

2017 Innovation Grant Awards

1. Julie Lynch, Anna Schwerke, Cathy Gargano, Laura Streyle - Multipurpose Room
2. Abby Alt and Mike Hensgen - Personalized Learning and Student Achievement



Innovation Grant Update



Multipurpose Room Project

--Lynch, Gargano, Schwarke, Streyle--

Background Information

- ❖ At the High School, space is a precious commodity. Teachers are always looking for a large area in which students can do group work, stations, and personalize their learning. Teachers want to collaborate with other classes, but sixty students in one room is too crowded.
- ❖ In 2016-17 the Multipurpose Room was used for Book Club, Student Senate and Key Club meetings, professional development sessions, various meetings, guest speakers, and testing.
- ❖ Still, it was unused 106 days last year, and we saw an opportunity to utilize the space in additional ways.

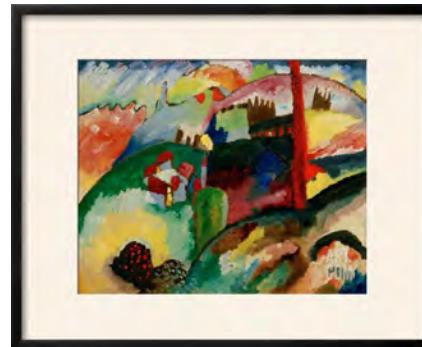
Our Vision

- ❖ Retain ability to accommodate testing situations and faculty meetings
- ❖ Inviting, comfortable space that can be used by ALL staff
- ❖ Flexible seating
- ❖ A variety of materials for use in the room
- ❖ Multiple copies of young adult literature for student use
- ❖ Create a space that would increase the “reading culture” of SHS
- ❖ Increase student engagement through collaboration opportunities and personalized learning

Collaborative Seating and Lighting



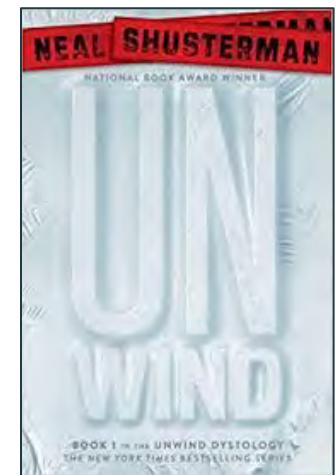
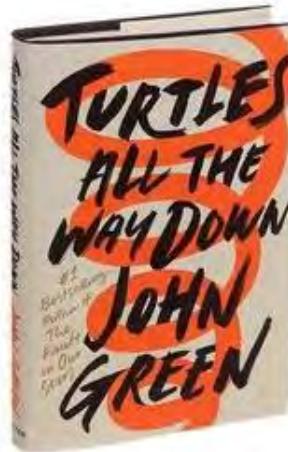
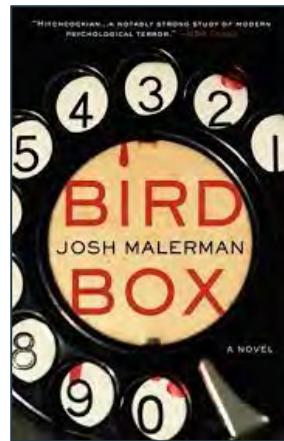
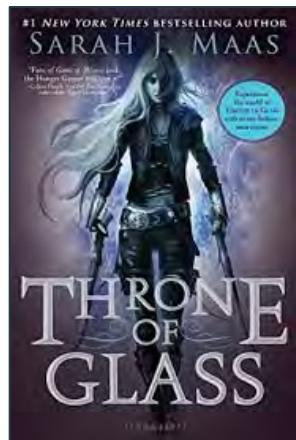
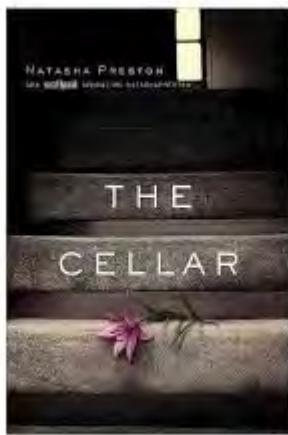
Artwork and Paint

