

ALEXANDRIA GARCIA – BENTON ELEMENTARY - \$1,400

Project Title: Listening Center

Project Overview: I am writing this grant to provide a listening center to my Pre-K students. I serve students who are 3 and 4 years old. By having a listening center in our classroom, it will help students move toward the district's initiative of increasing 3rd grade reading proficiency. Listening to stories has an impact on students' vocabulary, their understanding of language, and print concepts. The goals for my project are to increase vocabulary in the classroom and to promote reading.

CHRISTIANNA DOEDEN - BENTON ELEMENTARY - \$5,000

Project Title: Alphabet Letter Sensory Bins

Project Overview: Funding for this program will be used to acquire the materials needed to build Alphabet Letter Sensory Bins. The goal of this project is to provide an opportunity for kindergarten students at various learning tiers to achieve the district's long-term goal of 3rd grade reading proficiency by being ready to read at first grade level by the time they move on from kindergarten. The 18- student classroom at Benton Elementary is divided into 3 learning tiers based on the student's learning ability and this program helps meet them where they are at with their learning of the alphabet by providing creative and sensory options within each bin to adjust to the specific needs of each student using it.

JENNA PIKE – BENTON ELEMENTARY - \$2,000

Project Title: Zen Zones: Teaching Emotional Regulation Strategies

Project Overview: The school-wide Zen Zone initiative would be a program for all students from pre-K to 5th grade, beginning at the youngest ages to teach the skills of emotional regulation. Funding would be used to purchase items to help create a space for students to regulate in the classroom such as rugs, beanbags and additional sensory/calming items. It would help support school-wide use of the Zones of Regulation curriculum by providing a consistent space in every learning environment for students to utilize. Improving student's social/emotional skills will reduce the amount of disruptive behaviors and will help to provide a safe and positive learning environment and improve academic outcomes for all students.

SHANNON ALBERG – BENTON ELEMENTARY - \$1,000**Project Title: Interactive Book Choice**

Project Overview: I would be honored to receive the mini grant to use towards classroom sets of books for my 5th grade students. I have different novel studies that my team member and I have agreed upon that will meet the 5th grade Language Arts standards for each quarter and we will also use composition notebooks with the students to create interactive journals with vocabulary, one pagers and other activities that also meet the state standards. I would also like to purchase plastic totes to keep the books organized in the classroom.

CHRIS MOORE/LESLIE DAVIS – BOSTIC ELEMENTARY - \$4,900**Project Title: Robotics Team Equipment and Supplies**

Project Overview: This grant will enable our Robotics team to purchase new LEGO® robotics hubs and sensors. Our goal is to provide no cost extra-curricular opportunities focused on team building, increasing academic growth, and introducing students to AVID strategies through coding, writing, collaboration, reading, and problem solving. A diverse set of 24 to 30 students are selected from 3rd through 5th grades to learn as teams and compete at the WSU Shocker MINDSTORMS Challenge. The number of students involved is limited by competition rules as well as the number of working robotics kits available. Our current equipment is beginning to break and is no longer supported by the LEGO® education department. Bostic views STEM educational opportunities as vital in increasing student engagement and encouraging students to pursue additional CTE opportunities in middle and high school. With this equipment, we would be able to continue our Robotics program into the foreseeable future.

MIQUETTA WHITE – BRYANT OPPORTUNITY ELEMENTARY - \$2,000**Project Title: Therapeutic Classroom**

Project Overview: The Child Study team at Bryant Opportunity Academy would like to request help with funding our therapeutic classroom. I am Miquetta White, clinical social worker, and registered play therapist. I have worked at Bryant for a year now and, I have observed children that have not learned school. My proposal is that we create a therapeutic classroom where the students can learn and play all in the same setting. I went to Little Early Childhood Center and saw how their classrooms design and feel that our students, especially our K-2 grade students who have not experienced a real year of school, can benefit from a setting like this. Research shows child-centered play therapy is an evidence-based intervention and successful with helping children ages 3-12 with trauma, disruptive behavior, and developmental delays. Research has shown that teacher child-teacher relationship is important to a

child's academic success. In this classroom children will be able to learn through play which is the child's first language.

JOANNA THOMAS – CESSNA ELEMENTARY - \$3,300

Project Title: Making Clay Sculptures Enables Students to be Creative Within a Nurturing Environment

Project Overview: My school is a low-income and behaviorally challenged elementary school of around 400 students. Most have challenged home lives and only see full meals when they are in school, and clay is the perfect medium to reach these trauma inflicted children within a safe and nurturing school environment. Clay is like a magical art medium for kids. It has the power to activate their senses, encourage experimentation, engage their imagination, use problem-solving techniques, develop fine motor skills, gain self-confidence, and achieve therapeutic calming effects while learning life lessons too. During an age of hurried schedules and instant gratification, clay projects force artists to be patient to see the results of their efforts. Pablo Picasso stated that "The important thing is to create." Help me do this by choosing my application to give the students at my elementary school an opportunity to work with this motivating and empowering gift of clay.

