



Show Choirs an Asset to GSD



Superintendent's Message

Dr. David Daigneault

In the Grenada School District, the arts are not simply an offering—they are a vital and thriving part of who we are. From our stellar, award-winning band program to our engaging, hands-on elementary arts experiences and exceptional high school offerings, our commitment to the arts is evident at every level. Nowhere is that more evident than in the continued excellence and growth of our show choir programs.

From the earliest stages of a student's journey, opportunities abound. At the upper elementary level, students can audition for Pizzazz, where many first discover their passion for performance.

That passion is further developed in the middle grades through Entertainers, ultimately culminating at Grenada High School with our premier show choir, Visions.

Visions currently includes 56 dedicated singer-dancers in grades 9–12, supported by 16 crew members who play an essential role behind the scenes. Together, they represent not only talent, but commitment, discipline, and teamwork at the highest level. Each year, this group participates in five competitions, consistently performing with excellence and earning accolades that have become a proud tradition for our district.

This year's competition show, Miss Understood, is a powerful and thought-provoking production centered on the life and untimely death of Marilyn Monroe, highlighting the pressures and scrutiny she faced from the media. Each year brings great anticipation as students, staff, and the community eagerly await the unveiling of a new show, and this year is no exception.

The success of Visions is made possible through the leadership of our talented director, Jenni Winter, alongside assistant director Amy Killebrew, who also leads Pizzazz at the upper elementary level. Together, they guide these extraordinarily talented students with dedication and vision. Their work is supported by an exceptional team, many of whom are proud alumni of the program. Former Visions members Claire Barker and Matthew Murphey return to choreograph and design each year's show, while JaMya Benson and Michael Hankins lead the live band, an integral component of the Visions performance. Vocal assistant Tripp McCrory lends further expertise, and the parents of Visions members provide tireless support, assisting with the creation and transport of the elaborate sets that elevate each performance.

See "Choir"
Continued on page 2

Mobile FABLab Brings Innovation to Every 6th Grader at GMS



Photo by Lindsey Leggett

Kaylin Pittman, Liam Smith, and Antonio Ross study the diagrams for the "Super Car".

By Sherry Worsham
Director of Community Partnerships

Grenada Middle School is preparing students for future careers through the Mobile FABLab. It wasn't a single moment or a single classroom. It was something that unfolded over time, moving from room to room, experience to experience, quietly transforming the way students saw themselves and the world around them.

Students learned how to build a robotic Super Car, bring a design to life piece by piece, engineer race tracks with loops of track, and 3D print an architect's ruler. Careful lines were drawn, measured, and cut with precision as students turned simple materials into exact shapes.

Machines hummed and digital ideas became real objects as every 6th grader had the opportunity to build, test, adjust, and try again. Every student was invited to think like an engineer, a designer, a problem-solver. And perhaps most importantly, every student discovered that

they could.

The Mobile FABLab is more than a set of tools. It is a model for what learning can look like when every student is given access to meaningful, hands-on experiences. Through a series of intentionally designed experiences, students moved from following a plan to understanding a system, from observing motion to explaining it, from measuring with care to creating with precision.

At Grenada Middle School, the future is not something we are waiting on. It is something we are already building.

From Blueprint to Motion: How 6th Graders Became Builders

Spread across the tables at Grenada Middle School were diagrams that looked more like something from an engineering lab than a 6th grade classroom. The Super Car's clean lines, precise steps, a finished design were on paper. The task before the students was not to invent it, but to understand it well enough to bring it to life.

At first, the diagrams were studied

quietly, almost cautiously. The students quickly realized that if they wanted the car to work, they would have to pay attention in a different way. They began searching for the right pieces.

Hands moved through the kits with growing intention, no longer picking things up at random, but looking for something specific. A beam of a certain length. A connector with the right shape. A wheel that matched the diagram exactly. Each discovery brought a small sense of progress, a quiet confirmation that they were beginning to understand the language of the build.

They worked in teams, settling into roles. One student followed the diagram closely, tracing each step with a finger. Another gathered parts. Another checked the work, comparing what had been built to what was shown. There was conversation, but it was different from the usual classroom chatter.

