

NEBRASKA CONTINUOUS IMPROVEMENT EXTERNAL REPORT



Prepared For:	Plainview Public Schools
Head Administrator:	Darron Arlt, Superintendent
Dates of Visit:	March 19 - 20, 2026



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Introduction and Purpose of the Visit

92 NAC 10 “Regulations and Procedures for the Accreditation of Nebraska Schools”

Section 009 of Rule 10 describes Continuous Improvement as, “A systematic on-going process guides planning, implementation, and evaluation and renewal of continuous school improvement activities to meet local and statewide goals and priorities. The school improvement process focuses on improving student learning. The process includes a periodic review by visiting educators who provide consultation to the local school/community in continued accomplishment of plans and goals.”

The purpose of the external visit is to review the documentation and efforts for continuous improvement by the school system and to affirm compliance with Section 009 of Rule 10. External visits serve to also provide meaningful feedback that can be used to continue improvement goals. In Nebraska, a network of professional peers volunteer to serve on external teams. Prior to the visit team members verse themselves on best practices and data literacy for continuous improvement.

Previous External Visit

Plainview Public Schools last conducted the continuous improvement visit March 22 & 23 of 2021. That visit was led by Mr. Dale Hafer, Superintendent of Ainsworth Public Schools. Also serving the team was Mr. Darrin Max,

Superintendent of Burwell Public Schools, Mr. Tucker Tejkl, Principal of Riverside High School, and Mr. Mark Otten Superintendent of Rock County Public Schools. As a result of the work completed by the team during the 2021 visit, recommendations and feedback were provided to the Plainview leadership team.

The 2021 external visit team provided the following recommendation, "It is shared and accepted by stakeholders reading will continue to be included as an ongoing improvement goal. Utilize the MTSS process to focus on core instruction and use of student data to identify levels and skills for all students providing intervention and support across grade bands when considering efforts to improve reading." The team further explained and offered feedback with, "It is clear that a number of solid procedures exist from the use of data to research based instructional practices to the organization of staff allowing them to contribute to school improvement. The overall recommendation would be to dedicate to the implementation of the MTSS process. The district is to be commended on collaborating with the ESU and is encouraged to continue that partnership and beyond to implement MTSS. MTSS, along with PBIS and social emotional learning, can become the main theme that captures all school improvement initiatives. A systematic MTSS process, will streamline efforts related to data, curriculum, interventions, etc., which will make an impact district wide. Next steps should include a deliberate plan on how to continue MTSS implementation and to include other current improvements efforts in that strategic plan.

2026 Visit Preparations

Plainview Public Schools administrative team was well prepared and communicated to a high level from the beginning steps. On April 18, 2025 Mr. Todd Wolverton of NDE first made contact about the external visit. In April 2026, team lead Mr. Adam Stolzer Jr./Sr. High School Principal of Burwell Public Schools began contact with Plainview Administration consisting of Mr. Darron Arlt, Superintendent, Mr. Kyle Schmidt, Jr./Sr. High School Principal, and Mrs. Jen Hodson, Elementary Principal. Between April 18, 2025 and the visit on March 19 & 20, 2026 Stolzer and the Plainview administrative team were in regular communication consisting of emails and zooms to organize the visit. We collaborated on [the agenda](#), details, and the construction of the external visit

team. Through communication and feedback, Stolzer constructed a team consisting of Tonya Anderson Math Instructor at St. Paul Public Schools, Alex Hull Jr./Sr. High School Principal at Meridian Public Schools, Elizabeth Staab Title 1 at Ord Public Schools, and Makayla Reiter Pk - 12 Principal at Wheeler Central Public Schools. This team also communicated in advance of the visit start on January 20, 2026. The team communicated frequently through email and a team zoom meeting.

2026 Previsit and Visit Details

The evidence for the on-site review was organized by the team at Plainview Public Schools. On January 30, 2026 Stolzer received a [welcome letter](#) from Mr. Kyle Schmidt. A detailed Google Doc - [Plainview Data Landing Page](#) - was sent to Stolzer and then shared with the external team on February 20, 2026. Having this document a month in advance was essential for proper review prior to the visit. There was an in depth look into the data at Plainview Public Schools that was able to give the team information about their CIP goal and the progressive the school has made since the 2021 visit. Once the team arrived we also had an [opening presentation](#) that provided even further data, evidence and insight into the educational system at Plainview Public Schools.

