

Open House

Presented by
Jill & Aya
Inspired Learning Academy

Why Students Thrive at Inspired

6 Foundational Principles

1. Prioritize **personal connection** - to teachers, peers, and learning
2. Approach each student as a **whole, unique person**
3. Intentionally create our **culture**
4. Treat students with **dignity and respect**
5. Give students agency - **voice and choice** (in their learning, in our culture creation)
6. Build **self-directed learning skills** through personal development

Personal Connection

- Small class sizes
- Community-based
- Opportunities for more social time
- Building meaningful relationships
- Learning to communicate effectively



Whole Person Approach

MENTORING



GOALS



COACHING



GUIDANCE



TRAINING



MOTIVATION



KNOWLEDGE



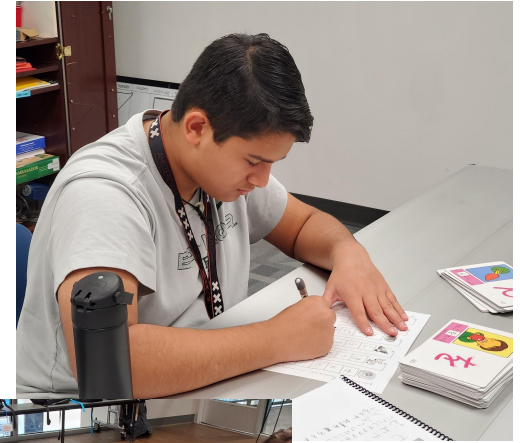
SUPPORT



SUCCESS

Intentionally Creating Our Culture

- CoGo - morning/afternoon circles to share intentions and reflections
- Change-up - weekly community meeting to intentionally shape our culture
- Strive to act with purpose and intention

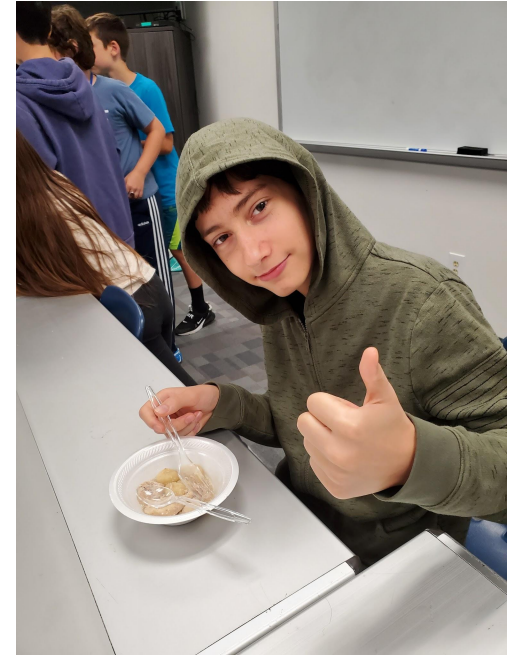


Part of our Culture is Knowing the Why

- Why do we get to class on time?
 - Traditional school - “Because we have to. So we don’t get detention.” (or other punishment)
 - Inspired - “To show respect for the teacher and my peers. To create a positive learning environment.”
- Why do we learn/study?
 - Traditional school - “To get a good grade.” “So I can get into college.”
 - Inspired - “Because I’m interested in it.” “Because I need to understand _____ if I’m going to do _____.”

Treating Students with Dignity and Respect

- Freedom to go to the restroom without asking
- Freedom to eat when they want to
- Given choices; seen as partners in creating their educational experience

