Washoe County School District

Procter R. Hug High School

Classification: 2 Star School

Title I, TSI, ≥ 10% of enrolled students are English Learners

2026-2027 School Improvement Plan

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Comprehensive Needs Assessment

Student Success

Areas of Strength

Procter R. Hug High School provides students broad access to rigorous and postsecondary-connected learning opportunities, including Advanced Placement, advanced mathematics, Career and Technical Education, and college and career pathways. Roughly **25% of students participate in AP coursework, with 22 AP courses offered**, demonstrating meaningful access to advanced academic opportunities. Hug's diverse course offerings further support students in connecting their learning to individual academic, career, and postsecondary goals. This reflects Hug's commitment to providing all students meaningful opportunities to graduate college and career ready.

Areas for Growth

An area of continued growth for Procter R. Hug High School is ensuring that broad access to academic opportunities consistently translates into successful student outcomes. From the 24-25 school year Hug had **22% proficiency in reading and 8% proficiency in mathematics**, identifying an opportunity to further strengthen the academic foundations students need to successfully engage in rigorous coursework. At the same time, approximately **25% of students participate in AP coursework**, providing an established foundation of access upon which to build. Hug will continue strengthening Tier I/Tier I+ instruction, early identification of student needs, and responsive academic supports so that increasing numbers of students successfully progress toward graduation, college, and career readiness.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Consistent attendance is particularly important for English Learners because daily participation supports both academic learning and continued language development. The challenge for Hug is ensuring that communication, family engagement, and instructional systems work together so language or system-navigation barriers do not interrupt a student's connection to school.	Hug will integrate attendance monitoring with existing EL supports, multilingual family communication, and academic progress monitoring. This coordinated approach creates a sustainable system that strengthens family partnership, identifies barriers, and helps students remain connected to both language development and academic instruction.

Student Group	Challenge	Solution
Foster/Homeless	Changes in housing, placement, transportation, or family circumstances can temporarily disrupt a student's ability to attend school consistently. The challenge for Hug is creating enough flexibility and coordination within its systems to prevent periods of transition from becoming long-term educational disconnection.	Hug will establish a continuity-of-access approach that connects attendance monitoring with school, district, family, and community resources. Consistent points of contact, proactive resource coordination, and structured academic re-entry will help students maintain their connection to school even when circumstances outside of school change.
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	In Hug's highly diverse school community, the challenge is ensuring that attendance, engagement, and support systems are equally effective for every student group. Disaggregating attendance and engagement data allows the school to identify differences in access, belonging, connection, or school experience without defining racial or ethnic identity as a deficit.	Hug will routinely examine attendance outcomes across student groups and incorporate student and family voice to better understand differences when they emerge. Strengthening student-adult relationships, culturally responsive family partnerships, belonging, and connections to future goals creates a sustainable system for improving engagement and attendance.

Student Group	Challenge	Solution
Students with IEPs	For students with IEPs, consistent attendance provides access to both general education and the individualized instruction, services, accommodations, and supports designed to promote success. The challenge for Hug is ensuring that attendance patterns are considered alongside each student's academic progress and individualized educational needs.	Hug will integrate attendance monitoring into existing IEP and case-management structures so emerging concerns can be addressed by the team already supporting the student. Connecting attendance, academic progress, family input, and individualized supports creates a sustainable process for maintaining access and preventing temporary attendance concerns from becoming long-term barriers.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
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.	* 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.
2 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

Adult Learning Culture

Areas of Strength

Hug has established a strong foundation for continuous instructional improvement, with 85% of staff reporting that they have the materials and resources needed to support students of all abilities and 78% responding favorably regarding staff collaboration. Building on this capacity, Hug has developed a multi-part professional learning series focused on strengthening high-quality Tier I and Tier I+ instruction and student engagement. The series is led by Department Leaders and supported by administration, providing staff with dedicated time and space to continually examine, refine, and implement effective instructional practices. This structure also builds the capacity of Department Leaders to lead cross-content conversations about quality Tier I instruction and support. By developing instructional leadership from within, Hug is creating a sustainable, collaborative model for continuous improvement that strengthens classroom practice and student access to high-quality instruction.

Areas for Growth

While Hug has established a strong foundation for collaboration, an area of continued growth is ensuring consistent implementation of high-quality Tier I practices across classrooms and content areas. Staff climate data showing 78% favorable perceptions of collaboration and 66% favorable perceptions of involvement in school planning and decision-making identify opportunities to deepen shared instructional ownership. Hug will continue building the capacity of Department Leaders to facilitate cross-content collaboration, reinforce effective Tier I practices, and support consistent classroom implementation. This distributed leadership model supports a sustainable cycle of collaboration, implementation, reflection, and continuous improvement.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	As Hug strengthens consistent Tier I instruction, an opportunity exists to expand staff capacity to recognize how language acquisition intersects with engagement, attendance, and access to grade-level content. Building shared expertise across content areas will help ensure that effective EL practices are embedded throughout the school rather than residing primarily with EL specialists.	Use Hug's Department Leader-led professional learning structure to embed practical language-development and engagement strategies within Tier I/Tier I+ instruction across content areas. This builds on a collaborative staff culture and creates sustainable schoolwide capacity to support English Learners within every classroom.

