



2023-2024

Educator Initiative Grant Recipients

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**Altitude Elementary School**

Ryan Remien

*Junkyard Robotics*

Junkyard Robotics will encourage students to repurpose found objects normally destined for recycling or trash heap. Using a micro:bit micro computer and Box LoX connectors, students will use plastic straws, cardboard, and other found materials to create working, autonomous robots.

**Altitude Elementary School**

Anna Winston

*Snoezelen Room*

Multi-Sensory Environments (MSE), also known as sensory or Snoezelen rooms, are spaces in which sensory inputs, including light, sound, and touch, allow students control over their environment. Evidence exists that students with autism and other developmental disabilities benefit from MSEs. Studies have shown that students with access to MSEs paid more attention, performed fewer repetitive and sensory behaviors, used less stereotyped speech, produced fewer vocalizations, and showed lower activity levels (Unwin et al., 2022). Providing control over sensory changes may improve learning conditions for students with disabilities. Altitude Elementary welcomed a new Integrated Learning Center (ILC) classroom this August. Creating a MSE will allow the special education team to address the sensory needs of students. Research has consistently demonstrated the positive impact of MSEs on students with disabilities. By creating a dedicated MSE within the Integrated Learning Center (ILC) classroom, Altitude Elementary is taking a proactive approach to meeting the sensory needs of their students. This will not only enhance their learning conditions but also provide an environment where they can thrive and reach their full potential.

Reference:

Unwin, K. L., Powell, G., Price, A., & Jones, C. R. (2023). Patterns of equipment use for autistic children in multi-sensory environments: Time spent with sensory equipment varies by sensory profile and intellectual ability. *Autism*, 0(0). <https://doi.org/10.1177/13623613231180266>

**Antelope Ridge Elementary School**

Brian Sachs

*Entrepreneur Kids: Launch Your Own Business*

My fourth and fifth graders have lacked the in-person opportunity to use their creativity and learn about the building blocks to create their own business. Using the Engineering and Design process and tapping into their own artistic abilities, my current and future students will come up with a business plan, have the opportunity to learn from other entrepreneurs within our community, and create their own business. This allows students who haven't had the chance to connect STEM, with Financial Literacy and Emotional creativity, to use these skills and create businesses. They will use a variety of materials to design, bookmarks, candles, jewelry, models, games, etc. and many other items using a Glowforge

machine. My students will become entrepreneurs and have the opportunity to succeed and inspire many others.

### **Antelope Ridge Elementary School**

ShayLee Bunkers

#### *Speech Language Resources and Materials*

This grant opportunity would serve preschool through fifth grade students at Antelope Ridge Elementary by providing the speech-language pathologists new resources and materials to utilize in the delivery of speech-language services. Speech-language pathologists provide service delivery supporting expressive language, receptive language, articulation, social language, fluency, voice, the use of augmentative and alternative communication methods, and more. The access of materials and resources will benefit the students' service delivery and also allow speech-language pathologists more time to connect with students. Our goal is to focus on relationship building and rapport while providing individualized, evidence based intervention utilizing new resources and materials. These resources and materials will be beneficial this school year as they are used weekly, and will be available resources across future school years to support student communication continually.

### **Aspen Crossing Elementary School**

Cassandra Parker

#### *iPad for Interactive Foundational Skills Instruction*

This grant will allow a special education teacher at Aspen Crossing Elementary to provide both engaging and interactive instruction that is geared toward specific foundational literacy and math skill deficits using an iPad. Students will be able to experience multisensory input (visual, auditory, tactile) which will increase their acquisition of critical academic skills. The teacher will also be able to use apps that will help provide IEP accommodations like text-to-speech, speech-to-text, copies of notes, and providing materials in a digital format.

### **Aspen Crossing Elementary School**

Paige Stuhrenberg

#### *IPAD for Special Education Students*

This grant will allow a special education provider at Aspen Crossing Elementary to provide both engaging and interactive instruction that is geared toward specific foundational (articulation) skill deficits using an iPad. Students will be able to experience multisensory input (visual, auditory, tactile) which will increase their acquisition of critical academic (speech/language) skills. The teacher will also be able to use apps that will help them provide IEP accommodations like text-to-speech, speech-to-text, copies of notes, and providing materials in a digital format.

### **Buffalo Trail Elementary School**

Chris Roybal

#### *One with Nature*

I am writing to request funding for a unique and exciting project: the creation of a paludarium within Buffalo Trail. The paludarium is a specialized habitat that combines aquatic and terrestrial environments, fostering an ideal setting for education, research, and environmental awareness. This grant proposal seeks funding to establish the paludarium, enhance our educational programs, and promote conservation awareness.

### **Buffalo Trail Elementary School**

Jordan Walton

### *Inclusive School Activities for Students with Significant Support Needs*

Through this grant opportunity, students with significant language delays, autism, and intellectual disabilities will be provided with the opportunity in building life skills, peer relationships, and social skills through inclusive school activities. Inclusive school activities such as, a school coffee cart, adaptive P.E, and unified sports clubs support students with significant support needs in learning how to problem solve, engage in conversations, create friendships, and use mathematical concepts in real world situations. Students will also work towards improving their health and gross motor skills in addition to learning how to live healthier lifestyles and making better choices.

### **Buffalo Trail Elementary School**

Jasmine Moncecchi

#### *Young Ameritowne Field Trip*

Students learn about business, economics and free enterprise by “running” a town for the day-Young AmeriTowne. Throughout the program students learn how to create a successful town. They become citizens of this town and take on various responsibilities. They have to vote for, run for mayor, interview for their job, create products to sell, create laws etc. These skills prepare them for the real world and contributing to the community/society.

### **Buffalo Trail Elementary School**

Amy Veaudry-Fiedler

#### *Young AmeriTowne Field Trip*

The fifth-grade team at Buffalo Trail Elementary School would like to plan and deliver a unit of study for our students to learn the important concepts of civics, personal finance, economics, and entrepreneurship, capstoned by a field trip to Young AmeriTowne.

### **Campus Middle School**

Ashlyn Wnek

#### *Cultivating Young Minds: Campus Middle School Horticulture Club*

This grant proposal seeks funding to establish a Horticulture Club at Campus Middle School. The Middle School Horticulture Club aims to provide an engaging, inclusive and educational extracurricular activity for our students, fostering their interest in horticulture, environmental awareness, and teamwork.

### **Canyon Creek Elementary School**

Janet Burgeson

#### *Equal Access to Text*

Inclusivity and equal access for all students are of highest importance! These C-Pen Readers will provide education on equal terms. In the classroom, students' ability and knowledge are in focus. These assistive technology pens, with OCR (optical character recognition) technology, will allow students with reading difficulties and the English Language Learners (ELL) the ability to take control of their education, while giving them a confidence boost in reading. This assurance that reading will not inhibit their ability will help create an environment where all students feel secure, happy, and confident, which can impact their confidence in other school subjects and life. Students will excel more in other curricular areas, such as math, when they are able to read the math problems more independently.

### **Canyon Creek Elementary School**

Amanda Arlington

#### *Playing with Pattern*

I will research artwork at the Denver Art Museum to share with students. The artists of color I research will provide the learning inspiration for "playing with pattern," a centers based approach to creating mini masterpieces. Students will not be asked to formulate a specific project based on a teacher's example. They will formulate their own ideas and use experimentation in the visual arts classroom as a result of the artwork shown. Students in the 2nd grade class will have an opportunity to take a field trip to the Denver Art Museum to see the work they studied after they have created their projects in person.

### **Cherokee Trail High School**

Jason Wu

#### *Asian History in Colorado*

Students will embark on a day trip to visit the Amache internment camp to learn about an important part of Asian-American and Colorado history. Project funds will be used to fund transportation and meals to make the three-and-a-half-hour journey logistically and financially feasible for our students.

### **Cherokee Trail High School**

Shannon Walsweer

#### *Supplementing the Literary Canon*

At Cherokee Trail High School, one of our primary focuses for developing curriculum is to incorporate personal choice novels that are centered around spotlighting all voices and perspectives. We are supplementing the literary canon with authors that represent a wider range of backgrounds and nationality to provide students an opportunity to connect with worlds similar to their own. Units of study which prioritize choice increase confidence and foster a reading identity, encouraging students to explore their personal biases and navigate their position in the world. Through personal choice units, our goal is that students will learn about unlearning their own biases, and recognizing their individual purpose and position in the world.

### **Cherokee Trail High School**

Chloe Draper

#### *Supplementing the Literary Canon*

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### **Cherokee Trail High School**

Alisa Wills-Keely

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our goal is that students will learn about unlearning their own biases, and recognizing their individual purpose and position in the world.

### **Cherokee Trail High School**

Jennifer Sarro

*Unified PE Disc Golf*

If selected for this grant, I will create a disc golf unit specifically for our Unified Physical Education classes. This activity can also be utilized with our general physical education classes and is easily adaptable to all abilities. It is a great lifelong activity that can be enjoyed by all.

### **Cherry Creek Elevation**

Jill Nabena

*ELV Suicide Prevention Grant*

I am seeking funding to bolster our online school's commitment to mental health training and support for our diverse student body, which includes many individuals struggling with severe mental health challenges. Our grant project aims to create a nurturing and inclusive learning environment where students can thrive academically while receiving essential mental health care.

The proposed grant will provide critical resources to enhance mental health services within our virtual school community:

1. **Field Trips:** Engaging, hands-on experiences that promote socialization and mental well-being. These trips will allow students to connect with their peers, educators, and the world around them. In the online world it is vital we provide opportunities for students to connect with one another and develop relationships. Funding is often a barrier for ceasing these opportunities.
2. **Stress Balls:** I would love to provide the resources to create stress balls or calming jars on a brick day. Tools for students to manage stress and anxiety during virtual classes. These tactile aids can help reduce tension and improve focus, ultimately fostering a conducive learning environment.
3. **Suicide Prevention Speaker:** A professional speaker specializing in suicide prevention will offer guidance and resources to our students and staff. This proactive measure aims to educate and empower our community in addressing this critical issue. Of course we will need the funds to pay a speaker of this magnitude to speak to our school. If we receive the full grant we could even open it up to more schools in the district to participate virtually.
4. **Mental Health Corner:** A dedicated space within our school building featuring a calming swing and soothing sensory elements. This corner will serve as a sanctuary for students to decompress and regain focus when needed.

By securing this grant, we will not only strengthen the mental health infrastructure of our online school but also provide our students with the tools and resources necessary to navigate the challenges they face daily. Our mission is to foster a supportive and empathetic learning environment, ultimately helping our students succeed academically while prioritizing their mental well-being. Your support will make a profound difference in the lives of our students, ensuring they receive the care and attention they deserve. Together, we can create a brighter future for these young minds.

### **Cherry Creek High School**

Jessica Olsen

#### *Data Acquisition Hardware for Physics*

We would like updated equipment to continue doing high quality and modern physics experiments.

Our Physics student do meaningful experiments throughout the year. Many of these lab experiments use sensors that connect to a computer via an "interface" box so that results can be shown graphically and efficiently. For example, students roll a cart down a ramp while a sonic ranger detects its motion. The position and velocity are immediately plotted on graphs and students model the data with the best fit algebraic curves. It gives them the experience of modeling data and to compare with a theory. This is often what real physicists do in their career.

In another lab, students drop a specially marked strip of plastic called a "picket fence" through a photogate in order to measure acceleration due to gravity.

#### **Cherry Creek High School**

David Rowe

#### *Empowering Students with Strengths*

In the Bruins Academic Center (BAC 10), we are working with students who have struggled to find academic and personal success at Cherry Creek High School. When students can identify and utilize their individual strengths, they are much more likely to thrive in a competitive academic environment. The education experts at Gallup have created a sustainable, outcome-driven strengths program for students that we have found can empower students in the Bruins Academic Center.