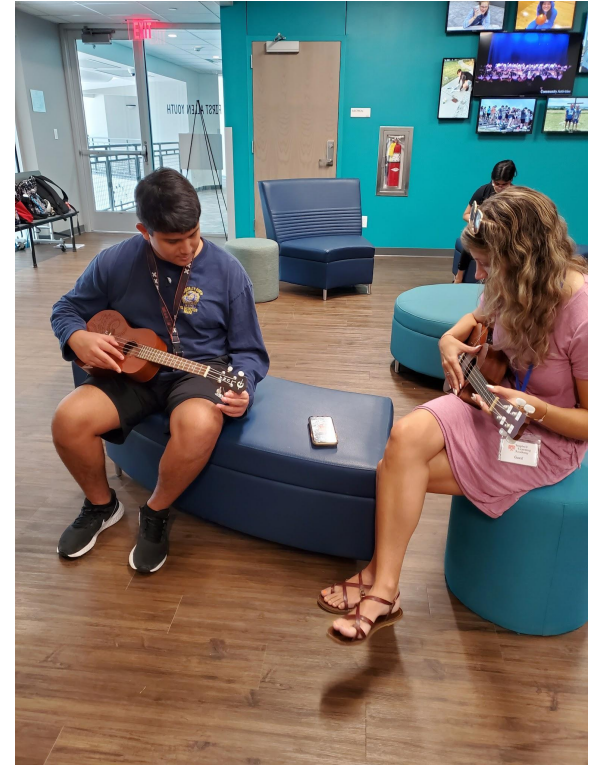


Voice and Choice

- Student Agency

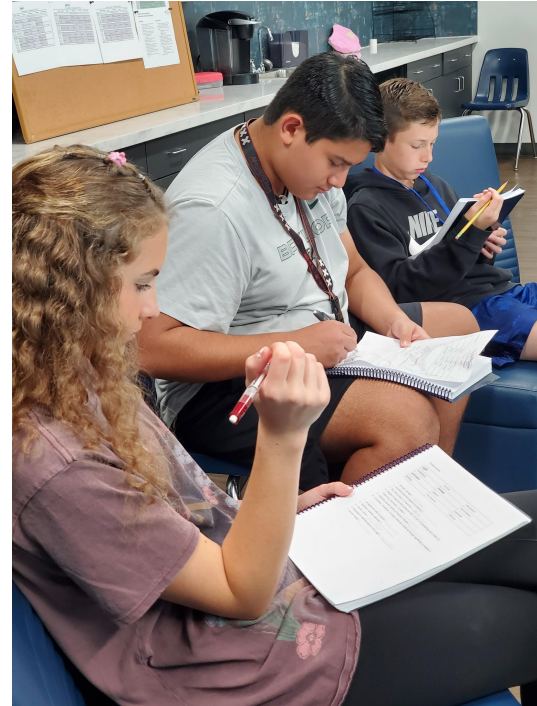
Student agency refers to learning through activities that are meaningful and relevant to learners, driven by their interests, and often self-initiated with appropriate guidance from teachers. To put it simply, student agency gives students voice and often, choice, in how they learn.

- Greater interest and motivation results
- Empowers students to influence their own path to mastery



Building Self-Directed Learning Skills

- Self awareness/Self management
- Setting goals
- Creating a plan and executing it
- Self motivation
- Time management
- Gathering resources



Incrementally Build Self-Directed Skills

5th/6th

Everyone has the same basic schedule; personal choice within classes

Group input on classes/projects

Independent study within structure

Simple Assessment and Reflection

7th-12th

Everyone has a personalized schedule based on classes selected

Individuals can request group classes to be offered

Independent study done with mentor accountability

In-depth Assessment and Reflection
(high school: includes proposed grade with evidence)

Example: Progression of Class Assessment and Reflection...

Starting with 5th/6th...

Reflection	
<p>What Glowed?</p> 	<p>Where to Grow?</p> 
<p>What to Throw?</p> 	<p>Now I Know!</p> 

Class Assessment and Reflection

Name:

Year/Block:

Instructions:

- 1) Copy and paste the box below for however many classes you took this block.
- 2) Complete filling each box. Use the questions listed as guidelines.
- 3) Remember to use complete sentences when you are filling out the *Class Assessment* and *Class Reflection*.

Class description

Subject:

Conducted by (facilitator, student, independent):

Resources used (books, online articles, youtube videos, etc.):

Products/Presentation you created:

Class Assessment *(Please write in paragraph form)*

(What was covered in class? What was the difficulty level of class? Was progress made? What can be changed to make the class better? What was the outcome?)

Class Reflection *(Please write in paragraph form)*

(What did you like about the class? Any surprises or new ideas? What were the most interesting concepts you learned? What did you learn about yourself in this class? Are there areas you feel you can grow in?)

