Mini Grant Directory

2024-2025 MINIGRANTS: CLASSROOM SUCCESS

INTRODUCTION

Oregon GEAR UP provided targeted support to educators during the 2024–25 school year to strengthen academic preparation and increase student aspirations for postsecondary education and training. Teachers were invited to apply for mini grants—up to $2,500—designed to foster sustainable classroom practices and improve academic achievement. Funding was awarded on a rolling basis and required alignment with the Oregon GEAR UP mission, adherence to federal, state, and grant allowability guidelines, and use for supplemental (not supplanting) resources.

The following pages highlight the funded mini grants, educator proposals, and reported outcomes. Educators who agreed to share their contact information are available for follow-up or collaboration.

CLASSROOM SUCCESS MINI GRANTS

Subject | *Grade Level*	**Title**	**Proposal Description**	**Positive Outcome(s)**	**Contact Information | Resources**
CTE - Agriculture Construction | *Grades 7-12*	Career and Technical Education Curriculum Development	This project involves the acquisition of instructional books to support curriculum development in wood shop, welding, construction, and drafting classes for students in grades 7-12. As part of a newly established program, the materials will help standardize instruction and improve student comprehension and engagement across all courses. The curriculum is designed to enhance the quality of student work and increase participation, with the goal of improving career readiness and	I have been able to teach drafting with curriculum as part of my construction program and have students operate machines, we didn't previously have tools for, while 7th and 8th grade drafting projects will be built this year.	Nick Sparks sparksn@kcsd.k12.or.us

updated 10/3/2025

CLASSROOM SUCCESS MINI GRANTS				
Subject | *Grade Level*	**Title**	**Proposal Description**	**Positive Outcome(s)**	**Contact Information | Resources**
		enabling more students to graduate with industry-recognized certifications.		
Art | *Grades 7-12*	Printmaking Expansion in Art Education	This project focuses on enhancing the art curriculum at a rural Title I school serving students in grades 7-12 by introducing printmaking supplies. The addition of these materials will provide students with hands-on learning experiences in various printmaking techniques, addressing a gap in available resources for creative expression. The project aims to foster creativity, critical thinking, and increased engagement in the arts, particularly for students who may have limited access to artistic opportunities.	Students were able to cultivate their creativity and develop skills necessary to formulate, create, and exhibit artwork using printmaking as an artistic medium, employing quality craftsmanship in print creation. They successfully participated in written and oral critiques demonstrating art terminology understanding, showed safety in using new materials and equipment, and developed portfolio-quality artworks professionally displayed in exhibition spaces.	Stephanie Grijalva sgrijalva@mapleton.k12.or.us
Art, Digital Media | *High School*	Design and Marketing CTE Pathway	This project provides materials for use with an existing Glowforge laser cutter, enabling students to create original art pieces through digital design and fabrication. Students will learn to use design software and understand the conversion processes required for laser cutting, bridging digital media with hands-on creation. The integration of this technology enhances the rigor of the art and design curriculum, particularly benefiting students interested in graphic design and digital	This mini-grant allowed students to be engaged in the learning process and excited about implementing this new tool in their artmaking. Students created art projects and gifts for teachers and administrators, and the measurable outcome I've observed is significantly increased student engagement in learning through this technology integration.	

CLASSROOM SUCCESS MINI GRANTS				
Subject | *Grade Level*	**Title**	**Proposal Description**	**Positive Outcome(s)**	**Contact Information | Resources**
		media by transforming 2D digital work into 3D art projects.		
AVID | *Middle School*	AVID Tutorial Support for Middle School College and Career Readiness	This project addresses a lack of essential supplies in a middle school AVID classroom, which supports students in becoming college and career ready. The addition of rolling whiteboards, multi-color expo markers, and magnetic erasers will improve the effectiveness of AVID tutorials and reduce reliance on borrowed materials. These resources are expected to increase student engagement, improve academic performance, and strengthen program participation and visibility within the school community.	Tutorials have been highly improved in my AVID class, with students able to use the resources to really help solve their points of confusion. Grades have absolutely improved in tutorials, with only two failing grades this semester compared to over the last five semesters.	
Business | *High School*	Business Classroom & Technology Upgrade	This project includes the replacement of stationary chairs in a high school Business classroom to support a more flexible, college- and career-ready learning environment. The new seating will facilitate smoother transitions between individual and group work, promoting collaboration and engagement. Additionally, the introduction of a 3D printer will enhance curriculum areas such as management, product development, design, and production. Students will gain hands-on experience with real-world applications,	Successes have been design and manufacturing exploration, with 3D printers allowing students to explore product design, development, and manufacturing while developing and designing products to meet market needs. Using design software, students have demonstrated understanding of programs needed for product development and shown comprehension of equipment procedures.	