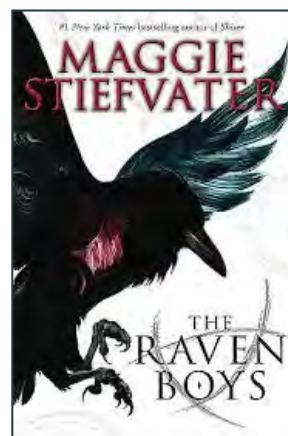
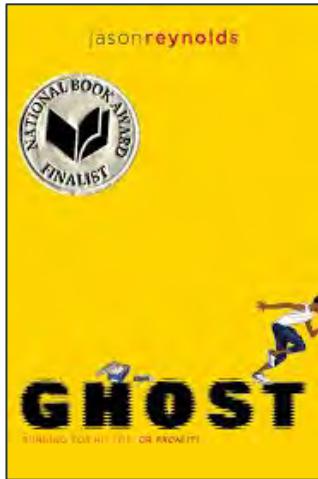


Supplies

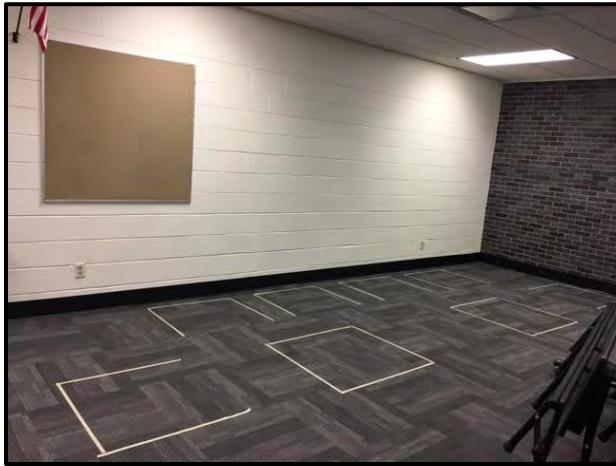


Contemporary Books for Literature Circles





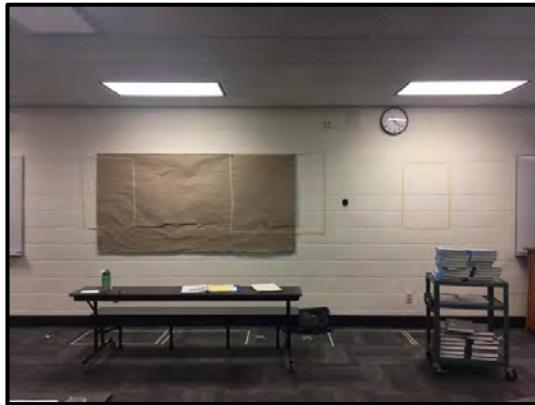
Before



After



Before



After



Before



After



Before



After



LA 10 and Modern Lit students team up to perform and listen to book talks.

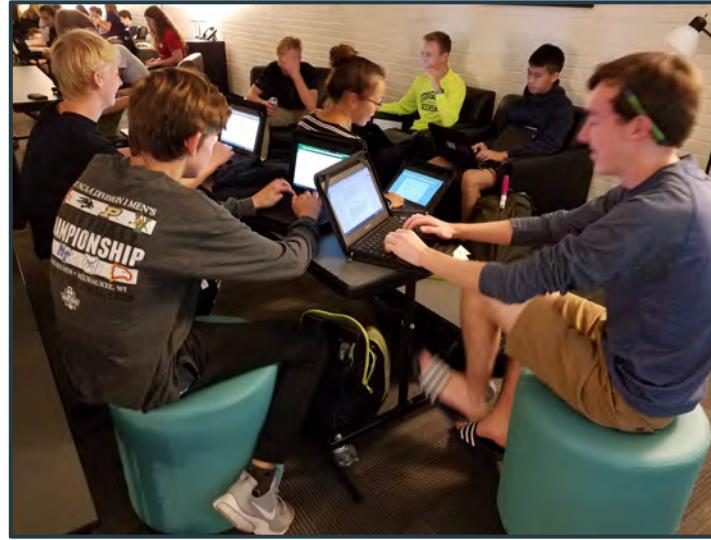


“I really enjoyed going into the Multipurpose Room to teach the freshmen, do book talks, and write with the sophomores.”

--Carley Wentela



LA students from various grade levels worked together to watch and discuss TED talks.



“I am so thankful we have a place to meet with other classes, read, and work. The room has lots of seating which makes the environment comforting and welcome.”

