

**Washoe County School District**

**Procter R. Hug High School**

**2025-2026 School Improvement Plan**

**Classification: 2 Star School**

Title I

# Demographics & Performance Information

## Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at [https://nevadareportcard.nv.gov/DI/nv/washoe/procter\\_r.\\_hug\\_high\\_school/2025](https://nevadareportcard.nv.gov/DI/nv/washoe/procter_r._hug_high_school/2025)

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# Comprehensive Needs Assessment

## Student Success

### Student Success Areas of Strength

The successes noted on 9th grade core credit attainment are when referring to the whole group. Our special populations require additional attention.

### Student Success Areas for Growth

9th Grade Core Credit attainment by special programs shows that our FRL population fares better as a whole than our EL, SPED and CIT populations.

### Student Success Equity Resource Supports

| Student Group             | Challenge   | Solution                     |
|---------------------------|-------------|------------------------------|
| English Learners          | Absenteeism | Continual community outreach |
| Foster/Homeless           | N/A         |                              |
| Free and Reduced Lunch    | Absenteeism | Continual community outreach |
| Migrant/Title1-C Eligible | N/A         |                              |
| Racial/Ethnic Minorities  | N/A         |                              |
| Students with IEPs        | Absenteeism | Continual community outreach |

### Problem Statements Identifying Student Success Needs

**Problem Statement 1 (Prioritized):** There is a large discrepancy in core credit attainment by the end of 9th grade for EL students. As our largest subpopulation they will be the area of focus.

**Critical Root Cause:** \* Lack of EL strategies and differentiation \* Lack of knowledge on how to support language acquisition \* Need for professional learning on how to meet the needs of diverse learners \* Not enough data initial data to analyze to fully address newcomer student needs.

# Adult Learning Culture

## Adult Learning Culture Areas of Strength

We have developed a 9 part series of professional Learning for our staff to help them address tier 1 instruction in their classrooms. This effort is led by the department leaders and supported by school administration. This is the result of assessing staff capacity and ensuring we are giving teachers the time and space they need to continuously update and use best practices. Building capacity of Department Leaders to engage in discussions across content areas regarding quality tier I instruction and support, to include the use of tier 1 classroom practices to better engage students

## Adult Learning Culture Areas for Growth

We have developed a 9 part series of professional Learning for our staff to help them address tier 1 instruction in their classrooms. This effort is led by the department leaders and supported by school administration.

## Adult Learning Culture Equity Resource Supports

| Student Group             | Challenge | Solution |
|---------------------------|-----------|----------|
| English Learners          | N/A       |          |
| Foster/Homeless           | N/A       |          |
| Free and Reduced Lunch    | N/A       |          |
| Migrant/Title1-C Eligible | N/A       |          |
| Racial/Ethnic Minorities  | N/A       |          |
| Students with IEPs        | N/A       |          |

## Problem Statements Identifying Adult Learning Culture Needs

**Problem Statement 1 (Prioritized):** Historically, professional learning is limited to after school offerings on Wednesdays through the PLC process. We have developed a schedule where our teachers participate in regular PL during the contract day. This allows us to further best practices for all staff during contract time rather than having to relay on the

coalition of the willing during non contract time.

**Critical Root Cause:** Lack of teacher knowledge around strategies to engage students in Tier I instruction and academic discourse. \* Teachers focus on covering content and not checking for understanding. \* Time management, not planning for bell-to-bell instruction. \* Lesson planning and the lack of intentional planning that includes quality Tier I instructional strategie

# Connectedness

## Connectedness Areas of Strength

Teacher buy-in and understanding of the importance of this goal and the positive impact it makes.

## Connectedness Areas for Growth

In looking at the results from our last climate survey, 99% of Staff feels Hug High School is a welcoming place for parents. When asked who has met parents, we have a 5% favorable response.