CLASSROOM SUCCESS MINI GRANTS				
Subject | *Grade Level*	**Title**	**Proposal Description**	**Positive Outcome(s)**	**Contact Information | Resources**
		supporting career readiness and contributing to a projected 70-80% improvement in student outcomes.		
Civics and U.S. History | *High School*	Flexible Seating for Dual-Purpose Culinary and Civics/History Classroom	This project addresses space and classroom management challenges in a shared middle school classroom used for both Culinary and Civics/History instruction. The current setup with banquet tables and folding chairs limits flexibility and contributes to inconsistent student engagement. The proposed addition of trapezoidal tables will allow for multiple seating configurations, supporting Socratic seminars, group discussions, and varied instructional formats. Improved seating arrangements are expected to enhance classroom transitions, increase student participation, and strengthen overall classroom management.	My mini grant allowed me to create flexible seating through trapezoidal tables, and grouping was much more successful with these table arrangements working significantly better than the previous setup.	Carroll Newcomb carrolln@prospect.k12.or.us
Counseling | *Grades 7-12*	Graphing Calculators for Pre-ACT Testing	This project aims to provide graphing calculators for sophomore students taking the Pre-ACT, addressing a lack of access to adequate testing tools. With classroom calculators in use and many students unable to afford their own, the addition of reliable graphing calculators will ensure equitable access during testing. This support is expected to improve student performance on the	For the first time, we were able to provide graphing calculators to all students for standardized testing! Prior to this grant, only students who owned their own graphing calculators had one available during testing.	Denise Krouse Denise.krouse@lincoln.k12.or.us

CLASSROOM SUCCESS MINI GRANTS				
Subject | *Grade Level*	**Title**	**Proposal Description**	**Positive Outcome(s)**	**Contact Information | Resources**
		math sections and contribute to overall gains in test scores.		
Counseling | *High School*	Classroom-Based Wellness Spaces for Postsecondary Exploration	This project expands existing wellness and library areas by creating dedicated wellness spaces within individual classrooms. Each space will be tailored to the classroom environment and include self-regulation tools alongside college and career readiness resources. Teachers will feature different colleges or trade schools, and students will engage in scavenger hunts to explore postsecondary options at their own pace. The initiative is designed to increase access to wellness support while integrating future planning into daily learning environments.	Instead of students needing to exit for regulation breaks, they're using the classroom wellness spaces while reading about the featured colleges and career materials, allowing teachers to keep students in the classroom for instruction more effectively than before. In classrooms with calming corners, students took 80% fewer out-of-class breaks compared to classrooms without these spaces, and eight students have reached out asking for more information about programs they discovered.	
Earth and Environmental Science | *High School*	Supplies for Earth and Environmental Science Course	This project introduces a weather station and soil moisture meter to support hands-on learning in Earth and Environmental Science. Students will collect and analyze real-time local data, deepening their understanding of environmental systems and climate patterns. The curriculum includes multi-month data tracking and reporting, with a measurable goal of 90% student completion of comprehensive weather data reports.	We are currently working to get the Wi-Fi set up for the digital purpose of our new weather station, which will provide hands-on science curriculum that will help students now and, in their future, potentially opening doors to weather-related careers.	Gaven Decker deckdgav@gmail.com

CLASSROOM SUCCESS MINI GRANTS				
Subject | *Grade Level*	**Title**	**Proposal Description**	**Positive Outcome(s)**	**Contact Information | Resources**
English | *High School*	Classroom books in Spanish	This project addresses the need for Spanish-language books in a classroom serving a diverse student population, including Hispanic students learning both English and academic content simultaneously. By expanding access to culturally relevant and linguistically accessible reading materials, the project supports language development and content engagement. Daily free choice reading periods will be enriched by these resources, helping students meet reading goals while fostering a stronger connection to the curriculum. ***Note: Due to Executive Order 14224, a project of this type is no longer eligible for mini grant funds. Further guidance from the US Department of Education is expected in 2026. We will update this document as necessary at that time.***	I was able to provide Spanish texts to my two Spanish-speaking students with extremely limited English skills during a recent novel unit. Both students greatly appreciated having texts in their native language, were able to answer questions and analyze the texts, and both passed their novel summative test with 100%.	Heather Baldock baldockh@kcsd.k12.or.us
English | *Grades 10-12*	Journaling in Language Arts Instruction	This project introduces a structured approach to teaching abstract concepts in high school English classes through metaphorical thinking and daily journaling. Serving students across grades 10-12, including a significant percentage with IEPs, the initiative aims to increase engagement and comprehension in language arts. The journaling component is designed to	The mini journals proved very effective in keeping all student notes in one place, being easily accessible, and providing motivation through their small size, which helped students recognize the project was manageable. I combined them with online tasks for a unit where students researched unfamiliar subcultures. Students explored everything from	Delana Heidrich heidrichd@kcsd.k12.or.us | Research Journaling Project