--Matayla DeBruin



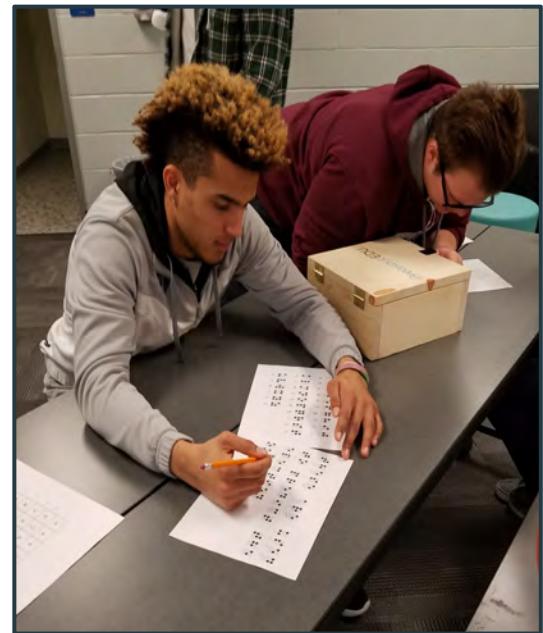
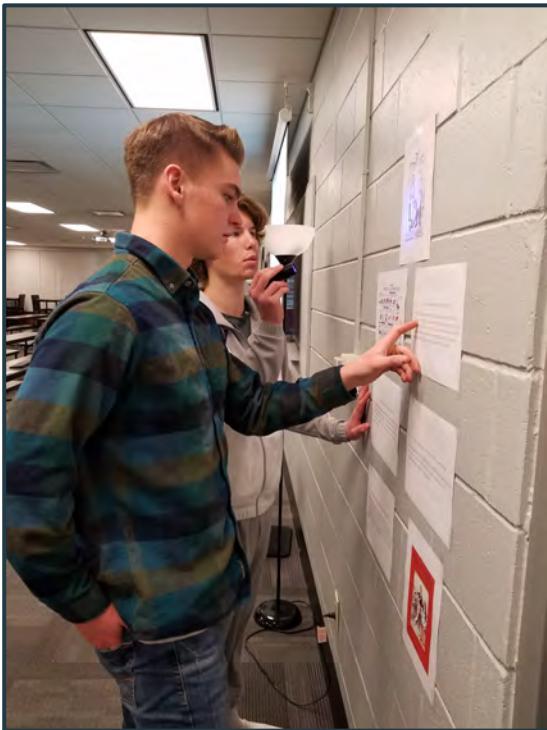
Socratic Discussions



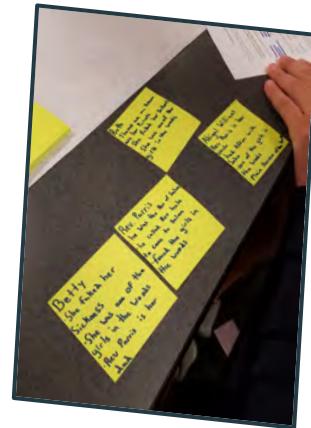
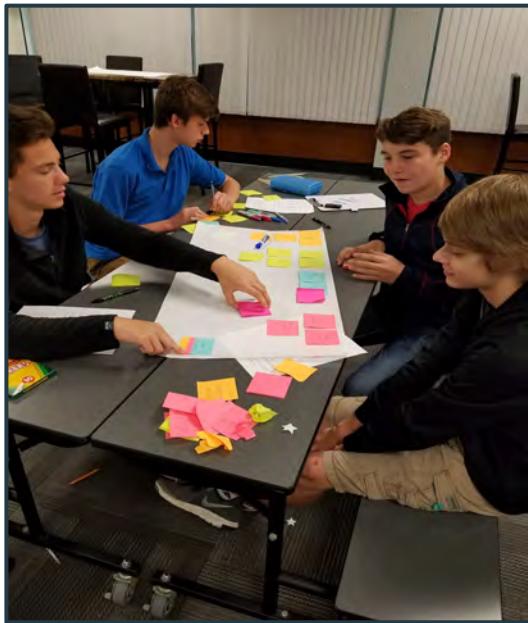
“I think the new multipurpose room is good for ‘movers and shakers,’ so to speak. It provides an opportunity for students to get up and out of the classroom and learn in a unique setting.”

--Mitch Osterhaus

Breakout EDU



Students spread out and create semantic maps.