"Wait... look at this part."

"I think it goes underneath."

"No, see how it lines up here?"

Mistakes came, as they always do when something matters. A piece turned the wrong way. A connection that didn't quite hold. A wheel that refused to spin the way it should. But instead of frustration taking over, something else happened. The students paused. They went back to the diagram. They looked again. And then they fixed it.

Piece by piece, something began to take shape. What had started as scattered parts and a flat image on paper slowly became something real – a structure you could hold, a system you could test.

See "Innovation"
Continued on page 7

Red Top Parent Teacher Organization Rewards Students

(photo right)
Red Top PTO rewarded students for fundraising with a snow cone party. Pictured left to right are kindergarteners JD Hutchinson, Hayes Bennett, and Lewis Lyon.



Photo by Marah Bennett

Opportunities to Soar with Grenada’s NJROTC



Photo by Newtroin Foreman

NJROTC Cadets (l to r) Tracy Foxx, Chardarious Mayfield, Javorrious Collins, Won communications award at the recent aerial drone competition.

*By Chief Newtroin Foreman
NJROTC Instructor*

Middle-school and high-school students pilot drones and navigate submarines with Grenada’s NJROTC. Recognized as one of the premier Navy JROTC aerial drone programs in the nation, it emphasizes STEM education, aviation fundamentals, mission planning, and leadership development.

Cadets are instilled with the Navy Core Values of Honor, Courage, and

Commitment. Training includes military organizational concepts with a structured chain of command, safety and responsibility, and operational planning.

Grenada’s distinguished program and its training environment prepares cadets for future opportunities in aviation, engineering, and other technical fields in the military or as a civilian.

The robotics program founded in 2020 under instructor Chief Petty Officer Newtroin Foreman, Grenada High School NJROTC holds the distinction of

being one of the first Robotics Education & Competition Foundation Aerial Drone Competition (RADC) programs in the state of Mississippi. Additionally, this was the first NJROTC aerial drone program in the state.

The mission of the NJROTC drone program is to train and develop cadets through aviation-based STEM education with a focus on Unmanned Aerial Systems (AES), computer programming, and engineering principles. In a framework of competition, cadets practice mission execution through hands-on training and operational experience.

The STEM programs align with the core objectives of the Navy JROTC through technical proficiency in situational awareness, crew coordination, leadership, and discipline.

Grenada’s drone program delivered results on the international stage in 2022 by earning the Flight Operations Award at the RADC World Championship. In 2023 they expanded to include a fifth competition team, and they established a middle school team.

The five competition teams and the eight-grade development team create a pipeline for STEM careers and NJROTC cadets, accomplishing the goals of the Navy and of Grenada School District

simultaneously. Each of the teams function as a Navy-style operational unit responsible for planning, executing, and evaluating aerial operations. This structure reinforces accountability, risk management, mission focus, and technical excellence. Cadets are enabled to compete at the highest levels.

Grenada’s cadets gain more than technical skills. They gain experience in public speaking through formal interviews, learn accountability by maintaining detailed engineering notebooks, and build cross-functional abilities with their communication skills.

Our NJROTC excels in additional STEM related programs. They participate in the underwater robotics competition SeaPerch. They learn problem solving through other events sponsored by VEX Robotics, FIRST-Robotics, and BEST Robotics.

Each of the NJROTC teams delivers future opportunities in the form of useful technical skills, and they also provide opportunities for travel each school year. Cadets frequently travel across the south from Texas to South Carolina.

Excitement and adventure await in Grenada’s NJROTC.

GCTC Health Science Class Visits Providence Living Center

(photo right)

Mrs. Lester’s GCTC Health Science Class visited Providence Living Center to do check-offs on blood pressure, weight, and oxygen levels. Health Science students, (back, l to r) Madison Miller, Mariah Ward, Shundria Cole, Jayden Caldwell, (front, l to r) Madison Hobbs, Jaycee Wine, Isabella Welch, Jewels Ingram, Cameron Horton, Bella Trusty, and Lashuntia Holman.



