

Washoe County School District

Rise Academy for Adult Achievement

2025-2026 School Improvement Plan

Classification: Not Rated

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/rise_academy_for_adult_achievement/2025

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

RISE provides a welcoming and inclusive environment for our adult students.

RISE Academy provides flexible scheduling and education options for busy adults that include drop in classes, in person classes, virtual synchronous, asynchronous, Edgenuity, and EdReady.

RISE Academy provides a mandatory and effective on new student orientation to inform students of school, options, support, and how to be successful.

Student Success Areas for Growth

RISE Academy for Adult Achievement's total enrollment and outcome numbers were larger than the previous. RISE's enrollment grew 62 students from the previous year and High School Diploma graduates increased 31 more students, and our largest increase was in our number of High School Equivalency graduates increased to 48 more students. This success can be attributed to more and more adults returning to school following the pandemic. Another factor is steady increase in 16-17 year old's looking for alternatives to their comprehensive school options and enrolling to earn their High School Equivalency. About 1/3 of the 205 students who attained their High School Equivalency were minors. RISE Academy also transitioned back to mandatory in-person classes for HSE prep classes and adult diploma classes. Students still had full distance education through Edgenuity classes if desired. The transition to in person classes for HSE Prep and diploma classes kept students accountable to complete their classes and therefore complete their educational goals, rather than completing minimal work and not engaging virtually.

Other factors that contributed to higher numbers in enrollment and outcomes is that more students completed the High School Equivalency test in Spanish. RISE also offered several "pass workshops" in both English and Spanish in math which is commonly the toughest sub test for students to pass. Due to the increase in the desire for many students to earn their HSE's, RISE Academy increased the number of testing sessions to accommodate these students. Washoe County has seen an influx of many refugees and immigrants who have expressed an interest in enrolling in our very large English Language program.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners		

Student Group	Challenge	Solution
Foster/Homeless	Many of our adult students face homelessness or face social concerns that can be barriers for them to consistently attend class.	RISE counselors are aware of numerous programs in Washoe County to help students with food security, rent relief, and employment opportunities.
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	RISE Academy has only 1 SPED/Case Manager. RISE is a small school and does not have as many robust student supports as a comprehensive school.	RISE Academy is a school of choice. Case manager contacts and meets with each student for individual SDI time. Goals are self advocacy.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): How does RISE increase active student engagement in all classroom settings and programs?

Critical Root Cause: While it has been beneficial for some students since the pandemic to access classes virtually, many students chose this option out of convenience and not learning style. RISE has now transitioned back to most classes in person. RISE Academy has seen an increase in the number of 16-17 year old students disenfranchised with their comprehensive schools, credit deficient, and prefer the virtual option from their experiences of online learning during the Covid period. Students are balancing work and family responsibilities, while attending school and are overextended. Many of our students did not have the best past experiences in school and can be reluctant to talk and share with their peers and instructor.

Adult Learning Culture

Adult Learning Culture Areas of Strength

RISE continues to build a strong cohort of of instructors and is able to rotate in quality instructors each quarter around their availability. RISE Academy's two Professional Learning and Professional Learning Communities allow instructors to build community, talk curriculum, model instructional moves, and share instructional strategies. This time allows RISE to disseminate information, have instructors analyze student work, and allow instructors the opportunity to review and amend curriculum maps for each class.

Adult Learning Culture Areas for Growth

RISE is a small school and only has four full-time instructors. The majority of the school's instructors are hired hourly and many are either retired or teach for the district during the day and teach for RISE in the evenings. RISE Academy institutes two Professional Learning workshops prior to the beginning of a quarter and two Professional Learning Communities within the eight week quarter. This allows RISE Academy to build community within this diverse group of instructors. Some instructors have been with RISE Academy for a long period of time and others are new. RISE Academy does provide a New Staff Orientation for new instructors.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Not all of our staff are bilingual. Many of our students do speak Spanish but others speak other languages. The bilingual staff we have, we mostly place them in our lower levels of EL. None of our staff who are bilingual teach in our HSE or Diploma classes.	Staff use Google translate or pocket talk devices for quick translations and instructions. RISE is now offering an HSE prep class taught strictly in Spanish, as students can take the HISET in Spanish. RISE uses PL to train teachers in quality Universal Design for Learning and has graphic organizers to help chunk down content. RISE curriculum maps for staff include several modes of learning for diverse learners,
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	