SHIRLEY ROSE – CHRISTA MCAULIFFE - \$1,000

Project Title: Outdoor Classroom Garden

Project Overview: Christa McAuliffe Academy is a K-8 school that serves almost 1,000 students. It was built in 2012 and is thriving in Southeast Wichita, even nearing capacity. We currently have no outdoor space for student learning. Our dream is to build an outdoor classroom garden that will be accessible for use to all students and staff. This garden will not only be conveniently accessible and safe outdoor classroom area, it will be an ongoing educational opportunity for all students. The goal is for students to be hands-on in growing, understanding, and learning about garden environments, native plants, insects, farming, and sustainable agriculture. We will use this funding to help pay for the concrete circle in Phase 1.

ANGELA MCGHEE – CLOUD ELEMENTARY - \$2,000

Project Title: Safe Zone

Project Overview: The Safety Zone Program will target all grade school children grade pre-k through 5th grade. It will specifically target children with behavioral concerns. The program is intended to keep students in class and limit office referrals and teach self-regulation skills. By doing providing the safety zones program to student, it provides them with a safe space to calm down, while staying in the classroom.

It is important to note that Cloud is getting a new social worker and psychologist for the 22-23 school year. The school nurse (Jamie Westerhouse) and school counselor (Cherre Nestleroad) have agreed to the program and they it will be a good opportunity for Cloud.

JENNIFER POLLARD – CLOUD ELEMENTARY - \$1,000

Project Title: Learning with Mindful Movement

Project Overview: Learning with Mindful Movement Project will turn a classroom at Cloud Elementary into a kinesthetic classroom. The classroom will offer an opportunity for staff to be able to incorporate movement with students learning, which allows new brain cells to develop while reinforcing neural pathways. Your memory improves through exercise, and physical activity helps maintain your cognitive health. This project will utilize the use of exercise and mindful movement during Reading Intervention time. Intervention time is a focused instruction time for students that are not reaching grade level Reading Standards. The kinesthetic classroom will be utilized with students, that not only struggle academically, but also struggle with behaviors and the inability to maintain focus during traditional classroom seatwork. The room will be utilized by 20-25 PBS students to begin the year, as the year progresses the room will be utilized by other students at Cloud.

MEGHAN GONZALEZ – CLOUD ELEMENTARY - \$600

Project Title: Something for Everyone: Reading at Appropriate Levels

Project Overview: If awarded funding, I will purchase a variety of books to fill my classroom library. Currently, my classroom library (that I inherited) is full of outdated books that do not interest current students. I would like to create a leveled library to better serve my students. Teaching second grade, I have students who are nonreaders who would benefit from lower-level books and students who are ready for chapter books. This will affect 20 students directly in my classroom this school year, and all the students to come.

KRISTI LUCAS – COLVIN ELEMENTARY - \$1,000

Project Title: ESOL Newcomer Science Based Reading Project

Project Overview: Colvin Elementary currently serves thirty ESOL Newcomer students, ranging from second grade through fifth grade, in a combined classroom. They speak five different languages and represent varied educational backgrounds. The ESOL Newcomer Science-Based Reading Project provides resources for meaningful instruction for acquiring academic vocabulary, developing social language, and obtaining content knowledge at their reading level. They engage in

whole group and small group instruction, themed discussions using shared writing and reading, and through partner reading with mainstream classroom students. This project offers themed vocabulary readers, pre-readers to third grade reading levels, and co-readers with differing reading levels on opposing pages. This literature supplements our lack of nonfiction leveled readers. While supporting progress in Newcomer Proficiency Scales and the district's goal of increasing third grade reading fluency, the ESOL Newcomer Science-Based Reading Project develops positive student peer relationships through a shared language of science.

HEATHER FULILIER – DODGE ELEMENTARY - \$4,700

Project Title: USB MIDI Keyboard Literacy Project

Project Overview: This project is to provide yearlong access to technology that would otherwise not be available, namely MIDI keyboards. These keyboards would be used by all students at Dodge Literacy Magnet in an effort to support our school and district initiative to increase 3rd grade reading proficiency. Dodge Literacy Magnet is a Title I school that serves roughly 550 students.

STEPHANIE SPERGER – DODGE ELEMENTARY - \$3,000

Project Title: Writing Code and Performing instrumental compositions

Project Overview: The STEAM Guitar Project is a whole school wide program taught through multiple subjects by our Specials Team to create a whole school community experience. The Elementary school I work at lost many teachers last year due to a social and emotional disconnect with the students we serve in our building. We are a Title I K-5 building looking to expand on what our students believe school is. Too often we heard "school is boring" and that's why students weren't invested in what they were learning.