Research Writing students teach LA 9 students grammar!



“The Multipurpose Room has given many opportunities to utilize group work. It is also the best place to focus in the school.”

--Hannah Wirag and Danielle Wenker



“It’s Student Senate’s favorite place to hold meetings. With the new renovations, we are comfier and we work better; kids complain if we hold meetings anywhere else.”

--Emily Fitzsimmons, Student Senate President



4	5	6	7	8
▪ 9:50am-10:40am Closed Stoughton High School - HS Multi Purpose Room	▪ 12:40pm- 1:30pm LA-9 Stoughton High School - HS Multi Purpose Room	▪ 9:50am-10:40am LA-9 Stoughton High School - HS Multi Purpose Room	▪ 8:50am-10:40pm Public Speaking Stoughton High School - HS Multi Purpose Room	▪ 8:00am- 9:45am Literature Circle Discussions Stoughton High School - HS Multi Purpose Room
▪ 11:35am-12:35pm Key Club Meeting Stoughton High School - HS Multi Purpose Room		▪ 11:35am-12:00pm NHS Meeting Stoughton High School - HS Multi Purpose Room	▪ 12:40pm- 1:30pm Public Speaking Stoughton High School - HS Multi Purpose Room	▪ 9:50am-10:40am Public Speaking Stoughton High School - HS Multi Purpose Room
		▪ 12:40pm- 1:30pm LA-9 Stoughton High School - HS Multi Purpose Room		▪ 10:45am-11:35am PIE English Stoughton High School - HS Multi Purpose Room
		▪ 2:00pm- 2:30pm Fab Lab Tour Stoughton High School - HS Multi Purpose Room		▪ 12:40pm- 1:30pm Public Speaking Stoughton High School - HS Multi Purpose Room
		▪ 3:30pm- 4:15pm Staff Meeting Stoughton High School - HS Multi Purpose Room		▪ 1:35pm- 2:20pm PIE English Stoughton High School - HS Multi Purpose Room
11	12	13	14	15
▪ 8:00am- 8:50am Closed Stoughton High School - HS Multi Purpose Room	▪ 8:00am- 8:50am Student Senate Meeting Stoughton High School - HS Multi Purpose Room	▪ 8:00am-10:00am Literacy 9 class Stoughton High School - HS Multi Purpose Room	▪ 8:50am-11:40am Public Speaking Collaborative Speech Stoughton High School - HS Multi Purpose Room	▪ 8:00am- 9:45am Literature Circle Discussions Stoughton High School - HS Multi Purpose Room
▪ 10:45am-11:35am PIE English Seminar Stoughton High School - HS Multi Purpose Room	▪ 10:00am- 2:30pm AP US Government Stoughton High School - HS Multi Purpose Room	▪ 10:00am-11:40am Public Speaking Collaborative Speech Stoughton High School - HS Multi Purpose Room	▪ 12:40pm- 3:30pm Health Immersion Meeting Stoughton High School - HS Multi Purpose Room	▪ 9:50am- 2:20pm PS collaboration Stoughton High School - HS Multi Purpose Room
▪ 1:35pm- 2:20pm PIE English Seminar Stoughton High School - HS Multi Purpose Room		▪ 12:40pm- 2:20pm Public Speaking Collaborative Speech Stoughton High School - HS Multi Purpose Room		
		▪ 3:25pm- 4:25pm English Meeting Stoughton High School - HS Multi Purpose Room		
18	19	20	21	22
▪ 8:55am- 9:45am Closed Stoughton High School - HS Multi Purpose Room	▪ 7:45am- 3:30pm Closed for Building Meetings Stoughton High School - HS Multi Purpose Room	▪ 9:50am-12:05pm German 4 / Spanish 4 Movie Stoughton High School - HS Multi Purpose Room	▪ 8:45am-10:00am Energy Team Meeting Stoughton High School - HS Multi Purpose Room	▪ 8:00am- 8:50am Language Arts Stoughton High School - HS Multi Purpose Room
▪ 11:35am-12:40pm PIE English Seminar Stoughton High School - HS Multi Purpose Room	▪ 5:00pm- 7:30pm SHS Dance Team Stoughton High School - HS Multi Purpose Room	▪ 3:45pm- 4:45pm Spain Trip Meeting Stoughton High School - HS Multi Purpose Room	▪ 11:35am-12:35pm Book Club Stoughton High School - HS Multi Purpose Room	▪ 12:40pm- 1:30pm Research Writing Activity Stoughton High School - HS Multi Purpose Room
▪ 1:00pm- 2:00pm A/V Planning Stoughton High School - HS Multi Purpose Room				▪ 1:35pm- 2:25pm Language Arts Stoughton High School - HS Multi Purpose Room
▪ 7:00pm- 8:00pm Stoughton Dance Booster Meeting Stoughton High School - HS Multi Purpose Room				