Instructions:

- 1) Copy and paste the box below for however many classes you took this block.
- 2) Complete filling each box. Use the questions listed as guidelines.
- 3) Remember to use complete sentences in paragraph form.
- 4) For independent classes, assess and reflect based on the Independent Class Accountability Form you completed at the start of the class.
- 5) Include images of or links to evidence to support your assessment and proposed grade and credit value (typically $\frac{1}{2}$ credit for 1 block). Ensure evidence represents the scope (both in depth and in breadth) of a high school level course.
Recommended evidence:
 - a) Time-tracked hours of 33 or more hours for $\frac{1}{2}$ credit
 - b) Product or Presentation of learning
 - c) Link to body of work done in class
 - d) Snapshot of progress for online class
 - e) Images of works created
 - f) Scope depth and breadth equivalent to standard high school level or above

Class description

Subject:

Conducted by (facilitator, student, independent):

Resources used (books, online articles, youtube videos, etc.):

Products/Presentation you created:

Total # of Hours engaged:

Class Assessment/Reflection/Evidence/Proposed Grade *(Please write in paragraph form)*

(Questions to guide your writing: What was covered in class? What do you know that you didn't know before? What can you do that you couldn't do before? What needs further work? How challenging did you find this class? What progress was made compared to plans? Did you achieve proficiency across all content/skills? Did you achieve mastery? What can be changed to make the class better? What was the outcome?

What did you like about the class? Any surprises or new ideas? What were the most interesting concepts you learned? What did you learn about yourself in this class? Are there areas you feel you can grow in?

What grade do you propose for yourself based on your above assessment? What evidence do you have to support that recommendation? Is the breadth and depth of what you learned at high school level?)

Proposed Grade and Credit Value:

Thrive in a Supportive Environment

Traditional grades do not create a supportive environment.

In a *traditional school environment*, grades:

- become the end goal, not the learning
- personal development becomes a footnote
- create risk-averse behavior; fear of failure
- strongly affect the teacher-student relationship
- create a negatively competitive environment
- are an inadequate form of feedback

“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life thinking that it is stupid.”

- *Einstein*

Providing Narrative Feedback vs. Grade

A written feedback from a facilitator provides more insight into student's achievements and progress, compared to a single letter grade.

John is really engaged with the class this semester and shows a good understanding of both logical thinking and emotional understanding when thinking and talking about the subjects of the films we are studying. He is quick to answer questions in class and responds well to pushes to go deeper in his answers. I am excited to see how he builds on that throughout the semester. I've noticed he often takes up slack from other students in group work, but I want to see if I can help him develop facilitation skills to spread that slack around to others and to help others feel comfortable participating.

What does the school day look like?

9:00-9:07	Arrival
9:07-9:15	Morning CoGo
9:15-10:15	Class
10:15-11:15	Class
11:15-11:45	Snack Break
11:45-12:45	Class
12:45-1:30	Lunch Break
1:30-2:30	Class
2:30-3:30	Class
3:30-3:45	Afternoon CoGo/Cleanup

- ❖ 3 days (T/W/Th) in-person, 2 days (M/F) remote
- ❖ Class time includes group classes, independent classes, and weekly mentoring

Sample Student Schedule

	Monday - Remote	Tuesday	Wednesday	Thursday	Friday - Remote
9:00 - 9:15	Working Journal and Trello update				
9:15 - 9:30	COGO				
9:30 - 9:45	MS English <i>Cassidy</i>	Japanese <i>Aya</i>	Change-up	Japanese <i>Aya</i>	MS English <i>Cassidy</i>
9:45 - 10:00		1 on 1	Crochet <i>Aya</i>	Ind. English	
10:00 - 10:15		passion project		Ind Science	
10:15 - 10:30					
10:30 - 10:45					
10:45 - 11:00					
11:00 - 11:30	Snack Break				
11:30 - 11:45	Spanish <i>Nikki</i>	Pre-Algebra <i>Kalie</i>	Pre-Algebra <i>Kalie</i>	Pre-Algebra <i>Kalie</i>	Spanish <i>Nikki</i>
11:45 - 12:00					
12:00 - 12:15					
12:15 - 12:30					
12:30 - 1:30	Lunch Break				
1:30 - 1:45	Maker Space/ Outings/Field Trips	MS Economics <i>Chase</i>	World Culture <i>Ian</i>	Twilight Zone <i>Ian</i>	math
1:45 - 2:00					
2:00 - 2:15		Open Gym <i>Chase</i>	Passion Project	Open Gym <i>Ian</i>	MS Science <i>Shakia</i>
2:15 - 2:30					
2:30 - 2:45					
2:45 - 3:00					
3:00 - 3:15					
3:15 - 3:30					
3:30 - 3:45	Clean Up, Journaling, COGO				

Every student's schedule will look different. It will be a mix of group and independent classes.

←The name in purple is the facilitator's name for a group class.

←Notice that we follow a schedule on remote school days as well.