During this project, students will design and build cardboard and plaster covered guitars that they will wire, program, and compose music with using a Makey Makey circuit board. Most of the activities will be done with 4th and 5th grade due to the complex nature of the project, but the rest of the school will be practicing meeting dance standards in PE for the final performance during the Winter Concert. Our plan to is to continue more large scale, cross curriculum activates yearly for students to develop their sense of community, safety, and personal investment in our school.

ELISE KRATZ – EARHART ELEMENTARY - \$1,000

Project Title: Sensory Garden and Self-Regulation Books

Project Overview: The goal of the sensory garden and self-regulation books is to provide students with tools to help with calming their minds and emotional grounding. The funds of this project will be used to purchase books to support self-regulation, a water feature, gardening tools, additional hydroponics systems, and seeds to grow plants with a diversity of shapes, sizes, colors, scents, and textures. The plants will be grown in our outdoor gardens, greenhouse, and classrooms. The books will be housed inside our two Interrelated classrooms accessible to all students and staff. This project will impact all 453 students from PreK-5 with 57% free/reduced lunch eligibility and a reading proficiency level of 35%.

NATALIE HENNING – GRIFFITH ELEMENTARY - \$2,000

Project Title: Action Based Learning Lab

Project Overview: Grant funding would be used to create an action-based learning lab within my classroom. This lab will pair physical activity and practice of foundational reading skills. Funding is needed to acquire academic wall mats and functional youth fitness equipment for movement stations. The population served would be 25-30 Positive Behavior Support students and 50 or more general education students that have reading intervention supports that are considered intensive. There are 12 core foundational skills that help students build the framework (and prepare their brains) for learning; cross lateralization, body in space, balance, visual development, tactile learning, motor skills, visual tracking, hand/eye/foot coordination, cardiovascular and physical fitness, rhythm, problem solving, and mindfulness. Practicing these foundations helps us close learning gaps, and help students reach their maximum learning potential. The goal is providing students a space to practice and master foundational reading skills while participating in physical activity to better retain the information.

AUDREY WOLTERS – HORACE MANN - \$5,000

Project Title: Accessibility in STEM

Project Overview: Diverse learners require diverse learning experiences. As a special education teacher, my students require hands on learning opportunities in math to achieve academic success. It is my goal to provide my students the opportunity to work with coding robots to spark innovation in their mathematical experience in the Wichita Public Schools. All my students are language learners with disabilities which impacts how they interact with grade level math instruction. I want to diversify the math instruction I am able to provide in order to support their academic achievement and future career goals.

LAURA HOOBLER – KENSLER ELEMENTARY - \$1,000

Project Title: Recorder Project

Project Overview: This grant will purchase six class sets of recorders and recorder stands. Each student would get their own recorder that would be used in class. The stands will organize the recorders and make them easy to access. The goal is to make connections between music and reading and to build a sense of pride in our school.

This project focuses on 4th and 5th grade, however, materials purchased from this grant will be used for years to come. This year we had six 4th and 5th grade classes with approximately 25 students in each.

The last Kansas Report Card available from the Kansas Board of Education is from 2020 – 2021. This report shared that our population is diverse (48% white, 33% Hispanic, 7.4% African American, 11.3% other), 74% of our students are considered economically disadvantaged, and 79.5% are below target in math and 66% are below target in reading.

KATHY JOHNSON – L’OUVERTURE ELEMENTARY - \$2,400

Project Title: Rhythms and Silence

Project Overview: I am wishing to buy practice pads for my bucket drum lab to soften the noise/sound that is produced by them so that we can use them more frequently. Right now, I only use them outside because they are so noisy. It raises some safety concerns as we are out in the elements as well as in an open area off of a busy street. So as of right now, I only use them with certain grade levels and at certain times of the year. With these pads on them, I'll be able to use them inside and with all grade levels.

LINDSAY BLURTON – MCLEAN ELEMENTARY - \$5,000

Project Title: Orff Instruments for Everyone

Project Overview: We are working toward incorporating the use of barred Orff instruments like xylophones and metallophones into our music curriculum but are in need of more instruments to make these lessons successful for all students. The district recently invested in Purposeful Pathways curriculum which allows for a sequential acquisition of musical skills utilizing the barred instruments to creatively improvise, compose, and accompany. The Orff instruments provide hands on experience to help students gain literacy skills by tracking the music left to right, reading notes on staff moving up and down, and reading rhythms both iconic and actual notation, as well as the physical needs required to play the instruments. Our whole school of 250 students would benefit from this grant by providing more opportunities for each individual student to play instruments. With these instruments and curriculums students would create, perform, and respond to improve their musicianship.