#### **Cherry Creek High School**

Alexandra Bak

#### *eSports Equipment - Educator Initiative Grant*

Creek eSports, short for electronic sports, is organized and competitive video gaming, approved by CHSAA as a competitive high school activity. Through competitive or causal involvement in Creek's four-time Colorado State Champion eSports team, students develop teamwork, communication, and strategy while building skills in critical thinking, decision making, and problem solving. eSports is expanding rapidly nationwide and is reaching all kinds of students. It gives a different group of students a chance to compete, represent their school, and receive recognition for their considerable skills.

Our organization will have eleven teams competing in the Fall 2023 season - our biggest season yet! We are excited to continue supporting our students. We are writing this grant in the hopes of purchasing more school-owned equipment for our competing gamers. These items will be in immediate use for our 140+ diverse students this season, and will continue to be used to support the gaming community at Creek for many years to come.

#### **Cherry Creek High School**

Lindsey Paricio-Moreau

#### *Hydrogen Fuel Cell Cars for Science and Technology Education*

Alternative energies are the way of the future- economically, technologically, and scientifically. Exposing our students to the newest energy generation methods allows them to truly understand the energy crisis, and allowing them access to hands-on experimentation and design opportunities, such as the hydrogen fuel cell cars from this grant, will give students the skills they need to be active participants in the energy sphere. Cherry Creek High School CP Physical Science (grade 9) students will be able to use 7 solar/hydrogen fuels cars to build working car models and trace the energy transformation through the system. They will be able to extend their learning with access to 1 multi-energy car kit that will

additionally connect salt-water energy generation, supercapacitors, and battery storage. Other students in Environmental science, physics, and chemistry will be able to utilize these cars for demonstrations to connect reaction types, electric circuits, and alternative energies to real world applications.

### **Cherry Creek High School**

Melisande Holohan

#### *Improving Sex Ed for I/DD High School Students*

This grant will supply special education teachers who work with high school students with intellectual and developmental disabilities with an evidence-based, developmentally appropriate sexual education curriculum. As adults with I/DD are more vulnerable to sexual exploitation and abuse, high quality sex ed designed for this population is essential to make sure our students graduate with the knowledge and skills to live safe and healthy adult lives.

### **Cherry Creek High School**

Christin Jacob

#### *Membean Grant*

Cherry Creek High School's English department piloted a vocabulary program called Membean, and we would like to purchase the program for our students. Membean has a unique approach to vocabulary based in high order thinking, which includes nine high-level pedagogical approaches to memory and retrieval.

### **Cherry Creek High School**

Vernal Pope

#### *Membean Vocabulary Program*

Membean is a personalized online vocabulary program that provides many different ways for students to master a word. Membean goes beyond Differentiation into the realms of Individualization and Personalization, recognizing that even within the labeled and outwardly homogeneous groups (AP/TAG/SPED/ELD), individual learners have different competencies and prior knowledge. Differentiation and Individualization are built into the core of Membean through a variety of different ways: • Curriculum Differentiation via Calibration • Instruction Differentiation via Learning Content and Process • Goals and Objective Differentiation via Teacher Controls • Mastery Differentiation via Evidence of Learning • Assessment Differentiation via Custom Assessments. The Membean Adaptive Reinforcement Engine helps students retain what they learn, not just for the end of the year test, but year after year! I am seeking funding to purchase a Membean license to use with three sections of our school's College Preparatory English 11 classes.

### **Cherry Creek High School**

Keith Harrison

#### *Panning for Gold*

Our project connects students with real life experiences in the mining industry (one of the most vital activities sustaining human civilization) by having them pan for fool's gold. Students will analyze simulated costs and revenues associated with their panning activity to determine its financial viability, and learn about other ore separation processes. As mining engineers like to say, "if it isn't grown, it's mined". Even if a student does not intend to be a geologist or engineer, they will benefit from learning about an activity that quietly supports such a large part of their lives.

### **Cherry Creek High School**

Tara Cullen

### *REACH at the Opera*

REACH at the Opera provides a culturally enriching experience to incentivize pro-social behaviors in the classroom

### **Cherry Creek High School**

Kenadi Dixon

#### *TechEd Scholars: Empowering Tomorrow's Innovators*

My grant project, 'TechEd Scholars: Empowering Tomorrow's Innovators,' is founded on the unwavering belief that every student, regardless of their background or circumstances, deserves equal access to the transformative power of technology in education. I firmly believe that technology has the potential to level the educational playing field, unlock creativity, and inspire a new generation of innovators and problem solvers.

### **Cimarron Elementary School**

Rebecca McMillan

#### *Sphero Indi- Coding for our Youngest Learners*

With Sphero Indi robots, students at Cimarron Elementary will be able to learn basic coding and computational skills through play-based learning. Indi robots are specifically designed to make coding concepts more accessible for K-2 students with or without an app. Sphero Indi robots will also be advantageous for encouraging intermediate students to design coding activities for younger students.

### **Colorado Skies Academy**

Holly Pierce

#### *Hummingbird Robots*

The Hummingbird Robotics Kit consists of lights, sensors, and motors which allow students to build a robot out of any materials. The power of Hummingbird is in its flexibility - the same reusable kit can animate a poem, model the human arm, build an autonomous rover, or create a pinball machine. This grant is for 5 kits, and can be used with up to 15 students in small groups.

### **Colorado Skies Academy**

Holly Pierce

#### *Spike It Robots*

What child doesn't like playing with LEGOs? Why not play and learn at the same time? I am requesting LEGO SPIKE Education robotic sets which my students will use to explore STEAM/STEM challenges and activities in partnerships. These LEGO kits will also allow my students time to develop their imaginations and improve their coding skills by allowing them to design, build, and test out their coding skills on a robot they create.

### **Cottonwood Creek Elementary School**

Dawn Thompson

#### *Kids with Cameras*

Students will learn the foundations of photography using digital cameras purchased through the grant. The focus of the art lesson plans will include composition, portraiture, still life, landscapes and culminate in a family traditions project which will allow students to highlight a tradition that is unique to their family, culture and holiday celebrations.

### **Cottonwood Creek Elementary School**

Megan Schultz



### *Letter Sounds*

I teach Kindergarten. We spend a lot of time learning letters and sounds. I want to be able to connect those letters and sounds to objects in the real world. I also want to use those objects to help reinforce beginning sounds for words. By having objects that start with all the letters, we can sort by beginning sounds, we can practice sounding out, we can make connections to the real world and think of other related objects that start with those letters.

### **Cottonwood Creek Elementary School**

Lisa Incitti

#### *Mindfulness Grant*

We want to provide an after-school club that is focused on mindfulness and wellness, with a specific focus on reducing anxiety. The club will focus on mindfulness, yoga, and breathwork. The club will be directed towards grades 2-4.

We are asking for a set of yoga mats and a set of yoga cards for kids to help us get the club started; and to help us plan our curriculum for the club.

### **Cottonwood Creek Elementary School**

Jessica Bird

#### *Tubano Drums for the Music Classroom*

Through this grant opportunity, over 500 students at Cottonwood Creek Elementary would be able to interact with quality musical instruments in a collaborative and culturally explorative way. Because these Remo Tubano Drums are built to be tunable and have replaceable parts, they will last decades and will therefore impact thousands of Cherry Creek students over time. With access to these drums, our youngest students will be able to experience unison and two-part instrumental music in an accessible way, and they will continue to benefit from them all the way through their time in elementary school. Intermediate and upper elementary students will experience a variety of musical genres, including drum ensembles from Africa and Latin America. They will also be able to accompany music selections from other parts of the world. With these drums, students will also be able to engage in social-emotional learning and synthesize their own music through recuperative drum circles and improvisation.

### **Creekside Elementary School**

Swathy Sundaram

#### *Feelings for Healings*

Feelings for Healings is a project that will aim to: 1) acquire additional social/emotional curriculum and resources (this is either research/evidence-based or contains evidence-based content) for special education children at Creekside Elementary to access so that they advance towards their social/emotional IEP goals, 2) create a group instruction space that will keep students engaged, and 3) create safe space for children who become dysregulated. Feelings for Healings will be seen as a "one stop shop and one-stop space" for the social/emotional needs of our students at Creekside: students who qualify for special education services and/or students who attend the general education setting.

### **Creekside Elementary School**

Kelsey Ross

#### *Learning to Code with Sphero Indi Robots*

Through this grant, students at Creekside Elementary will have the opportunity to learn important 21st-century skills while also practicing social skills with their classmates. Using Sphero Indi Robots, K-2 students will learn the very basics of coding and how to use critical thinking skills to solve robot challenges.

### **Creekside Elementary School**

Anna Finlay

*Social and Emotional Learning Curriculum Support*

I am writing to request your consideration and support for a grant to acquire social and emotional learning (SEL) curriculum materials for my first grade class at Creekside Elementary School. We currently have and support the Second Step program for SEL, I would like to expand on this program with additional resources including equitable materials that the first grade population can relate to. By developing the whole child in first grade we are setting them up for continued success throughout elementary school and beyond. I believe that fostering social and emotional skills among our students is crucial for their overall well-being, personal growth and future success. With SEL resources I will be able to give each student the opportunity to thrive both within school and in their wider community.

### **Dakota Valley Elementary School**

Callae Mock

*Colorful Creators*

Art class is an outlet for student expression as well as an avenue for them to explore many different mediums, tools and techniques. Because elementary art teachers have a fixed budget for the year, providing supplies for nearly six hundred students can be quite daunting. Items like glue sticks, markers, paper, paint and other consumables are often needing replacement and that makes it difficult to afford other items for them to try. Having access to diverse materials and new mediums is crucial for students because it leads to higher engagement and fosters curiosity within the arts, especially in elementary school. As students go through middle, high school and even college they often reflect back upon their favorite art mediums they experimented with in elementary school and use that as a guide to continue pursuing that style of art. As an art educator I believe that it's extremely important to give young students the opportunity to utilize many different art making tools so that they can try new things, create new depth in their learning experiences and continue to pursue the arts as well as grow as artists. Being able to expose them to new ways of art making is also fun, highly engaging, and a way to allow them to relax and take space away from daily stressors, which kids desperately need in our current world and society today.

### **Dakota Valley Elementary School**

Nellie Flores

*DAK Reading Intervention Curriculum*

I am applying for this grant in order to purchase a Colorado Department of Education science of reading aligned intervention program for grades K-3. After a couple years of research I have decided on a program called Countdown produced by Really Great Reading. The program instruction is described as playful, powerful, and scientifically-aligned. I am specifically interested in the online component that gives students and families an opportunity for independent practice on foundational literacy skills. Really Great Reading also provides support for educators including online implementation training.

### **Dakota Valley Elementary School**

Jamal Jackson

*Social Emotional Learning*

The need for social emotional learning for students continues to rise on a daily basis. This rise grew astronomically after the Covid Pandemic where we encountered more students struggling socially and emotionally. Although traditional, evidence based approaches do work there is a need for more innovative methods in supporting students' social and emotional needs. In my experience as a School Social Worker building students' mental health capacity starts and ends with making lessons interactive and fun by having more visual supports. In the last four years I have purchased and created most of if not all of my visual supports, which has been costly and time consuming. My visual supports have included stress balls, stress breathing balls, fidgets, positive Affirmation Posters/Pictures, crafting items (ie. beads, string, markers, colored pencils, stickers, colored construction paper, etc) and my district issued surface pro computer. My hope is to continue providing innovative visual interventions such as those listed above as well as other items (ie. shoes, money management and social emotional board games, sensory items such as a lava lamp, bean bag chairs, etc) and a small television with a Roku to play social emotional videos in my office.

### **Eaglecrest High School**

Chani Mills

#### *Renewable Energy Kits*

Renewable energy in action! I would like 3 Horizon Renewable Energy Education kits that will help get students outside and do some hands on learning. The kits will allow the students to see wind, solar and hydrogen energy at work in real time. I hope to inspire the next generation to get involved in the push towards renewable energies.