Photo by Meg Newcomb

“Choir”

Continued from page 1

Preparation for the show choir season begins well before the school year starts, with students and staff dedicating time throughout the summer. Visions traditionally opens the school year by performing for district faculty and staff, setting the tone for excellence. Throughout the year, they share their talents with the community and, beginning in January through late March, compete at an exceptionally high level across the region.

While their awards and honors are too numerous to list, what stands out most is the unwavering commitment these students demonstrate. Participation in show choir requires a strong work ethic, self-discipline, and the ability to excel across multiple performance areas—choral singing, choreographed dance, and theatrical expression—all combined into one dynamic ensemble.

For those who have had the opportunity to witness Visions perform, it is clear

that this group delivers an unforgettable experience. Their performances are not only entertaining but inspiring, reflecting the dedication of every individual involved.

Beyond the stage, Visions represents something even greater—a lasting bond. Alumni remain deeply connected to the program, often returning to support and participate in performances. It is a testament to the lasting impact this organization has on the lives of its members.

Visions, along with our entire show choir program, is a true point of pride for the Grenada School District and the community we serve. This success is strengthened by a district-wide commitment to the arts—from our outstanding band program to the vibrant, hands-on experiences in our elementary schools and the exceptional caliber of our high school arts offerings. The arts are alive and well here, and through programs like these, they will continue to flourish for generations to come.

Criss Office Supply

TRANSITIONING SALE ALL STOCK MUST GO

All Current Stock Must Go

Construction paper is \$.50 pack	Binder indexes 50% off
Powder tempera paint \$.50 each	Glitter and Paint is 50% Off
Motivational pencils - 50% Off or 12 dozen for \$12	
Stock up on next years classroom supplies while they are in stock!	

Grenada School District does not discriminate on the basis of race, color, gender, national or ethnic origin, age, disability, veteran status, or other characteristics protected by law in any of its policies, practices, procedures or program operation. Grenada School District is an equal opportunity employer. For inquiries regarding this policy on discrimination contact: Title IX Coordinator, Dr. Tina Herrington; ADA/504 Coordinator, Dr. Lyle Williams; Grenada School District, 253 S. Main, Grenada, MS 38901; 662-226-1606

Criss Office Supply

2245 Commerce St. Grenada

226-1901 or 307-2394 • Mon.- Fri. 9-5 • Sat. 9-12

8th Grade Robotics Advances to World Championships

By Ben Leatherman
GSD Reporter

The 8th grade robotics team, Pure Imagination .5 has captured the highest honor in Mississippi’s FIRST LEGO League competition and will now represent the state on the world stage.

Pure Imagination .5 captured the prestigious Champion’s Award at the Mississippi FIRST LEGO League State Championship, securing their place at the FIRST LEGO League World Championship in Houston, Texas, this April.

The victory marks a historic moment for the team, which had already claimed the Champion’s Award earlier this season at the Northern Regional Qualifier, making them back-to-back top winners in Mississippi robotics competition.

Pure Imagination .5 is made up entirely of eight 8th grade students enrolled in the Project Lead The Way (PLTW) Automation & Robotics program. Six of the students are competing in robotics for the very first time this year, making their success even more remarkable.

The Champion’s Award is considered the most prestigious honor presented at a FIRST LEGO League event. It recognizes a team that excels across every aspect of the competition, including robot design and programming, innovation, research, teamwork, and demonstration of FIRST’s core values.

“These students have put in countless hours designing, programming, testing, and refining their robot,” said Ryan Melton, the PLTW Automation & Robotics instructor who coaches the team. “What makes this even more special is that they are all 8th graders who have grown tremendously not only in engineering skills, but in leadership, collaboration, and confidence. They truly represent what STEM education is all about.”

For team member Molly Melton, the win carries special meaning.

“I have been doing FIRST LEGO League since kindergarten, and this is my seventh year competing,” she said. “Our team has gone to state every year, but we had never won an award there before. I was just hoping to have fun this season, not win the biggest award LEGO has to offer. I’m extremely excited to go out with a bang and compete at world’s in Houston.”