CLASSROOM SUCCESS MINI GRANTS				
Subject | *Grade Level*	**Title**	**Proposal Description**	**Positive Outcome(s)**	**Contact Information | Resources**
		foster consistent participation and improve performance on reading and writing standards, with targeted outcomes including 100% daily engagement and a 5% increase in assessment scores.	Emo music and motorcycle clubs to opera, Japanese religions, and baseball memorabilia collecting.	
Forestry | *High School*	Forest Management Curriculum with Hands-On Equipment Use	This project supports the implementation of a Forest Management curriculum in response to increasing environmental challenges such as wildfires and natural disasters. Students will gain practical experience using professional forestry tools to assess forest health, make harvest decisions, and balance ecological and economic considerations in simulated Timber Sale projects. The hands-on nature of the program is designed to build essential job skills and enhance postsecondary opportunities, with an anticipated outcome that at least 20% of participating students will pursue careers in forestry or related fields.	The successes due to this grant have been abundant. My forestry class gets to use real tools that foresters use daily, and we took them on a field trip to Sun Pass State Forest where ODF taught us to use them in timber stands. My students' favorite part was learning to use different tools to measure trees and their age, and their test scores were the best so far after engaging with hands-on learning experiences.	Michelle Montoya montoyam@kcsd.k12.or.us
Health | *High School*	Health I/II Supplies for Interactive Learning	This project enhances instruction in Health I/II, a core graduation requirement, by incorporating interactive anatomy models and hands-on materials to support major units on reproductive systems and human body development. Visual models allow students to engage in critical thinking	The health supplies provided valuable opportunities for my students to engage in hands-on activities that deepened their understanding of the female reproductive system, human brain, and human anatomy using clay and yarn materials from the grant. Students were able to identify, label,	Rosa Gallagher gallagherr@kcsd.k12.or.us

CLASSROOM SUCCESS MINI GRANTS				
Subject | *Grade Level*	**Title**	**Proposal Description**	**Positive Outcome(s)**	**Contact Information | Resources**
		through reassembly activities, while 3D body system projects promote deeper understanding of physiological functions. Art supplies support creative expression in model construction, with a goal of 95% student mastery. Additionally, cornhole boards and ladder ball sets provide structured mental health breaks, fostering communication, collaboration, and problem-solving skills. These resources also support exploration of post-secondary pathways in fields such as nursing and education.	and recreate different parts of the reproductive system and explain their functions on quizzes and tests, while we observed improved athletic abilities and footwork through agility ladders during weight training and PE classes.	
History | *Middle School*	Historical Literacy and Engagement Through Supplemental Materials and Games	This project enhances historical understanding by providing students with diverse learning tools, including simplified versions of foundational documents like the Declaration of Independence and supplemental texts highlighting influential figures. Board games such as Oregon Trail offer screen-free opportunities for collaborative learning, encouraging problem-solving and critical thinking through historically themed gameplay. Students engage in repeated activities to build mastery, analyze primary sources, and develop interpretation skills. Partner projects using supplemental books promote research using varied sources, helping students take ownership of their	My students have new and creative learning opportunities with the books and games the funds provided: 7th graders are learning a great deal of geography through "The World Game," 8th graders are eagerly learning states and capitals with the USA Card Game, and everyone wants to keep playing "The Oregon Trail" board game! I cannot wait to implement "The Interactive Constitution," "The Side-by-Side Declaration of Independence," and "Forgotten Founding Fathers" this year so students gain a greater understanding of important historical documents and figures.	Michelle Montoya montoyam@kcsd.k12.or.us

CLASSROOM SUCCESS MINI GRANTS				
Subject | *Grade Level*	**Title**	**Proposal Description**	**Positive Outcome(s)**	**Contact Information | Resources**
		learning and potentially sparking interest in historical studies and careers.		
History | *Grades 7-10*	Instructional Mobility and Classroom Management Through Technology Integration	This project introduces an iPad to support instructional mobility in a classroom serving 73 students across grades 7-10, including students with IEPs, 504 plans, and those performing below grade level. The iPad will be used to screen share with a smartboard, allowing the teacher to move freely throughout the classroom while maintaining control of instructional content. This mobility supports real-time student engagement, proximity-based behavior management, and increased access to individualized support, helping ensure students remain focused and productive during lessons.	The mobility provided by the iPad technology allowed me to better monitor and support student learning throughout the classroom. We saw increased student participation and understanding of topics, decreased classroom disruptions, higher overall test scores, and increased student completion of assignments.	
CTE - Horticulture/ Gardening | *High School*	School Garden Infrastructure and Experiential Learning Expansion	This project supports the continued growth of a successful school garden in one of Oregon's smallest and most rural districts. Students have produced over 400 pounds of produce and generated revenue through a district farmers market. To expand the garden's infrastructure, power tools such as drills, saws, and sanders are needed for student-led construction projects. Additionally, funding for field trips to Oregon State University and other	With the mini grant we were able to speed up garden production significantly! The tools and resources we purchased helped us double our garden size this year and produce at least twice as many plant starts. We already have produce being used in our school and have been successful with plant sales because we have extra plant starts available!	