## Connectedness Equity Resource Supports

| Student Group             | Challenge                                                                                                                                                            | Solution                                                                                                                                                                                                                         |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English Learners          | Students new to the country and or those that struggle with English may feel less inclined to attend pro school activities.                                          | Using a tracking and reward system to encourage English Learners to attend school based activities and help foster a community aspect of the school.                                                                             |
| Foster/Homeless           | Students with housing insecurity may find it difficult to find ways to engage in school activities based on the transient nature of their present living conditions. | Using a tracking and reward system to encourage student attendance at school functions to promote and provide access to school based activities. By removing the resource barrier, students have better access to our community. |
| Free and Reduced Lunch    | Students that may lack resources to attend school activities are presented with a barrier to participation.                                                          | Using a tracking and reward system to encourage student attendance at school functions to promote and provide access to school based activities. By removing the resource barrier, students have better access to our community. |
| Migrant/Title1-C Eligible | N/A                                                                                                                                                                  | N/A                                                                                                                                                                                                                              |

| Student Group            | Challenge                                                                                                                                                                                      | Solution                                                                                                                                                                                 |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Racial/Ethnic Minorities | As the majority of the population at PRHHS, we hope to engage students in school related activities so that our communities general makeup is reflected in the activities we offer.            | Using a tracking and reward system to encourage student attendance at school functions. Be encouraging all to attend school activites, we provide better access to our school community. |
| Students with IEPs       | By encouraging students with IEP's to attend school based activities, we are helping to create a stronger relationship with the school to help them build community and access more resources. | Using a tracking and reward system to encourage English Learners to attend school based activities and help foster a community aspect of the school.                                     |

### Problem Statements Identifying Connectedness Needs

**Problem Statement 1 (Prioritized):** Teachers feel ready to connect with parents, but efforts are largely passive in nature.

**Critical Root Cause:** Lack of active family engagement strategies.

# Priority Problem Statements

**Problem Statement 1:** There is a large discrepancy in core credit attainment by the end of 9th grade for EL students. As our largest subpopulation they will be the area of focus.

**Critical Root Cause 1:** \* Lack of EL strategies and differentiation \* Lack of knowledge on how to support language acquisition \* Need for professional learning on how to meet the needs of diverse learners \* Not enough data initial data to analyze to fully address newcomer student needs.

**Problem Statement 1 Areas:** Student Success

**Problem Statement 2:** Historically, professional learning is limited to after school offerings on Wednesdays through the PLC process. We have developed a schedule where our teachers participate in regular PL during the contract day. This allows us to further best practices for all staff during contract time rather than having to relay on the coalition of the willing during non contract time.

**Critical Root Cause 2:** Lack of teacher knowledge around strategies to engage students in Tier I instruction and academic discourse. \* Teachers focus on covering content and not checking for understanding. \* Time management, not planning for bell-to-bell instruction. \* Lesson planning and the lack of intentional planning that includes quality Tier I instructional strategie

**Problem Statement 2 Areas:** Adult Learning Culture

**Problem Statement 3:** Teachers feel ready to connect with parents, but efforts are largely passive in nature.

**Critical Root Cause 3:** Lack of active family engagement strategies.

**Problem Statement 3 Areas:** Connectedness

# Comprehensive Needs Assessment Data Documentation

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

## **Student Success**

- Student Climate Survey, Student Voice
- Other
  - BIG

## **Adult Learning Culture**

- Professional development needs assessment data
- Staff surveys and/or other feedback
- Student Climate Survey

## **Connectedness**

- Behavior
- Mobility rate, including longitudinal data
- School safety data

# Inquiry Areas

## Inquiry Area 1: Student Success

**SMART Goal 1:** Increase the number of 9th grade EL students finishing the year "On Track, " according to insights analytic predictions from 85% to 90%.

### Aligns with District Goal

**Formative Measures:** Work with EL teachers/coaches to provide support for General Education content teachers to improve Tier I instructional strategies.

Analyze progress grades for EL students and students with IEPs for all classes monthly.

