

2025-2026
Teacher Grants
\$57,240.96



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

Storytelling is one of the most important forms of learning. Students can learn a lot about themselves, develop empathy for others and inspire change in the world through storytelling. 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 of 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: Elevating Innovation: Expanding Our Robotics Field and Resources

School Site: Stillwater Junior High School

Grant Writer: Rebecca Palmatary, Robotics Coach

Amount: \$2,963.00

This project will provide students with the equipment they need to design, build, and refine competition-ready VEX robots through authentic, hands-on engineering experiences. Adding risers to our VEX field will allow teams to practice under competition conditions as they prepare for the World Championship. This investment directly strengthens problem-solving, collaboration, and real-world engineering skills that align with Oklahoma Technology Engineering standards.

Grant Title: Archery Club

School Site: Lincoln Alternative Academy

Grant Writer: Chad Hutcherson, 9-12th Business, Computers, PE

Amount: \$2,628

This archery program would be a part of our Physical Education class but also potentially be a club program. We believe this activity would benefit our students with outside physical activity, a positive activity to be involved in and provide our students with another hobby they could participate in after graduation.

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. After speaking with our curriculum department and learning that funding is not available to purchase this aspect of the Read 180 program being implemented, I am seeking outside assistance in the funding of these materials.

Grant Title: The Science of Reading (Partial)
School Site: Highland Park Elementary
Grant Writer: Shay Lower, Reding Interventionist, Certified Academic Language Therapist
Amount: \$2,064.04

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: Building Thinking Classrooms
School Site: Skyline Elementary
Grant Writer: Annie Ortiz, Instructional Coach
Amount: \$1,934.70

Students will utilize portable white boards to problem solve in small groups around math tasks. They will learn to communicate their mathematical ideas and strengthen problem solving skills.

Grant Title: Edison Robots
School Site: Stillwater Middle School
Grant Writer: Leah Dollar, 6th & 7th Computer Science, Robotics
Amount: \$1,775.52

SMS currently has a robotic set for the more advanced students, but many of our students have not been around robotics or coding. We need a simple robotic set to show students the fundamentals of robotics and coding before pushing them to build a complete robot. Many of our students get overwhelmed, and the Edison robots would be a great introductory building block of robotics.

Grant Title: Innovate to Educate: Video Coaching to Elevate Instruction and Student Success

School Site: Sangre Ridge Elementary

Grant Writer: Tisha DeWitt, Instructional Coach

Amount: \$1,675

This project provides teachers with an innovative tool to reflect on their teaching and enhance student learning. Using the Swivl video system, teachers work collaboratively with coaches or administrators to see what's really happening in their classrooms, celebrate what's working, and make small, intentional shifts that lead to stronger engagement and more student success. This grant supports Jim Knight's Coaching Cycle by bringing a culture of trust, growth, and continuous improvement that benefits both teachers and students.

Grant Title: From Perception to Reality: Improving Instruction for Every Student

School Site: Stillwater Middle School

Grant Writer: Shana Glasgow, Instructional Coach

Amount: \$1,675

This project seeks to support Jim Knight's research-based "Impact Cycle" by acquiring a Swivl CX3 video solution to provide teachers with an objective view of their classroom's "current reality." By shifting observation from subjective memory to clear, 360-degree video evidence, coaches and teachers can partner effectively to identify high-leverage instructional goals. This technology will empower educators to self-reflect and refine their practices, directly translating professional growth into measurable student achievement.

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: Building Early Literacy Through Play-Based, Hands-On Learning in Pre-K

School Site: Skyline Elementary

Grant Writers: Mendy Burris and Meggon Wilson, PreK Teachers

Amount: \$1,528.48

This project strengthens early literacy instruction in Pre-K classrooms by providing developmentally appropriate, research-based, hands-on literacy experiences that build vocabulary, oral language, comprehension, and print awareness. Through interactive read-a-louds, storytelling, and the use of books with manipulatives, students actively engage with text in play-based, multisensory ways that increase engagement and foster a love of reading. By ensuring equitable access to high-quality literacy materials, the project supports diverse learners and lays a strong foundation for reading success in kindergarten and beyond.

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: My Big Emotions

School Site: Early Childhood Center

Grant Writers: Sarah Baldwin & Andrea DaPron, Special Education

Amount: \$1,500

The My Big Emotions project aims to help students in the Early Childhood Special Education program understand their emotions, the emotions of others, and help these students to learn how to regulate their emotions more independently. Bridging this gap for these students will help with their overall ability to interact socially as well as increasing their ability academically. When students understand their big emotions they can express them in a more appropriate manner helping to create a more productive classroom environment.

Grant Title: Constructing a Community of Readers

School Site: Sangre Ridge Elementary in collaboration with Lincoln Alternative Academy

Grant Writer: Morganne Clyburn, Media Specialist

Amount: \$1,428.81

This project constructs an outdoor Story Walk on an elementary playground. Secondary students in the school's shop program will design and build the structure, providing them with hands-on, real-world skill development while creating a permanent literacy resource that will serve over 500 elementary students. The project promotes literacy, career readiness, and cross-campus collaboration through a sustainable, student-centered approach.