FIRST LEGO League challenges students to solve real-world problems through research, innovation, and robotics. Teams design, build, and program autonomous robots using LEGO technology while developing solutions to themed global challenges.

With their state championship victory, Pure Imagination .5 will now compete against 160 of the top robotics teams from around the globe at the world



GSD 8th grade robotics team, (front, l to r) Mkyale Mullen, Molly Melton, Jessie Williams, Landon Daves, (back, l to r) CJ Armstrong, Paul McRee, Colton Kidder, and Tristan Austin, will be competing at the FIRST LEGO League World Championship in Houston, Texas.

championship event in Houston.

As the team prepares for the international competition in April, community support will play an important role in helping cover travel, lodging, and competition expenses.

For more information about the team or to support their journey to the world championship, contact coach Ryan Melton at rmelton@grenadak12.com.

GMS Hosts Literacy Night



(photo left) Learning comes to life as students Ryder Millwood and Lane Dees dig for context clues in the prehistoric classroom.

GES Students Celebrate Birthdays Differently

By Katie Hood
GES Librarian

Birthdays just got even more special for Grenada Elementary Pre-K - 2 students with the addition of the library’s Book Nook Vending Machine. Located near the library entrance, the machine works much like a traditional vending machine—but instead of snacks or drinks, it dispenses books. Students celebrating a birthday can select from a range of titles, including popular fiction, leveled readers, graphic novels, and age-appropriate non-fiction. The library also provides a selection of board books.

Students in grades Prek through second grade choose a birthday bookmark and a book from the vending machine to help them celebrate turning a year older. Students have already shown enthusiasm for the new feature. “It’s like getting a prize, but it’s a book,” said second grader DJ Pratt. “It makes me want to read more.”

By offering a unique and engaging way to access books, the library hopes to reach students who might not otherwise pick one up.

Not only does the new vending machine allow every child access to a



DJ Pratt gets his birthday prizes from the newly acquired book vending machine.

book, but it also promotes literacy and excitement. The vending machine allows us to cater to different reading abilities and interests. It also makes birthdays more fun. Thanks to profits from previous book fairs, we were able to purchase and stock the vending machine for our students to enjoy.

By Lindsey Leggett
GMS Assistant Principal

Grenada Middle School hosted its Literacy Night in February, and it was a great night for our students and families.

This year’s theme, A Night at the Museum, brought learning to life in a fun and interactive way. Students rotated through different stations where they were able to read, write, and take part in hands-on activities connected to different time periods and literacy topics.

The halls were beautifully decorated with student artwork, which really set the tone for the night. Mrs. Funderburk and her talented LEAP Art students recreated several famous paintings, while National Honor Society student volunteers brought them to life by posing as living exhibits. Each classroom was also decorated to match its theme, taking visitors on a journey through different time

periods, from prehistoric times to ancient Egypt.

This event took a lot of planning and would not have been possible without the teachers and staff who put in the time to make it happen. We also want to thank our sponsors and community partners, including Junior Auxiliary of Grenada, Milwaukee Tool, and First Choice Services, for their support.

A special thank you to Cathey Wrenn and the Grenada Chamber of Commerce, Debbie Rouse, Tammie Cavanaugh, Lois Gaskin, Joe Presley, and the Grenada Bands for helping make the night even more memorable.

Most importantly, we appreciate the families who came out and participated. Having that support makes a big difference for our students and we look forward to next years event.

GMS Students Participate in “Poultry Hatch-Out” Program



Raygan Amos was excited to hold one of the newly hatched chicks.

By Lindsey Leggett
GMS Assistant Principal

Grenada Middle School sixth grade students recently had the opportunity to take part in a hands-on learning experience they won’t soon forget through the “Poultry Hatch-Out” program, made possible by the Mississippi State University Extension Service and Mr. Michael Pruden the extension agent for Grenada

Grenada Students Engage in Conversation on Economic Growth

By Tiffany Reed
GHS Career Coach

Students at Grenada High School recently participated in a discussion centered on economic development, workforce readiness, and the future of Grenada. Matthew Harrison, President and CEO of the Greater Grenada Partnership for Economic Development, spoke to College and Career Readiness, Government, and Economics classes about how local decisions impact job creation and long-term growth. His role includes working with community leaders, industries, and organizations to support business expansion and attract new opportunities to the area.