After the opening work time and presentation the team split up with Makayla, Tonya, and Elizabeth going to the elementary school while Adam and Alex stayed at the high school to interview a pair of classified staff at each building. The entire team after this was also given a full wide district tour as well as having time to begin to talk and discuss themes, questions, and observations so far from the visit. The team then split up like mentioned above to interview subgroups of classified staff, parents/community members, and board of education members. In total over the two days during our visit we interviewed 43 stakeholders. To end day one we had supper with administration and some work time as an external team.

The second day of the visit started off with breakfast and work time for the external team. The external team started with some team time to pull together thoughts from the previous day and to have conversation about what they had heard during the interviews and how that aligned with the district's continuous improvement efforts. They also discussed questions they had at this point and made sure that those questions were included in the set of questions that would

be asked in the administrator interview. Before beginning the day the external team asked to learn more about Branching Minds and see that data. Mr. Fischer clearly showed the team this data collection tool.

The team once again split up with Makayla, Elizabeth, and Tonya going back to the elementary school for most of the rest of the morning where students were interviewed with classroom visits as well. Team members were asked to look at student engagement and the twelve Marzano Elements the district was working on. During the visits as that has been a point of emphasis in the district this school year. Toward the end of the morning, the full team interviewed the three members of the district administration team. It was nice to Mr. Darron Arlt attended via phone call as he was gone at a professional development opportunity. The interview allowed the external team to answer questions that the team needed more clarification on and allowed for further support on visit.

Over lunch, the external team had ample time to dig into all of the information and data that had been collected over the two day visit and worked to clarify the areas for themes, commendations and recommendations. They also focused on finalizing information that they wanted to include in the summary presentation and to make sure to include in the final report. A brief of the intended summary presentation was shared with the administrative team for feedback, and then the final summary presentation was given to all of the Plainview staff during their scheduled Friday professional development. That brought a conclusion to two very positive days working with the staff at Plainview Public Schools and learning about their continuous improvement efforts.

External Visitation Team

The responsibilities of the external team include:

- 1) Review school system evidence of continuous improvement.
- 2) Observe educational services provided by the school system.
- 3) Assess the progress and effectiveness of the action plan.
- 4) Provide feedback for continued improvement.

Peer review is a common strategy for supporting school and teacher

improvement. Research suggests the potential value in peer review as a part of larger school improvement initiatives. Of particular note, some suggest that peer reviews may reduce “top-down” accountability mindsets and generate greater practitioner-driven innovations. Several states utilize peer review as part of their larger school quality, accountability, or accreditation processes, though peer review is rarely linked to a broader CI process. (*Data Literacy Workbook, Hanover Research, February 2022*)

Serving as an external visit volunteer is an important responsibility. The Nebraska Department of Education (NDE) appreciates the leadership skills and peer collegiality of educators throughout the state that volunteer for this role.

External Team Roster

	Name	Position	Phone	Email
Team Leader	Adam Stolzer	7-12 Principal - Burwell	402-707-6709	adam.stolzer@burwellpublicschools.com
Member	Alex Hull	7-12 Principal - Meridian	402-429-2731	ahull@meridianmustang.org
Member	Makayla Reiter	PK - 12 Principal - Wheeler Central	402-843-0212	mreiter@wbroncs.org
Member	Tonya Anderson	5th/6th Grade Math and MTSS - St. Paul Public Schools	308-3800037	tonya.anderson@spwildcat.org
Member	Elizabeth Staab	MTSS, Reading Intervention, Title 1 - Ord Elementary	402-631-9025	estaab@ordps.org

Schedule

The on-site visit was scheduled for just about two days on March 19 - 20, 2026. Prior to the visit, Adam Stolzer and Plainview administration collaborated to build the [schedule](#) to meet the needs of the external team and Plainview Public Schools. Both sides worked together to build the schedule and took input from both sides. They also discussed the logistics of the agenda and where meetings would take place, what technology would be needed, the expectations, and all other accommodations. The external team met via zoom prior to the visit to go over roles and responsibilities, discuss the landing page, go over the agenda, and organize the team to be just as prepared as Plainview was to have the team.

