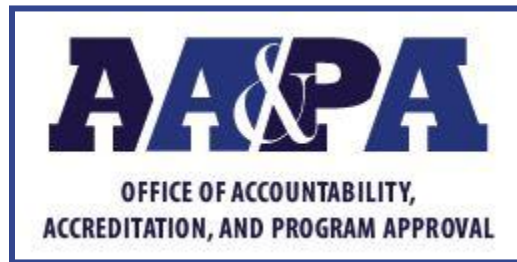


NEBRASKA CONTINUOUS IMPROVEMENT EXTERNAL REPORT

(Revised, July, 2022)



Prepared For:	Lakeview Community Schools
Head Administrator:	Dr. Aaron Plas
Dates of Visit:	October 17 & 18, 2022



Lakeview Community Schools

Building a Strong Foundation

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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 the 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 volunteers to serve on External Teams. Prior to the visit team members verse themselves on best practices and data literacy for Continuous Improvement.

Lakeview Community Schools' previous external visit was on Feb. 26-28, 2018 this was an AdvanceED Performance Accreditation Review. The Engagement Review Team recommended to the AdvancED Accreditation Commission that the institution earned the distinction of accreditation for a five-year term. They left the school with the recommendation to develop, document, and implement a data-driven comprehensive action plan, including strategies, activities, resources, and supports, tied to the school's academic improvement goal.

The evidence for the on-site review was organized in a Google file with most artifacts linked in the slide presentation that was shared prior to the visit. The artifacts were organized by AQuESTT tenet. The External Team had the opportunity to review these artifacts, the action plan, and the school profile prior to the visit.

The visit began with the LCS Team sharing their opening presentation. Each member of the Lakeview steering committee shared a piece of Lakeview's story. The remainder of the day was spent engaging in interviews with the following stakeholder groups; parents, classified staff, teachers, community partners, and board members. On the second day of the visit, the team visited the two Elementary schools along with the Junior High and High school buildings. Student interviews were also conducted on this day.

External Visitation Team

The responsibilities of the External Team include

- 1) Reviewing 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 of 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 who volunteer for this role.

External Team Roster

	Name	Position	Phone	Email
Team Leader	Molly Aschoff	ESU 8 Assistant Administrator	402-322-1136	Molly.aschoff@esu8ne.org
Member	Mitch Kubicek	Director of Learning Milford Public Schools	402-641-3627	mitch.kubicek@milfordps.org
Member	Mark Ernst	Howells-Dodge Superintendent/Elementary Prin.	402-499-4407	mernst@hdcjags.org
Member	Sarah Remm	Stanton PK-6 Principal	402-640-1956	sremm@esu8.org
Member	Brooke Gebers	NeMTSS Region 3 Support Lead	(402)317-1422	bgebers@esu1.org
Member	Melissa Legate	Pierce High School English Language Arts Teacher	(402)340-3289	melissalegate@piercebbluejays.org
Member	Ethan Larsen	Director of Continuous Improvement and Professional Learning (Boone Central)	402-641-4099	elarsen@boonecentral.esu7.org

Member	Matt Flynn	Middle School Principal	402.218.5705	matt.flynn@agps.org
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Agenda

The On-Site Visit was scheduled for October 17 & 18. Prior to the visit the Team Leader and the Admin team of LCS met over zoom and then followed up with several emails to understand the goal of the visit and to set the agenda for the two days. The External Team participated in a Zoom Orientation Meeting prior to the visit to discuss responsibilities and to plan for the review of the Action Plan and School Profile.

Lakeview Community Schools

Oct 17th-18th External Visitation Schedule:

Monday- Oct 17th

9:30- Lakeview External Team Meeting- District Board Rm

11:00- Lakeview Steering Committee Presentation- District Board Rm

11:45- External Team Q/A with the Steering Committee

12:00- Lunch- Media Center (Chicken or Roast Beef, Potatoes, Greenbeans, Salad)

1:00-1:45- Interviews

External Team group A- interview Parents- Media Center

External Team group B- interview Teachers- District Board Rm

2:00-2:45- Interviews

External Team group A- interview Classified Staff (Admin. Assistants, Paras, Food Service, Custodial) - Media Center

External Team group B- interview School Board/Community Partnerships-
District Board Rm

3:30- Work Time for External Visitation Team

Tuesday, Oct 18th

8:30- Breakfast and External Team Meeting- District Board Rm

9:00-12:00- School Building Visits

Platte Center Elementary-

Shell Creek Elementary-Mrs. Craven's Office

Lakeview Jr-Sr High School-

11:00-11:45- Student Interviews

12:15- Lunch @ Lakeview Jr-Sr High - District Board Rm

1:00-Work Time for External Visitation Team

Wednesday, Oct 26th

1:45- External Report was given to the Lakeview staff- Zoom meeting in each building

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 Lakeview Community Schools Continuous Improvement Process consists of a defined monthly system in which the steering committee and classroom teachers participate in data collection, analysis, planning, and implementation. The focus of the process is to use data to support continued growth toward district-level goals.