While the presentation provided an overview of ongoing economic efforts in Grenada County, the most notable impact was seen in student engagement and reflection. Students were encouraged to think about their own role in the future workforce—both individually and as part of a broader community. Discussion topics included the types of industries moving into the region, the importance of workforce preparation, and how local communities compete for economic opportunities. One idea that resonated with students was the importance of surrounding themselves with a small group of peers who can provide accountability and support. They should motivate you, hold you ac-

countable, and push you to succeed. Several students later referenced this concept in follow-up conversations. The visit also prompted students to reflect more critically on Grenada itself. When asked to share takeaways, one student observed, “It seems like Grenada does not know her real value.” That comment underscored an ongoing discussion with our juniors and seniors about recognizing potential and understanding how local growth connects to individual opportunity. As Grenada continues to evolve economically, opportunities for students to engage directly with community leaders provide a practical lens on how those changes may shape their future paths.



Matthew Harrison spoke to GHS students about the growth and opportunities available in Grenada.

Show Choirs Finish Competition Season with Awards



This year’s national show choir competition was held at the Grand Ole Opry in Nashville, Tennessee. The Grand Ole Opry is certainly one of the biggest stages in music, and Grenada performed against the best of the best. Visions performed on Friday night, qualifying for finals, and again on Saturday, ultimately being named the 6th best show choir in the nation. Senior Braley Carnathan (pictured above) took the highest individual honor, Best Female Vocalist on Friday.



GES 3-5 show choir “Pizzazz” won several awards this year. Pictured above are Corbi Kate Hawkins and Mia Cunningham from the Christmas performance. At the Tupelo King City Classic they won 1st in Division A, 2nd place Overall, Best Overall Show Design, Best Overall Closer, Outstanding trio Award, Overall outstanding soloist Zoey Copper, and Outstanding performer-Mason Jackson.



GMS Entertainers brought home First Place, Best Crew, Best Ballad, and Best Male Soloist Josiah McGhee, at the Tupelo King City Classic competition. Entertainers pictured (left to right) Catelyn Neathery, Cameron Quinn, Waylon Elliott, Mary Mitchell Martin, and Cameron Coleman.

For all the moments
you need care,
we're here.



All for Your Health



umc.edu/YourHealth

One Skill at a Time: Building Toward What Comes Next



Did You Know?

- **Mississippi State University’s Building Construction Science program is one of only two in the U.S. with a studio-based curriculum.**
- **BCS students build full Tiny Houses as part of their training—and auction them off at the end of the semester.**
- **Graduates pursue careers as project managers, superintendents, estimators, and safety officers in high-paying industries.**

Grenada’s BuildIt Lab introduces many of these same tools and team-based practices—giving students an early advantage before they ever reach a university campus or job site.

*By Sherry Worsham
Director of Community Partnerships*
At Mississippi State University, students in the Building Construction Science program don’t just study construction theory, they live it. They sketch. They calculate. They collaborate. Then, they build.

In one of the country’s only studio-based construction programs, MSU students work in teams to design and construct real structures, including modular Tiny Houses. They rotate through roles (project manager, superintendent, estimator) and practice what it takes to coordinate materials, manage timelines, and meet industry standards. Every semester, they get closer to the way real job sites work.

This approach doesn’t begin in college anymore. It begins here, in Grenada’s CTC Carpentry Program or in the new BuildIt Lab, where students at Grenada High School are already learning how to measure lumber, interpret basic blueprints, operate saws, and solve design challenges in real time.

GCTC Carpentry Instructor Daniel Beach said, “Through this students are gaining real-world construction experience by applying technical skills, using professional tools, and working through practical challenges in a hands-on environment that carries on through life.”

Just like their future counterparts at the university level, students in the BuildIt Lab are developing skills that go beyond the obvious. They’re learning how to communicate with a team, adjust plans under pressure, and work safely with tools

and materials. They’re applying math and physics in practical ways. And they’re building confidence every time they finish a project they didn’t think they could do.