CLASSROOM SUCCESS MINI GRANTS				
Subject | *Grade Level*	**Title**	**Proposal Description**	**Positive Outcome(s)**	**Contact Information | Resources**
		educational sites will provide inspiration and learning opportunities. Students lead all aspects of the garden, from blueprint design and planting assessments to market management and community engagement, while participating in daily discussions on career pathways in agriculture and sustainability.		
Language Arts | *High School*	Novel Sets for Literacy Development	This project focuses on updating classroom novel sets to include more current texts. While classic literature remains part of the curriculum, many students read below grade level, as indicated by iReady scores, and struggle to connect with traditional texts. The updated selections aim to foster a stronger love of reading, improve reading stamina, and support academic growth. By offering literature that reflects students' experiences, the project seeks to increase engagement and raise assessment scores, while maintaining a commitment to long-form reading as a foundation for lifelong learning.	We were able to purchase three class sets of books for our English department for sophomores and seniors, allowing us to update our reading list. So far, I taught from the novel and it was an overall success within the class.	Alexandra Browne alexandra.browne@lincoln.k12.or.us
Language Arts | *Grades 9 & 11*	Modernizing Literature Access to Support College Readiness	This project addresses the need to update classroom reading materials to better engage students and prepare them for postsecondary success. The current book room lacks sufficient	It's exciting for me to teach in the 25/26 school year with fresh fiction content for my 9th and 11th grade students.	

CLASSROOM SUCCESS MINI GRANTS				
Subject | *Grade Level*	**Title**	**Proposal Description**	**Positive Outcome(s)**	**Contact Information | Resources**
		copies of key texts, such as Macbeth, and relies on outdated selections that do not reflect student interests. By introducing novels that resonate with 9th-grade readers and offer appropriate academic rigor, the project aims to improve reading stamina and comprehension. Targeted outcomes include a 10% increase in CFA reading scores, improved iReady performance, and 80% of juniors achieving a score of 3 or higher on the SBAC assessment.		
Language Arts | *Grades 11-12*	Creative Literacy Engagement Through Hands-On Projects	This project expands the use of artistic and interactive assignments in junior and senior English classes to improve engagement and comprehension. In a small school where many students read below grade level, hands-on materials such as poster boards, giant post-its, and coloring supplies are used to connect literature to real-world themes. Students work independently or in groups to analyze texts creatively, building essential skills in communication, collaboration, and critical thinking. The initiative supports a shift away from passive learning and technology dependence, helping students rediscover the value of education and prepare for postsecondary opportunities.	I was able to purchase year-long supplies for my students including folders, writing utensils, poster boards, giant post-its, coloring materials, and get-to-know-you games, plus so much more for interactive activities.	

CLASSROOM SUCCESS MINI GRANTS				
Subject | *Grade Level*	**Title**	**Proposal Description**	**Positive Outcome(s)**	**Contact Information | Resources**
Language Arts | *Middle School*	Literacy Support Through Independent Reading and Technology Access	This project addresses the decline in English Language Arts proficiency at Gervais Middle School, where only 31% of students tested proficient last year. As a Title I school, the initiative focuses on improving literacy through independent reading with student choice—a research-supported strategy that fosters ownership and engagement. The current classroom library consists of outdated texts, limiting students' ability to select relevant and engaging materials. Additionally, the lack of headphones for iReady reading support hinders struggling readers from fully accessing the program. The project aims to provide updated reading materials and necessary technology to ensure equitable access to literacy resources. Success will be measured through local performance-based assessments and SBAC results, with the overarching goal of strengthening foundational reading and writing skills to support high school readiness and long-term academic achievement.	Success has been achieved in a broad sense in that I was able to purchase books for my classroom to complete the library with books that are engaging for the students we serve, though the books were purchased this summer and measurable outcomes are not yet available.	William Fenner william_fenner@gervais.k12.or.us
Language Arts | *High School*	Expanding Access to High-Interest and Advanced Literature	This project supports literacy development by providing high-interest books for young adult readers and advanced novels for newly established advanced English classes. Many students	I was able to order high-interest books that have excited students about the variety in our classroom library. I also obtained books for my dual	

CLASSROOM SUCCESS MINI GRANTS				
Subject | *Grade Level*	**Title**	**Proposal Description**	**Positive Outcome(s)**	**Contact Information | Resources**
		have limited access to books at home, and the updated selections will support independent reading, literary analysis, and dual enrollment coursework. Students will demonstrate comprehension through essays, speeches, and classroom assignments, with progress measured by state test scores and classroom performance. The goal is to improve vocabulary, grammar, and writing skills while fostering a deeper engagement with literature.	enrollment classes to support advanced studies.	
Language Arts | Grades 6-7	Literature Access for Middle School Readers	This project addresses the literacy needs of 6th and 7th grade students in a Title I district, where 74% of students read below grade level. By providing varied texts for small reading groups and whole-class novel sets, along with shelving for visibility, the initiative promotes reading engagement and academic success. Book clubs offer a collaborative approach to reading, making literature more accessible and enjoyable. A nonfiction novel set will inspire students through real-world stories, supporting both reluctant and enthusiastic readers on their literacy journey.	The mini grant helped to bring more literature into the classroom through books, bookshelves, and book bins. This transformed my classroom to not only have books, but to display books in a manner that promotes reading. The most notable measurable outcome is with my 7th grade students who have participated in book-groups for two years in a row. They had the highest OSAS Reading scores in our school with 55% of 7th graders passing or exceeding state expectations. More impressively though, they scored 10% higher than the state of Oregon's average for 7th graders (which was at a 45% pass or exceeds).	Amanda Braswell amanda_braswell@gervais.k12.or.us