Grant Title: Structured Teaching Pre-Vocational Skills Project

School Site: Stillwater High School

Grant Writer: Cheryl Miller, 9th-12th Grade Special Education

Amount: \$1,202.70

This project is designed to use daily task boxes as part of the structured teaching model. This project is created to develop basic skills like matching and sorting, transitional skills such as packaging and assembly, and provide an opportunity to learn "vocational soft skills," including the ability to start work independently, deal with change, stay focused and follow the task through to completion.

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. Durable and reusable, they will continue to benefit future student cohorts, creating long-term improvements in accessibility, engagement, and student achievement.

Grant Title: Intentional Read-Aloud Books for Literacy Growth

School Site: Highland Park Elementary

Grant Writer: Chrissy Bibbs, 4th Grade Teacher

Amount: \$822

Funds a daily 20-minute read-aloud routine using high-quality, grade-appropriate novels to engage fourth-grade students in books from beginning to end. Through shared reading, students will develop vocabulary, critical thinking, and social-emotional skills while participating in structured discussions. This project fosters an exploration of reading, strengthens the classroom community, and ensures all students experience the full depth of engaging narratives.

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. This grant will fill a critical gap in our school's emergency preparedness.

Grant Title: OmniKin Ball Physical Education & Team-Building Resource

School Site: Highland Park Elementary

Grant Writer: Andrew Towne, P.E. Teacher

Amount: \$750

This equipment will serve as a long-term instructional resource for the physical education program and will be used across multiple grade levels year after year. The durability and versatility of the OmniKin balls allow them to support a wide variety of units including volleyball, net/wall games, cooperative challenges, and fitness circuits.

Grant Title: Granting Students Experiences in Veterinary Careers

School Site: Stillwater Junior High School

Grant Writer: Robby Branscum, 8th & 9th Grade - Agricultural Education

Amount: \$746.25

Veterinary science is a highly desired subject and a potential career for many students. However, introductory students lack access to real-world simulations that allow them to attempt many tasks performed daily by veterinary professionals without posing potential dangers to students or animal welfare issues. The proposed project addresses this need by providing the simulation items for students.

Grant Title: Building Fluency for Older Students with Decodable Texts

School Site: Stillwater Middle School

Grant Writer: Tammy Bright-Wiggins, 6th & 7th grade Dyslexia Therapy (Take Flight)

Amount: \$741.63

Provides specific decodable readers that appeal to older students with lower reading abilities. Some people may refer to these as Hi-Lo books. Additionally, the titles I have selected also utilize text supported by graphics, larger fonts, and more white space per page, all traits that help reduce reading fatigue. The subject matter of these titles thoughtfully respects the students' ages and gives them something they can carry to other classes without fear of their peers calling their books babyish or too young.

Grant Title: Can We Read The Next One?

School Site: Stillwater Middle School

Grant Writer: Connie Sinor, Johna Kaehler and Sandy Crocker, 6th Grade ELA Teachers

Amount: \$660.60

The Percy Jackson series was written by a father looking for a way to show his son that dyslexia and ADHD are his superpowers. Percy is portrayed as using these powers for good. Teachers noted their students' attention and enjoyment of the first book. They were hooked! The minute The Lightning Thief ended, the teachers heard, "Can we read the next one?" This grant funds three class sets from the Percy Jackson series. The book Sea of Monsters is the second book in the series.

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

School Site: Highland Park Elementary

Grant Writer: Jordyn Scott

Amount: \$651.75

With the materials from this grant, I will provide 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: Hands-on Educational Manipulatives

School Site: Sangre Ridge Elementary

Grant Writer: Jessica Thacker, 4th Grade Teacher

Amount: \$647.89

By incorporating interactive learning equipment like the Cross-Section Animal Cell Models and the comprehensive AHA Healthy Hearts & Brains Kit, students will physically explore abstract concepts rather than just read about them. These hands-on resources support multiple learning styles, increase student engagement and equity, and improve retention of rigorous content. Interactive learning experiences enhance critical thinking and long-term mastery, particularly in standards demanding modeling, analysis, and application of knowledge rather than rote recall.

Grant Title: Discover Your Future Career Through Play!

School Site: Elementary, Districtwide

Grant Writers: Emily Deason, Sarah Deliyiannis, Mika Lucas, Leslie McSpadden, Amanda Morrison, Michelle Schaecher - Elementary Counselors

Amount: \$646.36

Provides supplies for Career Play Day, a day where students take turns rotating through different experiences and discovering new interests. While in these groups, they will have time to collaborate and cooperate with others, but also begin to think about their long-term goals. We know that careers and interests often change as we grow up. This Career Play Day would give Stillwater Public Schools students a jump-start to thinking about their future while fostering self-motivation through fun and engaging play with their peers.