These are the same foundational skills cultivated in college programs for construction science, architecture, civil engineering, and design technology. At Mississippi State, students learn cost estimation, BIM modeling, and material logistics, but their success depends on their ability to think critically, manage uncertainty, and stay focused on quality. That mindset is first developed in environments like the BuildIt Lab.

The inclusion of a Tiny House project in MSU’s curriculum speaks volumes about where education is headed. Modular, efficient, sustainable—these homes require students to think creatively and act responsibly. The same is true in Grenada’s emerging version, where students will frame walls, install trim, and make design choices that matter. They’ll see their work take shape and take pride in what they build.

For students heading directly into the workforce, both the CTC Carpentry Program and the new BuildIt Lab offers a strong entry point into skilled trades that are in high demand across Mississippi and the country. For those aiming for college, it provides real experience they can speak to in interviews, applications, and design portfolios. In either path, these students aren’t behind. They’re ahead.

And that’s what this lab is really about. One skill at a time, Grenada students are preparing not just to enter the construction field, but to help lead it.

Girls Powerlifting Competes at State Championships



Congratulations to the Lady Chargers Girl Powerlifting team! The girls competed Thursday, Feb. 26th at Lake Cormorant for North Half State competitions. (center) Kristen Edwards placed 2nd in her weight class; (left) Savannah Dungan placed 3rd and (right) Kollie-Kate Adams placed 2nd in her respective weight class. These ladies will compete March 27th at the Jackson Coliseum for the State Championships!

grenadak12.com

www.mygrocerybasket.com

Unleash the flavor

PURE MEAT PERFECTION

Grocery Basket

WE PUT MORE IN YOUR BASKET FOR LESS!

Supporting our community for over 49 years

“Innovation”

Continued from Page 1

When the final pieces were in place, the Super Cars rested on the desks, complete and still. What had started as a diagram had become something far more meaningful – a physical build, a working system, a machine that could be programed for action. More than that, it became a lesson in how to look closely, work together, and stay with a challenge until it makes sense.

From that foundation, the learning moved forward. And for these 6th graders, it all started with a plan on a page and the decision to follow it, one thoughtful step at a time.



Mylaysia Armstrong and Serenity Griffin work together to improve their design.

Racing Mania: When the Library Became a Physics Lab

In December, that foundation was put into motion in Grenada Middle School’s Media Center. Usually, this room is a place of quiet reading and stillness, the former library began to hum with energy as loops of track stretched across the room. Curves rose into the air. Ramps dipped and climbed. It was Race Car Mania.

At first glance, it looked like play: bright tracks twisting into loops, match-box cars lined up at starting points. Students gathered around, eager to see what would happen next. But beneath the excitement, something deeper was unfolding.

The race track had been designed with intention. Cars were weighed before the races began—not just picked up and placed, but measured, compared, considered. Students started asking new questions. Would a heavier car go farther? Would it move faster? Would it make it through the loop more easily?

The track was no longer just a structure. It was an experiment. Students released their cars and watched closely as they moved through the system they had created. Some cars soared through loops with ease. Others slowed just enough to stall at the top, hanging for a moment before falling backward.

Every run was important. Students measured distance. They observed speed. They recorded what they saw, then gathered in small groups to talk about it. Why did one car travel farther than another? Why did one complete the loop while another failed?

Slowly, the language of science began to take hold. They talked about energy, not as a definition to memorize, but as something they could see. The higher the

starting point, the more energy the car seemed to have. As it moved, that stored energy changed, becoming motion. Friction took some of it away. The track itself shaped what remained.

They began applying what they knew, using measurement and observation to explain what they were seeing in real time. The conversations grew more thoughtful. What made this experience powerful was not just the motion of the cars, but the thinking behind it. Students began to understand that the things they enjoy in everyday life, playing sports, running, even video games, are all shaped by the same ideas they were exploring on the track.