CLASSROOM SUCCESS MINI GRANTS				
Subject | *Grade Level*	**Title**	**Proposal Description**	**Positive Outcome(s)**	**Contact Information | Resources**
			My 6th graders, who at the time of the test only participated in book groups for about a year had 41% of students pass or exceed the state test- this is right on par with the state of Oregon's average for 6th grade (42%). I am excited to see what a second year of book groups will do for this group of students! This data is really exciting, especially for a Title 1 school. We have made huge progress in our reading and writing scores over the last 2-3 years, and I have all the confidence that it is largely due to the access of literature and time for reading that we have been able to provide (which the mini grant has largely helped with).	
Language Arts | *Middle School*	Reading Intervention Support with High-Interest, Low-Readability Texts	This project enhances a new reading intervention class for middle school students identified as reading two or more levels below grade level. High-interest, low-readability books will make texts more accessible, supporting guided reading, writing, word work, and independent reading activities. The initiative aims to increase reading levels by one grade level, improve fluency by 20 words per minute, and ensure	Students now have access to high-interest books at their reading level and were excited to receive new books. Students increased their time spent reading and improved their independent reading proficiency in both words per minute and comprehension with these materials.	

CLASSROOM SUCCESS MINI GRANTS				
Subject | *Grade Level*	**Title**	**Proposal Description**	**Positive Outcome(s)**	**Contact Information | Resources**
		students are reading at grade level by the time they transition to high school.		
Math and Science | *High School*	Scientific Calculators for Math and Science Classes	This project provides scientific calculators to support math and science instruction in a Title I high school, where students often lack access to resources at home and enter with weak foundational skills. Consistent access to calculators across classrooms will reduce learning barriers and improve student performance on assignments, classroom assessments, and standardized tests. The initiative supports higher-level problem solving and critical thinking in math and science, contributing to overall academic success.	Students are using the same calculator across all math and science classes, allowing us to focus on higher-order challenges rather than teaching calculator operation. Though these tools were only in use for a short period of the year, students were engaging more consistently in their work, and I hope to see better test score outcomes in the next few years.	Lecia Liege lecia_liege@gervais.k12.or.us
Mathematics | *Grade 9*	Building Thinking Classrooms for Math Engagement and Growth	This project implements the Building Thinking Classrooms approach to improve math engagement and achievement among ninth-grade students, the majority of whom are performing below grade level. Through collaborative, open-ended tasks and random grouping on vertical surfaces, students will develop independence, resilience, and critical thinking skills. The teacher, trained in this method, will facilitate group work and structure tasks to be accessible yet challenging, creating	I attended the conference, ordered supplies, and developed a comprehensive plan for implementing Building Thinking Classrooms practices including lesson structure, grading, and student progress tracking. I'll have measurements of student benefit after returning to the classroom this fall, but I came away with a clear implementation strategy for this research-based approach.	Resource Link

CLASSROOM SUCCESS MINI GRANTS				
Subject | *Grade Level*	**Title**	**Proposal Description**	**Positive Outcome(s)**	**Contact Information | Resources**
		a supportive environment for academic growth.		
Mathematics | *Middle School*	Flexible Seating for Support in Middle School Math	This project introduces wiggle chairs to support middle school students who benefit from movement while learning. The chairs allow for subtle motion while seated, helping students release energy and maintain focus during instruction. By improving engagement and concentration, the initiative aims to enhance learning outcomes and achievement in math.	Students have been able to get their wiggles out in class and appear more focused and on-task with the option to choose between wiggle stools or regular chairs. During classroom walkthroughs, my mentor and admin observed that students on-task increased from around 75% to nearly 100%. The percentage of students passing the class improved by 19.7% for 7th graders and 4% for 8th graders.	Jody Becker jody.becker@gmail.com
Mathematics | *Grade 8*	Hands-On Algebra Preparation Through the "Bungee Barbie" Project	This project brings experiential learning to 8th grade math through the "Bungee Barbie" activity from the National Council of Teachers of Mathematics (NCTM). Students use Barbie dolls and rubber bands to explore slope and y-intercept concepts in a collaborative, problem-solving environment. The activity also introduces design and engineering careers, with expected improvements in student understanding and performance on related assessments. Funding includes NCTM membership and materials for project implementation.	I've been able to access more NCTM lessons with my subscription, providing fun and engaging activities, including the Bungee Barbie lesson. My students achieved the highest state test scores our school has had in several years, which I believe is partly due to these engaging activities.	Ali Spangler Ellingsen ali.spanglerellingsen@lincoln.k12.or.us