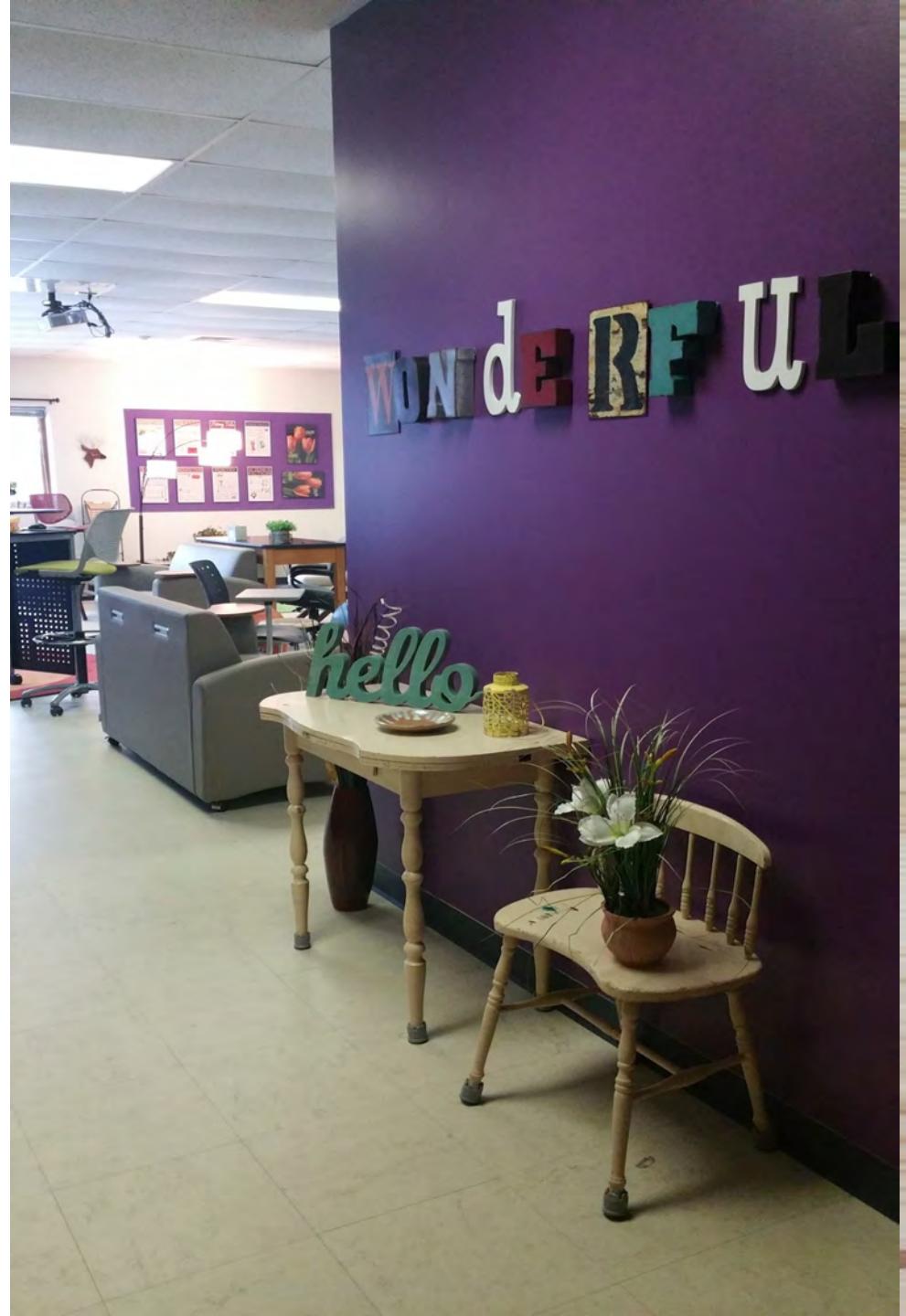
Multipurpose Room calendar for December, 2017

Thank you to everyone who helped with this project!