Energy. Motion. Force. What had once been invisible concepts became something they could build, test, and explain. By the end of Race Car Mania, the library looked very different than it had at the beginning. The tracks would eventually come down. The tables would return to their usual purpose. But the thinking would remain.

Chomp Saw: Learning Precision, One Cut at a Time

By January, the focus shifted again, this time from motion to precision. The excitement of racing cars and moving machines gave way to something quieter, more focused. This time, the work required steady hands, careful thinking, and attention to detail. In the Chomp Saw Design experience, students stepped into the role of designers, not to build large structures, but to learn something just as important: precision. It began with a pencil and a ruler.

Students were given specific measurements and asked to create geometric shapes with accuracy. Lines had to be straight. Angles had to be intentional. Lengths had to match exactly. There was no room for guessing. Each mark on the cardboard represented a decision, and each decision mattered. Students quickly discovered, precision is not easy.

A line just slightly off could change the entire outcome. A corner not quite square would affect how the shape looked and functioned. They slowed down. Measured again. Checked their work. Then checked it once more.

The Chomp Saw looks like a power tool, but it was designed specifically for young makers. There were no sharp blades, no spinning parts, nothing that felt intimidating. Instead, it offered a

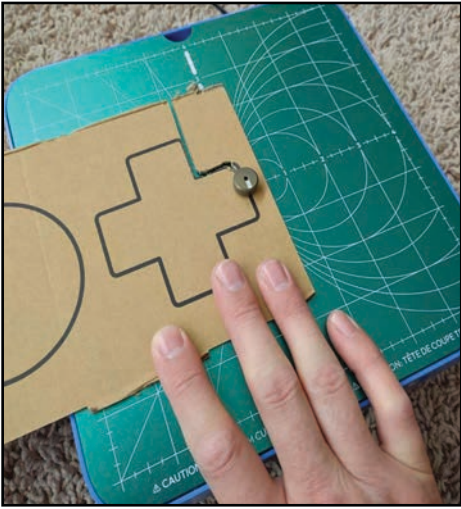
safe, controlled way to cut cardboard with surprising accuracy.

Students positioned their material and applied steady pressure. The machine responded with a clean, smooth cut. It required focus, but not fear. Control, but not force.

For many students, this was their first experience using a tool that felt both powerful and safe. What made this experience meaningful was not the final shape itself, but the process behind it. Students began to understand that accuracy is built step by step, through careful measurement, steady hands, and thoughtful adjustments.

They were developing more than technical skills. They were building spatial awareness, learning to see how dimensions, angles, and proportions work together. They were strengthening fine motor control. They were experiencing, in a very real way, how planning and execution must align as well as learning about refining, improving, and trying again.

The Chomp Saw became more than a tool. It became a bridge between idea and execution, a way for students to take what they imagined, measure it, and bring it into the world with clarity and precision. Students quickly learned that great ideas rarely work perfectly the first time. They refined, adjusted, and rebuilt - developing resilience and problem-solving skills along the way.



The FabLab Chomp Saw makes building faster and more precise.

3D Printing: Watching Ideas Come to Life

By February, students were ready to take what they had learned and apply it in an entirely new way.

The tools were quieter now, but no less powerful. In place of cardboard and racetracks stood a row of compact machines, each one moving with a kind of precision that drew students in almost immediately. The BambuLab A1 Mini 3D printers did not race or roar. They hummed. And yet, they captured attention in a way few things could.

Students gathered close, watching as the printers began their work. A thin line of material appeared, almost as if from nowhere, carefully laid down in a pattern that only the machine seemed to understand. Then another line. And another. Slowly, steadily, something began to take shape. At first, it felt like watching a mystery unfold.

How did the printer know where to go? Why did it move the way it did? Those questions became the beginning of understanding.

Through the Bambu Lab Learning Center, students were guided step by step, not just in how to use the printer, but in how to think about it. They

learned how to set it up, how to load the filament, and how to begin a print. Each action built confidence.

But the real shift happened when they stopped simply watching and started noticing. They began to see patterns in the movement. The printer moved left to right, then forward and back, then slightly upward. Over and over again, in a rhythm that was both predictable and precise. What once seemed random revealed itself as a system, one built on three directions of movement working together.