CLASSROOM SUCCESS MINI GRANTS				
Subject | *Grade Level*	**Title**	**Proposal Description**	**Positive Outcome(s)**	**Contact Information | Resources**
Mathematics | *Middle School*	Math Resource Library and Skill-Building Activities	This project supports foundational math skill development through games and activities that reinforce multiplication, mental math, and collaboration. A shared math resource library will be created for use across classrooms, providing engaging tools to supplement curriculum and sustain skill growth. The initiative prepares students for algebra readiness by promoting meaningful interaction with core content standards.	My students who finish work early have used their open time playing games to strengthen different math skills, while struggling students use them during lunch or when classwork is too challenging. After just a couple of weeks, I can see some 7th graders starting to understand one- and two-step equations better, and students have discovered or rediscovered prime numbers while actually understanding the concept.	Resource List
Music, Band | *High School*	Vibraphone Acquisition for High School Band Expansion	This project supports the continued growth of the Waldport High School music program by acquiring a vibraphone, a key instrument for both symphonic and jazz ensembles. With the band expanding from 10 to 30 students, the vibraphone will enhance repertoire options and ensure percussionists are prepared for collegiate-level performance. The instrument also supports student development in music theory, technique, and ensemble collaboration.	The vibraphone arrived over the summer and hasn't been used by students yet, but they are very excited to play it since it will give us the ability to more faithfully perform works by composers that write for this instrument. As an example, three out of four pieces we will be performing in the fall require the vibraphone in the percussion section.	Tim Chase Tim.chase@lincoln.k12.or.us
Physical Education | *Middle School*	PE Equipment Upgrade for Junior High Engagement and Skill Development	This project addresses equipment shortages in junior high PE classes by providing basketballs, volleyballs, frisbees, digital scoreboards, nylon pennies, and proper storage solutions. The new materials will allow for full	With the mini grant we were able to be more organized when splitting students into opposite teams with the pennies and more organized with new ball racks, resulting in less down time	Rosa Gallagher gallagherr@kcsd.k12.or.us

CLASSROOM SUCCESS MINI GRANTS				
Subject | *Grade Level*	**Title**	**Proposal Description**	**Positive Outcome(s)**	**Contact Information | Resources**
		student participation, reduce wait times, and support skill mastery in basketball and volleyball. The initiative promotes physical activity, teamwork, and critical thinking, with a goal of 90% student proficiency in core sports skills.	getting balls out and collected and splitting up students.	
Robotics | *High School*	3D Printing Integration in Robotics and Engineering Curriculum	This project enhances robotics instruction by adding two Bambulab P1S 3D printers, enabling students to design and produce physical components for robotic systems. The printers support hands-on learning in engineering, product design, and problem solving. With access to these tools, 70% of students are expected to operate the machines efficiently, increasing to 80-85% as familiarity and resources grow.	Students have been able to explore the process of product design and development as well as critical thinking techniques and problem solving, sourcing problems and designing and manufacturing parts for robotics that are not achievable with robotics kits. Students develop solutions for robots to make them run more efficiently and perform tasks more effectively, including manufacturing parts that allow more movement and additional functions.	
Robotics | *High School*	Establishing a Competitive Robotics Program for STEM Engagement	This project aims to build a competitive robotics team at Waldport High School by securing hands-on equipment and resources. Currently, students lack access to physical robots, limiting engagement with STEM fields. A well-equipped program will foster teamwork, technological proficiency, and problem-solving skills, preparing students for participation in robotics competitions and future STEM opportunities.	We have been able to start a robotics club/class and curriculum to enhance our CS classes, resulting in more student engagement in Computer sciences.	

CLASSROOM SUCCESS MINI GRANTS				
Subject | *Grade Level*	**Title**	**Proposal Description**	**Positive Outcome(s)**	**Contact Information | Resources**
Science | *Grades 6-8*	Microscope Acquisition for Middle School STEM Engagement	This project supports 6th-8th grade science instruction by providing quality microscopes to align with the STEMScopes curriculum. Currently, students rely on images and videos, limiting hands-on exploration. Microscopes will allow students to investigate topics such as the structure of matter and cell biology through direct observation, increasing engagement and comprehension. Mastery of microscope use also builds foundational skills for students pursuing postsecondary education in scientific fields.	Having microscopes for each of my students has enabled me to more fully engage the new science curriculum the district bought this year. We've used them to look at cells from plants and cheek swabs, as well as different mineral samples, and I've been able to share them with the HS Science teacher since they're easier to use than her old ones. My students' test scores showed a positive trend in understanding and their behavior improved during lessons because they could fully engage in the content.	Nicole Witham nicolew@prospect.k12.or.us | Resource link
Science | *High School*	Science Lab Modernization for Hands-On Learning	This project enhances science instruction by updating lab equipment, specifically microscopes, to support hands-on learning in biology, chemistry, and environmental science. The current lab lacks functional tools, limiting student engagement and comprehension. New microscopes will be integrated into existing curriculum, with teachers receiving training to maximize instructional impact. The initiative aims to prepare students for STEM careers through improved access to practical scientific experiences.	I have been able to witness students dive deeper into learning and explore more through the use of the microscopes, as they were able to better view major topics being discussed and had a greater understanding because concepts were finally visible to them. Lab scores and project scores increased because of the available resource.	Amylee Perrine amylee.perrine@pilotrocksd.org
Science | *Middle and High School*	Greenhouse Equipment for Cross-Grade	This project addresses resource limitations at Waldport Middle and High School by providing greenhouse	Thanks to the Classroom Success Mini Grant, our science programs expanded hands-on learning opportunities	

