

2025-2026
Teacher Grants
Cycle 1
\$29,276.13



Grant Title: Swing into Success: Introducing Golf to Elementary Physical Education

School Site: Sangre Ridge Elementary & Will Rogers Elementary

Grant Writer: Sarah Ehrlich & Jerad Warlick

Amount: \$3,799

SNAG Golf is an innovative, beginner friendly golfing system designed for all ages, simplifying learning with safe, specialized equipment. It addresses accessibility, safety, and engagement in learning golf, making it enjoyable and easy for schools to teach. This equipment will help ensure that every child, regardless of background, has the chance to step onto the “course” and take a swing at success!

Grant Title: Modular Scenery For Quick Changes

School Site: Stillwater Junior High

Grant Writer: Janita Cormell

Amount: \$3,658.98

Theatre students practice telling stories on stage and often need flexible sets that can be reconfigured for scene changes within a single play or musical. A unit set that includes the Wenger FlipForms will provide a group of set pieces that can be rearranged over and over to create meaningful stage pictures.

Grant Title: Passport to the USA: Fourth Grade Regional Adventures

School Site: Westwood Elementary

Grant Writer: Karen Gullatt, Gabrielle Maehs, Abigail Pope & Shannon Carroll

Amount: \$3,441

Fourth grade is the year students take their first in-depth journey into U.S. geography, culture, and history. While Stillwater Public Schools provide textbooks and baseline resources, there is a need for hands-on, immersive tools that make the regions of the United States come alive.

Grant Title: Sound Out Stories To Go

School Site: Richmond Elementary

Grant Writer: Whitney Warner, Reading Specialist

Amount: \$3,226.05

This project proposes the creation of an elementary decodable reader library that provides students and their families access to high-quality, phonics-based books they can check out and read at home. The library will support early literacy development by reinforcing foundational reading skills and fostering a culture of family engagement in learning.

Grant Title: Fun in Focus for Reading Fun

School Site: Richmond Elementary

Grant Writer: Shannon Troxel, Reading Interventionalist

Amount: \$3,072.60

This project would provide targeted interventions that emphasize highly explicit and systematic teaching of all the foundational elements that are critical for reading and writing proficiency. With the Fun in Focus scripted curriculum, reading specialists as well as teachers will have this resource available to better serve their students in a small group setting.

Grant Title: Read 180 Dedicated Library

School Site: Stillwater Middle School

Grant Writer: Jennifer Daffern, Reading/ELA

Amount: \$2,396

The Read180 curriculum supports learners who have been identified as having gaps in reading strategies such as reading comprehension, vocabulary, and critical reading; this project will put actual books into students' hands. While technology is important and incredibly useful in the classroom learning environment, it is also critical that students have the opportunity and experience of reading from the pages of a real book.

Grant Title: The Science of Reading (Partial)

School Site: Highland Park Elementary

Grant Writer: Shay Lower, Reding Interventionist, Certified Academic Language Therapist

Amount: \$2,396

This science of reading grant proposes materials that will be used to supplement structured literacy curriculum in the reading lab that serves students at or below the 20th percentile on reading benchmark assessments.

Grant Title: Vertical Whiteboards for Collaborative Mathematics Learning

School Site: Stillwater Junior High School

Grant Writer: Emalee Rogers, Chris Primeaux, Matt Johnson, 9th Grade Math

Amount: \$1,529

Provide vertical whiteboards as a tool to transform learning into a more active, collaborative, and student-centered experience. By giving students a visible, shared space to problem-solve, the project fosters engagement, communication, and deeper conceptual understanding. The anticipated outcome is a classroom culture where all students—regardless of ability—contribute meaningfully, build confidence, and strengthen their problem-solving skills, ultimately leading to improved academic achievement.

Grant Title: Accessible Learning for All: Resources for Visually Impaired Students

School Site: Districtwide

Grant Writer: Charla Balfanz, EC-12th grades/Braille, Visual Impairments, Orientation and Mobility

Amount: \$1,527.83

This project seeks to improve educational access and social inclusion for students who are blind or visually impaired by developing a collection of accessible games, tools, and interactive activities. Designed for use in classrooms, these resources will provide meaningful learning through play while fostering confidence, collaboration, and creativity for all students.