MELISSA WEIGANT – MCLEAN ELEMENTARY - \$1,000

Project Title: Coding Critters

Project Overview: I intend to use the funding to buy lab material and equipment that allow special education students in an alternative high school to be interested and engaged in science, thereby increasing science grades, increasing the number of passing students, and helping to increase the graduation rate. The funds are primarily for the Physical Science classroom, but since Sowers has little to no lab equipment, equipment could be used in all the science classes potentially helping 80 to 100 special education students.

LAURELL ASCHBRENNER – MUELLER ELEMENTARY - \$4,100

Project Title: DroneBlocks, Codable Indoor Drones

Project Description: The objective of this grant is to allow Mueller Aerospace Engineering and Discovery Magnet to purchase codable, indoor drones for students to learn important computer skills. This will allow Mueller teachers to achieve highly engaging lessons, foster college and career readiness, gain reading proficiency by 3rd grade, and assist in problem solving strategies. Mueller staff, in partnership with the Education Edge Grant, and the community, will obtain students' interest in not only coding, but also engineering and aviation technology as potential career options. The Education Edge Grant would serve a Title I building, of which 87% of our families are low-income households. Mueller serves diverse demographics with African American students being the majority. With Mueller's proximity to Wichita State

University the ultimate goal of its teachers is to walk them across Hillside to obtain post-secondary education and achieve greater success in life.

AMANDA WILSON – OK ELEMENTARY - \$3,800

Project Title: Haven - Project Library Impact

Project Overview: I am applying for this grant so that I can purchase new books for the library. The improvement to the library book selection will allow all students access to books that will support our district programs, Second Step and Digital Citizenship Lessons, as well as books that support ELA standards for Pre-K – 5th grade. The target population for this project is targeted towards all students of OK elementary. The population of OK elementary is currently 298 students which includes Pre-K – 5th grade as well students in the Mixed Abilities program. Current data shows that most grade levels are below district level in reading. Only fifth grade met district benchmarks in reading according to FastBridge. We also have a high number of students that have been affected by trauma, including incarcerated parents, parental suicides, and deaths of family members. Although, OK elementary is not currently a Title 1 building, it was last year. This leaves our student population caught in the middle--lacking at home, but not having the funds from school to help fill in gaps.

YING JIANG – PLEASANT VALLEY ELEMENTARY - \$5,000

Project Title: Bridging the Gap in STEM Education: Teaching Computer Coding to First graders

Project Overview: This project will expose 1st grade Hispanic students to computer coding. The project aims to teach 1st graders fundamental computer programming skills, as well as to develop their computational and problem-solving skills. By empowering students to experiment with coding, the project will boost their confidence and motivation in computer science, which may further facilitate students to step into the potential "STEM Pathway".

CONI MELOCCARO – PRICE HARRIS ELEMENTARY - \$3,800

Project Title: Haven - Published Author Creative Writing

Project Overview: Price-Harris Communications Magnet is seeking a project grant for our Published Author Creative Writing project. Second-grade students will create and publish a class book. Studenttreasures Publishing offers professional published book that will encourage student writers. This project will promote student collaboration, confidence as writers, readers, and presenters. The grant would provide all second-grade students a copy of their classroom published book that will remind them of a treasured part of their educational experience. Second grade students at Price- Harris have been publishing books for the past 10 years. The price of the published books has continually increased, and our student population is now at 68% free and reduced lunch, and many families are unable to purchase a book. If awarded the grant it would benefit approximately 135 second grade students total in the 2022-23 school year as well as the 2023-24 school year. The approximate cost is \$3,773.50

DARLA BROWN – RIVERSIDE ELEMENTARY - \$3,000

Project Title: Vermicomposting: Composting with Worms

Project Overview: A vermicomposting (worm farm) system and needed items for recycling collection and product packaging will be purchased. Recycled paper and food scraps will be composted and turned into organic fertilizer in the form of liquid and worm castings. Students will create a marketing campaign and sell the product. The worms will also be used to engage students in a fun, hands-on project when teaching all subjects. The main goal is for students to learn they can make a difference in their community. It will also create leadership, education ownership, and improve academic outcomes. The project is mainly a 4th grade (approximately 40 students) project but all 200+ students in the building will be involved in some way and will benefit from the project. The project will continue each year, impacting students for years to come. (Impact areas below will only allow 1 to be checked)

BLAKE BEARD – STANLEY ELEMENTARY - \$5,000

Project Title: Stanley Elementary Electronics Lab

Project Overview: We will create an electronics lab at Stanley Elementary designed to teach students Electrical Engineering and Computer Science. Students will develop skills in coding and be able to create their own microcomputer circuits that have real world application and functions.