### **Eastridge Community Elementary School**

Phyllis Chen

#### *Accomplishing Artistic Access and Acumen at Eastridge Community Elementary School!!!*

At Eastridge Community Elementary School, we are working to establish a new Visual Arts program centered around the artistic process, from research and conception, to execution, reflection, and exhibition. To do this, we set up a studio art classroom where students have access to a variety of materials. We learn about a variety of topics, materials, and techniques, then apply them to our unique projects. Because it is a new program, we are immensely grateful to have CCSF's integral support in helping us purchase supplies so our students have access to a variety of mediums, tools, and experiences for our extremely diverse community of over 550 students!

### **Eastridge Community Elementary School**

Ryan Lopez

#### *Gaga Pit Grant*

I would like to receive a grant for a Gaga Pit. The game is played with a soft foam ball, and combines the skills of dodging, striking, running, and jumping, while trying to hit opponents with a ball below the knees. Players need to keep moving to avoid getting hit by the ball. It is fun and easy, while everyone gets a serious workout.

### **Eastridge Community Elementary School**

Elissa Friedman

#### *Relationship Building through Games and Movement II*

This grant will provide students at Eastridge the opportunity to build relationships and both learn and practice social skills with peers through cooperative games. Various indoor and outdoor games will support students in getting more physical movement, build confidence in social situations and help them form, maintain, and strengthen bonds with peers.

### **Eastridge Community Elementary School**

Rachel Strayhall

#### *Social Skills Intervention*

This project is geared toward supporting students in need of support at the Tier 2 and Tier 3 levels in the area of social skills and social communication. Everyday Speech is a research-based intervention that works on these skills by providing video modeling, explicit teaching, role playing, and games. By providing step by step instruction and practice in an engaging manner, students are more easily able to understand, practice, and generalize skills.

### **Endeavor Academy**

Anne Kalfas

#### *Adventure Ed Grant*

There is a large body of evidence to suggest that experiential/outdoor education practices can have a significant impact on high risk youth. Endeavor Academy is an alternative school serving a population of at risk youth/alternative learners that may have struggled in a large traditional home school setting. The student populations that attend schools like ours often have a history of engaging in high risk behavior. Adventure therapy, in particular, can facilitate teaching healthy risk taking. Moreover, the use of experiential education allows for safe exploration of emotional challenges that can be related back to school and home life. We will be developing an Experiential education program at Endeavor and would like to facilitate a series of planned team building activities with our student leadership group that will culminate in a field trip to a high ropes course. This will aid in developing teamwork, confidence, social emotional wellness, and confidence.

### **Endeavor Academy**

Andrea Finley

#### *Equipment for Personal Training Certification Grant*

I am seeking funding to implement a unique and innovative program that integrates personal training into the high school science curriculum. This aims to enhance students' understanding of human biology, physiology, and nutrition while promoting lifelong healthy habits. By incorporating practical experiences and theoretical knowledge, we intend to empower students with the tools they need to make informed decisions about their own health and well-being and to provide them with an opportunity to help others with their health and well being.

### **Falcon Creek Middle School**

Abbie Inzana

#### *Falcon Creek Community Garden*

The 6th grade class is looking for support in creating a community garden at Falcon Creek. Through social emotional and integrated units students will learn about the importance of community. Students will be able to learn about the benefits, process, and positive effects of having a community garden. Through this process students will be able to take ownership of their learning as well as grow ties to their community which supports our school mission of connectedness.

### **Falcon Creek Middle School**

Brett Castillo

#### *SEL Support*

This grant will provide an area for students needing to take a few minutes during class time when they become overwhelmed or unable to participate in learning because their emotions are not regulated.

The area will be a calming space for them to identify their feelings and then partake in an activity that will help increase their mindfulness and bring their emotions back to a place where they will be able to engage in learning. It will also enable them to stay in the classroom instead of having to travel to the counseling office and have increased time out of class. When students feel safe and heard, they will be better able to learn to their fullest ability.

### **Fox Hollow Elementary School**

Kelly Redding

*Deaf Mentors of CCSO*

The grant would allow for busing to the high school with center-based Deaf program for students who are Deaf and hard of hearing (DHH) in elementary, middle and high school students to meet, play and make connections and opportunities for mentoring on each level of school and also how they navigate it with being Deaf student/child/young adult. This provides younger a chance to see Deaf students when they may not know any Deaf people besides the students in their general education class and some have never met a Deaf or hard-of-hearing person that is older than them. This opportunity gives younger students a chance to be mentored and make connections and gives leadership and confidence to older Deaf and hard of hearing students.

### **Fox Hollow Elementary School**

Lauren Ryberg

*Empowering Communication: Modeling Language for Young AAC Users*

Our goal is to empower young communicators through the modeling and use of Augmentative and Alternative Communication (AAC). With this grant, we intend to acquire iPads equipped with specialized and research-based communication apps and accessories designed to assist emergent communicators reach their potential. Access to these devices would promote inclusivity and opportunities for our staff to become familiar with our students' way of communicating as well as a backup if a student's own device is not available. We aspire to help our young students who use AAC to communicate, learn and grow to their fullest potential.

### **Fox Hollow Elementary School**

Crystal Raymond

*Empowering Communication: Modeling Language for Young AAC Users*

Our goal is to empower young communicators through the modeling and use of Augmentative and Alternative Communication (AAC). With this grant, we intend to acquire iPads equipped with specialized and research-based communication apps and accessories designed to assist emergent communicators reach their potential. Access to these devices would promote inclusivity and opportunities for our staff to become familiar with our students' way of communicating as well as a backup if a student's own device is not available. We aspire to help our young students who use AAC to communicate, learn and grow to their fullest potential.

### **Fox Hollow Elementary School**

Felice Beaulieu

*Learning Through Play*

Learning Through Play

Learning through play is a term used in education and psychology to describe how a child can learn to make sense of the world around them. Through play children can develop social and cognitive skills,

mature emotionally, and gain the self-confidence required to engage in new experiences and environments.

### **Grandview High School**

James Dykstra

#### *Capturing a Community*

The goal of this project is not only to provide students the educational opportunity to learn how to use industry-quality strobe light technology and accessories within their upper-level courses, but also to be able to provide the rest of the school's sports and activities the chance to get their photographic needs met internally by the students instead of having to higher outside companies to fulfill their team, club, and portraiture needs.

### **Grandview High School**

Brianna Lindahl

#### *Standby For Go*

"Standby for Go" is a grant project aimed at revolutionizing high school theater by acquiring a state-of-the-art wireless communication headset system. With this system in place, our theater crew will seamlessly coordinate backstage, ensuring flawless performances and enhancing the overall theater experience. This grant is essential to address the need for advanced communication technology in our theater program and inspire a new era of creativity and professionalism behind the curtains.

### **Grandview High School**

Skylar Ely

#### *You Know the Drill*

The 'You Know The Drill' grant project seeks to equip our high school theater construction class with essential tools, specifically drills, to enhance hands-on learning. This initiative empowers students to gain practical experience in set design and construction, nurturing their creativity and skills. Join us in supporting our mission to help students build a strong foundation in the world of theater arts.

### **Greenwood Elementary School**

Katelin Kidd

#### *Interactive Desk*

I truly love making my classroom feel like a home. I want to design an interactive classroom with the use of white board desk and other interactive seating in which kids can foster a love of learning and being at school. I feel like this will let the kids show their thinking and make learning come to life. Furthermore, these items help reduce attention issues, stimulate both sides of the brain, and promote a sense of enjoyment while learning.

### **Heritage Elementary School**

Madeline Ford

#### *Everyone can play a tone bar*

I would like to provide an engaging musical experience for my students by giving them access to more instruments. My music classroom is in need of tone bar instruments. I currently have five working tone bars. By having more tone bar instruments in the classroom, more students can participate at a time allowing for better engagement and more collaboration. Tone bar instruments also strengthen skills such as coordination and other gross motor skills. Instructional facilitators in the Cherry Creek School District recommend a one to one ratio of tone bars to students. However, Heritage Elementary cannot support those numbers due to cost.

**Heritage Elementary School**

Jane Hutchinson  
*Restorative Justice*

As chairpersons of our PBIS Team at Heritage, we (Jane Hutchinson and Beth Shaffer) are seeking a grant to fund Restorative Justice P.D. and materials to further our learning from last year. This will benefit all staff and all students at Heritage.

**High Plains Elementary School**

Natalie Bradshaw  
*Building Skills and Enriching Lives*

Our grant project, "Building Skills and Enriching Lives," is designed to provide elementary special education students with a transformative educational experience that encompasses life skills development, community engagement, and sensory enrichment. This initiative is committed to fostering holistic growth in students with diverse abilities.

Through the generous support of this grant, we will organize a series of field trips that include visits to local grocery stores for practical life skills training, outings to community destinations to promote social integration, and sensory-enriching experiences tailored to the unique needs of our students.

These field trips will enable our students to acquire essential life skills such as budgeting, meal planning, and healthy food choices, while also offering opportunities for them to interact with their community in a meaningful way. Additionally, we will incorporate sensory activities and experiences to cater to the sensory needs of our students, promoting their sensory integration and overall well-being.

The grant will cover transportation expenses, entrance fees, necessary materials for activities, and any accommodations required to ensure that every student can fully participate and benefit from these enriching experiences.

By participating in these comprehensive field trips, our students will gain not only practical life skills but also improved social skills, confidence, and sensory development. Our project aims to empower these remarkable individuals to thrive in a supportive and inclusive environment.

Join us in supporting the "Building Skills and Enriching Lives" grant project as we work towards creating a brighter and more inclusive future for elementary special education students. Together, we can make a meaningful difference in their lives, allowing them to reach their full potential and lead fulfilling, independent lives.

**High Plains Elementary School**

Sara Lauerman  
*Executive Functioning Tools*

The primary goal of our project is to empower special education students to become more independent and effective learners by improving their executive functioning skills. This project will encompass a variety of activities and interventions tailored to the unique needs of our students.

**High Plains Elementary School**

Bonnie Patterson

### *Independent Phonics Practice for 1st Grade*

I am applying for a grant to support the implementation of an impactful project aimed at improving literacy skills in first grade at High Plains Elementary School. Lalilo is an online educational platform that aims to improve reading skills for young learners, typically targeting students in primary grades. Lalilo provides personalized learning in an interactive and engaging way. It boasts a phonics based approach that is aligned with the Science of Reading, as well as our new district adopted literacy test, Star Testing. Lalilo delivers targeted practice for individualized learning in a meaningful, purposeful and engaging way. Teachers receive data driven insights from this online platform that can inform next steps to best support each individual learner. I am passionate about addressing the critical issue of declining reading scores and believe that this project will significantly contribute to positive change in our school.

### **High Plains Elementary School**

Anne Peck

#### *Mathematician Imagination*

I am submitting a grant for 2 sets of the "Building Fact Fluency: A Toolkit for Addition & Subtraction." This is a research-driven, engaging, and ready-to-use resource designed to enhance math instruction by fostering cohesion through common routines and formative assessment strategies. This resource can be used daily to support number fluency and using authentic problems students can relate to and build upon background knowledge.

### **High Plains Elementary School**

Dallas Merrihew

#### *Ukuleles for the Whole Class*

Ukuleles are a fun and engaging way for students to experience music. At this time, High Plains elementary has a set of 15 ukuleles. There are not enough instruments for each child to participate in the lesson at the same time. Two students will share one ukulele and take turns practicing skills and songs. If awarded, this grant will provide an additional 15 ukuleles to complete the class set of instruments so everyone can play together.

### **Highline Community Elementary School**

Kim Beal

#### *Building Collaboration, Community, and Creativity...Brick by Brick*

Some may think Legos are just toys, but in actuality, Legos are one of the most versatile, exciting, and engaging teaching tools a teacher can have. The portable Lego kits created by this grant will be used to develop collaboration and communication skills at all grade levels through a Team Talk lesson as well as partner and small group projects. They will also provide an avenue for students to creatively demonstrate their learning across the content areas. From using Legos to develop fine motor skills to integrating them with robots in our school's Innovation Lab, there are endless possibilities for students to build collaboration, communication and creativity...brick by brick.