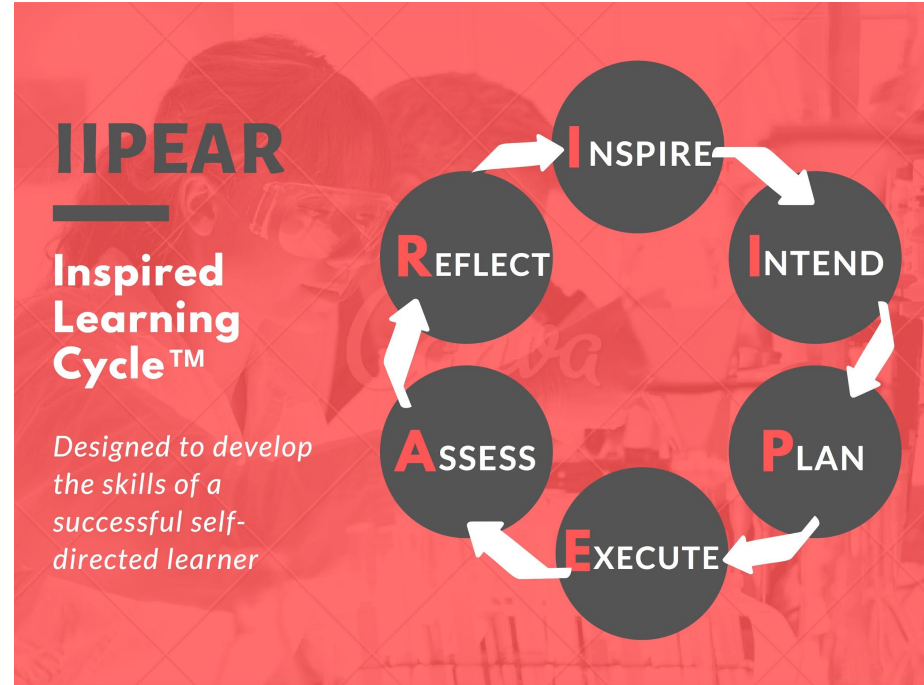
Inspired Learning Cycle

Conventional Learning Cycle

- Lecture - Study - Test

Inspired Learning Cycle™

- Like real life
- Meaningful



Presentation Nights



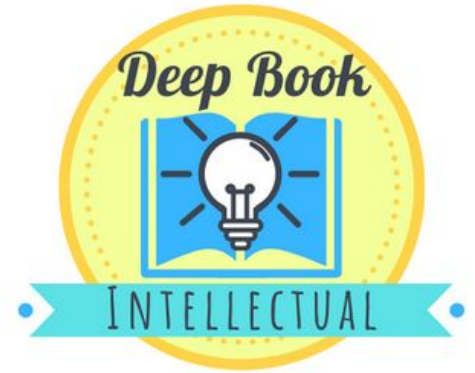
Presentation Nights at the end of each semester provide opportunities to:

- Speak in front of a live audience
- Learn presentation skills
- Showcase accomplishments
- Receive feedback



Badges

Earn digital open badges to show achievement



Explore Their Passion

Passion projects

- Time and support to find your passion
- Dive in deeper into what interests you

Apprenticeship

- Consult experts in the field
- Get a head start on your career path



Graduation

Choice of 2 Graduation Paths suited to personal goals:

Traditional (Direct-to-University) Path: 4 English*, 3 Math*, 3 Science*, 3 Social Studies*, 1 PE, 2 Foreign Language*, Speech*, 5 Electives*, Achieve SDL Level 3+, Career Studies

Flex (Higher Education) Path: 2 English*, 2 Math*, 3 Major Personal Projects, Speech*, 10 Electives*, Achieve SDL Level 3+, Career Studies

** Can be college courses*

Possible Concern: Can they get into college?

- As a private school in Texas, we are **not** governed by the Texas Education Agency's high school graduation requirements
https://tea.texas.gov/Texas_Schools/General_Information/Finding_a_School_for_your_Child/Alternative_Schooling/
- As a nontraditional high school graduate, you have the advantage of standing out from the thousands of “same old, same old” college applications
- You can creatively map your unique projects and courses into familiar transcript terminology (e.g., English I, Science) as long as you have documentation to prove the work meets high standards (high school/college level of breadth and depth)

Possible Concern: Can they get into college?