Grant Title: National Association of Biology Teachers Professional Development

School Site: Stillwater High School

Grant Writers: Mia Caputo & Lucy Hoover, 10th-12th Grade Biology and Environmental Science

Amount: \$600

Experienced teachers and vendors guide multiple sessions that can range from content specific lessons to new technology that can be used in the class. Educators are able to select the sessions that would be most beneficial to increase classroom engagement and creativity. There are over 30 different exhibitors. While many sessions focus on scientific content, several sessions also focus on interpreting classroom data and classroom management strategies.

Grant Title: Every Voice Heard

School Site: Will Rogers Elementary

Grant Writer: Linse Martin, 2nd Grade Teacher

Amount: \$611.92

Many of our newcomers come in and speak very little, or no English at all. Many times they will sit and listen to their peers, but they find it hard to communicate without a translation device, especially in the beginning of their journey to learn the English language. This grant will enable our non English speaking students to be able to participate more in class right from the get go. These translation devices will allow these students to share their thoughts and answers during partner time, as well as ask questions in class and talk to their peers in a conversational way.

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: Brain Builders

School Site: Richmond Elementary

Grant Writers: Kacie Fox, Jessika Shay, & Sage Fluty, 1st Grade Teachers

Amount: \$564.06

Project funds developmentally appropriate games, puzzles, and building materials that will be used during indoor recess and structured cooperative learning times. Through frequent opportunities for play, collaboration, and exploration, students will engage in meaningful learning experiences that feel fun, engaging, and age-appropriate. Brain Builders project emphasizes learning together. As students build towers, solve challenges, and play cooperative games, they also strengthen communication, kindness, and positive peer relationships.

Grant Title: Cooking for Independence: Life Skills for Student Success

School Site: Stillwater Junior High School

Grant Writer: Tisha Gossman, 8th and 9th SPED Life Skills, Reading, Mathematics

Amount: \$521.83

With these materials students are able to learn essential life skills that will enhance their ability to live on their own. Students will collaborate with students in their class as well as other classes within the department and school. They will learn how to read recipes, order groceries, gather appropriate materials for each recipe, interact with peers to complete the recipe, measurements, and kitchen safety.

Grant Title: Painting in Comfort

School Site: Stillwater Junior High School

Grant Writer: Kristin Swank, 8th Grade Visual Art Teacher

Amount: \$499.75

Painting on canvas is a high point during the year. It is a fun way for students to express themselves and experiment with techniques and the use of color. Students are able to make adjustments quickly if they are standing away from their canvas and can see their whole canvas as they work. Unfortunately, students primarily have to paint on a flat surface like a table. An artist can't get a wide view of their artwork as they paint unless they are bending over their canvas as they paint.

Grant Title: SPED Early Childhood PE and Recess

School Site: Early Childhood Center

Grant Writer: Beverly Taylor, Adapted Physical Education & Recess

Amount: \$487.93

The equipment included in this grant will allow us to offer more choices for students during indoor recess. These gross motor skill items will help us prepare these students for PreK but still use an indoor setting when needed.

Grant Title: Targeted Reading Support for Grade 3-5: Expanding Chapter Book Resources

School Site: Sangre Ridge Elementary

Grant Writer: Abby Grantham, Reading Interventionalist

Amount: \$482.94

This project seeks funding to purchase "Here's Hank" and "Hank Zipzer" chapter book series to establish a dedicated, accessible library for students in the Take Flight program. These series written by Henry Winkler and Lin Oliver, are specifically designed to support students who find reading challenging, offering an inclusive engaging entry point into chapter books.

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. I would love to use these novels, alongside our curriculum, to help my 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. They would be used by Spanish 2 students. The Teacher's Guide will assist in providing students with worksheets, activities, and creative ideas to keep the class engaged in these novels and to assess their comprehension.

Grant Title: Battle of the Boards

School Site: Skyline Elementary

Grant Writer: Meredith Foster, Gifted & Talented Teacher

Amount: \$389.46

This project gives gifted elementary students a chance to explore strategy games from ancient civilizations and discover how kids thousands of years ago challenged their brains for fun. Instead of only playing familiar games, students will try games such as: Senet from Egypt, Mancala from Africa, Go from China, the Royal Game of Ur and Backgammon from Mesopotamia.

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: An Attempt at Exhausting a Place in Stillwater

School Site: Lincoln Alternative Academy

Grant Writer: Aaron Frisby, ELA & Fine Arts Teacher

Amount: \$241

This project invites students to slow down, get outside, and experience reading and writing as a living practice rather than a “typical” academic task. Students will receive personal copies of *An Attempt at Exhausting a Place in Paris* by Georges Perec, along with notebooks to record their own observations.

Grant Title: Lights, Camera, Confidence! Empowering Students Through Video

School Site: Stillwater High School

Grant Writer: Heather Mitchell, Pioneer Pathfinders Coach

Amount: \$240

These items give Pathfinder students a voice. By placing creative tools directly in their hands, we are empowering them to tell their stories, celebrate their progress, and build skills that will support them far beyond the classroom. A camera may seem like a small resource, but for our students, it has the potential to make a lasting and meaningful impact.

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 that my students can use but 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.