Provide on-going professional learning strategies and resources that support EL students with language acquisition.

| Improvement Strategy 1 Details                                                                                 |                                                                                                                                       |                                                                                             |          | Status Checks |           |           |
|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|----------|---------------|-----------|-----------|
| Improvement Strategy 1: ELLevations Strategies                                                                 |                                                                                                                                       |                                                                                             |          | Status Check  |           |           |
|                                                                                                                |                                                                                                                                       |                                                                                             |          | Nov           | Feb       | May       |
|                                                                                                                |                                                                                                                                       |                                                                                             |          | No review     | No review | No review |
|                                                                                                                |                                                                                                                                       |                                                                                             |          |               |           |           |
| Action #                                                                                                       | Actions for Implementation                                                                                                            | Person(s) Responsible                                                                       | Timeline |               |           |           |
| 1                                                                                                              | Realigned EL supports with an increase of EL teachers from 5 to 10 teachers and 5 EL support staff doing EL newcomer case management. | Principal- Tristan McElhany Assistant Principal- Melisa Chavez EL Teachers EL Case Managers | SY 25-26 |               |           |           |
| Position Responsible: Principal- Tristan McElhany Assistant Principal-Jason Aytes EL Teachers EL Case Managers |                                                                                                                                       |                                                                                             |          |               |           |           |
| Evidence Level                                                                                                 |                                                                                                                                       |                                                                                             |          |               |           |           |
| Level 1: Strong: ELLevations                                                                                   |                                                                                                                                       |                                                                                             |          |               |           |           |
| Problem Statements/Critical Root Cause: Student Success 1                                                      |                                                                                                                                       |                                                                                             |          |               |           |           |

## SMART Goal 1 Problem Statements:

| Student Success                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> There is a large discrepancy in core credit attainment by the end of 9th grade for EL students. As our largest subpopulation they will be the area of focus.<br><b>Critical Root Cause:</b> * Lack of EL strategies and differentiation * Lack of knowledge on how to support language acquisition * Need for professional learning on how to meet the needs of diverse learners * Not enough data initial data to analyze to fully address newcomer student needs. |

## Inquiry Area 2: Adult Learning Culture

**SMART Goal 1:** All staff will participate in a 9 part Professional Learning series to update and or strengthen their knowledge regarding tier 1 strategies and help build a better base for tier 1 instruction at Hug High School.

**Aligns with District Goal**

**Formative Measures:** Develop a Professional Learning Series developed by Department Leaders

Conduct continual walkthroughs to provide feedback to staff regarding the professional learning series.

| Improvement Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |           |  | Status Checks |                                                                                                                                                  |                                                                               |          |   |                                                                                                                                                  |                                                                               |          |              |  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|--|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|----------|--------------|--|--|
| <b>Improvement Strategy 1: PLC's</b> <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>PLC All staff will participate in a 17 part Professional Learning series to update and or strengthen their knowledge regarding tier 1 strategies</td><td>All Administrative Staff Department leads Content facilitators Peer Observers</td><td>SY 25-26</td></tr></table> <p><b>Position Responsible:</b> All Administrative Staff Department leads Content facilitators Peer Observers</p> <p><b>Evidence Level</b><br/>Level 2: Moderate: PLC's</p> <p><b>Problem Statements/Critical Root Cause:</b> Adult Learning Culture 1</p> |           |           |  | Action #      | Actions for Implementation                                                                                                                       | Person(s) Responsible                                                         | Timeline | 1 | PLC All staff will participate in a 17 part Professional Learning series to update and or strengthen their knowledge regarding tier 1 strategies | All Administrative Staff Department leads Content facilitators Peer Observers | SY 25-26 | Status Check |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |           |  | Action #      | Actions for Implementation                                                                                                                       | Person(s) Responsible                                                         | Timeline |   |                                                                                                                                                  |                                                                               |          |              |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |           |  | 1             | PLC All staff will participate in a 17 part Professional Learning series to update and or strengthen their knowledge regarding tier 1 strategies | All Administrative Staff Department leads Content facilitators Peer Observers | SY 25-26 |   |                                                                                                                                                  |                                                                               |          |              |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |           |  | Nov           | Feb                                                                                                                                              | May                                                                           |          |   |                                                                                                                                                  |                                                                               |          |              |  |  |
| No review                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | No review | No review |  |               |                                                                                                                                                  |                                                                               |          |   |                                                                                                                                                  |                                                                               |          |              |  |  |