Grant Title: Expanding Accessibility and Participation in Mathematics Through Large Calculators and Whiteboards

School Site: Stillwater Middle School

Grant Writer: Summer Montgomery, 6th Grade Math & SPED

Amount: \$949.70

This project will enhance secondary math instruction by providing large-display calculators and personal whiteboards. The calculators will remove accessibility barriers for students with visual or motor challenges, ensuring equitable participation in lessons and assessments. Whiteboards will promote active engagement, collaborative problem-solving, and immediate feedback for all students. Together, these tools will make math instruction more inclusive, interactive, and aligned with the district curriculum.

Grant Title: Flex Your Senses (Partial)

School Site: Westwood Elementary School

Grant Writers: Lauren Gin, Danielle Simms, and Tanya Reitan, SPED Teachers

Amount: \$786.68

Students benefit from a variety of ways to have their sensory needs met. These items will help meet vestibular, auditory, and proprioceptive sensory needs.

Grant Title: Empowering Lincoln Academy for Disaster and Trauma Readiness

School Site: Lincoln Alternative Academy

Grant Writer: David Coats, RN

Amount: \$723.95

Implements multi-faceted disaster and trauma readiness program at Lincoln Academy. The program has two core components: a teaching and training initiative and the acquisition of critical equipment. While Stillwater Public Schools has general emergency plans in place, a dedicated, school-specific trauma readiness program is a vital and currently unmet need.

The Mobile-Aid Easy-Roll station will provide a central, visible, and comprehensive repository of medical supplies, eliminating the time-consuming and often chaotic search for disparate first aid kits in a crisis.

Grant Title: Touch, Feel, Read: Tools for Emotional Regulation

School Site: Highland Park Elementary

Grant Writer: Jordyn Scott

Amount: \$651.75

Provides sensory regulation tools such as fidgets, weighted lap pads, and tactile items that help students manage emotions, improve focus, and feel calm. Alongside these tools, I will integrate books that teach empathy, self-awareness, and problem-solving through relatable stories. This combination will give students practical strategies for self-regulation while fostering kindness and resilience. By meeting sensory and emotional needs, I can ensure a more inclusive, engaging, and successful learning environment for every child.

Grant Title: I need a sensory break

School Site: Stillwater Middle School

Grant Writer: Hope Cox, Special Education Teacher

Amount: \$585.23

Our classroom serves as both an academic resource room and a safe, supportive space for students with diverse learning and emotional needs. All students with resource room access are welcome to use this space for academic assistance, emotional regulation, and social-emotional support throughout the school day. These tools, such as fidgets and tactile materials, and calming aids will be intentionally selected to support focus, reduce anxiety, and create emotional regulation. This will allow students to return to class more engaged and ready to learn.

Grant Title: Building Confidence and Engagement Through Spanish Novels Part 2

School Site: Stillwater High School

Grant Writer: Abbey Billman

Amount: \$404

The past tense is something we cover at the end of Spanish 2, but our curriculum doesn't have many ways for students to see this use of past tense in context. These novels, alongside our curriculum, will help students delve deeper into the Spanish language and the culture and history of Mexico. This proficiency-based reader set will help supplement our Spanish curriculum by providing additional comprehensible input for students to practice reading comprehension

Grant Title: Game Time, Life Lesson

School Site: Stillwater High School

Grant Writer: Kat Stepp

Amount: \$306.99

This project creates a low-stakes, engaging environment where students can practice crucial life skills such as respectful communication, managing competitive feelings, celebrating others' success, and using free time in meaningful ways. In today's digitally charged world, students often struggle with face-to-face interaction, conflict resolution, and connecting outside their peer groups. Many lack the ability to lose gracefully or handle competition without frustration. Game Time, Life Lessons addresses these needs by offering a tangible, non-digital alternative that bridges social gaps and provides students with structured opportunities to develop important interpersonal skills not always emphasized in traditional classrooms.

Grant Title: SPED Student Success (Partial)

School Site: Stillwater Junior High School

Grant Writer: Caroline Jones

Amount: \$153.18

The materials will successfully impact my intellectual disability special education students in all subject areas. It is difficult to find materials for junior high students that don't look too childish. The classroom mailbox will provide student organization and make it much easier to send Thursday folders home as well as grading. The bingo chips will be used for many different reasons such as playing bingo, counters for math, or sorting colors. The social skills board game and card games allow for my students to connect with each other in a healthy and safe way.