RUSH CITY SCHOOLS • C.E. JACOBSON ELEMENTARY

Building Leadership & Continuous Improvement

Linked Team Structure, MTSS Infrastructure, and Step 2 Local Context Review



SECTION 01 • TEAM PURPOSE

A Big-Picture Lens Across All Tiers

LINKED TEAM STRUCTURE

Supporting Every Tiger Across All Tiers



Tier 1 Core

Universal instruction for every student.



Tier 2 Targeted

Supplemental small-group skill interventions.



Tier 3 Intensive

Individualized high-frequency academic support.



Special Education

Specialized services ensuring equitable access.

SYSTEM FOCUS

Infrastructure & Implementation Capacity

System-Wide Lens

Focusing on school infrastructure to install and sustain evidence-based practices across every classroom.

Holistic Pulse Checks

Routine monitoring across all student tiers.

Tight & Loose Clarity

Consistent expectations with grade-level adaptability.

District MTSS Alignment

Partnering with district leadership for coherence.

TEAM MANDATE

Five Core Team Responsibilities

- **Keep a Pulse on All Tiers:** Routinely review screening, grades, MCAs, discipline, attendance, and fidelity.
- **Plan & Lead Improvements:** Design and guide schoolwide implementation projects.
- **Define Tight & Loose:** Balance schoolwide consistency with grade-level adaptations.
- **Monitor Implementation Data:** Track student outcomes, staff feedback, and fidelity metrics.
- **Align District MTSS:** Collaborate with district leadership to unify our framework.

IMPLEMENTATION GOVERNANCE

Balancing Tight & Loose Practices

What Is "Tight"

Core Standards: Non-negotiable schoolwide practices.

Universal Screening: Consistent assessment windows and tools.

Data Protocols: Shared decision rules across teams.

↔ What Is "Loose"

Grade-Level Delivery: Adapted to developmental student needs.

Departmental Schedules: Flexible grouping and instructional routines.

Teacher Autonomy: Contextual classroom strategies within core goals.

ROUTINE PULSE MONITORING

Eight Key Data Streams We Review

- Universal Screening
- Letter Grades
- MCA Assessments
- Discipline Data
- Student Attendance
- Fidelity Checks
- Stakeholder Surveys
- Intervention Data

TEAM RESOURCES

Practices, Data Platforms & Planning Tools



SHARED RESOURCE For CNA

Three Pillars of Team Support

Practices (SCRED)

Academic resource hub

Behavior resource hub

Instructional & whole-child strategies

Data Systems

eduCLIMBER & FastBridge

Assessment benchmark targets

Data-based decision protocols

Planning & Agendas

Strategic action plan templates

Staff development calendar

Grade-level & PLC agendas

DATA PLATFORM HOW-TOS

Navigating eduCLIMBER for Big-Picture Insights

1

Logging In

Access unified student profiles.

2

Charts

Visualize FastBridge screening trends.

3

Collections

Group cohorts for targeted review.

4

Interventions

Review big-picture tier charts.

INFRASTRUCTURE FOR CONTINUOUS IMPROVEMENT

“Infrastructure provides the stability for initiatives to be installed, sustained, and improved independent of specific people.”

Mechanisms that support people working efficiently together: organized teams, implementation plans, allocated resources, and useful technology.

TEAMWORK ARCHITECTURE

Organizing Our Teams Like Clockwork

Team Inventory Flowchart

Analyzes linked teams, satellite work groups, and onboarding clarity for new staff.

- **Zero Blind Spots:** Every essential task gets completed reliably.
- **Clear Ownership:** Work is assigned without duplicated effort.
- **Diverse Perspectives:** Stakeholder voices shape every decision.
- **Active Communication Loops:** Everyone stays aligned and informed.

COMPREHENSIVE NEEDS ASSESSMENT

Step 2: Understand the Local Context

Familiarizing our team with current landscape, strategic goals, and local data.



2.1 HYPOTHESIS SETTING • TABLE 4

Anticipating Strengths & Growth Areas

Table 4 Guiding Question	Team Hypothesis Focus
What do we anticipate the CNA will uncover?	Baseline assumptions across academics and climate.
Where will we find success and growth?	Grade-level and tier performance patterns.
What is working well, and for whom?	Disaggregated student group outcomes.
How do we know?	Evidence from screening, MCAs, and fidelity checks.

C.E. Jacobson Elementary at a Glance









PreK–6

Grade Span Served

~414

Elementary Students

R.O.A.R.

Respectful • Organized • Attentive • Responsible

District Direction & Achievement Metrics

Enrollment & Demographics

Review student trends and subgroup shifts.

Vision, Mission & Strategic Plan

Orient school priorities to district goals.

Minnesota School of Excellence Application

Align our CNA work to this process for stronger application and representation of Rush City Schools.

CACR Metrics (formerly WBWF)

Examine Comprehensive Achievement and Civic Readiness data.

Federal & State Funding

Map Title I, compensatory, and general funds.

Initiatives, Mandates & Community Partnerships: Thinking Ahead To Anticipate The Impact

- **Minnesota READ Act:** Evidence-based literacy instruction and teacher training alignment.
- **ATPPS & Title I Programs:** Peer observation systems and targeted academic supports.
- **Federal & State Requirements:** Statutory compliance integrated into building action plans.
- **Contracted Services & Partnerships:** SCRED collaboration, AVID, STRIVE, and regional supports.

Examining Decisions, Resources & Stakeholder Voices at CEJ

Reflection Lens	Table 6 Local Inquiry Question
Decision Drivers	Which considerations have the biggest impact on decision-making, and why?
Financial Allocation	Where do we dedicate the most financial resources when we have a choice?
Time & Attention	Where do we dedicate the most staff time and leadership attention?
Inclusive Voices	Who has shaped our priorities—and who must we include now?

2.3 VALUE SETTING • VALUES-TO-ACTION ALIGNMENT

Do Our Daily Actions Match Our Explicit Values?

Next Step: Engage representative community and staff voices before finalizing local priorities for our Comprehensive Needs Assessment.