Student Centered Learning & Flexible Seating

ELA 6th grade
Abby Alt & Mike Hensgen





Student Centered Learning



- Students use **Voice & Choice** to curriculum and seating that works for them!
- Students access curriculum that is **at** or **above** their current skill and/or grade level

Background

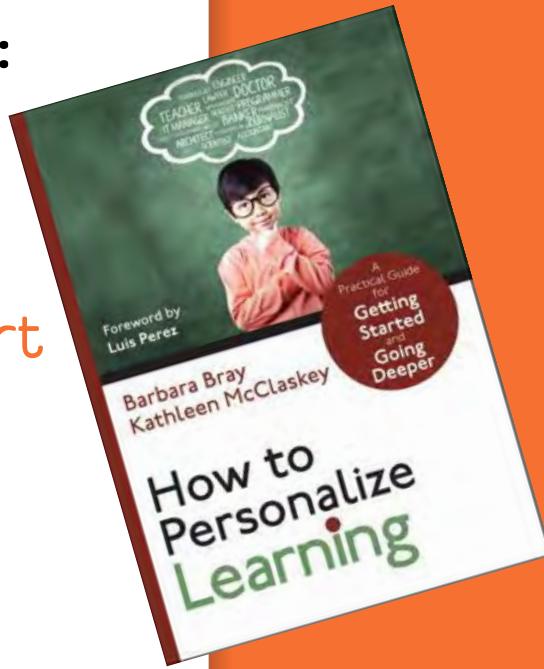
- Last year, we redesigned the Language Arts curriculum to align our CCSS with elements of **personalized learning**.
- Building a common language
 - Brainstorming shared beliefs
 - Common vision
- Design **Project-based Learning** (PBL)
 - Rubrics
 - I can statements



Findings

- We used the book, **How to Personalize Learning** to focus on Universal Design for Learning (UDL)

- Learning profiles:
Access, Engage, Express
- Develop an **expert** learner
- Building upon **preferences** and **interests**



Student Centered Learners

- Know how they learn best.
- Self-direct and self-regulate their learning.
- Design their own learning path.
- Have a voice in and choice about their learning.
- Are co-designers of the curriculum and the learning environment.
- Have flexible learning anytime and anywhere.
- Are motivated and engaged in the learning process.
- Have quality teachers who guide their learning.



Class Structure

Class time is a hybrid of **Kelly Gallagher's** reading class format and the **workshop model**.



1. **“Do Now Activity”**
(vocabulary & 7 minutes of writing)
2. **Whole-group instruction**
3. **Small group discussion**
4. **Individual work time**
5. **Closure**

Choice Board: Pronouns

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- b. Use intensive pronouns (e.g., myself, ourselves).

Choice

Frontloading Vocabulary

Noun: A word that names a person, place, thing, or idea.

Pronoun: A word that takes the place of a noun.

Antecedent: A word that is represented by another word (e.g. “Ryan” is the antecedent of the pronoun “him” in the sentence “Nikki saw Ryan and thanked him.”).

There are many kinds of pronouns like subjective, objective and possessive. You **MUST** choose multiple links in the chart to help define the elements of **pronouns**. Consider using your learner type to help pick your link. You **MAY** review any of the options listed.

Click here to see the [Pronoun Chart](#).

Type of Information	Video	Easy Reading	Just Right/Challenging Reading	Activity
Type of Learner	Visual/Auditory Learner	Read/Write Learner	Read/Write Learner	Kinesthetic Learner
	Schoolhouse Rock	Learn English	Part of Speech: Pronouns	Balloon Pronoun Game
	Flocabulary	Kids World Fun: Pronouns	Daily Writing Tips: Subjective and Objective Pronouns	Pronoun Car Race
	Howcast (how to use pronouns in sentences)	Pronouns	KidsInfoBits: How to use pronouns Password: vikings	Turtle Diary
	Shmoop: Subjective and Objective Pronouns	5 Minute English: Reflexive Pronouns	Your Dictionary: Subjective Pronouns	Quizlet: Pronouns

MUST DO:

- Fill-in your Proficiency Planning Sheet
- Have it signed by a teacher
- Use Google Classroom, "Year Round School Outline 2017" to write your 3 paragraphs
 - Evidence #1
 - Evidence #2
 - Evidence #3
- Use DETAIL, be descriptive! Why, why, why...