EMILY MCCRAY – WHITE ELEMENTARY - \$2,000

Project Title: Regulation Suite

Project Overview: We intend to use grant funding towards improving the mental health and wellness of all the children in our school. Ensuring mental health and wellness needs are being addressed, for our most vulnerable students, also ensures that our school is trusted as a safe place for students, staff, parents, and our community. We plan to purchase items to create a calming regulation suite and facilitate social/emotional lunch bunch groups. Items in the suite will help children deescalate in a calming and therapeutic environment, helping to regulate from the issues they face. Lunch bunch groups will teach children social/emotional learning that they then will be able to apply to real world situations they may face with peers or other adults. Taking with them tips and tools on how to interact with others while remaining regulated and processing through the gamut of emotions presented with at school, home, and in the community.

STEVE SMITH – ALLISON TRADITIONAL MIDDLE - \$3,000

Project Title: Next Level Robotics

Project Overview: This grant will allow our robotics teams to purchase advanced VEX components to help them take their building and programming performance in robotics competitions to the next level. Our teams have access to many of the basic building materials provided for our Intro to Engineering classes, but they lack more advanced components like pneumatics, high-strength gears and shafts, high-speed motors, and flex wheels for intake rollers and flywheels. Many of our competitors (both locally and globally) have this kind of equipment. These advanced components will challenge our students to engage in the engineering design process and further develop their building, programming, and documenting skills. Not only will our teams be more competitive, but this advanced STEM learning will also benefit them both now and in the future. Twenty diverse students currently make up our team. These and future students would continue to use this equipment each year.

STACEY LARSON – JARDINE MIDDLE - \$2,000

Project Title: Regulation Station

Project Overview: Jardine STEM & Career Academy is applying for the Mental Health & Wellness Grant. The funds would be used to support a Regulation Station. This would include a designated room with regulation items, allowing dysregulated students a safe place to go as well as supplies to support Yoga & Mindfulness lunch groups and social skills lunch groups that will be proactive in teaching students' regulation skills. We estimate that at least 75-100, possibly more, students will benefit from the Regulation Station during the 2022-2023 school year; however, the grant will allow us to continuing providing these services for years to come.

PRECIOUS SMITH – MARSHALL MIDDLE SCHOOL - \$3,700

Project Title: Ethnic Hair Club Presents Emergency Hair Kits

Project Overview: We intend to create Ethnic Hair Care Kits for every middle school in USD 259. The minority students who are impacted by poverty are not always able to look their best, and these kits will allow them to look and feel their best in school.

JADEN BROWN – PLEASANT VALLEY MIDDLE SCHOOL - \$1,000

Project Title: How to Increase Literacy Skills: Choice Reading with a Focus on student Interests

Project Overview: We will use the money to buy choice reading books for students, and we will purchase book tape and color-coding stickers to help keep books organized and accessible. The students that will be served are 6th graders at PVMS. The overall goals of our program are to prioritize choice reading, increase student engagement while reading, and to create a safe, welcoming space to learn about our students as readers.

***Strategic Plan alignment question will only let me select one choice. We are aligning with the graduation rate and safe places goals.

JESSICA ARBUCKLE – PLEASANT VALLEY MIDDLE - \$1,000

Project Title: Increasing Literacy Through Choice and Representation in Texts

Project Overview: The grant will fund updates to my classroom library. The books being bought are new, young adult books that feature characters and themes that are diverse, multicultural, and representative of the student body. The population being served is the 6th grade student body - between 150 and 200 students - most

of the population is Hispanic. The overall goal is to create a culture of reading to increase literacy and reading stamina.

This proposal is aligned with two of the district's strategic plan goals - Increase graduation rates AND Ensure that schools are trusted as safe places

ELIZABETH POLSON – ROBINSON MIDDLE SCHOOL - \$1,200

Project Title: Button Incentive Program

Project Overview: The 353 Robinson students currently enrolled in Spanish represent the great diversity of the student population where 75% qualify for free or reduced lunches, 64% is nonwhite, 28% have a home language other than English, 13% have IEPs, and 11% are gifted. 87% of the students taking Spanish met the grade level standards in the 1st quarter and need incentives other than grades to motivate them to continue to engage and prepare for high school level standards. Students will be rewarded for academic risk taking with this program which will celebrate rigor and create a socially-emotionally safe place to learn, stretch, and grow. Student design and sales of a small percentage of the buttons will perpetuate the program for future students and help to develop future ready skills.

JEN PILLICH – ROBINSON MIDDLE SCHOOL - \$1,000

Project Title: Girls United

Project Overview: Girls UNITED! is a creative writing and mentoring program for tween/teenaged girls that promotes creativity, critical thinking, and leadership skills. The vision for GU! is to provide a place where girls are encouraged to express their emotions and ideas. Our target population serves young girls between the ages of 11-15 years old that attend Robinson Middle School.

In the world of Girls UNITED! we encourage tween and teenage girls to speak up, speak out, write it down and let their unique voices flow. During the 2021-22 school year, Girls UNITED! met during our daily homeroom class. We were able to start our day with guest speakers, birthday celebrations, and connect with conversations about current events affecting our youth. As a result of their hard work, creative writing skills, and collaboration with the arts, we solidified a special guest speaker for our first annual writing empowerment showcase.