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

The mission of Lakeview Community Schools is stated on their website - We strive to build a strong academic foundation with educational opportunities that develop character and the mindset needed for all students to be successful members of their community. That has been simplified to ***Building a strong foundation in academics, character, and mindset.*** Each of those three foundations is represented by a “Viking” visual, a helmet, a hammer, and a shield. It was very evident that staff and students knew the mission and embodied it in their everyday lives. During interviews parents and other stakeholders also spoke of these three foundations that were represented in the mission statement.

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

During the initial presentation, the external team learned that Lakeview Community Schools has grown in population to more than 100 students in the past five years, and it has also increased its teaching staff. Since the last visit the district has gone one-to-one with technology devices in grades K-12, it has added two preschools so there is one at each elementary building, and they have done building additions or renovations at each building within the district. Another visible success that LCS has is the comprehensive PLC process they have implemented. There is a common plan time with a set agenda, in which they have created grade-level norms and pacing guides.

The CIP Team shared data to support overall growth in the area of reading. The percentage of students who met or exceeded the norm on the MAP growth test has steadily increased. They were able to show that there was also a continual

increase in the percentage of 11th-grade students who met the ACT benchmark in reading since 2017.

Additionally, the team shared the actions they had taken in each of the AQuESTT Tenets that supported continuous school improvement. Each tenet had many supporting artifacts of evidence of these efforts.

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

The school system formulated an academic goal based on longitudinal data of student performance in reading comprehension in all subject areas. Specific strategies were implemented as needs arose in the past five years. Some of those were adopting Tier 1 curriculum as well as Tier 2 interventions. A new core reading program *Wonders* was adopted and implemented in grades K-6 and *My Perspectives* in grades 7-9. The Frayer model of explicit instruction for vocabulary was implemented in grades 7-12. There was a reading intervention time built into the 7th and 8th-grade schedules of the students that needed the extra support.

The second CIP goal was to develop, document, and implement a data-driven comprehensive action plan, including strategies, activities, resources, and supports, tied to the school's academic improvement goal. The plan was evident throughout the process. This goal resulted from the required action of the previous AdvancED team external review.

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

Commendations:

The following commendations were developed through the in-depth study of the data and supporting artifacts, 51 classroom visits, 65 interviews, and the overall feel from the visit.

Lakeview Community Schools proved outstanding in

- Their overall use of data
- Their design of the PLC processes and allocation of time for this
- Their facility improvements
- Their culture of caring, community, and family
- Their development of strong community partnerships
- Their preparation of kids for college and/or careers
- Their real-life application of learning
- The high caliber of teachers and administrators

Recommendations:

The following recommendation was developed through the in-depth study of the data and supporting artifacts, 51 classroom visits, 65 interviews, and the overall feel from the visit.

The recommendation of the team is that Lakeview Community Schools create a common vision for Tier 1 Core Instruction to provide equitable resources to close the achievement gap between various demographic groups.

The External Team felt possible next steps could be:

- Create a balanced assessment system to be more efficient with the collection of data. Collect data that will measure your efforts toward your goals.
- Gather perceptual information from staff and use data to determine the direction of PD
 - Examples: universal design to reduce learning barriers, supporting special populations at Tier 1 Core
- Providing adequate time for supplemental instruction in addition to Tier 1 core
- Expand fidelity checks to include all tiers, possibly using a third party (ESU)
- For those students that need Tier 2 supports perform a review of your current interventions making sure they are high-quality, evidence-based intervention materials and practices

Summary

Columbus Lakeview School certainly has a small school feel with big school opportunities. They have done an excellent job in preparing their students to be career and college ready. They have established phenomenal community partnerships that offer opportunities to students that many schools do not have. These partnerships are embedded throughout the system in grades K-12. Some great examples were the Kindergarten Farm Day, Drive4 Five, Banking in Schools, and the PATH job shadowing programs.

The culture of LCS is one of positivity and inclusiveness. Students and staff felt welcomed and like family. Students, staff, and parents could all speak to the three foundations of academics, character, and mindset that are promoted in the school's mission statement. The positive culture could be felt in the "vibe" of the school as you walked around. The relationships between students and staff were one piece of evidence that there was mutual respect and pride that existed. This culture of family was also revealed during the interviews with the parent group.

LCS has made continual growth toward its goal of improving reading comprehension. This is a goal that may require monitoring and possible future actions as student populations change. LCS has shown overall growth in reading but they may want to focus on closing the gap of identified student groups like SPED and EL students.

The team felt LCS has successfully met Goal 2 as they have a laid out plan for continuous improvement that will work for them in the next cycle. This plan is inclusive and uses data to drive decisions. If anything they have more data than they need to successfully implement a continuous improvement process.

Lakeview Community Schools should be proud of the progress they have made in the last 5 years and continue to strive to put students first.

- 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**