Student Group	Challenge	Solution
Students with IEPs	Diploma level classes are only 8 weeks long. Students who have learning disabilities may struggle with the pace and compressed content.	RISE Academy uses learning strategies for all classes and programs to chunk down content by using graphic organizers, visuals, videos, and models. These strategies are shared in PLC's.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): How do RISE Academy instructors increase active student engagement and student conversation?

Critical Root Cause: Some instructors naturally insert instructional moves to increase student engagement and student collaboration, some do not. Curriculum maps do not specifically include engagement strategies. RISE relies instructors to do so. Some instructors may not have the experience or training on how and when to increase active learning and student talk opportunities. Instructors are tired especially in the evenings and aren't using appropriate wait times to increase student talk and engagement.

Connectedness

Connectedness Areas of Strength

Recently from RISE 's Academy's Accreditation Staff survey found that the staff feel connected to the students, school, and believe in the school's mission to support adult learners. RISE Academy staff state they enjoy working with adults who attend classes because they want to, and are not forced to. RISE staff state they enjoy the work schedule of either 2 days a week or 2 evenings a week.

Connectedness Areas for Growth

RISE Academy has a small full-time staff that makes up administrators, counselors, instructors, and educational support professionals. RISE institutes bi weekly Leadership Meetings where all stakeholders are present and participate in. RISE also connects with hourly instructors on a bi weekly basis. RISE is a unique school and doesn't have students who are zoned for our school. RISE staff attends several community events to inform the public about our educational options. The RISE staff believes deeply about the school's mission as an adult school and a place where adults have the opportunity to reach their academic goals which lead to upward mobility in their lives.

Connectedness 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 Connectedness Needs

Problem Statement 1 (Prioritized): How does RISE Academy continue to retain and hire effective instructors that support adult learners?

Critical Root Cause: The hourly teaching rate has not increased and is still \$30. Potential teachers and current staff can earn more money subbing during their prep. Instructors are asked to support students in person, navigating new platforms, use technology, follow curriculum maps, and fill in student gaps in learning. It's a lot! Family responsibilities, fatigue, and burnout contribute to not continuing.

Priority Problem Statements

Problem Statement 1: How does RISE increase active student engagement in all classroom settings and programs?

Critical Root Cause 1: While it has been beneficial for some students since the pandemic to access classes virtually, many students chose this option out of convenience and not learning style. RISE has now transitioned back to most classes in person. RISE Academy has seen an increase in the number of 16-17 year old students disenfranchised with their comprehensive schools, credit deficient, and prefer the virtual option from their experiences of online learning during the Covid period. Students are balancing work and family responsibilities, while attending school and are overextended. Many of our students did not have the best past experiences in school and can be reluctant to talk and share with their peers and instructor.

Problem Statement 1 Areas: Student Success

Problem Statement 2: How do RISE Academy instructors increase active student engagement and student conversation?

Critical Root Cause 2: Some instructors naturally insert instructional moves to increase student engagement and student collaboration, some do not. Curriculum maps do not specifically include engagement strategies. RISE relies instructors to do so. Some instructors may not have the experience or training on how and when to increase active learning and student talk opportunities. Instructors are tired especially in the evenings and aren't using appropriate wait times to increase student talk and engagement.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: How does RISE Academy continue to retain and hire effective instructors that support adult learners?

Critical Root Cause 3: The hourly teaching rate has not increased and is still \$30. Potential teachers and current staff can earn more money subbing during their prep. Instructors are asked to support students in person, navigating new platforms, use technology, follow curriculum maps, and fill in student gaps in learning. It's a lot! Family responsibilities, fatigue, and burnout contribute to not continuing.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- College and career readiness data
- Credit Sufficiency/Deficiency/Retrieval data
- End-of-Unit Assessments
- Grades
- Student Climate Survey, Student Voice
- Other
 - Yearly State Report that outlines enrollment and outcomes (HSE completion, diploma attainment, and EL level growth) This report also breaks down student credits for the year and how many sections of the HSET passed.

