Washoe County School District

Rise Academy for Adult Achievement

Classification: Not Rated

Accreditation Status:
Accredited

2026-2027 School Improvement Plan

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Comprehensive Needs Assessment

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 dro p 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.

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 increased 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.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Providing instruction and learning activities to second language learners.	Provide effective professional learning opportunities for instructors to use quality EL strategies for language acquisition. WCSD Teacher Clarity staff training.

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	RISE Academy for Adult Achievement does not have FRL students at this time.
Migrant/Title1-C Eligible	N/A	RISE Academy for Adult Achievement does not have Migrant/Title 1-C students at this time.
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	Critical Root Cause
1 ★	How does RISE increase active student engagement in all classroom settings and programs?	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.

★ = Priority

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.

SB81: Staff Climate survey

Due to a small response rate that does not meet N size requirements, we are unable to address this requirement.

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.

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	Building connections with students and determining their needs.	Continue to train staff on building connections with students and how to inform counselor on student needs. Have counselor continue to develop and be informed of community resources to support student needs.

Student Group	Challenge	Solution
Free and Reduced Lunch	N/A	RISE does not have FRL students at this time
Migrant/Title1-C Eligible	N/A	RISE does not have Migrant/Title 1-C students at this time.
Racial/Ethnic Minorities	Building connections with students.	Continue to train staff on building connections with students and how to inform counselor on student needs. Have counselor continue to develop and be informed of community resources to support student needs.
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	Critical Root Cause
1 ★	How do RISE Academy instructors increase active student engagement and student conversation?	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.

★ = Priority

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.

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.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	RISE Academy's students are adults. We communicate and support these students only and do not share or engage with their families. Same for all below.
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	Critical Root Cause
1 ★	How does RISE Academy continue to retain and hire effective instructors that support adult learners?	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

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	How does RISE increase active student engagement in all classroom settings and programs?	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.
2 ★	How do RISE Academy instructors increase active student engagement and student conversation?	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.
3 ★	How does RISE Academy continue to retain and hire effective instructors that support adult learners?	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

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **College and career readiness data**
- [x] **Credit Sufficiency/Deficiency/Retrieval data**
- [x] **End-of-Unit Assessments**
- [x] **Grades**
- [x] **Student Climate Survey, Student Voice**
- [x] **Other**

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**
- [x] **Teacher evaluation**
- [x] **Walk-through data**

Connectedness

- [x] **Annual dropout rate data**
- [x] **Attendance**
- [x] **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 2025-2026 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.

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

Improvement Strategy 1

Edgenuity/EdReady

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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 2026-27	✓

Position Responsible: School Administration

Evidence Level

Level 2: Moderate:
Edgenuity/EdReady

Problem Statements: Student Success 1

Status Checks

In progress

November **February** **May**

SMART Goal 1 Problem Statements Identifying Student Success

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

Formative Measures: Participation rubric
PLC agendas

Improvement Strategy 1

PLCs

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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	SY2026-27	

Position Responsible: Principal

Evidence Level

Level 2: Moderate:
PLC

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	How do RISE Academy instructors increase active student engagement and student conversation?	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.

Formative Measures: Retention rates

Improvement Strategy 1

PLCs

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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	SY2026-27	

Position Responsible: Principal

Evidence Level

Level 2: Moderate:
PLC

Problem Statements: Connectedness 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	How does RISE Academy continue to retain and hire effective instructors that support adult learners?	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
Glenn Duncan ES Annual Community Resource Fair and Back to School Night	Thursday, August 6	The importance of collaborating with neighboring schools to support and inform about services.
Sparks Middle School Community Resource Fair	Thursday, August 27	The importance of collaborating with neighboring schools to support and inform about services.
Fiesta at Wells	Sunday, September 20	Brought IPAD to help enroll potential students to enroll during the community event.