### SMART Goal 1 Problem Statements:

| Adult Learning Culture                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Historically, professional learning is limited to after school offerings on Wednesdays through the PLC process. We have developed a schedule where our teachers participate in regular PL during the contract day. This allows us to further best practices for all staff during contract time rather than having to relay on the coalition of the willing during non contract time. <b>Critical Root Cause:</b> Lack of teacher knowledge around strategies to engage students in Tier I instruction and academic discourse. * Teachers focus on covering content and not checking for understanding. * Time management, not planning for bell-to-bell instruction. * Lesson planning and the lack of intentional planning that includes quality Tier I instructional strategie |

**Inquiry Area 3:** Connectedness

**SMART Goal 1:** Hug High School will take advantage of scheduled campus events to focus on partnerships with families with the goal of increasing student attendance, informing parents of district initiatives, and help students connect to school through increased partnership with families and extracurriculars at Hug High School.

- Aligns with District Goal**
- Formative Measures:** Track student attendance at events using Minga.
- Incentivize attendance at extracurricular events with students and parents.
- Track contact made with parents at extracurricular events.
- Schedule opportunities for families to discuss initiatives in the district and ways to help their students engage in their education/ the Hug community.

| Improvement Strategy 1 Details                                             |                                                                                                                                                                                                                                            |                                                                                                                   |          | Status Checks |           |           |
|----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|----------|---------------|-----------|-----------|
| Improvement Strategy 1: Family Engagement                                  |                                                                                                                                                                                                                                            |                                                                                                                   |          | Status Check  |           |           |
|                                                                            |                                                                                                                                                                                                                                            |                                                                                                                   |          | Nov           | Feb       | May       |
|                                                                            |                                                                                                                                                                                                                                            |                                                                                                                   |          | No review     | No review | No review |
| Action #                                                                   | Actions for Implementation                                                                                                                                                                                                                 | Person(s) Responsible                                                                                             | Timeline |               |           |           |
| 1                                                                          | Hug High School will provide campus events focusing on partnerships with families to increase student attendance, inform parents of district initiatives, and help students connect to school through increased partnership with families. | Principal- Tristan McElhany Dean of Students- Crys Jackson rotating staff to attend and help facilitate sessions. | SY 25-26 |               |           |           |
| Position Responsible: Administrative Staff, Teachers that sign up to help. |                                                                                                                                                                                                                                            |                                                                                                                   |          |               |           |           |
| Evidence Level                                                             |                                                                                                                                                                                                                                            |                                                                                                                   |          |               |           |           |
| Level 1: Strong: Family Engagement                                         |                                                                                                                                                                                                                                            |                                                                                                                   |          |               |           |           |
| Problem Statements/Critical Root Cause: Connectedness 1                    |                                                                                                                                                                                                                                            |                                                                                                                   |          |               |           |           |

**SMART Goal 1 Problem Statements:**

| Connectedness                                                                                                                                                                  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Problem Statement 1: Teachers feel ready to connect with parents, but efforts are largely passive in nature. Critical Root Cause: Lack of active family engagement strategies. |  |

# **Schoolwide and Targeted Assistance Title I Elements**

## **1.1: Comprehensive Needs Assessment**

**For Title I Elements, please see attached Addendum.**

# Community Outreach Activities

| Activity             | Date              | Lesson Learned |
|----------------------|-------------------|----------------|
| Freshman Orientation | August 4th, 2025  |                |
| Back to School Night | August 20th, 2025 |                |