### **Highline Community Elementary School**

Wraner Horn

#### *Highline 23-24 PE EIG*

Highline Community Elementary sits in a great location just across the street from tennis courts (which I already teach) and the famous (amongst disc golfers) expo park disc golf course. Most of my students are unaware that they have this amazing resource right in their own neighborhood. My goal is to get



equipment to teach them this wonderful sport on school grounds during the school day. This will give these kids a great new and healthy sport to play in their own neighborhood.

### **Holly Hills Primary**

Kentyn Kaplan

#### *Elementary Emotion Detectives*

At Holly Ridge Primary, we are in the unique position of serving the social emotional and early developmental needs of kindergarten, first, and second grade students. Often times, adults want to help students learn how to use emotional regulation strategies and coping skills for managing "big" feelings at school. However, the first step in teaching students how to regulate their emotions is helping them identify and understand what those feelings are. In order to meet the needs of our culturally and linguistically diverse students, having visual and tangible tools are incredible resource for teaching students about how to name and recognize their feelings. "The Little Spot of Feelings" social emotional curriculum provides an array of resources that neurodiverse students can interactively learn with during individual sessions, small groups, or class instruction with the school psychologist, social emotional learning specialist, behavior support coach and teachers. The Little Spot of Feelings book sets and accompanying resources would be instrumental in helping us teach our students the foundations of understanding their feelings and how to become emotion detectives!

### **Holly Hills Primary**

Hanna Sykes-Varnhagen

#### *Fintastic Fish Learning*

Fintastic Fish Learning will be an interactive experience for kindergarten students using the sights, sounds and smells of aquatic life. Students will get the opportunity to visit the Denver Aquarium to apply their knowledge of animal survival to the real world.

### **Holly Hills Primary**

Robert Gomez

#### *Mini Ipads (and Protective Cases) for Adaptive Technology*

iPad minis come equipped with a variety of adaptive technology that will help our students with varied learning needs complete their work with greater levels of independence. These adaptive features are particularly strong accommodations for our students who are ready to engage with the content but have not yet developed the reading and writing skills that are necessary to do so. Acquiring mini iPads and protective cases will provide opportunities for students who have historically struggled to interact with school content to show what they know in an accessible manner.

### **Holly Hills Primary**

Anne Kloss

#### *Mini Ipads (and Protective Cases) for Adaptive Technology*

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### **Holly Hills Primary**

Carol Garrington

*Mini Ipads (and Protective Cases) for Adaptive Technology*

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**Holly Hills Primary**

Kate Harvey

*SEL and Regulation Supports at Holly Hills*

There are so many things going on in our students lives that are hard to "turn Off" when they walk through the doors of the Hollies. Part of my job is to help students learn how to manage their emotions and cope working towards appropriate emotional regulation. Various sensory input aids students to become more regulated. For instance, if a student wants help with a problem they are experiencing, they feel less anxious to talk to me if they are holding some soft squishy putty. This grant project aims to help students develop coping skills to handle their emotional dysregulation. This also includes snacks for our food insecure students.

**Homestead Elementary School**

Holly Strandes

*Bird Banding*

We are excited to dive into the new PhD science program adopted by the Cherry Creek School District! The premise behind this new science curriculum allows students to explore scientific concepts instead of being taught concepts. This exploratory method allows students to start with their own inquiry, draft class anchor charts, continuously add to concepts, learn and define vocabulary organically, and make scientific conclusions based on hands-on learning. We are excited to be selected for a once in a lifetime field trip experience! Bird Banding is the ultimate scientific study out in the field where students can do hands-on activities using the Denver Audubon Society's bird banding program. Students can learn to track migratory patterns, life span, movement and causes of death. Students will also discover how different birds make nests and why this relates to principles of matter. The end of the field trip will allow students to craft their own bird nests using scientific concepts of matter, and see if the bird nest can stand up to inclement weather. Students will experience and internalize several scientific concepts while participating in fieldwork, just like a real scientist!

**Horizon Middle School**

Lauren Dill

*6th Grade Dissection*

6th grade students will be afforded the opportunity to dissect cow eyes to further their understanding of how light energy is processed. Students will have learned about how light energy travels and interacts with various materials. The dissection will be an engaging way students to follow the path of light further, through the structures of the eye and later to the brain.

**Horizon Middle School**

Ana Naranjo

*Astronomy Experience and STEM Night*

This grant project will be used in a two part section for students at Horizon Community Middle School. We plan to provide 8th grade students with an astronomy experience where they will be invited to participate in an afterschool lab where teachers and other volunteers will facilitate indoor and outdoor activities related to space science telescopes only available at night. Students can also experience the star lab and other astronomy related events for a night of education and fun. Additionally we plan to create and facilitate a STEM night for students and families at Horizon to incorporate various fun activities and short lab demonstrations for participants to experience with volunteered teachers and additional staff support. At this second opportunity we will make it available to all grade levels and plan to provide simple refreshments to go along with a family fun STEM opportunity.

### **Horizon Middle School**

Hailey Wilkinson

*Graphic Novel Book Clubs for Social Change*

Through this project, 225 6th grade students at Horizon Community Middle School will be able to engage in reading graphic novels of their choice focusing on social justice and representation. By selecting texts that are accessible to all students, we will increase engagement during the 4th quarter and motivate students to use their voice to discuss social issues. Through these books, we as an HCMS community will create dialogue, develop empathy, and promote understanding of the lived experiences of others.

### **Independence Elementary School**

Christopher DeThomas

*Improving Outcomes for Students with ILC Support*

This grant will supply an ILC program with a laptop, which can be used for paraprofessionals to print materials to help students learn. These include visual schedules, TEACCH based work systems, materials for communication, student work, materials for thematic units, progress monitoring for students and other materials for student work. In addition, the paraprofessionals in our ILC program, will use this computer to project lessons on a white board which will support our Calendar lessons and will include learning songs to teach foundational skills. This laptop would also be used to support projecting videos for large motor movement breaks. Currently, we have two classrooms, but only one teacher computer, which is typically in use by the classroom teacher. The paraprofessionals are unable to complete their duties without another laptop that connects to district equipment (projector) and district printers. This laptop could also be used by our paras to document Medicaid minutes for reimbursement to our district and to log their timesheets.

### **Independence Elementary School**

Amanda Castanuela

*Independence Star's Coffee Cart*

Teachers love coffee, students love having a job, and as a Speech-Language Pathologist (SLP), I love incorporating therapy in a practical, functional, fun way. This coffee cart is a project that the SLP, Occupational Therapist, and special education students will run together. This project teaches and allows students to practice life skills such as following directions, sequencing, fulfilling an order, appropriate social skills, etc. Each week students will read through orders, make the orders, and deliver them to the staff in the building.

### **Independence Elementary School**

Laura Mitchell

*Youth Equity Learners and Leaders Year 3*

YELL (Youth Equity Learners and Leaders) is an afterschool club for 3rd-5th graders. YELL is an established program currently being used by other schools in our district. This will be the third year we are running YELL at Independence Elementary School. This program will give students an opportunity to explore cultural and racial backgrounds and have courageous conversations about direct experiences. We will provide a safe space to engage in thinking, listening, and discussion about equity and cultural diversity topics. This group will also highlight and celebrate our students' many cultures and languages

### **Indian Ridge Elementary School**

Lauren Vignali

#### *Sensory Room Essentials*

I am the occupational therapist at Indian Ridge Elementary school. Many of the students on my caseload have significant sensory processing needs. Not only the students I see directly, but many other students in the general education classrooms experience sensory differences impacting their learning. Every child can benefit from a sensory-rich school environment to help them stay focused and regulated throughout their day. As the OT, teacher are always reaching out to me for support with students that have a difficult time staying regulated in the classroom. Items from this grant will be used to provide sensory equipment for not only the motor room, but also items that can be implemented in the general education classrooms. So many students have benefited from equipment and tools provided by me (the OT) over the years and my supplies are running low and I would like to continue to be able to provide support and tools for all students at Indian Ridge.

### **Indian Ridge Elementary School**

Staci Day

#### *Walking on Sensory Sunshine*

Students are increasingly in need of a physical outlet for their energy and emotions. Installing sensory pathways in the school hallways allows for students to be able to get some of that movement while they are on the move in the building. Sensory pathways don't just help students with the wiggles, it also helps students to develop motor skills and balance while also engaging the brain with academic content. Adding sensory pathways to our school hallways will benefit all students in physical as well as academic ways.

### **Indian Ridge Elementary School**

Staci Day

#### *Weave Are The World*

Weaving is an excellent form of art that bridges the gap between cultures, curriculum areas, and generations. By teaching kids how to weave and then taking it up a level by giving them access to more advanced looms, students engage in artmaking that can be applied to Math, History, Social Studies and even Art. Weaving not only creates beautiful tapestry style pieces but can also create functional pieces of art that can be used and enjoyed by more than just the students that make them. Weaving together the threads of culture with curriculum creates a work of art that allows students to showcase their world to the world.

### **Infinity Middle School**

Jeff Holmberg

#### *Tablets for Language Learners*

The reason for requesting this grant is to obtain 8 iPads for students who have recently arrived in America. The state designation for these students would be Non-English Proficient or NEP. Many schools also refer to these students as Newcomers because they are new to the country. One of the main

obstacles that these students face when arriving in a new country is learning the language. Cell phones are a great tool for trying to communicate and to figure out information but our school has a no-cell phone policy. If I could provide these Newcomers with iPads, then they could use the Google Translate App. This would allow them to use the iPad camera to point at any text to translate in real time. I could also load the iPads with some English language learning programs and they could practice during their free time to speed up the learning process. Having the iPads would help those students access the curriculum and materials much better.

### **I-Team Ranch**

Ryan Bross

#### *Science Lab Supplies*

I have been teaching at the I Team Manor for 5 years now and we have never had the budget or the space to build a proper science lab. This year we have a new space where we can set up a proper lab but we still don't have the adequate budget for supplies. I would like to be able to finally make this happen for our students, as they are some of the most impacted students in the district and are just as deserving of a proper science experience as the students in the home schools.

### **Laredo Middle School**

Cindi Thompson

#### *EB Teachers Club*

The EB Teachers' Club provides teachers with robust standards'-aligned ELA lessons that are the perfect balance between rigorous and engaging. The resources provided within the EB (Evidence-Based) Teachers' Club incorporate the standards that our students need to meet, focus on high-interest and relevant topics, and teach writing, literary analysis and more through innovative strategies that are fun to put into practice.

### **Laredo Middle School**

Meghan Dwyer

#### *English Acquisition Resources*

Description:

Our grant project, "Empowering Newcomers: Language Acquisition and Integration Club," aims to create a supportive and inclusive community within our school for students who are new to the United States and are striving to acquire English language skills. This initiative is driven by our commitment to fostering a welcoming environment that promotes academic success, social integration, and cultural exchange.

Project Goals:

**Language Proficiency:** Our primary objective is to facilitate language acquisition among newcomer students. We will provide tailored language resources, including ESL (English as a Second Language) materials, language tutors, and conversation partners to enhance their English proficiency.

**Academic Support:** We recognize that language proficiency is crucial for academic achievement. Therefore, we will offer academic support to help these students succeed in their coursework, bridging the language gap and ensuring equal access to educational opportunities.

**Cultural Exchange:** We believe that embracing diversity enriches the school community. The club will organize cultural events, workshops, and discussions to promote cross-cultural understanding and foster

connections between newcomer students and their peers.

**Mentorship:** Newcomer students often face unique challenges when adjusting to a new educational system and culture. We will establish a mentorship program where experienced students can guide and support newcomers in their transition.