CLASSROOM SUCCESS MINI GRANTS				
Subject | *Grade Level*	**Title**	**Proposal Description**	**Positive Outcome(s)**	**Contact Information | Resources**
	Science Instruction	equipment including heated seed mats, grow lights, and seed-starting pots. With a total science budget of $500, the tools will support hands-on learning across multiple grade levels. College biology students will conduct genetics experiments, while environmental science students will cultivate native plants. The goal is to conduct at least three plant-based experiments per grade level annually, with 100% of 7th graders completing scientific method projects.	through grow racks, potting material, and plant seeds, allowing students across Environmental Science, Biology, and 7th grade to investigate sustainability and conduct student-led research. The investment produced measurable gains contributing directly to our school achieving the highest test scores in both the district and state, with the largest percentage of "4" scores in science and language arts.	
Science | *High School*	Modern Equipment for High School Physics	This project replaces outdated physics lab equipment with modern digital instruments to improve accuracy and student engagement. Current tools are approximately 30 years old, limiting the effectiveness of experiments. Updated equipment will support more precise data collection and better prepare students for college-level science coursework, enhancing their understanding of physics concepts through reliable, hands-on experiences.	Students used the equipment in a variety of science and STEAM activities including designing and manufacturing shoes, building aquaponics systems, and designing calibrated mobiles, with ALL middle school students completing their aquaponics systems and ALL engineering students earning mastery or exemplary on final projects.	
Science | *High School*	Sensor Technology for Plant Science and Agriculture Courses	This project introduces sensors to measure oxygen, carbon dioxide, electrical conductivity, and energy in plant science and introductory agriculture classes. These tools will allow students to directly observe and analyze	Students in Plant Science and Intro to Ag classes were significantly better able to observe and measure the concepts we teach in class. We achieved 100% ability to complete interactive labs in the plant science	Marie Kinney Kinneym@kcsd.k12.or.us

CLASSROOM SUCCESS MINI GRANTS				
Subject | *Grade Level*	**Title**	**Proposal Description**	**Positive Outcome(s)**	**Contact Information | Resources**
		factors affecting plant growth, moving beyond conceptual learning. The initiative aims to double student understanding of plant systems and create a more rigorous, hands-on learning environment aligned with STEM and agricultural career pathways.	curriculum, resulting in 100% engagement and understanding of concepts taught in class through direct, hands-on experience with industry-standard tools.	
Social Studies | *High School*	Classroom Resources for Literacy and Engagement	This project provides essential classroom supplies to support academic success for students facing socioeconomic challenges. A class set of Night will enhance the reading unit, while whiteboards and Jeopardy-style review games will foster collaboration and engagement. Mini hoops and a 3D LED world map will support interactive learning and global awareness. Organized supply baskets will improve classroom structure and transitions. These resources will enable students to demonstrate knowledge through varied formats, promoting choice and deeper learning.	I have seen increases in levels of engagement and the room has a more welcoming element to it. Students' sense of geography has increased significantly with the interactive map, vocabulary has gotten stronger with the mini whiteboards, and group activities flow more successfully with the bigger whiteboards.	Kory Coleman Colemank@kcsd.k12.or.us
Spanish | *High School*	Updated Spanish Language Materials for High School Instruction	This project addresses the need for comprehensive, standards-aligned Spanish language books to support high school students in developing fluency and comprehension. The current lack of sufficient and updated materials limits engagement and exposure to authentic linguistic experiences. New resources	Students have access to chapter books in Spanish to increase their fluency and comprehension of the Spanish language. Students are practicing structured conversations and are more engaged with this supplemental set of chapter books.	