Plainview Public Schools

Nebraska Continuous Improvement Visit

March 19 - 20, 2026

Team: Adam Stolzer (lead), Alex Hull, Makayla Reiter, Tonya Anderson, Elizabeth Staab

Day 1 -- March 19, 2026

Time	Activity	School Participants	Team Members	Location
10:30	Team Arrives and Planning Time	Darron Art	Adam Stolzer (lead), Alex Hull, Makayla Reiter, Tonya Anderson, Elizabeth Staab	HS Media Center
11:30	Opening Presentation and Interview	Kyle Schmidt, Jen Hodson, McKenzie Hostert, Abbi Kush, Paige Goetzinger, Jeremy Peter	Adam Stolzer (lead), Alex Hull, Makayla Reiter, Tonya Anderson, Elizabeth Staab	HS Media Center
12:30	Working Lunch with Leadership Team	Kyle Schmidt, Jen Hodson, McKenzie Hostert, Abbi Kush, Paige Goetzinger, Jeremy Peter	Adam Stolzer (lead), Alex Hull, Makayla Reiter, Tonya Anderson, Elizabeth Staab	HS Media Center
1:30	Elementary Classified Staff Interview	Gina Utecht & Amanda Baird	Makayla, Elizabeth, Tonya	Elementary Office

1:30	Secondary Classified Staff Interview	Kim Gilpin & Tami Haase	Alex, Adam	HS Media Center
2:15	Team Work Time and Classroom Visits		All	HS Media Center
3:45	Elementary Teacher Interview	Whitney White, Bernice Yilk, Crystal Hoffman, & Jessica Sauser	Makayla, Elizabeth, Tonya	Elementary Office
3:45	Secondary Teacher Interview	Jordan Leake, Michelle Mosel, Manndi Silhacek, Tom Sauser & Kim Miller	Alex, Adam	HS Media Center
4:30	Elementary Parent/Community Member Interview	Tyler Wells, Lonna Mosel & Jeremy Tarr	Makayla, Elizabeth, Tonya	Elementary Office
4:30	High School Parent/Community Member Interview	Kevin Linvenfelter, Liz Frahm, Bree Nincehelsler, Grant Dummer	Alex, Adam	HS Media Center
5:30	Board Member Interview	Tim Rasmussen, Wyatt Frahm, Justin Doerr	All	
6:30	Dinner			Mary's
7:30	Work Time for External Team			Hotel

Day 2 -- March 20, 2026

Time	Activity	Description	Participants	Location
7:30	Breakfast and Work Time			HS Media Center
8:30	Elementary Student Interview	Makayla, Elizabeth, Tonya	Bentley Dougherty, Merritt Tarr, Harper Stec, Scottie Mosel, Nic Liibbe & Kayden Hilpipre (Breanna Hallock & Charlotte May)	Elementary Office
8:30	Secondary Student Interview	Alex, Adam	Jayden May, Kohen Lingenfelter, Emma Sauser, Maysen Ickler, Wyatt Schroth, Avery Hardisty, Bastion Curtiss & Sophie Wortman	HS Media Center
9:15	Elementary Classroom Visits	Makayla, Elizabeth,	Led by Jen	Elementary School

		Tonya		
9:15	Secondary Classroom Visits	Alex, Adam	Led by Kyle	High School
10:30	Administrative Team Interview	All	Darron Arlt, Kyle Schmidt, Jen Hodson	HS Media Center
11:30	Work Time			
12:30	Working Lunch			HS Media Center
1:30	Presentation Preview with Administration	All	Darron Arlt, Kyle Schmidt, Jen Hodson	HS Media Center
2:00	Exit Presentation	All	Entire PPS Staff	HS Media Center

Review of Continuous Improvement

NAC 92 Chapter 10
009.01A The school system develops and implements a continuous school improvement process to promote quality learning for all students. This process includes procedures and strategies to address quality learning, equity, and accountability.

The Plainview Public Schools Continuous Improvement Process consists of a district leadership team, high school team, and elementary team which are all clearly defined on page 3 and 4 of Plainviews landing page document. These teams are largely responsible for looking at and sharing data. The team also has other committees they use to evaluate their practices which is located on page 5 of the landing page document. The team has shared data with all teachers and Branching Minds has become a large tool for the district to communicate data with teachers.