**Resource Hub:** We will create a resource hub within the school where students can access language learning materials, computers, and a welcoming space for study and social interaction.

**Community Engagement:** To promote community engagement, we plan to organize community service projects, allowing newcomer students to actively contribute to their new community while honing their language skills.

**Expected Outcomes:**

Increased English language proficiency among newcomer students.

Improved academic performance and confidence among club participants.

Enhanced social integration, cross-cultural friendships, and a sense of belonging.

A stronger sense of community within our school.

Empowered students ready to engage in wider opportunities and challenges.

We are seeking grant funding to acquire resources such as ESL textbooks, computers, language tutors, cultural event materials, and administrative support to ensure the success and sustainability of our "Empowering Newcomers" club. By supporting this project, you are helping create an inclusive and empowering environment where all students, regardless of their background, can thrive academically and socially while building valuable connections with their new student body.

## **Laredo Middle School**

Meghan Dwyer

*Professional Development for Better Practices*

Overview

Our grant project aims to equip educators with a comprehensive toolkit to foster a positive learning environment, improve student outcomes, and enhance the well-being of both students and educators. The project comprises three distinct but interconnected courses that will empower teachers to employ alternative approaches to discipline, leverage high-impact practices in special education, and manage stress effectively. By participating in these courses, the educator will not only enrich their own professional development but also contribute to a healthier and more inclusive school environment. Learning gained during these professional development opportunities will be implemented in the classroom, but also shared in a whole staff setting and as the wellness coordinator for Laredo Elementary School.

**Course 1: Alternative Approaches to Discipline (AAD)**

In AAD, teachers will engage in dynamic online learning experiences to gain a deeper understanding of student behavior and its underlying causes. By delving into current research on the psychology and physiology of human behavior, participants will identify innovative responses to undesired student behavior. The course will highlight the detrimental effects of exclusionary discipline methods such as suspensions and expulsions, emphasizing the importance of keeping students engaged in the classroom.

Educators will cultivate an open-minded approach to embrace new teaching and disciplinary strategies.

#### Course 2: High-Leverage Practices in Special Education (HLPS)

HLPS offers educators a comprehensive exploration of 22 high-leverage practices endorsed by the Council for Exceptional Children (CEC). These practices are vital tools for K-12 special educators, with a proven track record of enhancing student outcomes when successfully implemented. Through a blend of research exploration, video demonstrations, and collaborative discussions, participants will gain in-depth knowledge of these practices and develop practical strategies for their application. HLPS empowers educators to provide inclusive education for all students, fostering a more equitable learning environment.

#### Course 3: Stress Management for Educators (SME)

SME equips educators with essential stress management techniques that are crucial for their personal well-being and professional effectiveness. Participants will develop skills to manage the demands of their roles more efficiently, leading to reduced stress and burnout. This course will particularly benefit the school's wellness coordinator, enhancing their ability to support the overall well-being of the school community. By addressing stressors, educators can create a more nurturing atmosphere for students, resulting in a healthier and more productive learning environment.

#### **Liberty Middle School**

Erika DeBell

##### *Creating Lifesavers, One Health Class at a Time*

Currently middle school Health addresses First Aid and Safety as a unit of study. Within this unit students are taught how to describe and identify accepted procedures for treating injuries, emergency care and lifesaving care. I would like to level-up on this portion of the course by providing all of my Health students the opportunity to become CPR certified in their Health class. In order to provide this opportunity for students, I am requesting funds to be able to purchase CPR manikins, as well as CPR face masks to ensure student safety prior to practicing lifesaving breaths on the manikin.

#### **Liberty Middle School**

Isaiah Runyan

##### *STEM woodshop*

The "Speedsters: CO2 Dragster Wood Shop Project" is a dynamic and educational grant initiative designed to engage students in hands-on learning about speed, force, engineering, and aerodynamics while providing a deeper understanding of physics to supplement 8th grade Colorado Department of Education Middle School Science standards and school goals emphasizing literacy. This project empowers students to construct CO2-powered dragster cars using wood shop tools and materials, promoting innovation, teamwork, and creativity.

#### **Meadow Point Elementary School**

Kamrin Campbell

##### *Increasing Diversity in Our Library*

The library is a place for all students to find themselves in the pages of a book. As our school welcomes more students from different backgrounds and cultures, our school library needs to reflect this. This grant will help us grow our selection of books of notable people from diverse backgrounds. A focus will

also be on updating our collection of books on Indigenous Peoples. Our library is working to remove books that feature outdated language.

### **Mission Viejo Elementary School**

Kris Morgen

#### *Keys to Music Education Part 1 of 3*

"Keys to Music Education" will provide our Title I elementary school with 7 new Casiotone CT-S200 keyboards and sustain pedals. These keyboards have 61 piano-style keys, 400 unique tones, 77 rhythms, 10 reverb settings, and a lesson function. They also have a MIDI controller and headphone jack, making them ideal for a music classroom. Today's composers use a wide range of digital tools, and a culturally relevant music education should reflect this reality. With the support of Cherry Creek Schools Foundation we hope to provide instruments that will allow them to explore a wide range of musical genres and develop essential keyboarding skills.

### **Mission Viejo Elementary School**

Monica Anderson

#### *Outdoor Education Part 1*

Our Winter Equipment for Outdoor Adventures grant project aims to provide essential winter gear, including snowshoes, snow pants, boots, and gloves, to equip our students and community with the tools needed to embrace the wonders of the winter season. With a focus on outdoor education, physical activity, and fostering a love for the great outdoors, this project will enable students and families of all ages to explore and learn in the beautiful winter landscape that surrounds us.

### **Mission Viejo Elementary School**

Monica Anderson

#### *Outdoor Education Part II*

Our Winter Equipment for Outdoor Adventures grant project aims to provide essential winter gear, including snowshoes, snow pants, boots, and gloves, to equip our school and community with the tools needed to embrace the wonders of the winter season. With a focus on outdoor education, physical activity, and fostering a love for the great outdoors, this project will enable students and families of all ages to explore and learn in the beautiful winter landscape that surrounds us.

### **Mission Viejo Elementary School**

Tracie Bernauer

#### *Peaceful Pathways- Recess Options*

Because of this grant opportunity, every one of the 505 students at Mission Viejo Elementary will be able to have more choices at recess to enable and support interests and pathways. Peaceful Pathway Kits will be used to promote art, STEM, and music opportunities during the times that can be more stressful for some students. Students will be able to collaborate, problem-solve, and create in ways that they have yet to be able to do at recess, strengthening relationships and bonds with one another.

### **Mission Viejo Elementary School**

Andrea Spurlock

#### *Social Emotional Learning for Kids*

This grant would allow me to purchase items to make social emotional learning accessible to all our students no matter their walk of life and meet all our students unique learning needs.

### **Mission Viejo Elementary School**



Diane Wright

*Tremendous Team Structures*

Mission Viejo students in grades K-5 will engage in the fantastic and fun design process to create collaborative art projects using drawing, painting and Lego plastic bricks! They will work in teams to design and plan a small scale creative structure, inspired by real and imaginary buildings. Each team member will contribute their unique talents in the process of drawing, painting and documenting the structure plans. Teams will then build their awesome creative structures with Lego bricks. The grande finale will be a presentation of the team structure masterpieces to the class community!

**Mission Viejo Elementary School**

Sandy Roberts

*Veterans Salute*

The Veterans Salute Grant is to expose our 4th and 5th-grade students to the military community in a very personal setting. Mission Viejo's select choir of 4th and 5th-grade students has been invited to perform at the annual Aurora Veterans Salute. This is a formal gathering and celebration of the military community that highlights all of the ceremonies, respect, and traditions of the military community. We would like for the students to be able to stay for the entire event to experience the military and gratitude at its finest. The event includes our choir performance, a formal luncheon, military ceremonies, and a keynote speaker. Last year's keynote speaker was the first African-American female fighter pilot for the Air Force. What an incredibly powerful message about overcoming obstacles and adversity! At the closing of the event, our students will have an opportunity to mingle with guests and present challenge coins to those in attendance. In the military, challenge coins are proof that you are a member of a unit or served on a specific tour of duty. They mean you are a member of an elite group of people. In early military history, they were used for security. A service member may have been required to show the coin to prove their loyalty. We have special coins made that represent our school (the only Purple Heart School in the state of Colorado) that recognize our respect and commitment to honoring our service members and veterans.

**Mission Viejo Elementary School**

Sonja Ford

*Whole-well being - Social Emotional Wellness*

This grant would allow me to purchase items to make social emotional learning accessible to all our students no matter their walk of life and meet all our students' unique learning needs.

**Mountain Vista Elementary School**

Sarah Luther

*Learning PAW-some Coping Strategies with a Therapy Dog*

Mountain Vista Elementary is partnering with the Denver Pet Partners organization to provide small group social and emotional support with a certified therapy dog team. Once a month, students from each grade level will hear a dog themed story, complete an activity to practice a specific dog themed self-regulating strategy, and interact with Benji the Therapy Dog. This grant will fund the purchase of the dog themed books read during this time and items to make the room a dog themed cozy, welcoming environment.

**Mountain Vista Elementary School**

Melissa Patterson

*We've Got to Move It! Move It!*

“You’ve Got to Move It! Move It!” is a project aimed at providing flexible seating options for students. Through movement, choice, and self-advocacy, students will be empowered to take control over their learning environment and success by having options in seating. With the belief that every student should have access to an equitable learning environment, this grant will allow that belief to become a reality.

### **Mountain Vista Elementary School**

Rebekah Poscover

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### **Mountain Vista Elementary School**

Sari Finn

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### **Overland High School**

Katherine McDonnell

*BlazerBots Swerve Drive*

The Overland BlazerBots will use this grant to further student’s learning of advanced robotics systems. These grant funds will purchase a set of swerve drive modules for use in competitive robotics competitions.

### **Overland High School**

Aaron Guggenheim

*Let Them Read - Independent Reading Books for Multilingual Learners*

Students in the five sections of our co-taught English classroom at Overland High School come from over 20 different countries and speak over 10 different languages. Many are voracious readers in their home languages but often struggle to find books written in their home languages that reflect their lived experiences and expertise. Research has long shown that “giving students access to texts in their native language promotes (multi)lingualism, which has positive effects on metalinguistic awareness and cognitive development” (Curtin & Reynolds, 2022, p. 1). Providing access to independent reading books in our student’s home languages will not only strengthen their sense of belonging in our classroom but also provide significant benefits in the acquisition of necessary skills to read and write in English. In all, I hope to cultivate a culture of independent reading for our multilingual students.

### **Overland High School**

Jamie Logan

*Neurodiverse Learning Supports*

This is the first year that we are creating a reading and writing program at Overland High School, where we are targeting small classes of incoming Freshmen who are reading below grade level. My students' collective experiences at school up until present day, are not the best. My students are kinesthetic learners who know their own learning styles very well. They have expressed the need to be able to move their bodies, stand, and keep themselves busy while trying to maintain focus. So many of my students aren't able to sit in their desks for a 90-minute block period without falling asleep or zoning out. In the past, this has led to behavior problems and I want better for my students. By having available fidgets, flexible seating, and flexible standing areas, my students will be able to choose what they need in the moment to be the best learner possible. I want to provide as many options as possible to meet my learners right where they are. They know they will need to make several years of reading growth in one academic school year with me. I know they can do this and I would love support for them by making sure they have learning options in my class.

### **Overland High School**

Linda Snelgrove

*OHS Music Therapy Grant*

Music Therapy classes will provide students in the Overland ILC program opportunities to increase communication skills, attention skills and academic skills while building social skills with their peers and regulating their moods and anxiety as they have opportunities to participate in a Music Therapy program.

