

Douglas County School District

Pau Wa Lu Middle School

2026-2027 School Improvement Plan

District Approval Date:
September 11, 2026

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Comprehensive Needs Assessment

Student Success

Areas of Strength

Even though we did not meet our goal of 100% of students making growth on Reading MAP. We did increase our At/Above 65%tile from 34.34% overall in the fall to 35.22% in the spring. Our teachers were trained on evidence-based reading strategies which we observed in classrooms throughout the year. Continuation of training and use of science of learning will continue to raise student MAP and SBAC scores for this school year.

Areas for Growth

Our goal for 25-26 was for 100% of students to make growth on Reading MAP. Even though we had many students make growth, it was difficult to track each student and their scores from assessment to assessment. This year, our goal is to have an increase of 5% of our students become proficient on Reading SBAC going from a 31% to a 36% by spring of 2027. Areas for growth that staff identified are with 8th grade because their scores have dropped the past two years in 8th grade. We would like to reward students who are profient in SBAC even if it is the following school year. Staff brainstormed ideas for enouragement and positively promoting the SBAC test. We want students to feel empowered and support one another to improve each year.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1	Students are not meeting proficiency targets on the state Reading SBAC assessments.	Students need more independent reading while also having systematic reading instruction that meets students needs. By middle school, students have gaps in their foundation learning about phonemic awareness and phonics.
2	Professional learning for middle school staff who teach many different subjects can be difficult for all staff. Professional learning needs to be a collaborative process for all learners. We are lacking teacher efficacy across all content areas and grade levels.	There have been inconsistent expectations around professional learning in the past.

 = Priority

Adult Learning Culture

Areas of Strength

All teachers were trained during the 25-26 school year on Science of Learning and other evidence-based reading strategies including reciprocal teaching, close reading, and notice & note. Administration observed these taught in many classrooms. Students were engaging with reading more often because of these reading strategies that were required across all content areas including electives.

Areas for Growth

This year, we will continue to have professional learning on the the same strategies while building more independence and ownership from students. We will also begin professional learning with The Writing Revolution to increase our writing practices and build stronger passages in order to create stronger writers.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1	Professional learning for middle school staff who teach many different subjects can be difficult for all staff. Professional learning needs to be a collaborative process for all learners. We are lacking teacher efficacy across all content areas and grade levels.	There have been inconsistent expectations around professional learning in the past.
2	Students are not meeting proficiency targets on the state Reading SBAC assessments.	Students need more independent reading while also having systematic reading instruction that meets students needs. By middle school, students have gaps in their foundation learning about phonemic awareness and phonics.

★ = Priority

Connectedness

Areas of Strength

We had about 38% of our students involved in extra-curricular activities on campus. We also had 41% of our students attend events on campus. On the NVSEL Survey in the Fall of 2025, our students Engagement-Relationships scores raised in every category from Fall 2024 with American Indian/Alaska Native Students being the highest score at 353. We are proud of the connections our students make with each other and with our staff members.

Areas for Growth

An area for growth this year is to collect better data at events and clubs. We want to make sure that each student who attends something outside of the classroom is accounted for. We would also like to help the students who are not connected yet to find some connection point by attending clubs, athletics, or participating at lunchtime activities.

Problem Statements Identifying Connectedness Needs

Problem Statement	Critical Root Cause
1 We don't have enough connection options for all students. Some students cannot stay after school for a club or sports.	We have a large zone of students who need bus transportation and cannot stay for after school activities.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- ☒ End-of-Unit Assessments
- ☒ Grades
- ☒ I-Ready
- ☒ MAP Growth Assessment
- ☒ Multi-Tiered System of Supports (MTSS)
- ☒ MyPath
- ☒ Nevada Alternate Assessment (NAA)
- ☒ Smarter Balanced (SBAC)
- ☒ Student Climate Survey, Student Voice
- ☒ WIDA ACCESS for ELLs

Adult Learning Culture

- ☒ Administrator evaluation
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ Master schedule
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Professional learning communities (PLC) data/agenda/notes
- ☒ School department and/or faculty meeting discussions and data
- ☒ Staff surveys and/or other feedback
- ☒ Student Climate Survey
- ☒ Teacher evaluation

Connectedness

- ☒ Attendance

- ☒ Behavior
- ☒ Demographic data
- ☒ PBIS/MTSS data
- ☒ Perception/survey data
- ☒ School safety data
- ☒ Social Emotional Learning Data



Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

Students will increase proficiency on Reading SBAC by 5%. In 2026, the school proficiency rate was 31.85%. By June 2027, our percentage of students proficient in Reading will be at 36.85%.

Formative Measures: We will use Reading MAP data to discuss our progress throughout the year in fall, winter, and spring.

Improvement Strategy 1

Professional learning is scheduled for the year with NVRPDP trainers in order to improve our reading instructional practice. This professional learning will make staff feel more confident in teaching reading strategies and giving interventions within their classroom which will in turn improve reading scores.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Professional Learning for Reciprocal Teaching part 1	Admin with Rachel Croft from NVRPDP	August 28 for PD Day	
2	Continued work with English Dept in fall during PLC days	Admin with Rachel Croft from NVRPDP	Sept 14, Oct 5, Dec 7	

Position Responsible: Administration to schedule and plan with trainer.

Resources Needed: Staff, reading and writing materials

Status Checks

November

February

June

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

All staff including new staff to our site and district will be trained in evidence-based reading and writing strategies for professional learning.

Formative Measures: Our formative measures will be informal and formal observations to see that strategies are being implemented in classrooms.

Improvement Strategy 1

All staff will have ongoing training on reading strategies during the first semester. Writing professional learning with all staff will happen during the second semester.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Professional Learning for Reciprocal Teaching part 1	Admin with Rachel Croft from NVRPDP.	August 28	
2	Writing department will have new training for The Writing Revolution	Admin with Rachel Croft from NVRPDP.	Sept 14, Oct 5, Dec 7	
3	All certified staff will have professional learning for The Writing Revolution	Admin with Rachel Croft from NVRPDP.	January 19	
4	The district PDC trainer meets with new English teachers to provide help and resources for new Savvas curriculum.	April Crandell	Ongoing check ins with teachers	

Position Responsible: Administration for scheduling and planning. NVRPDP trainer. PDC trainer.

Resources Needed: Reading and writing materials. The Writing Revolution book for staff who would like to do a book club.

Status Checks

November

February

June

Inquiry Area

3

Connectedness

SMART Goal 1

We will increase student participation in school activities by 5% in all areas which include extracurriculars (athletics, leadership, NJHS), clubs, and event attendance (dances or games).

Formative Measures: We will collect attendance data by quarter in these three areas.

Improvement Strategy 1

Increase opportunities for students to engage in activities during the day to be available for all students.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	We received a grant to purchase large outdoor games that students can play at lunch time.	Admin	All year	
2	We had outside consultant training for Leadership students during the summer to teach them to engage with all students on campus better.	Admin & Leadership teacher, leadership students	Training on August 10, ongoing resources and support throughout the year	

Position Responsible: Administration and Leadership teacher

Resources Needed: Large games for courtyard activities

Status Checks

November

February

June

SMART Goal 2

Based on our Staff NVSEL Survey from Fall 2025, 41% of the 27 staff who took the survey agreed that "the following types of problems occur at this school often: student verbal abuse of teachers". We had 37% disagree and 22% strongly disagree. Our goal is for that problem behavior to decrease by half and for staff to feel more physically safe on campus.

Formative Measures: We will monitor PBIS minor and major referrals for disrespect to staff each quarter. We will have discussions with staff about how to support them better with these classroom behaviors.