Washoe County School District

Procter R. Hug High School

2025-2026 School Improvement Plan

Classification: 1 Star School

Title I, TSI

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/2024

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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	Lack of student participation in pro school activities	Using a tracking and reward system to encourage student attendance at school functions.
Foster/Homeless	Lack of student participation in pro school activities	Using a tracking and reward system to encourage student attendance at school functions.
Free and Reduced Lunch	Lack of student participation in pro school activities	Using a tracking and reward system to encourage student attendance at school functions.
Migrant/Title1-C Eligible	N/A	Using a tracking and reward system to encourage student attendance at school functions.
Racial/Ethnic Minorities	Lack of student participation in pro school activities	Using a tracking and reward system to encourage student attendance at school functions.
Students with IEPs	Lack of student participation in pro school activities	Using a tracking and reward system to encourage student attendance at school functions.

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

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%.

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.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: ELLevations Strategies

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	

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

Status Checks

Status Check

Nov	Feb	May
No review	No review	No review

SMART Goal 1 Problem Statements:

Student Success

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**: * 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.

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

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

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: PLC's

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	

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

Evidence Level
Level 2: Moderate: PLC's

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Status Checks

Status Check

Nov	Feb	May
No review	No review	No review

SMART Goal 1 Problem Statements:

Adult Learning Culture

Problem Statement 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. **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

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.

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.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Family Engagement

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.	

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

Evidence Level
Level 1: Strong: Family Engagement

Problem Statements/Critical Root Cause: Connectedness 1

Status Checks

Status Check

Nov	Feb	May
No review	No review	No review

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	