### **Overland High School**

Benjamin Walsh

*Students Design Electronic Macbeth Board Games*

Students in my classes at Overland High School speak over a dozen languages. Some students come to me with strong personal academic histories, while others have missed years of schooling while fleeing from violence or human rights violations. Giving all of my students the opportunity to access grade level texts and richly express their opinions is a complex but rewarding process. In order to do so I use a Universal Design for Learning approach that emphasizes the need to give students multiple means of accessing content and multiple ways expressing their understandings. With this in mind I have often engaged students in creative technology projects that parallel academic writing assignments. This gives them two separate but related opportunities to engage with a topic and demonstrate their learning while also developing both traditional literacies and 21st century technology skills. I am writing this grant in order to acquire supplies, principally Makey Makey microcontrollers, that students will use to create electronic "Macbeth" board games that will compliment their literary essays about Shakespeare's play.

### **Peakview Elementary School**

Michelle Strandberg

*Coffee Cart*

Peakview Elementary would like to establish a "Coffee Cart Friday" operated by our ILC students. The coffee cart would provide ILC students a way to build relationships with various staff members in the building and enhance their mathematics and organization skills. Teachers would participate voluntarily in purchasing drinks and treats from the Coffee Cart to boost their own morale and help our ILC students build interpersonal skills which would bring lifelong benefit to our students. Money earned from the coffee cart will be used to sustain coffee cart operations.

### **Peakview Elementary School**

Keslie Steiner

*Decodable Books in the Hands of our Earliest Readers*

The Science of Reading has implored educators to look at the books they put in front of their youngest readers. There is a lot of research to suggest moving away from leveled readers in kindergarten and first grade to decodable texts while teaching students "how" to read. In order to do this, our youngest readers need text in front of them that facilitate the practice of skills taught during the phonics lessons presented through the Foundations curriculum. Students at this age need a large amount of texts because they are short at this level but we want students engaged with books for extended amounts of time.

**Peakview Elementary School**

Jourdon Greening

*Whiteboard Workspaces and Manipulatives*

We will create alternate workspaces in our classrooms by purchasing standing magnetic whiteboards and magnetic math manipulatives. The standing magnetic whiteboards will encourage more thinking, engagement, and collaboration in the classroom.

**Peakview Elementary School**

Kyle Smith

*Young Ameritowne*

This grant was inspired by our motivation and responsibility to teach our students financial literacy. Students gain valuable skills and knowledge about finances, job interview skills, how small businesses work, bank operation and knowledge, and how to hopefully earn a profit in their small business endeavors. They learn to work as a team and have a goal of earning a profit for their business in which they are an employee.

**Pine Ridge Elementary School**

Dena Spanos

*Empowering Young Innovators*

The "Empowering Young Innovators" grant project aims to enhance an existing makerspace by introducing circuit kits specifically designed for elementary school students. This project seeks to provide educators with the necessary resources and tools to create an engaging and innovative learning environment for their students. By incorporating circuit kits into makerspaces, educators can foster creativity, critical thinking, and problem-solving skills, ultimately inspiring students to pursue future careers in the STEAM field.

**Pine Ridge Elementary School**

Madison Risberg

*Speech Therapy Through Play*

I am a new speech-language pathologist in the Cherry Creek School District. I have worked with grades 3-5, with preschool being new to my caseload this year. Preschoolers have different needs and developmental milestones that are important to take into account when planning speech-language sessions. The best way to engage and learn with preschool children is through play. Through play, children are able to form social skills, practice speech sounds, engage in imaginary play, practice forming sentences, and so much more. In this grant, I am asking for experimental play toys, cause and effect toys, and more to reach the goal of engaging preschool children in Speech-Language Therapy through play.

**Pine Ridge Elementary School**

Dana Boyd

*Will you play with me? Pretend Play for Experiential Learning*

Let's learn to play, let's have some fun, let's love and include everyone! Please help support my speech-language classroom, and my variety of language learners by contributing to this pretend play project! My goal this year, is to incorporate real-life experiences to engage students and teach them to use age-appropriate language and social skills with peers in pretend play settings. Hopefully this will also expand and generalize to their real-life experiences and set them on their way to being successful and cooperative members of society! Shouldn't all children have fun learning!?

### **Polton Elementary School**

Erinn Shea

*Classroom Decodables*

This grant will be used to buy materials for Polton Elementary's students to help them become proficient readers and learn the essential reading skills. The materials will help engage and inspire students in a small-group intervention setting, utilizing the multi-sensory approach outlined in the Orton-Gillingham method.

### **Polton Elementary School**

Meredith Olugbode

*Decodables*

This grant will be used to buy materials for Polton Elementary's students to help them become proficient readers and learn the essential reading skills. The materials will help engage and inspire students in a small-group setting, utilizing the multi-sensory approach outlined in the Orton-Gillingham method.

### **Polton Elementary School**

Claire McGovern

*Everyone Deserves a Voice: Assistive Technology Access in Preschool*

Our project aims to create opportunities for students to access alternative and augmentative communication (AAC) in their natural learning environment by providing speech generating devices. These devices support spoken communication in children with decreased language and culturally and linguistically diverse students. Research strongly supports that there are no prerequisites to AAC and any child whose needs are not met by speech alone should have the opportunity to use it. (Brady et al., 2016) Many of our students within our integrated learning center (ILC) could benefit from these devices. Our population is generally made up of students of color and/or students within a low socioeconomic status which greatly impacts their opportunity to access AAC. "It is critical that concrete steps are taken by individual speech-language pathologists, school districts, preservice preparation programs, and researchers to identify inequities in AAC services and take actions to rectify them." (Pope et al., 2022)

### **Polton Elementary School**

Morgan Louie

*Everyone Deserves a Voice: Assistive Technology Access in Preschool*

Our project aims to create opportunities for students to access alternative and augmentative communication (AAC) in their natural learning environment by providing speech generating devices. These devices support spoken communication in children with decreased language and culturally and linguistically diverse students. Research strongly supports that there are no prerequisites to AAC and any child whose needs are not met by speech alone should have the opportunity to use it. (Brady et al.,

2016) Many of our students within our integrated learning center (ILC) could benefit from these devices. Our population is generally made up of students of color and/or students within a low socioeconomic status which greatly impacts their opportunity to access AAC. “It is critical that concrete steps are taken by individual speech-language pathologists, school districts, preservice preparation programs, and researchers to identify inequities in AAC services and take actions to rectify them.” (Pope et al., 2022)

### **Polton Elementary School**

Ashley Van Sickle

*Kinesthetic Games, Drawer Organizer, and Flexible Seating*

The Grant project that would be used for publication is Hands on and Interactive sets for students including: engineering sets, Stem Kits, Marble runs, and Legos. The grant project would also be used for a drawer organization system for the stem kits and engineering sets to keep them organized and to keep them from breaking.

Additionally, several Flexible seating options for students such as wobble chairs, couch, stools, lap desks, scoop seats.

### **Polton Elementary School**

Jeannette Mouland

*LEGO Pixel Art*

This initiative will provide our students with a valuable opportunity to engage in planning, problem-solving, and creative expression, aligning with the Colorado State Standards for the Visual Arts and incorporating math and STEAM (Science, Technology, Engineering, Arts, and Mathematics) into their learning experiences.

Our 5th-grade art students are eager to embark on this exciting journey of designing and building one-of-a-kind LEGO artworks. This project holds immense educational value as it encompasses various aspects of learning and creativity. Here are some key components of this project:

**Creative Exploration:** Through this LEGO art project, students will be encouraged to explore their creativity to its fullest potential. They will have the freedom to design and build unique artworks, allowing their imaginations to flourish.

**Problem Solving:** Creating intricate LEGO artworks involves solving complex problems. Students will need to plan, strategize, and overcome challenges during the construction process. This hands-on problem-solving experience is invaluable for their cognitive development.

**Alignment with State Standards:** The project aligns seamlessly with the Colorado State Standards for the Visual Arts. It reinforces key concepts related to art appreciation, creation, and interpretation, enriching the students' understanding of the subject.

**Math Integration:** The incorporation of LEGO into this project naturally integrates math skills. Students will engage in counting, measuring, and geometric reasoning as they work with the LEGO bricks. This interdisciplinary approach enhances their math proficiency.

**STEAM Learning:** By combining art and math within a STEAM framework, students gain exposure to a holistic educational experience. This approach fosters creativity while nurturing their analytical and problem-solving skills.

The support we are seeking will directly benefit our 5th-grade art students by providing them with the necessary LEGO sets and materials for this project. These resources are vital for ensuring that each student has the opportunity to engage in this hands-on, educational experience.

Our aim is to empower these young artists to become critical thinkers, confident problem solvers, and creative individuals. We believe that this LEGO art project will not only meet their academic needs but also ignite their passion for learning and self-expression.

We sincerely hope that you will consider our grant proposal. Your investment in this project will have a lasting impact on our students, helping them develop essential life skills and a deeper appreciation for the arts. We are excited about the prospect of fostering creativity, innovation, and academic excellence in our 5th-grade art program.

### **Polton Elementary School**

chelsea carson

#### *Movement Matters*

In CCSD we have recognized the importance of mental health and social emotional learning for the children in our district. Now more than ever, our students (our children) are needing support and guidance in how to regulate themselves, and co-regulate. In addition, we are seeing the for students to learn to play side-by side, how to have sportsmanship, share and show empathy. Through this grant, I plan to expand on the sensory hallways that I created last year as well as create expansive recess opportunities for students to build on their social skills.

### **Polton Elementary School**

Kristine Willett

#### *Social Emotional Learning and Physical Education*

With funding of this grant, 381 students at Polton Elementary will be provided with Physical Education equipment that will help promote positive movement activities to work on social emotional skills. Students will learn new activities that will require them to problem solve, take turns, interact with peers, work on conflict resolution with peers, and support sportsmanship and kindness. Students will be empowered with a variety of activities that will incorporate whole body wellness and allow students to better focus in other areas of school. Their confidence to try (build growth mindset) new activities and work together as a partner pair or team will grow and support a positive social emotional state.

### **Ponderosa Elementary School**

Cameron Moon

#### *Blaze Pods*

I am looking to use this Grant to buy Blaze Pods for my PE class. Blaze Pods are a smart reaction training device that can be used for exercise, games/activities, and reaction training. They are small pods that look like training cones with lights that change colors when touched or ran by. They run through an app from a phone or an iPad and you can collect class data, create games through the app, and compare results with other classes/students. They are an awesome new technology to bring to PE for students to get the chance to have some fun while still getting the exercise they need.

### **Prairie Middle School**

Tim Hatlee

#### *Climate and Culture: Solving Problems by Understanding how Climate Impacts Where I Come From*

Our students have the power and the intellect to use their blossoming understanding of STEM to solve unique design challenges that have relevant and important social impacts in areas across the world. Through this grant, students will have the opportunity to explore their cultural backgrounds, understand how their culture and traditions are partially shaped by scientific factors like climate and weather, enhance their literacy by engaging in a book study of "The Boy Who Harnessed the Wind", and apply their new scientific knowledge to identify and solve a problem that may arise in the region where their family comes from. The project has the following goals: (a) develop and accelerate student literacy, (b) achieve mastery of the 6th Grade Science standards, and (c) establish a relevant and meaningful connection for students from all cultural backgrounds to what we are learning in the classroom.

### **Prairie Middle School**

Mary Anderson

*Launching Into the Future by Going Retro*

Our project, titled "Launching Into the Future By Going Retro," is designed not only to inspire a passion for STEAM but also to bridge the gap in access to quality education.

### **Prairie Middle School**

John Foyle

*Launching into the Future by Going Retro*

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### **Red Hawk Ridge Elementary School**

Abby Kaczmarek

*Cooking up Connections*

Through the district's wellness initiative last year, Red Hawk Ridge Integrated Learning Center students were provided the supplies and means to become chefs through a collaboratively taught cooking group. Because of the student's incredible enthusiasm and growth across academic and social domains as a result of this opportunity, a grant to expand this culinary experience beyond the classroom is being sought. Together, the speech-language pathologist, school psychologist, and occupational therapist plan to facilitate a school-wide coffee cart as well as opportunities for the Integrated Learning Center students to connect with peers, school staff, and the Red Hawk Ridge Community. The supplies provided through this grant will allow students to increase their independence, expand their communication and confidence, as well as provide a motivating and fun activity that builds empathy and community amongst the Red Hawk Ridge Family.