*“Overall, they reported **little difficulty getting into colleges and universities of their choice and adapting to the academic requirements there, despite not having the usual admissions credentials.**”*

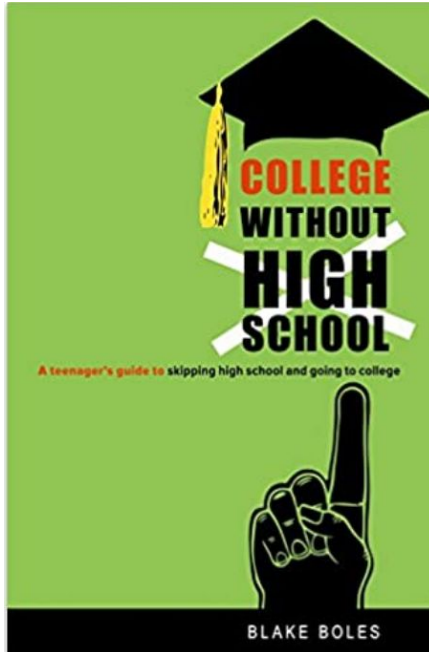
- Grown **Unschoolers'** Experiences with Higher Education and Employment by Gina Riley and Peter Gray

*“Fortunately, college admissions is handled very similarly for homeschoolers as it is for traditionally schooled students. In fact, many admissions offices **actively seek out homeschoolers.** Admissions officers evaluate each student within the context of his/her own background and the opportunities they've had.”*

- “What’s different about applying to college as a homeschooler” on KhanAcademy.org

<https://www.khanacademy.org/college-careers-more/college-admissions/applying-to-college/applying-as-a-homeschooler/a/whats-different-about-applying-to-college-as-a-homeschooler>

Possible Concern: Can they get into college?



Blake Boles

January 24 · 🌐



Just reviewed the homeschool admissions policies for NYU, Columbia, Dartmouth, Penn, the U.C. system, the U of Chicago, Duke, Johns Hopkins, Northwestern, Stanford, MIT, Caltech, Harvard, Brown, Yale, and Princeton.

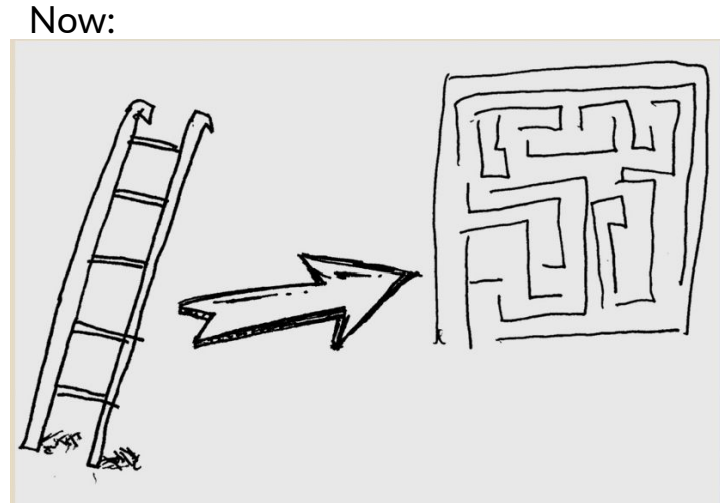
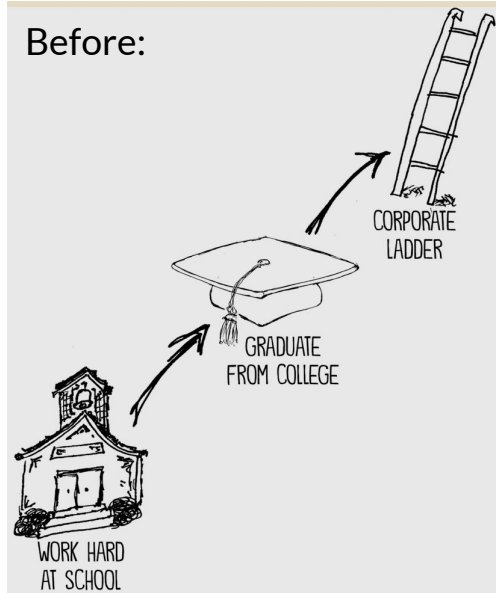
Happy to report that the guidelines I wrote a decade ago in my first book, *College Without High School*, are still accurate!