Student Group	Challenge	Solution
Foster/Homeless	Students experiencing changes in housing, placement, transportation, or other circumstances may require greater flexibility and responsiveness when accessing instruction. An opportunity exists to increase staff understanding of how these changing circumstances can affect classroom participation and how strong Tier I/Tier I+ practices can maintain students' connection to learning.	Remain relationship-centered, and ensure flexible instructional practices are part of Hug's existing professional learning structures so staff have shared strategies for maintaining academic connection during periods of transition. Department Leaders can reinforce these practices across content areas, creating a sustainable approach that does not depend on individual teachers identifying solutions.
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Hug's diverse student population creates an opportunity to continually examine whether instructional practices, classroom environments, and student engagement strategies provide equitable opportunities for participation and success across student groups. Strengthening staff capacity to examine classroom practices through student experience and disaggregated outcomes can help identify where instructional systems can become even more responsive.	Use collaborative professional learning and Department Leader structures to incorporate culturally responsive instruction, student voice, relationship-building, and examination of disaggregated outcomes into conversations about effective Tier I practice. This creates an ongoing cycle in which staff collectively evaluate and refine instructional practices to strengthen belonging, engagement, and equitable access.

Student Group	Challenge	Solution
Students with IEPs	As Hug works toward greater consistency in Tier I instruction, there is an opportunity to further strengthen the connection between effective general education practices and the individualized accommodations and supports available to students with IEPs. Increasing shared ownership across general and special education staff can ensure that accessibility begins within Tier I instruction rather than relying primarily on additional intervention.	Use Department Leader-led professional learning and cross-content collaboration to strengthen staff capacity in accessible Tier I/ Tier I+ practices, differentiation, accommodations, and effective collaboration with special education staff. This builds sustainable collective capacity so supporting students with IEPs becomes an integrated component of high-quality classroom instruction.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	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.	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

★ = Priority

Connectedness

Areas of Strength

Hug has developed a school environment in which students report strong connections to adults, safety, and increasing opportunities for student voice. 81% of students report that their teachers care about them, 78% say teachers are easy to talk with, and overall student voice increased 7 points to 69% favorable, exceeding both the high school and district averages for student voice. Families reinforce this perception, with 87% reporting that their child has at least one trusted staff member and 85% reporting that school staff make them feel welcome. These relationships are supported by a broad range of school activities, athletics, counseling, college/career opportunities, and student and family resources that provide multiple ways for students to connect to the Hug community.

Areas for Growth

An area of continued growth is ensuring that the strong relationships and opportunities present at Hug translate into a consistent sense of belonging and engagement for every student and family. While 81% of students report that their teachers care about them, 66% report feeling like they are part of the school, and 58% indicate that talking with an adult when experiencing a problem at school is easy. Family perceptions show a similar opportunity, with 50% reporting that their child has a strong sense of belonging and 45% indicating their child is comfortable asking school adults for help. Hug can build upon its existing relationships, student voice structures, family partnerships, and participation opportunities to create more intentional and consistent connections between every student, family, and trusted adult.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English Learners may experience school connection differently when language, communication, or familiarity with school systems affects participation in relationships, activities, or opportunities for student voice. Hug's opportunity is to ensure that the strong adult relationships already present within the school are equally accessible to students and families across languages.	Hug will continue multilingual family engagement, intentional student-adult connections, and opportunities for English Learners to participate in student voice, leadership, activities, and schoolwide events. Embedding these practices into existing EL, and engagement structures will create sustainable pathways for students and families to develop a strong sense of belonging to the Hug community.

Student Group	Challenge	Solution
Foster/Homeless	Changes in housing, placement, transportation, or other life circumstances can disrupt the relationships and routines that help students feel connected to school. Hug's challenge is maintaining consistent school-based relationships so that changes outside of school do not result in students becoming disconnected from their school community.	Hug will intentionally connect students experiencing transition with consistent trusted adults while strengthening coordination among counseling, attendance, Children in Transition, and other student-support systems. Maintaining those relationships through transitions can make school a stable source of belonging, support, and continuity even when circumstances outside of school change.
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Within Hug's diverse student population, continued growth means ensuring that students across racial and ethnic groups experience equitable opportunities for belonging, representation, voice, leadership, and relationships with trusted adults. Disaggregating connectedness data, as collected through the student climate survey, provides an opportunity to identify differences in student experience without defining students' racial or ethnic identities as the source of those differences.	Hug will continue to use and promote culturally responsive opportunities for student voice, leadership, activities, mentoring, and family engagement while routinely examining participation and connectedness across student groups. This creates a sustainable process for ensuring that the school community increasingly reflects, values, and connects with the students and families it serves.