JESSICA THOMAS – ROBINSON MIDDLE SCHOOL - \$3,500

Project Title: Experiencing Theatre

Project Overview: My goal with this program is to obtain the funding necessary to allow the diverse population of Robinson Middle School the opportunity to see a Broadway show (Anastasia) right here in Wichita. This project would impact 50 6th, 7th, and 8th grade students- many of whom will never have seen a theatrical production before. Students who are involved in the school musical on either the cast or crew will be invited to attend. This program will benefit students by helping them to feel more involved at school and therefore make school a more trusted place to be. Students will also be able to see how people make careers in theatre which will inspire them to continue to pursue theatrical endeavors in high school and beyond.

TAMMY GORGES – STUCKY MIDDLE - \$1,000

Project Title: Classroom Production Center

Project Overview: I would like to request a production center for my ELA classroom. This center will motivate students to learn. We know motivation is one of the most troubling problems facing teachers today. The production center will increase 3rd grade proficiency because my students would make productions for younger students. The younger students will be excited to learn to read better so they can succeed like their older mentors. My students will find learning fun and expose them to the various areas of success by learning to read. The better the students can read, the more likely student will graduate high school and beyond. The students will be working in a safe environment where rule one is Respect. We will be calling on other parts of our community, including those in elder care. There are no limits to what a production center will do for the students of Wichita, USD259.

CHRISTOPHER GARZA – EAST HIGH - \$3,000

Project Title: Color Graphing Calculators

Project Overview: This grant will allow minority and lower economic status students who are struggling in math to utilize a color graphing calculator to assist in their understanding of solutions when graphing. It is expected that using these calculators when graphing a system of equations would be particularly helpful but would also be useful when doing normal calculations as many/most of these students struggle to afford a suitable scientific calculator. The targeted students will be students who struggle with math and are in Geometry Tier II and students taking Algebra II. The goal is to get a greater number of students who struggle in mathematics to pass and thus increase the school and district overall graduation rate.

KYLE BROADFOOT – EAST HIGH - \$1,000

Project Title: Greenhouse Farm

Project Overview: East High School is embedded in a densely urban, hyper-diverse, and underserved area of our district. The largest in the state, East draws students throughout Wichita's city center and farther through special programs (e.g. the IB program). In this setting, a large share of students face hunger and food insecurity and/or do not have regular, meaningful interaction with nature. The East High Greenhouse & School Farm project aims to address both community issues. To do so, students will be able to engage with hands-on cultivation and real-world work experience through curriculum and extracurriculars. Funding from this grant request will be put toward building the capacities of the greenhouse and farm plot through the purchase of seeding and germination supplies. The additional capacity provided through this project will also serve curriculum outcomes in science, culinary, and business classes.

MARK TOLBERT – EAST HIGH - \$5,000

Project Title: Dispelling the Myth that Statistics Lie - Explore First, Formalize Second

Project Overview: Statistics is one of the most misunderstood fields of mathematical study. In American high schools we too often idolize Calculus as the pinnacle of mathematics education. I aim to change that by exposing students to the beauty and power of Statistics using a method of hands-on exploration of the concepts of Statistics before formalizing these experiences through instruction. My personal goal is to have 10% of the students in Kansas who take the AP Statistics exam attend Wichita East High School. By learning Statistics students become better consumers of information and are fortified against manipulation and misinformation. Funding would provide professional technological tools, similar to what they would see in a job or in college, as well as materials to complete these hands-on learning experiences. The aligns with the district's strategic plan by providing actual college and career readiness skills for these students.

DYLAN SEENEY – HEIGHTS HIGH- \$1,200

Project Title: Operation Damp Box

Project Overview: If awarded, the funding will be used to improve the organization of ceramic/clay projects in my Ceramics 1 classroom. Storage bins and plaster will be purchased to make damp boxes. The overall goal is to improve student success rates in my Ceramics 1 classes. With the improved storage and organization of clay projects, Ceramics 1 students will improve their turn-in-on-time rate by 10% by May

2023. As a byproduct, we will also reduce excess waste and clay dust in the classroom by lowering the use of plastic bags in the classroom by 75%.

GABRIEL COSTILLA – HEIGHTS HIGH - \$2,000

Project Title: Esports & Gaming Concepts Broadcasting

Project Overview: While Gaming Concepts is still in its infancy in this district, with the right equipment, we can make it easier for parents, students, and community members to get excited about the program by showing everyone the alternate applications for the class besides just learning how to play video games. One of these ways is by creating live and recorded game casts hosted and edited by our students. Students that are into gaming but might not want to compete. They will have an option to support their team and their passions through this project. Utilizing recording equipment, webcams, and sound proofing devices, we will create weekly live events and recaps to make Esports more accessible to all stakeholders and give our students additional opportunities to realize future endeavors.