Here's what highly selective universities want from non-traditional applicants:

- Evidence that you've pursued highly challenging academic work during your high school years
- A transcript (self-created/unaccredited okay) that explains in detail the methods and content of your academic learning
- Any official transcripts from accredited institutions (like community colleges)
- The SAT or ACT plus two or more SAT Subject Tests (these are suuuper important). AP or IB tests also helpful but certainly not mandatory.
- 3 letters of recommendation, only one of which should be from a parent. The most desirable letters come from those who have worked with the applicant in a challenging academic setting, preferably face-to-face (like a community college instructor).
- A clear personal essay that describes your motivations for homeschooling / taking a non-traditional path, what resources you used, and how you took full advantage of your opportunities.
- Doing an in-person interview (typically with an alum of the school) is highly recommended.

Almost none of these schools require a diploma or GED. And the ones that do (e.g., NYU) seem okay with you just fabricating a homeschool diploma.

The New Economy



“Our current students will enter a workforce where instability is the new normal and where they will have to be self-directed, original, and creative in order to navigate this maze.” - Empower by Spencer & Juliani

Skills Industry is Looking for...



Inspired grads will be well-suited to thrive in New Economy

Experience in:

- Self-directed learning
- Industry tools
- Interpersonal communication

Ten Characteristics of an Effective Self-Directed Learner
1. Has a vision and goals for learning
2. Is able to develop a strategic plan for education
3. Is willing to take calculated risks
4. Is determined and persistent
5. Is organized (time, effort, resources)
6. Is able to develop a solid support network
7. Is self-motivated and self-disciplined
8. Takes initiative and is action oriented
9. Is self-assessing (able to evaluate self clearly and honestly)
10. Has positive self-esteem, confidence and self-efficacy (the conviction that you can successfully execute the behavior to produce the outcome desired)

Testimonials

R

Robert Foster

★★★★★ Apr 27, 2020

This academy has been a game changer for my daughter. The team here does so much more than just your typical school teacher. They've really become an extension of your own family. Both Jill and Aya are really great people. They have the patience and temperament to help the children grow. They mentor the children and help them find passions they didn't have before. We were in LoveJoy ISD before and the difference in my child's daily attitude is night and day different. We looked at every private school option in the metro and none fit our needs like Inspired Learning Academy. Definitely recommend this school!!!! A+

L

Lynn Parkes

★★★★★ 2 weeks ago

This school was a great fit for my daughter during a time she was struggling to mature socially and academically. The mentors & teachers did a great job guiding her in her development. The results are that she's more self/ socially aware and able to make better decisions for herself. She is more confident in her ability to navigate her environment. She was also able to solidify her math skills and learn to think more critically, which will serve her greatly as she continues to develop academically.

R

Rebecca

★★★★★ 3 weeks ago

Our daughter was struggling in her public high school last year because she lost her interest and motivations. After interviewing several private schools, she chose Inspired Learning Academy. And she was right, the school environment is so warm and nurturing. She is allowed to be herself with lots of flexibility. ILA does not cookie-cut students, they focus on individual students passion and talents. Both Jill and Aya are very kind-hearted and patient. Once again our daughter is thriving, thanks to the great mentoring of ILA!

Picture Tour



We rent our space from the gracious First United Methodist Church in Allen.
Tues, Wed, Thurs - on location 9am-3:45pm
Mon & Fri - online 9am-3:45pm



Beautiful outdoor eating area

Picture Tour



Indoor cafe area



One of 3 classrooms

Picture Tour



Youth lounge area where we have CoGo meetings and play pool and foosball during breaks



Open area in youth area; where we will have Presentation Nights

Picture Tour



We have access to the gym 2 hours/week;
Kids enjoy the volleyball net



Time to run around and get some exercise

Picture Tour



Commercial kitchen is available for cooking classes



Tuition

Annual Registration fee:

- \$350

Annual tuition is **\$9970**

- 10 monthly payments of **\$997** (Aug 1st, 2023 to May 1st, 2024)
- *If enrolled in 2 or more college classes, tuition can be reduced to \$7970*

Compare to:

- Average private school tuition in Dallas area is **\$15K/yr** (*privateschoolreview.com*)
- Public school costs **\$10,456/student** in TX (*2017-2018, NEA**)

*<https://www.texastribune.org/2018/05/15/texas-student-teacher-spending-average/>

Decide...

What's most important for your child to thrive -
now and in the future?

Next Steps

1. Fill out **no-obligation application forms** (one for parent and one for student) <https://www.inspiredlearningacademy.org/tour-applications>
2. Schedule a interview for your child and a follow-up meeting with the parents (can be Zoom or in-person)
3. If there's a match, complete enrollment forms, remit registration fee (\$350) and first tuition installment and be welcomed into the Inspired community!