Student Group	Challenge	Solution
Students with IEPs	Students with IEPs may interact with multiple teachers, case managers, service providers, and educational settings throughout their school experience, creating an opportunity to intentionally connect individualized supports with a broader sense of school belonging. Hug's challenge is ensuring these students experience both strong individualized relationships and meaningful connection to the larger school community.	Hug will leverage existing case-management and IEP structures to strengthen trusted-adult relationships while intentionally connecting students to activities, leadership opportunities, peer relationships, and the broader school community. Integrating connectedness into existing student-support structures creates a sustainable approach in which belonging is considered alongside academic and individualized supports.

Problem Statements Identifying Connectedness Needs

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

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
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.	* 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.
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.	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
3 ★	Teachers feel ready to connect with parents, but efforts are largely passive in nature.	Lack of active family engagement strategies.
4 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **Grades**
- [x] **Graduation rates/GED/HiSET data**
- [x] **Student Climate Survey, Student Voice**
- [x] **Other**

Adult Learning Culture

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

Connectedness

- [x] **Behavior**
- [x] **Mobility rate, including longitudinal data**
- [x] **School safety data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

AB 335 EL Goal: By the end of the 2026-27 school year, Procter R. Hug High School will reduce the academic achievement gap between English Learners and non-English Learners by at least 5 percentage points, as measured by the percentage of students demonstrating successful course completion and/or progress toward grade-level academic outcomes.

Formative Measures: Course pass rates
Grad Data
Walkthrough data
PLC data

Improvement Strategy 1

MTSS

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	1. Course Success: Review EL and non-EL course pass rates at each grading period, with particular attention to core English and mathematics courses, and monitor whether the gap is narrowing. 2. On-Track Progress: Monitor quarterly the percentage of EL students who are on track for promotion/graduation based on credits earned, failed courses, and credit deficiency. 3. Instructional Practice: Through walkthroughs and Department Leader collaboration, monitor implementation of identified Tier I/Tier I+ language-supportive instructional practices across content areas. 4. Professional Learning: Monitor staff participation in the Department Leader-led professional learning series and evidence of implementation of strategies supporting language acquisition within grade-level content instruction.	Admin Team	SY 26-27	

Position Responsible: Admin Team

Evidence Level

Level 2: Moderate:
MTSS

Problem Statements: Student Success 1, 2

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
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.	* 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.
2	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

By the end of the 2026-27 school year, 85% of instructional staff will demonstrate consistent implementation of identified Tier I/Tier I+ instructional practices, as measured through classroom walkthrough data, Department Leader collaboration, and evidence of implementation following professional learning.

Formative Measures: 1. Professional Learning: 85% of instructional staff will participate in the Department Leader-led professional learning series focused on Tier I/Tier I+ instruction.

2. Implementation: Continual walkthrough data will demonstrate increasing use of the identified Tier I/Tier I+ practices across departments and content areas.

3. Department Leadership: Each PLS PLC will engage in at least one structured monthly discussion examining instructional practice, student engagement, or student outcome data.

Improvement Strategy 1

PLC's

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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 26-27	

Position Responsible: All Administrative Staff Department leads Content facilitators Peer Observers

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Adult Learning Culture 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	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.	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

By the end of the 2026-27 school year, Hug High School will increase the percentage of students reporting a positive sense of belonging from 66% to 72%, while increasing the percentage of students who report that it is easy to talk with an adult at school when they have a problem from 58% to 65%, as measured by the annual Student Climate Survey.

Formative Measures: 1. Trusted Adult Connection: Monitor quarterly, through student voice surveys, whether students can identify at least one trusted adult at school through brief student surveys or advisory/check-in processes.

2. Student Voice: Each quarter, gather student feedback through student voice surveys and document at least one school response to identified needs.

3. Participation and Engagement: Monitor participation in clubs, athletics, activities, leadership opportunities, and school events.

4. Family Connection: Monitor family engagement and feedback throughout the year, including opportunities for families to communicate concerns, participate in school events, and connect with school staff.

Improvement Strategy 1

Family Engagement

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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-Jeff Pierce rotating staff to attend and help facilitate sessions.	SY 26-27	

Position Responsible: Administrative Staff, Teachers that sign up to help.

Evidence Level

Level 1: Strong:
Family Engagement

Problem Statements: Connectedness 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Connectedness

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

Schoolwide and Targeted Assistance Title I Element Summary

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
Open House	09/11/2026	
Attendance BBQ	09/11/2026	