### **Red Hawk Ridge Elementary School**

Megan O'Dorisio

*Cultivating Creativity, Collaboration, and Critical Thinking*

My grant focuses on providing all students with resources and materials that support grade-level content and social emotional growth in a more creative, collaborative, and critical way. I believe all students should have access to interactive games that produce authentic discourse, support different learning styles, and extend and enrich learning. Specifically, I requested games and activities that support divergent thinking, multiple perspectives, visual/spatial thinking, and critical thinking skills. These resources would enrich their learning socially/emotionally and academically and allow them to make connections among different content areas. All students would have opportunities to grow in their speaking and listening skills, be part of a team, and engage in a cyclical learning process that promotes discussions, exploration, and reflection.



**Red Hawk Ridge Elementary School**

Emma Flanagan

*Sensory Room*

We are creating a Sensory Room for students in our ILC program to have a safe space to calm down when they become overstimulated from tasks during their typical school day.

**Red Hawk Ridge Elementary School**

Elena Emets Henson

*STEM materials*

I am a STEM teacher and in need of materials to implement hands-on projects to teach my students coding, mechanics and simple machines . I have code and go mouse robots, but no coding mats to use, so my K- 2 students struggle while using them on the floor since there is no clear indicator for the coding field / parameters.

I also have a simple machines unit that I would like to teach in 4/5 grade, but in need of hands-on materials / kits for my students to practice these concepts in small groups.

I am teaching forces and motion unit in 3/4 grades and need chain reaction kits so my students can practice pushes and pulls with hands-on small group activities.

**Rolling Hills Elementary School**

Gretchen Lucas

*Alternative Pencils for Students at RHL*

Many students at Rolling Hills have physical or cognitive disabilities, complex communication needs, and/or sensory or learning differences that affect their ability to use traditional pencil and paper or a keyboard to produce writing. This often leads to frustration and/or fewer opportunities to practice drawing, scribbling, and writing and these students are far behind their peers in their development of writing skills. School supply lists do not contain adapted writing tools and paper or multi-sensory tools and materials that support writing practice for these students. Preschool is also new to Rolling Hills this year so we are in need of some adapted materials for younger students to engage in pre-writing activities. This grant will provide more funding in order to provide support for traditional writing tools, provide options for alternative pencils, adapted paper, and support participation for the most reluctant writers and/or those with complex disabilities and learning needs.

**Rolling Hills Elementary School**

Don Fairchild

*Guitars - Time to shred!*

My 2021 grant for Baritone Ukuleles - Ukulele Level Up! - was a huge success! Thanks CCSF! Now, the culminating step on our Rock 'n' Roll journey at Rolling Hills is here at last! It's time to get guitars in the hands of these kids and fully empower them with the life-long gift of being able to pick up a guitar and strum their favorite songs and compose their own.

**Rolling Hills Elementary School**

Wendy Hopper

*Materials for Differentiated Products Grant CCSF 2023*

Many students at Rolling Hills Elementary desire the ability to communicate their learning in nontraditional and innovative ways. According to the learning profile data collected by Renzulli Learning during the 22/23 school year, 23% of RHL students surveyed prefer to express their learning using audio

and video displays, 18% prefer to engage in service projects that display their learning, and 17% prefer to express their learning in an artistic way. Through offering product choice to our students they will be empowered to practice like a disciplinarian and engage in creative and innovative thinking to design products that show their learning and provide opportunities to engage in discipline specific work.

During the 2022 -2023 school year the Gifted and Talented Department provided a four session training for GTS teachers to learn about the Parallel Curriculum Model. During this training I learn the importance of practice like a disciplinarian. While working in the practice parallel students engage in hands-on activities as a disciplinarian would. Many of our curriculums allow children to learn core material and connect with material through the identity parallel but, we are lacking in the ability to practice like a disciplinarian and make connections. This grant will help to include the remaining two parallels. The Parallel Curriculum Model leads to enhanced project based learning and product creation for students. This style of learning is essential for students who are in special populations within our school so that they are owning and enjoying their learning journey.

### **Rolling Hills Elementary School**

Carolyne Billings

#### *Rolling Hills Elementary Sensory Wall Panels*

Our sensory wall panels will allow any student at Rolling Hills an opportunity for a grounding sensory experience to regulate their emotions and/or energy to promote school participation. By stimulating primarily their tactile and visual senses, students will be able to access a small sensory area in the hallway containing a three different wooden sensory panels that differ in color, texture, and promote skills such as visual scanning, motor planning, and problem solving. The panels can easily be changed out to keep the area interesting and cleaned by sliding on and off a rail system. The sensory experience will allow another opportunity for students to seek out a break to help regulate their energy and emotions and return back to class feeling ready to learn. The panels can also be used to promote the development of hand eye coordination, fine motor, and critical thinking skills.

### **Rolling Hills Elementary School**

Darin Gunnett

#### *Sphero Indi Coders*

Sphero Indi gives the students an opportunity to understand the fundamentals of computational thinking and computer science at an early age. The shero indi can be used screenless along with an app that can help further their learning.

### **Rolling Hills Elementary School**

Don Fairchild

#### *Time to Shred - part 2*

My 2021 grant for Baritone Ukuleles - Ukulele Level Up! - was a huge success! Thanks CCSF! Now, the culminating step on our Rock 'n' Roll journey at Rolling Hills is here at last! It's time to get guitars in the hands of these kids and fully empower them with the life-long gift of being able to pick up a guitar and strum their favorite songs and compose their own.

### **Sagebrush Elementary School**

Jana Lucas

#### *An Epic Lego Wall for Everyone!*

This grant project involves building a lego wall in our school's maker space to be used with students to challenge their creative minds, use problem solving skills, and develop social skills needed when individuals work together.

### **Sagebrush Elementary School**

Shannon Shearer

#### *Social Emotional Learning through Theatre*

In our post pandemic world, we are seeing a greater and greater need for social emotional learning and emotional regulation skills. By partnering with mirror image arts, a local outside organization that uses restorative theater to teach emotions and conflict resolution, we are expanding our programming from just one grade to three to better serve our students.

### **Sky Vista Middle School**

Brianne Shockey

#### *Community and Life Skills Based Instruction*

At Sky Vista, we house one of the two center-based middle school Autism programs. Our program includes community-based learning twice a week where students are able to generalize and increase independence with their life skills (i.e. leisure, daily living, communication, and social) outside of the school environment in a variety of settings as well as school-based activities facilitated by related services providers. With these funds from the Cherry Creek Schools Foundation, we can provide a variety of experiences for our students to practice these essential life skills to help students make meaning of the world around them. Students in the program participate in community outings which include but are not limited to going to the grocery store, movie theater, restaurants, bowling, and other activities, as well as operate a Sandwich Shop to serve the school community.

### **Smoky Hill High School**

Jennifer Radosevich

#### *Books Without Borders: A Multilingual Library Initiative*

We will build our non-English language library collection to include more fiction and non-fiction titles written in languages other than English, focusing on popular fiction, teen literature and best sellers. We will expand our graphic novel collection (both in English and non-English titles).

### **Smoky Hill High School**

Carol Schuman

#### *Literacy Program*

To enhance literacy skills for 9th-grade students, our Read/Write course provides an equitable learning environment that focuses on positive relationships, a growth mindset, and rigorous engagement. Our goal is to create academic accessibility during the school day and support cross-curricular literacy tasks with our reading community model. To achieve this, we plan to use learner-equitable furniture, personal whiteboards, and fidget toys, which will differentiate learning preferences. Additionally, we will use technology programs like Socrative to enhance the literacy experience. Our classroom culture is essential in creating a reading community, and we believe that flexible furniture, whiteboards, and fidget toys will actively engage students in our learning circles. We aim to think differently in supporting how students learn and will build relational trust with our students to access the course's complexity and rigor.

### **Smoky Hill High School**

Breana Duncan

### *SHHS Weight Room Update*

We would like to buy lighter barbells for our weight room to accommodate our younger and female athletes that cannot lift or struggle to lift our current barbells.

### **Summit Elementary School**

AMY OKIMOTO

#### *Connect through Tech*

Students thrive when engaged in challenging and innovative learning experiences that bring joy. One way to engage our 21st century learners is through technology. Students can boost their independence, problem solving, and creativity through tools such as robots and circuits. STEAM at Summit Elementary will benefit greatly from new resources that allow them to tap into their potential and give them hands on learning experiences that will prepare them for their future world.

### **Summit Elementary School**

Michelle Koch

#### *Passionate and Empathetic Readers*

Classroom libraries need to reflect the students we have in our classroom with many different types of diverse books. It is important to have books that reflect different cultures and family experiences to give all kids a window into the diverse world we live in. Giving students exposure to a wide range of books helps build both empathy and background knowledge. It also helps students find their identity as a learner and as a person. Students can also gain a perspective on others feelings and experiences. Having more diverse books in the classroom can develop passionate readers that want to read more and write stories like the books they read.

### **Summit Elementary School**

Diana Fogliano

#### *Providing students with a peaceful environment*

As an occupational therapist, I work with students with sensory differences, especially when it comes to sound. While my room has a lot of positives, it, unfortunately, has cement walls that cause lots of noise to bounce around and distract and/or overwhelm my students. My occupational therapy room is next to the music room, cafeteria and main hallway creating at times a distracting environment. Environments with negative acoustics subject us to feelings of stress and fatigue and do not feel safe, especially for those already more sensory-sensitive. Being in between the gym and the music room obviously does not help this. The plain walls also feel a bit sterile rather than inviting and beautiful. So I would like to acquire sound-dampening felt tiles from Felt Right to place on the walls as dimensional wall art to help mitigate the issues with negative acoustics. Felt Right tiles are customizable so I can bring color, warmth, and coziness to the space as well. As an added bonus for classroom organization, Felt Right tiles are designed for easy cleaning and they are durable enough to be pinned to display classroom art countless times.

### **Summit Elementary School**

Caroline Brown

#### *STEM Educator Grant*

A 3D printer enables students to engage in hands-on, project-based learning that fosters critical thinking, problem-solving, and creativity in science, technology, engineering, and mathematics subjects. It brings abstract concepts to life and helps students grasp complex ideas more effectively. Students at Summit Elementary will benefit greatly from a 3D Printer because it will create opportunities for our students to gain the skills and confidence to pursue further studies and careers in STEM-related fields.

**Summit Elementary School**

Leslie Topic

*Stem for 2nd Grade*

Students thrive with engaging and challenging learning experiences that bring joy. One way to engage our 21st century learners is through technology. Students can boost their independence, problem solving, and creativity through tools such as robots and circuits. Second graders at Summit Elementary will benefit greatly from new resources that allow them to tap into their potential and give them hands on learning experiences that will prepare them for their future world. In order to achieve these goals we would like to purchase Botley® 2.0 the Coding Robot Classroom Bundle and a Makey Makey STEM Pack.

**Summit Elementary School**

Erin DunbarJohnson

*Tower Garden*

The Tower Garden is an opportunity for 4th graders to learn about where our food comes from. Students learn about the growing of plants, parts of a plant, watching plants develop from seeds, take weekly measurements, all while thinking like scientists. Students will take measurements, make predictions, and draw conclusions based upon what we are finding with our Tower Garden. This is a hands on activity for our students to experience growing a garden indoors, no matter what time of year. Each student will learn new skills, develop and take on leadership roles, and even try new foods.