CLASSROOM SUCCESS MINI GRANTS				
Subject | *Grade Level*	**Title**	**Proposal Description**	**Positive Outcome(s)**	**Contact Information | Resources**
		will accommodate multiple learning styles and create a more immersive language-learning environment.		
Spanish | *High School*	World Language Supplies	This project introduces a new world language course focused on Latin cooking and exploration, designed to support English speaking learners of Spanish. Students will develop cognitive language skills while engaging with global traditions. Materials such as books, a corn metate, tortilla press, and kitchen tools will support hands-on learning. Guest speakers from bilingual local businesses will provide real-world connections to language and career pathways.	With the items we purchased to enhance our world language classroom we successfully taught a new course called "La cocina latina" focusing on Latin American food and language, giving students hands-on real-life skills that will help build language abilities for future career and life opportunities.	Caitlin Whitfield Caitlinw@nknsd.org
Special Education | *High School*	SMART Board Integration for Special Education Engagement	This project enhances instruction in a Special Education classroom by incorporating a SMART Board to support interactive, multimodal learning. The technology will facilitate visual, auditory, and hands-on engagement across subjects, helping students with varying abilities access content more effectively. It will also support real-time feedback, progress monitoring, and differentiated instruction, contributing to improved comprehension and academic growth.	The new SMART Board has increased my non-neurotypical students' ability to learn concepts quicker and more effectively in a fun manner, and we have obtained data that we have never had before. I have a student who struggled to complete any academic work, but this device opened up a whole new world for him. He's asking when he can 'play' on it again and really wants to work on it. It has made such a remarkable change in this student's learning that we never would have been able to achieve without this grant.	Suzanne Bustamante suzanne_bustamante@gervaisk12.or.us | Resource Link

CLASSROOM SUCCESS MINI GRANTS				
Subject | *Grade Level*	**Title**	**Proposal Description**	**Positive Outcome(s)**	**Contact Information | Resources**
Special Education/ Resource Room | *High School*	Classroom Accommodations for Focus and Accessibility	This project provides essential accommodation for students with sensory and attention needs, including wobble stools, fidget bands, noise-canceling headphones, and wireless mice. A rising desk will support instructional flexibility and student interaction. These tools aim to reduce anxiety, improve focus, and support academic progress, with a goal of improving IEP outcomes by 5% and increasing grade-level proficiency.	I have experienced great success in my students' ability to focus through speech sessions, lessons, state testing, and tasks they previously struggled with. The engagement level in my class has heightened immensely following the items purchased, and my students' i-Ready diagnostics have improved with students gaining multiple grade levels from where they started in the fall due to their ability to use the accommodations to send energy elsewhere and improve focus.	Bailey Mitchell mitchellb@kcsd.k12.o.us
Special Education | *High School*	Real Life Executive Function Workbooks	This project targets the development of executive function skills—such as time management, organization, and self-regulation—for high school students with disabilities. Through structured workbooks and targeted instruction, students will build confidence and improve academic performance, enhancing their readiness for postsecondary education and life beyond graduation.	The materials funded by the grant helped students stay organized and on top of their classwork while providing new methods and skills to combat executive functioning complications, and though it's still early for conclusive data, some of my students definitely seemed more hopeful about tackling their future learning opportunities.	
STEM/Computer Science | *Middle School*	Middle School Computer Science and CAD Prototyping Access	This project introduces computer science opportunities in a rural middle school, aligned with statewide implementation goals. Students will engage in CAD design and 3D modeling to solve real-world problems, using STEM principles to prototype solutions.	Many students have made great use of our Lab space, being able to 3D render, print and test designs for prototype uses. They've utilized other materials to manually model before moving to digital levels and used these	Stephen Browne stephen.browne@lincoln.k12.or.us

CLASSROOM SUCCESS MINI GRANTS				
Subject | *Grade Level*	**Title**	**Proposal Description**	**Positive Outcome(s)**	**Contact Information | Resources**
		The initiative supports career exploration in engineering, manufacturing, and architecture, fostering innovation and entrepreneurship.	materials to complete coursework and graded assignments.	
Weight Training | *High School*	Weight Training Equipment for Physical Education Engagement	This project enhances junior high weight training classes by providing essential equipment including a television with sound bar, foam rollers, resistance bands, agility ladders, jump ropes, cones, whistles, and stopwatches. These tools support workout instruction, recovery, and agility training, with a goal of 10% of students achieving new personal records each semester. The initiative promotes physical and mental wellness, collaboration, and interest in health-related careers.	The items purchased have increased learning in PE and weights while students are having more fun, as the equipment allows me to create different plans and incorporate different activities. I have seen an increase in student attendance in my classes.	Kelly Greif greifkelly12@gmail.com
Yearbook & Global History | *High School*	Yearbook Equipment Expansion & Geographic Enhancement through Physical Maps and Globes	This project supports the yearbook program and history instruction by providing essential visual tools. A second camera and accessories will improve event coverage and workflow for the yearbook class, which currently shares one camera among 21 students. In history classes, large physical maps and globes will replace disruptive online searches, helping students better understand geography and global contexts through real-time visual references.	I have used the Global maps and globe many times for history content and connections, with all but 1 student out of 32 improving their World Map test scores due to continued exposure. Yearbook successfully created and delivered a 2024-2025 yearbook, and I'm creating lessons to teach all students how to use the camera and new equipment.	Marja Hill hillm@kcsd.k12.or.us