009.01A1 Review and update of the mission and vision statements.

In November of 2021, Plainview Public Schools began work on redoing their mission and vision statement. The plan was clearly laid out, 1) The Leadership committee will be used to create a survey and analyze data. 2) Staff will provide feedback on words and statements that explain our school. 3) The leadership team put together two mission statements based off of the feedback for the staff to select from. In result, the new mission: "Preparing Innovative, Resilient, and Accountable Thinkers for an Empowering Future." Further the team identified a new vision with the acronym PIRATE.

Prepared
Innovative
Resilient
Accountable
Technology
Empower

Throughout the whole visit it was evident to see the **Pirate Pride** and that starts with their vision. To meet this vision and mission, the school has adopted the State Academic Standards and it is utilizing the Nebraska Framework Model for continuous improvement.

009.01A2 Collection and analysis of data about student performance, demographics, learning climate, and former high school students.

During the [initial presentation](#), Plainview's Continuous Improvement Team introduced the goals of Plainview Public Schools and the district's growth over the last five years. Through multiple sets of data it was clear and evident that Plainview has made growth. Their CIP goal was to reach 75% in reading proficiency and they earned 67% which is a drastic increase from 59%. They also went from a district AQUESTT rating of Great to Excellent over the last five years with great improvement along the way. With the evidence shared, it was clear improvements were made in ACT, NSCAS, attendance, and MAP testing.

The team further explained how 55% of graduates at Plainview either go into the workforce or attend a two year college. This was a point as Plainview is actively seeking to expand their CTE programs and spaces. They currently attend Fridays at Northeast and have work based learning on Fridays for seniors, but being the progressive district they are they want more.

The team also shared its dedication to Tier 1 instruction with aligning all curriculum to the Nebraska State Standards and the in-depth textbook review process the district has in place. They attribute a large part of their growth over the last five years to the standard alignment and rigor for the recently adopted curriculum.

Through the data shared the following growths also happened: attendance rate improved and drastic NSCAS proficiency improvements.

Throughout our visit, including conversations with over 40 stakeholders, a strong sense of Pirate Pride was clearly evident across Plainview Public Schools. Students consistently shared that they trust their teachers and administrators, it was evident that positive relationships have been built throughout the district. This trust fosters a positive learning environment where students feel safe, supported, and comfortable expressing their needs. Stakeholders also emphasized the high level of communication within the school system. Families and students benefit from multiple channels of communication, ensuring that information is both timely and accessible. This consistency helps keep all stakeholders informed, engaged, and connected to school activities and expectations. A key quote was, "If you are not getting the communication you are actively avoiding it." Administration was described as highly accessible, approachable, and visible. Their ongoing presence throughout the school and community has strengthened relationships with students, staff, and families while promoting open and transparent communication. Both staff and students expressed that they feel supported by administration on a daily basis. Career and Technical Education (CTE) offerings remain an important area of focus at Plainview. With approximately 55% of students entering the workforce or attending a two-year college, there is a continued need to ensure programming remains progressive, relevant, and aligned to meet the needs of students. Expanding and evolving these opportunities will be key to meeting the needs of all learners. A strong culture of PIRATE PRIDE is embedded throughout the school and community, contributing to a positive environment where students and staff feel a deep sense of connection and investment. This culture is further supported by a clear commitment to academic growth. Plainview has prioritized Heggerty and LETRS training for all elementary staff, demonstrating a focused effort to strengthen early literacy instruction and improve foundational reading skills. Additionally, SAC meetings are a valued component of the

school's professional culture. These meetings provide meaningful opportunities for collaboration, allowing staff to share ideas, reflect on practices, and engage in continuous improvement to better support student learning.

009.01A3 Selection of improvement goals. At least one goal is directed toward improving student academic achievement

Based off the data that the team dug into in November of 2021, Plainview focused on improving overall reading proficiency for this five year cycle.

Goal #1: By the fall of 2025, students at Plainview Public Schools will increase overall reading proficiency from 59% to 75%, with an emphasis in main idea and supporting details as measured by the NWEA Reading MAP Assessment.