SYDNEY HARPER – HEIGHTS HIGH - \$5,000

Project Title: The Nest Coffee Shop

Project Overview: Heights DECA intends on using the funding to go towards the cost of remodeling a concession stand that has gone unused for decades into a coffee shop ran by Heights DECA members. The entirety of the school population, staff included, will be served by this shop. The 23 members of Heights DECA will be impacted because it will be the primary source of funding for their registration, travel, and lodging expenses incurred by competing at DECA competitions.

TODD PHILLIPS – NORTH HIGH - \$3,600

Project Title: Haven - North High JROTC Obstacle Course

Project Overview: Building the Obstacle Course at North High improves JRTOC participation and retention. Over 72 Cadets from 7 different Wichita JROTC programs compete annually in the one Raider Competition; and this will double district training resources and competition locations. This builds a capacity for lifelong learning, drives graduation rates through increased participation in a citizenship building program. Raider participation exposes cadets to mental and physical rigor which spills over into academic success. Teamwork is a major component of the raider team. JRTOC directly impacted over 938 high school students across Wichita in 2022 and the raider obstacle course engages these students and keeps the program relevant. JROTC graduation rates are over 90% and Raider participation increases student interest in

JROTC. Participation grows because the program is fun and challenging and as a result JROTC positivity impact Wichita Cadets.

JENNIFER LARSEN – NORTHEAST HIGH - \$1,000

Project Title: Design your community

Project Overview: I am requesting funding for a collaborative project that will support our districts reading initiatives. My idea is to publish a class book created by the two student groups using the social determinants of safety, community, and housing. I'd like to continue this advocacy for both arts and literacy in the classroom by creating personal books the students could keep and cherish as memories they made in our schools contributing to a lifelong love for reading and the arts. We will serve over 100 students.

SANDRA PADMANABHAN – NORTHEAST HIGH - \$2,600

Project Title: Haven - Social Emotional Rooms and School Connection Program for Marginalized Students

Project Overview Haven is a program (led by staff trained in social/emotional needs of marginalized students) that provides a safe space for lunch in a sensory soothing, calming yet engaging room. The program also provides games and a warm atmosphere to allow students to connect to each other. Haven also provides social emotional training and mentorship during advocacy class once a week to provide extra support for students who feel isolated at school. Haven, in addition, provides opportunities for service projects to provide training in leadership skills for these students. The Haven program has been in the USD 259 school district for the last four years in Heights High School but has expanded and is now a popular program at Northeast Magnet. Haven has been shown to decrease depression and anxiety of isolated students while increasing attendance, school connection, social emotional resiliency, higher GPAs and higher graduation rates. Northeast Magnet may have an influx of students from Southeast next semester, and some of those students may need Haven significantly to feel included in Northeast Magnet's educational environment.

ALMA AGLANO – NORTHWEST HIGH - \$1,000

Project Title: Modern Classroom Project

Project Overview: Modern Classroom Project, a research-based instructional model, is designed to meet students' academic needs by integrating self-paced and mastery-based principles and technology into instruction. It works to develop students' abilities to engage in self-directed learning. It supports all types of learners ---fast learners, learners with disabilities, students that are shy to ask questions, students with low social and emotional skills.

This project will be implemented in my Algebra 1, Algebra 2 and Geometry classes (9th to 12th grades). 125 Northwest High school students will be impacted by this project. It could be even more with a possibility of having more students this school year 2022-2023. The grant will help purchase headphones, splitters, mouse and charging stations.

The goals of this project are: 1) to help students develop self-directed, self-paced and mastery of skills by the end of the school 2022-23; 2) to decrease behavior issue by 90% weekly as students are immersed with a classroom culture of peer support and self-will for learning; and 3) to cater to students' unique needs through differentiated learning opportunities with 90% passing each unit.

GUY STURDEVANT – NORTHWEST HIGH - \$4,700

Project Title: Haven - The Ad Astra Collaboration

Project Overview: The Ad Astra Collaboration project is a cross-curricular initiative between the Science and Career/Tech Education programs at Northwest High School. Ad Astra's mission is to unite over 130 students from four different courses with a common mission of designing, constructing, and utilizing 5 Newtonian-style telescopes to make detailed observations of the universe. This project will provide practical applications and cross-curricular connections for students across two departments. CTE students will practice "graduation plus" relevant employability skills and participate in work-based learning as they get the rare opportunity to work through the entire engineering design process. Science students will gain the opportunity to engage directly with NGSS-relevant content, including optics, stellar nucleosynthesis, and orbital mechanics. All students will learn about project management, timelines, communication, collaboration, and evaluation.

JACQUELINE NASCIMENTO-ODENHEIMER – SOUTH HIGH - \$1,000

Project Title: Who Wants to Be an Engineer?