**Sunrise Elementary School**

holly harris

*Help Keep Our Kids Clothes Clean*

Students require their basic needs met to be successful in school. Having clean clothes is one of these basic needs. We have students that show up to school in dirty and malodorous clothes. It is a luxury to have a washer and dryer or to be able to afford a laundromat. We would like to add a washer and dryer to our community room so families have the ability to wash their family's clothes when they are unable to access a washer and dryer. This will help families in need and help their children access education. If a student only has dirty malodorous clothes at home, they may choose to stay home from school. This will limit their access to an education. Having the ability to clean their clothes will keep them from embarrassment and keep them attending school.

**Sunrise Elementary School**

Ashley Dudley

*Independent Problem Solvers*

Using peace paths will help students learn how to better feel and comprehend their emotions while demonstrating empathy for others. Peace paths will be a tool for students to resolve problems and conflicts by using SEL skills and strategies. The peace path is a literal path that gives visual cues for a 7 step restorative process. Each person shares their perspective and experience and each person takes responsibility for their part.

**Sunrise Elementary School**

Brady Barker

*PE Shoe Library Grant*

The PE Shoe Library Grant for Sunrise Elementary school is a Physical Education based grant that will impact the daily learning for all 450 students. The grant will help to close the opportunity and

achievement gap among the student population. Students grow fast and shoes are expensive; the grant will provide a library of PE ready shoes for students that either forgot it was PE day, wore snow boots on a snowy day or quite simply cannot afford or do not have access to a pair of shoes that allow them to be physically active.

### **Sunrise Elementary School**

holly harris

#### *Student Hygiene and Basic Needs*

Students require their basic needs met to be successful in school. This includes food, clothing, and water. At Sunrise Elementary, many of our students' families are unable to buy snacks or water bottles for their students. We also have students that show up to school in dirty and malodorous clothes. It is a luxury to have a washer and dryer or to be able to afford a laundromat. We also have an additional need for underwear and clothes with our preschoolers and younger students having bathroom accidents. Our Title 1 community does not have the ability to donate clothes and supplies to our school. This grant would cover the cost of extra clothing, underwear, socks, water bottles, deodorants, and snacks for our community here at Sunrise Elementary School.

### **Thunder Ridge Middle School**

Alayna Festi

#### *Thunder Brew*

Thunder Brew is a student lead coffee and pastry shop that focuses on implementing life skills related to the food industry and hospitality. Students in the severe needs program, who require opportunities for realistic practice environments to learn and maintain life skills, engage in providing staff and parents with deliciously fresh brewed coffee, teas, hot chocolate and warmed pastries.

### **Timberline Elementary School**

Michelle Champion-Austin

#### *Decodable Texts and Reading Success!*

Decodable texts, or texts that focus on the phonetic (sound) code of reading, are essential for students to learn how to become skilled and fluent readers. The decodable texts that I am requesting will help support targeted phonics skills during small group instruction, and will allow students to learn how to read. This grant will immediately impact 20 first grade students at Timberline Elementary, however, these decodable texts will help first graders learn how to become confident and proficient readers for years to come.

### **Timberline Elementary School**

Kirsten Riley

#### *Lego Robotics*

I propose engaging students in a cross-curricular, hands-on learning environment using LEGO Education robotics. Lego robotics is based on constructivism. This educational theory states that children learn best when they experience things firsthand and within a meaningful context. The curriculum, aligned with national standards, engages students to become more independent learners. The 21st-century skills they will develop include problem-solving, comprehension, communication, creativity, and critical thinking. Additionally, Lego software introduces students to basic programming skills that allow them to create movement in robots and program sensors to take in information. Having these materials available to students would address multiple student needs including students who have low interest and engagement levels, students who are struggling with problem-solving skills, students who are not engaged in learning math and science, students who need to learn how to work effectively in teams, and

a lack of good opportunities for students to communicate in the language of mathematics and science, both orally and in writing.

### **Timberline Elementary School**

Jessica Kendall

*School Garden*

The purpose of my grant request is to implement a school garden at Timberline Elementary School. This school garden will be grown by a select group of special education students for the betterment of our entire Timberline Family, while also teaching these students important skills. I firmly believe that the establishment of a school garden will not only benefit our students but also contribute positively to the community by promoting healthy living, environmental awareness, and community engagement. We kindly request your support in making this project a reality.

### **Trails West Elementary School**

Ami Watson

*Feelings Buddies*

This grant would provide social and emotional learning through the use of Feeling Buddies. This is a self-regulation curriculum, by Dr. Becky Bailey, that teaches children how to handle their emotions. It is based on the Conscious Discipline program, which is an adult first, child second program that fosters a fundamental shift in thinking that empowers adults and children to be the change they want to see in the world. At Trails West, 1st grade teachers and students would use this curriculum to learn how to handle upset in safe ways. Students will interact with the Feeling Buddies in a Safe Place that is set up in the classroom. Lessons allow students to learn about their core emotions and how their body reacts. They are taught to recognize their feelings, calm, and find positive and helpful ways to for conflict resolution. Knowing how to recognize and handle strong emotions increases their overall whole well-being and allows their brain to access learning. The curriculum has the ability to impact many children and adults for years to come.

### **Trails West Elementary School**

Charles Kastens

*K-Ville Builds: Multi-Sensory Garden*

Last year I introduced K-Ville Builds to the 4th and 5th grade students I work with at Trails West Elementary. The 4th graders made a nine-square court for our PE teacher, and the 5th graders designed and constructed a tree house reading nook for our library. This year, my K-Ville Builds project is going to be a 5th grade legacy project to design and construct a multi-sensory garden.

### **Traverse Academy**

Makayla Quintana

*PBIS*

At Traverse Academy we are implementing a PBIS system for the benefit of the students. We are creating a system where our students can earn rewards for demonstrating peak (Perseverance, Empathy, Adaptability, Kindness) behaviors, and engaging in classwork. Students will be able to earn points and be able to spend them on rewards throughout the week. We plan on tracking student data/growth using excel spreadsheets. We will give students the opportunity to conference their progress/monitor, set goals, and reflect each week.

### **Village East Elementary School**

Kelly Hronick

### *Cooperative Learning Games*

I would like to provide my students in a Title 1 school with opportunities to build collaborative and cooperative relationships with each other through play, movement, and games. I will be purchasing items and games to facilitate their individual problem solving and their collective problem solving abilities, in addition to fostering classroom community.

### **Village East Elementary School**

Rachel McGill

#### *Light the Bathrooms at Village East*

Village East is a Leader in Me school. Our Student Lighthouse Team is comprised of 25 3rd, 4th and 5th grade students. These students have a lofty list of things to do this year that will require many supplies. The main project for the year will be to redecorate the student bathrooms at Village East to better align with Leader in Me and focusing on a growth mindset with inspirational quotes. This will help the students at Village East take more responsibility of the shared space that is the bathroom.

### **Village East Elementary School**

Maria Giarrusso

#### *Math STEM Day*

We would like to use the grant project to plan a math field trip for the 5th grade. This would allow our students a hands-on, meaningful experience. It would also demonstrate how math is applicable in the real-world.

### **Village East Elementary School**

Whitney Kramer

#### *Speech, Language and Literacy Connection*

Speech, language and literacy are highly connected, and learning to read is very complex. Based on Scarborough's Reading Rope, our students would benefit from direct instruction on all of the strands of reading, including phonological awareness, decoding, alphabetic principle, letter-sound correspondences, sight recognition, background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge. I would like to purchase three different intervention sets that will help support the whole reading rope: Expanding Expression Toolkit, Story Champs, and Tools 4 Reading Kid Lips. These tools will especially help build the different strands of the rope for our multi-language learners, low-income students, special education students, and students receiving speech-language services.

### **Village East Elementary School**

Grace Ferris

#### *We Ascend Together*

We Ascend Together is a program in partnership with the Genesee Ropes Program from The City and County of Denver Parks and Recreation Outdoor Recreation Department. Genesee instructors will come to our school to lead students through lower element team building activities. Then in May, they will go to the Genesee Ropes Course and complete the upper elements challenges.

### **Village East Elementary School**

Karyn Knoblauch

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#### **Village East Elementary School**

Julia Gappa

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#### **Village East Elementary School**

Johanna Jauregui

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#### **Village East Elementary School**

Janet Zeek

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#### **Walnut Hills Elementary School**

Addie Mair

*Functional Academics in the ILC Kitchen*

I would like to provide opportunities for my students to learn functional academics in both literacy and math in the kitchen within the Integrated Learning Center (ILC). Functional academics can be defined as the literacy and math skills students need to live independently. The goals of functional academics are embedded in academic standards for both literacy and math with the added bonus of hands-on and practical learning. My primary goal is to make the skills learned generalizable and functional to promote longterm independence and relevance for the students.

#### **Walnut Hills Elementary School**

Erin Meyer

*STEAM CLUB for Grades 1-5*

I am starting an afterschool club that will be available for Grades 1-5 that is STEAM focused. I will be offering the club at different times of the year for different grade levels. I have researched and created lesson plans that will be grade level specific and STEAM centered. If I am approved for the grant, I will be using the money for all of the materials that will not only last this year, but hopefully for years to come. The materials will be used for the after school lessons as well as take home STEAM kits for families to check-out and engage in STEAM at home as well.

#### **Walnut Hills Elementary School**

Jen Hager

*The Spirit of Spheros*

This project that involves the mini spheros will be an engaging and productive for students kindergarten through 5th grade in both Dry Creek and Walnut Hills elementary. It will allow all students to program the spheros through coding in a variety of different ways. The students will be practicing computational thinking as empowered learners within multiple projects that are grade level appropriate.

**West Middle School**

Jennifer Brickley

*West Middle School Play Days*

West is implementing Quarterly Play Days where our entire student body will participate in active, social, creative, cross grade level activities. These activities will allow students to foster teamwork, build relationships with peers and staff, and develop a sense of community at school.

**Woodland Elementary School**

Megan Hefner

*Kindergarten Learning*

Our grant project, "Empowering Early Learners: Phonemic and Phonics Tools for Kindergarten," is a transformative initiative aimed at enhancing the foundational literacy skills of kindergarten students through the integration of cutting-edge technology and hands-on learning resources.

In today's digital age, ensuring that young learners acquire essential phonemic awareness and phonics skills is paramount. To address this challenge, our project focuses on equipping kindergarten classrooms with iPads loaded with interactive phonics apps and a variety of learning games. These iPads will serve as dynamic tools to engage students in phonemic and phonics activities that are not only effective but also enjoyable.

Additionally, our project introduces the concept of "learning sound tubs," which are tactile and sensory-rich containers filled with objects and materials designed to immerse children in phonemic exploration. These tubs provide a multisensory experience, helping students connect the sounds of letters and words with physical objects, reinforcing their understanding of language fundamentals.

By combining digital technology and tangible resources, our grant project seeks to create a holistic learning environment where kindergarten students can develop strong phonemic awareness and phonics skills. This foundation is essential for their future academic success, as it forms the basis for proficient reading and communication skills.

Through this publication, we hope to inspire educators, administrators, and policymakers to consider similar initiatives in early education, emphasizing the importance of equipping our youngest learners with the tools and resources they need to thrive in an increasingly literacy-driven world. "Empowering Early Learners: Phonemic and Phonics Tools for Kindergarten" is not just a grant project; it's a step towards a brighter future for our youngest learners.

**Woodland Elementary School**

Rachelle Moorhead

*Kindergarten Literacy!*

My kindergarten literacy grant will be used to provide a variety of literacy resources to my kindergarten classroom. The items requested (games, books, and tools) will support development in all five strands of

literacy (phonemic awareness, phonics, fluency, vocabulary, and comprehension). It is vastly important to provide students opportunities to develop a solid foundation in all five strands of reading.

**Woodland Elementary School**

ROBIN SCHUHMACHER

*Unlock the Love for Reading with Graphic Novels*

Graphic novels are books, too! They are a powerful tool with rich vocabulary and detailed visuals, which open a door to reading while keeping young readers motivated from the first page to the last.