Adult Learning Culture

- Administrator evaluation
- Evaluation(s) of professional development implementation and impact
- Student Climate Survey
- Teacher evaluation
- Walk-through data

Connectedness

- Annual dropout rate data
- Attendance
- Enrollment

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase student engagement in the classroom and increase student to student talk. We will utilize 2024-2025 as a baseline year. Following the first four weeks we will increase student engagement by 15-20 percent based on baseline data through the use of our participation rubric.

Aligns with District Goal

Formative Measures: Credit attainment data from in person classes vs Virtual; options. Participation Rubric

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Edgenuity/EdReady				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Inform new students to enroll in in-person classes and only enroll in virtual classes such as Edgenuity and EdReady with unique situations.	School Administration	SY 2025-26			
Position Responsible: School Administration						
Evidence Level						
Level 2: Moderate: Edgenuity/EdReady						
Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: How does RISE increase active student engagement in all classroom settings and programs? Critical Root Cause: While it has been beneficial for some students since the pandemic to access classes virtually, many students chose this option out of convenience and not learning style. RISE has now transitioned back to most classes in person. RISE Academy has seen an increase in the number of 16-17 year old students disenfranchised with their comprehensive schools, credit deficient, and prefer the virtual option from their experiences of online learning during the Covid period. Students are balancing work and family responsibilities, while attending school and are overextended. Many of our students did not have the best past experiences in school and can be reluctant to talk and share with their peers and instructor.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: RISE Academy instructors will increase active student learning by 15-20 percent in reference to participation rubric.

Aligns with District Goal

Formative Measures: Participation rubric
PLC agendas

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLCs				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Instructors will daily use the participation rubric. Instructors will institute at least 2 engagement strategies outlined in curriculum map per class. Model engagement strategies Reteach steps to instructors on how to use and assign students in virtual breakout rooms. Include explicit instruction on discussion protocols, norms, and outcomes.	Principal	SY2025-26			
Position Responsible: Principal						
Evidence Level Level 2: Moderate: PLC						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: How do RISE Academy instructors increase active student engagement and student conversation? Critical Root Cause: Some instructors naturally insert instructional moves to increase student engagement and student collaboration, some do not. Curriculum maps do not specifically include engagement strategies. RISE relies instructors to do so. Some instructors may not have the experience or training on how and when to increase active learning and student talk opportunities. Instructors are tired especially in the evenings and aren't using appropriate wait times to increase student talk and engagement.

Inquiry Area 3: Connectedness

SMART Goal 1: RISE Academy will retain 80% of it's hourly instructors.

Aligns with District Goal

Formative Measures: Retention rates

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLCs				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Create surveys for instructors who choose not to return Evaluate survey responses Continue to revamp staff orientation documents Build in time for instructors to ask questions and review curriculum map	Principal	SY2025-26			
Position Responsible: Principal						
Evidence Level						
Level 2: Moderate: PLC						
Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: How does RISE Academy continue to retain and hire effective instructors that support adult learners? Critical Root Cause: The hourly teaching rate has not increased and is still \$30. Potential teachers and current staff can earn more money subbing during their prep. Instructors are asked to support students in person, navigating new platforms, use technology, follow curriculum maps, and fill in student gaps in learning. It's a lot! Family responsibilities, fatigue, and burnout contribute to not continuing.

Community Outreach Activities

Activity	Date	Lesson Learned
Sparks MS Community Resource Night	August 27	Collaborate with other community resources and promote RISE
Fiesta at Wells	September 22	Collaborate with other community resources and promote RISE
Sparks HS Pre-K	September 30	Promote RISE, advertise for childcare positions, collaborate
RISE Academy Ribbon Cutting Ceremony	October 2	Promote and advertise school. Press release and local news present