MAY DO:

- Looking specifically at your detailed
 - Evidence
 - Reason/analysis #1
 - Reason/analysis #2
 - Reason/analysis #3
- Find data/facts/% to support the reasons listed in your paragraphs
- Include "quotes" from the text to further support your point of view
 - i.e. Textual evidence

Rubric

Grammar Rules Rubric – Presentation

Capitalization

Comma

Colon

Semicolon

Hyphen

Apostrophe

4: Beyond Expectations

Did a fantastic job of defining the grammar rule for all to understand

Provided multiple examples of the grammar rule, were accurate, clear and made sense

Explained “how to” use the grammar rule with detail

3: Meets Expectations

Defined the meaning of the grammar rule using your own words

Provided a sentence example of the grammar rule that were accurate, clear and made sense

Showed a picture of the grammar rule and/or said “how” it’s used; Showed effort Appropriate font size

2: Approaching Expectations

Defined part of the grammar rule and/or used a copied version of the definition

Provided part of a sentence and/or example that was partially clear/

Attempted to show “how” it’s used; showed some effort
Small font size and/or hard to read/see

1: Basic Expectations

Didn’t really include a definition of the grammar rule and/or was inaccurate

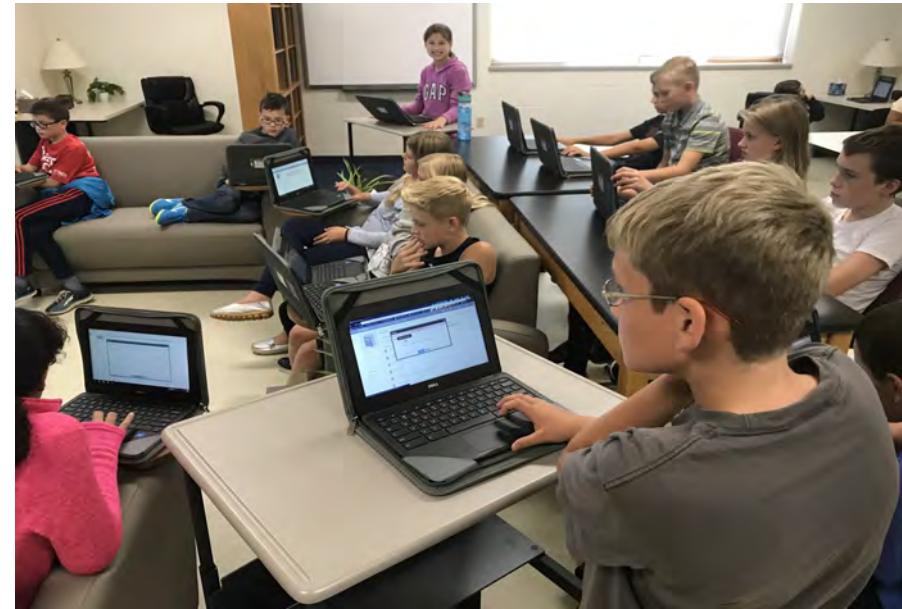
Did not have an example and/or the example was inaccurate

Did not include anything about “how” it’s used; little effort
Font size unclear/background, cannot read/see

Learner-Driven Environment

We could not implement “personalized learning” to fidelity without the

elements of **FLEXIBLE SEATING**



The Zones of Seating



- Living Room Zone
- Standing Zone
- Cafe Zone
- Student Zone
- Calming Zone
- Stool Zone
- Zenergy Zone
- Mobile Zone

What the students think:

- 72% of students reported **doing the “May Do” extension** which is attempting to go above and beyond.
- 95% responded that they chose their seating based on their **needs and comforts**.
- 92% believe flexible seating has had a **positive effect** on their learning.
- 77% believe their **grade has improved** while 15% reported that it hasn’t affected their grades.
- From our lens, students have **less missing or late work**.
- From our lens, students are using their in-class work time **more efficiently and quickly** getting settled in.

Our next steps



Create student-centered **EXPERT LEARNERS** that are

- Resourceful & knowledgeable
- Strategic & goal-oriented
- Purposeful & motivated

To have **STUDENTS**

- Use “I can statements” to guide the design their curriculum path
- Create their own rubrics
- View learning as something they do themselves, rather than something that is done for them

Motivation is
what gets you
STARTED...**Habits** are
what keep you
going...