This goal was a more direct goal that was similar to their goal in 2021. In 2021 their goal was to “ Improve Reading Across the Curriculum.” They used MAP scores, NSCAS scores, ACT scores, and classroom assessment data in 2021 to focus their goal again on reading proficiency with a numerical goal of 75%. The school intentionally took steps from 2021 - 2026 to improve in reading proficiency. They aligned all of their resources to ensure student success in the district.

009.01A4 Development and implementation of an improvement plan which includes procedures, strategies, actions to achieve goals, and an aligned professional development plan.

Based on the entirety of the external visit, including the review of all of the documents and information provided by the staff at Plainview Public Schools, as well as what was learned through interviews and classroom visits, the following commendations and recommendations are being provided by the external team that we believe need to be noted and considered.

Commendations:

As the external team discussed the information that was provided and the observations that had been made over the course of the time at Plainview, there was no question that over the last five years substantial growth has been made and there are plenty of positive systems and practices in place that lead to student success.

- From the beginning, there was an overwhelming support for the administrative team from staff, students, and stakeholders. The administration sets the tone for the learning environment, the dedication to students, and the progressive mindset to always evolve and never settle for the status quo.
- Sharing data with all staff and keeping all informed was a clear priority. Branching Minds is a process utilized across the district by all staff to help track and support student success in all domains. Testing data and behavioral data were consistently updated on Branching Minds. Teachers enjoy having the data instantly to know if a student is having a rough day or how they can differentiate to help students make progress on their MAP scores.
- Communication is a top priority of Plainview. They work to ensure that stakeholders at Plainview Public Schools are properly informed utilizing the various communication tools. The Sunday Phone Call and Email were clearly a favorite in the district.
- When Plainview sees evidence that there is a problem they use data to attack those areas of concern to promote student and school growth. From reading scores to attendance issues they put interventions in place to work toward growth. They have aligned all of their resources to ensure that they are taking all necessary action to improve reading in their district and getting students to school regularly.
- There is a clear culture of PIRATE PRIDE. Students, staff, and stakeholders all speak highly of Plainview Public Schools. Upon entering the building it felt good to be in the buildings and classrooms, you can tell there is mutual sense of belonging and enjoyment. Everyone involved with Plainview Public Schools wants what is best, there is a clear connectedness.
- The Plainview administration is clearly aligned and works well together! They collaborate and ensure district wide needs are met.
- Updating Tier 1 curriculum to align to standard and being intentional in selecting it has led to high end results.

Recommendations:

One of the primary purposes of the five-year continuous improvement visit is to provide objective feedback and recommendations that will help the staff at Plainview Public Schools design their path forward in their continuous improvement journey.

- Plainview Public Schools is well-positioned to continue evolving and strengthening its Multi-Tiered System of Supports (MTSS). The district already has many essential components in place, including clearly defined tiers of support, targeted interventions, Student Assistance Team (SAT) meetings, and the use of shared data to guide decision-making. There has also been a strong emphasis on strengthening Tier 1 instruction, as well as a proactive approach to addressing both academic and attendance concerns. In addition, foundational elements of Social, Emotional, and Behavioral Learning (SEBL) are evident within current practices. Building on this foundation, the next step is to further refine and formalize the MTSS framework to ensure consistency and sustainability across the system. This includes clearly defining team structures and roles so that all stakeholders understand their responsibilities within the process. Establishing a more systematic approach, with clearly articulated procedures, timelines, and decision rules, will help ensure that data is used effectively to match students with appropriate levels of support. Formalizing decision rules around interventions will strengthen the ability to respond efficiently and consistently to student needs. Expanding this work to more fully integrate Social, Emotional, and Behavioral Learning into the MTSS framework will be critical. By continuing to build their MTSS and aligning practices across teams, Plainview Public Schools can continue to improve and see the growth in their district like they have over the last five years.
- Plainview Public Schools should continue to prioritize reading as a focus of its school improvement efforts. They have invested time and resources and data shows student growth. Continuing to pour into this and focus will help promote more success over the next five years. After piloting CKLA this school year, each coming year more comfort with the program will only grow which should lend to more success. This paired with LETRS and Heggerty will continue to be fruitful with student outcomes. In addition, if there is an option to expand with PK3 instruction, this earlier intervention will help build a solid foundation in literacy for all learners. Focusing on early identification of student needs and providing timely, targeted

support can significantly reduce the likelihood of reading difficulties in later grades. These efforts should continue to be grounded in the principles of the science of reading, ensuring that instruction is aligned to research-based practices in phonemic awareness, phonics, fluency, vocabulary, and comprehension. By maintaining a cohesive and aligned approach to literacy instruction, Plainview can build on its current progress and ensure that all students develop the strong reading skills necessary for future success.