Project Overview: Teaching science in high school can be challenging because students are losing interest in the topic. Some students have learning disabilities that can make the topic of science more difficult for them to understand. The Scientific Research and Design class is a course that works with the elaboration and conduct of experiments in the classroom to favor the students' knowledge about the scientific process. The set of students that are enrolled in this course are special education students with learning difficulties and behavioral issues. Working with this group of students takes an extra touch of "wisdom" to keep them motivated to complete their work, and to maintain interest in the subject being taught. Having the ability to conduct this project will arouse students' interest in sciences that are focused on biomedical engineering. Thus, students will be able to conduct experiments of their own design and make them feel like creative engineers.

LASHARN BELL – SOUTH HIGH - \$2,700

Project Title: Wichita South High LASSE- Ladies for Academics And Social Excellence

Project Overview: Our group was started in the 2021-2022 school year, with the overall goal of empowering our young women to build leadership skills, become college and career ready, provide community service, and to be able to pursue the careers of our choice and ensure success in their personal and professional lives. Last year, the young ladies asked to have uniformed, professional attire, such as sweaters and lapel pins and supplies, such as folders to keep information when they are attending specific engagements and events. We were unable to purchase or provide these items last year, so if awarded funding, it would help serve up to 25 young women that represent various ethnic backgrounds, from 9th to 12th grade, in having a uniformed look for the 2022-2023 academic school year.

TAMMY KNIFFIN – SOUTH HIGH - \$3,300

Project Title: Titans Grow Together

Project Overview: My team and I will establish a community garden at South High. We will use this project to build strong connections to our families while teaching students new skills and building their confidence and connection to school. Students will be involved in the process from start to finish and will harvest fresh produce for months. Our students are primarily low-income students and I am confident having fresh healthy foods available to them at no cost will meet a very real need for them, while also connecting families to our school community. All funds will be used to establish and maintain the garden.

TIMOTHY EBERL – SOUTH HIGH - \$2,500

Project Title: South High STEM

Project Overview Funding will be used to purchase equipment and supplies to help students gain a wider, more hands-on experience with science and newer technologies. The student population at South is comprised of traditional 9-12 secondary educational students, though there is a subset of students who have special needs, with most students having an emotional disturbance, in addition to learning difficulties. The project goals include increasing student interest in the field of science, thereby increasing engagement in science, which will lead to overall success of students in science. The project would also expose students to a STEM curriculum to encourage students to consider entering a STEM field. This goal relates to how the program will align with the district's strategic goals, including increasing the overall graduation rate for the students by allowing them to be more successful with the science curriculum and allowing them to earn credits bringing them closer to graduation.

VERLINDA STONE – SOUTH HIGH - \$4,900

Project Title: South High Superior Strings Project

Project Overview: The South High Superior Strings project will provide the orchestra students of South High School with higher quality strings for their instruments. If awarded, 60 students who come from diverse backgrounds culturally and socio-economically, will be impacted by this project. The overall goal of this project is to improve District Common Assessment scores in the area of tone and intonation within the orchestra class, which in turn affect their literacy skills.

MORGAN JAMIS – SOUTHEAST HIGH - \$5,000

Project Title: Camera for Creativity

Project Overview: If I were to be awarded this grant, the money would go to purchase 10 new cameras for the photography courses at Southeast HS. These cameras would help replace broken down cameras as well as get us closer to a class set so that students do not have to share. Cameras usually last 5-8 years before they are more expensive to fix than they are worth, the majority of cameras we are currently using are from the old SE building (6+ years). This would serve over 200 photography students from 9th to 12th grade. The goal of this is to improve overall grades of photography students and help us be able to complete more projects. When students do not have to share cameras, the time needed to complete projects would be less, allowing us to do more of them.

SARAH WATKINS MACE – SOUTHEAST HIGH - \$2,000

Project Title: The Chill Club

Project Overview: The targeted population will benefit from this program through improved mental health. The students should be able to report improved friendships and feel safer at school. The students should be able to stay in class longer, requiring less crisis intervention from student support personnel. Studies have indicated that students struggling with mental health issues often do not feel connected to school or with others, whether they be students or staff. The targeted population needs this particular program because the Chill Club will give the students a place to meet, connect, develop emotional regulation techniques, and practice expanded social skills.

LISA MCINTIRE – SOWERS ALTERNATIVE HIGH - \$1,000

Project Title: Hands On Science Lab

Project Overview: I intend to use the funding to buy lab material and equipment that allow special education students in an alternative high school to be interested and engaged in science, thereby increasing science grades, increasing the number of passing students, and helping to increase the graduation rate. The funds are primarily for the Physical Science classroom, but since Sowers has little to no lab equipment, equipment could be used in all the science classes potentially helping 80 to 100 special education students.