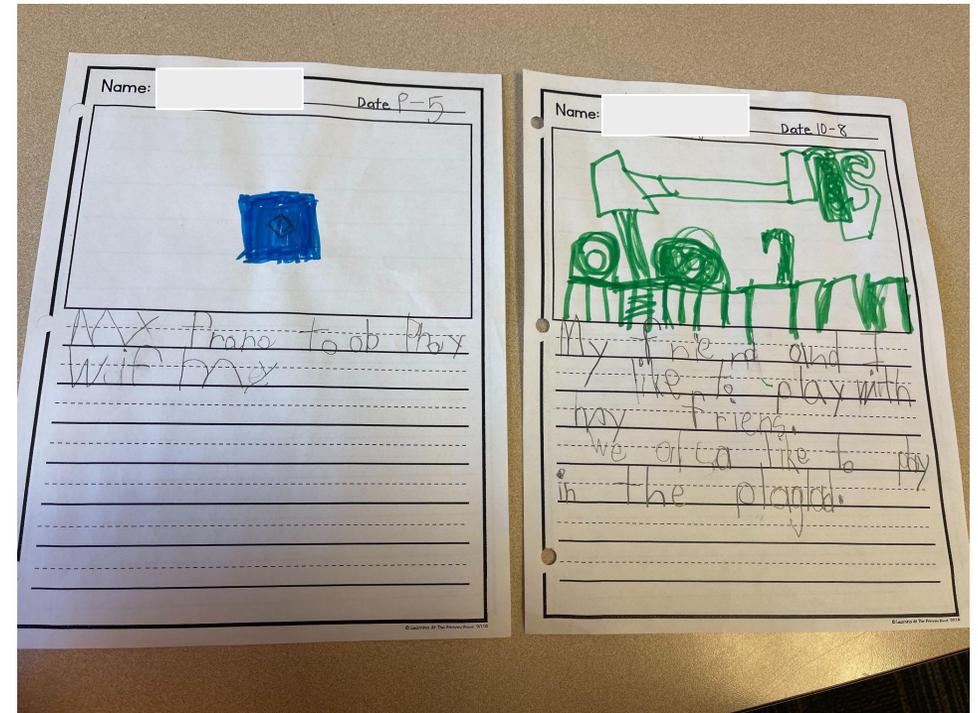
**E L L EVATION**

# Co-Teaching in Writing

## Access Testing Scores

- Student strong verbal/ listening scores
- Writing = largest barrier
- Explicit scaffolds improved growth

## Examples of Student Work



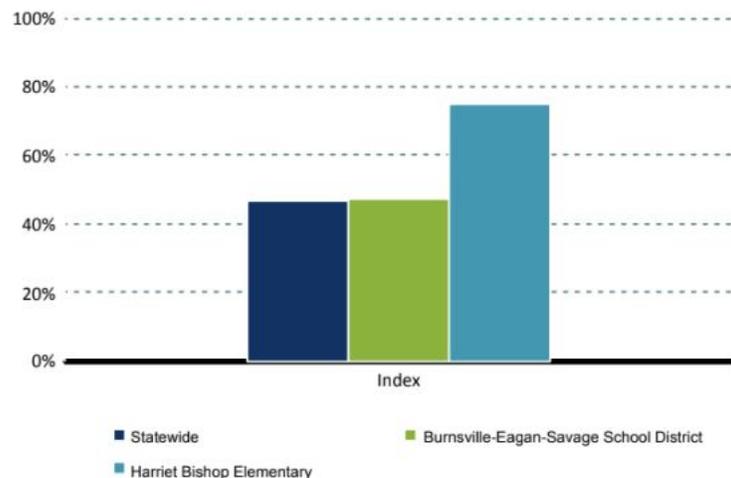
# Why Writing - Long Term?

## Chances of exiting decrease as a student gets older

- Research - exiting language services exponentially increases future academic access
- Research - if Multilingual students do not exit by 5th grade, their chances of exiting goes way down
- Increased access to rigorous coursework
- Stronger outcomes beyond high school

# DATA- Connecting the Scores

## Progress Towards English Language Proficiency

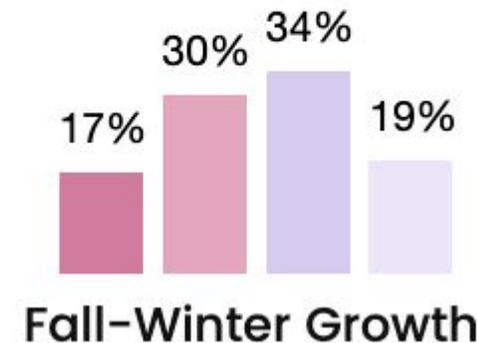


“Index” is the average amount of progress English learners made towards their individual goals on a test of English language proficiency.

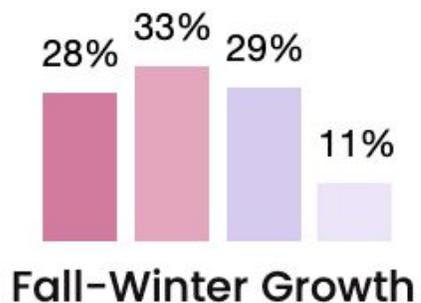
“Meeting” is the percentage of English Learners who reached or went past their target.

Organization	ELP Index
Statewide	46.63
Burnsville-Eagan-Savage School District	47.02
Harriet Bishop Elementary	74.63

## A-Reading Growth- All Students



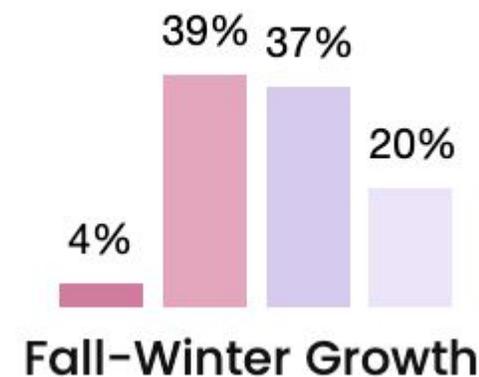
## A-Reading Growth- ML Students



Student Growth %ile:



## A-Reading Growth- SPED Students



# Harriet Bishop- Why this work matters?

- Strong Tier 1 instruction
- Inclusive classroom practices
- Benefits all learners