- Plainview Public Schools should continue to be progressive with their educational spaces in order to meet the evolving needs of students and staff, both now and in the future. Creating flexible, functional, and innovative learning environments. As part of this work, it will be important to expand and enhance Career and Technical Education (CTE) opportunities in response to current post-secondary trends at Plainview. With a significant number of students entering the workforce or pursuing two-year college pathways, aligning facilities and programming to support hands-on, career-focused learning will better prepare students for success beyond high school. In addition, prioritizing school safety remains a critical component of effective learning environments in all schools. Ensuring that spaces are secure, well-maintained, and intentionally designed to support both physical safety and student well-being will contribute to a positive and productive school culture and climate. At the same time, attention should be given to the functionality and adaptability of spaces so they can evolve alongside changing educational needs, instructional practices, and student interests. By continuing to invest in progressive, safe, and purpose-driven learning environments, Plainview Public Schools can have a creation of opportunity that not only supports learning, but also inspires engagement, innovation, and long-term success for the entire community of Plainview.

009.01A5 Evaluation of progress toward improvement goals.

The external team provides the following recommendations directed to each of the goals for Plainview Public Schools to consider:

Goal #1: By the fall of 2025, students at Plainview Public Schools will increase overall reading proficiency from 59% to 75%, with an emphasis in main idea and supporting details as measured by the NWEA Reading MAP Assessment.

Commendations:

The data provided to the external team offers significant insight into the initiatives and professional development that have been aligned with the district's goal to increase reading proficiency.

- The main source of data is the district's FALL MAP scores. Below is their progress on the percent of students proficient in reading.
 - Fall 2021 - 59%
 - Fall 2022 - 68%
 - Fall 2023 - 59%
 - Fall 2024 - 61%
 - Fall 2025 - 67%
- Another important data point is the growth of percent of students who were proficient on the NSCAS assessments. In 2020/2021 52% were proficient, the district climbed to 56% proficient in 2023/2024 and in 2024/2025 were at 73% proficient.
- The external team also looked at the Junior ACT data which showed the district has scored 71%, 87%, and 81% of juniors scoring at the Benchmark level of the ELA test.

Highlighted Strategies include:

- LETRS training and implementation.
- Use of Heggerty and UFLI.
- Nonfiction reading with tests two times a quarter.
- 1 hour floating reading time each week.
- Junior High Intervention classes at the end of the day.
- Elementary intervention blocks.
- SAC Meetings
- CKLA Curriculum.
- Aligning Curriculum to Nebraska State Standards.
- Ongoing attention and intentional talks about improving reading.

Based on the evidence provided, Plainview Public Schools has made significant strides in promoting reading proficiency.

Recommendations:

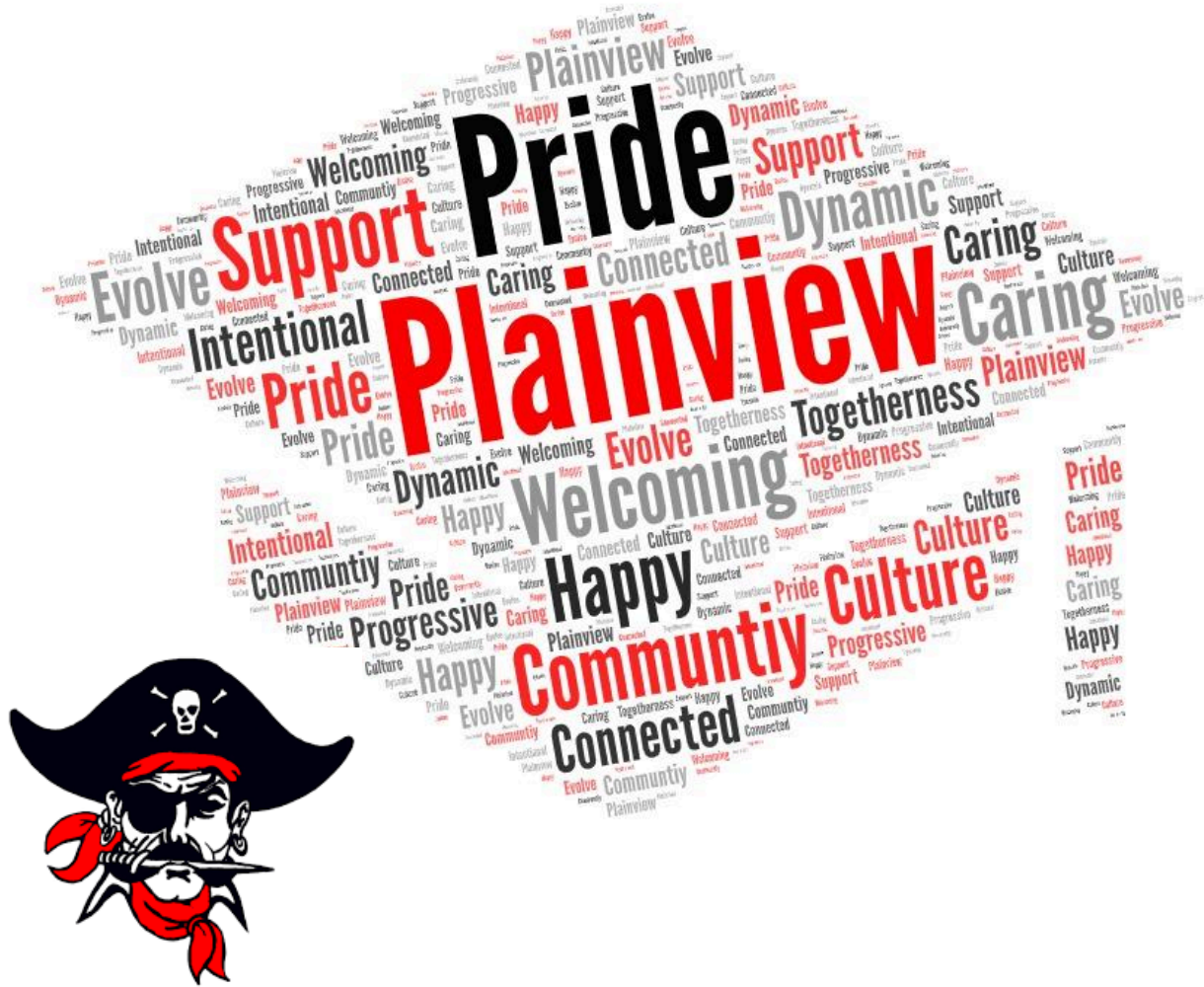
- Continue to strengthen the MTSS system and see how it can help promote reading proficiency across the district.
- Dedicate time during professional development to dig into the data as a staff or in SAC groups. Having hands on the data in a group setting more often can promote even more growth and district alignment.
- Get training and comfortable with the new universal screener required by the State of Nebraska. Think about how that data is being shared and looked at by staff.
- Continue to evolve and be progressive with attacking reading proficiency. Schools thrive on consistency but never settle.

Summary

Upon completion of the visit to Plainview, each of the members of the external team had a very positive impression of the district and the efforts that have taken place to improve the educational experiences for their students. The steps taken to improve reading proficiency and other areas of education at Plainview were intentional. There was most definitely a “Team first” attitude present, as well as a desire to set high expectations and do whatever it takes to meet them. There is recognition among the staff that they have an obligation and a responsibility to provide the best possible education for their students regardless of what that young person may do once they walk across the stage as a Plainview Pirate graduate.

Burwell benefits from a visionary, closely aligned administrative team. This is not the case in many other small districts in Nebraska. And, despite teacher shortages throughout the country, the district has a dedicated teaching staff that are committed to their school and students. The right people are in the right place to make good things happen, and continued improvement can be a priority. Plainview is set for success and their proactive approach to supporting students and the community of Plainview will help them continue to improve day in and day out.

[Plainview Exit Presentation](#) and [Plainview Action Plan](#)



1. Finalize the report and download as a PDF.
2. Submit the PDF, including the Improvement/ Action Plan, via email to the school system and the NDE at: nde.accreditation@nebraska.gov