They traced the path of the filament as it entered the machine, pulled down through the top and guided into the extruder. Inside, a small gear gripped the material and pushed it forward, feeding it into the nozzle where heat transformed it into something new. Softened just enough, the filament emerged and was placed exactly where it needed to be. Layer by layer, the object grew. This was not just printing. This was construction. Careful, deliberate, and exact.

They began to understand that every part of the machine had a purpose. The toolhead carried the components that made the process possible. The nozzle controlled the flow. The heat bed below held everything in place, creating a stable foundation so the print could build upward without shifting or failing. Everything worked together.

And just like in every other part of the Mobile FABLab experience, things did not always work perfectly the first time.

A print might shift. A layer might not align. The result might not match the expectation. After completing their beginner certification, each student printed an architect’s ruler. It was simple, practical, and precise. The printers continued their quiet work, line by line, layer by layer. But for the students, something had changed. The mystery was gone, replaced by understanding. They were no longer just watching innovation happen. They were part of it.

A Model for the Future

The Mobile FABLab is more than a set of tools. It is a model for what learning can become when every student is given the opportunity to engage, explore, and create.

This year, every 6th grader at Grenada Middle School stepped into that opportunity. In doing so, the district made something clear. Access matters. Experience matters. And when students are trusted with meaningful work, they rise to meet it.

Across classrooms and learning spaces, students were not just introduced to technology. They were challenged to think, to solve problems, and to stay with a task until it made sense. They learned how to approach a problem, how to test an idea, and how to adjust when something didn’t work the first time.

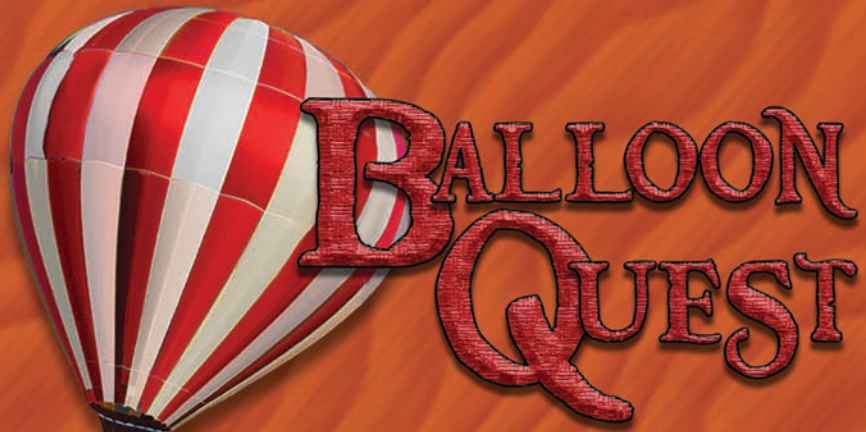
These are not just classroom skills. They are life skills. They are workforce skills. And they align directly with the needs of industries growing right here in our region. Grenada Middle School is just getting started.



GCTC Class Participates in Read Across America



GHS students in the Career and Technical Center’s Educator Preparation course have a special connection with literacy. Inspired to explore a career in Education, they participate in community events like Read Across America Day at Grenada’s Elizabeth Jones Public Library. The students (pictured left to right) Bella Winter, Taylor Lipe, Emily Allen, Jataya Bocclair, Mia Salley, and Kira Williams dressed as beloved Dr. Seuss characters as they welcomed young readers for a night of fun and literacy. Each of the 57 children that attended the event received two books to begin to build their own personal libraries. Community events like these highlight the importance of early literacy while giving current Educator Prep students valuable hands-on experience.



Visit Grenada School District’s newest hands-on learning facility — a science-based, escape-room-style museum.

Escape a tornado, take a virtual whitewater rafting adventure, create a tsunami, and discover the hidden room!

Work in teams to search for clues and use science knowledge to advance through different ecosystems.

To reserve an experience for your group, contact us.



Director: Tammie Cavanaugh
Phone: 662-307-4546
Email: balloonquest2022@gmail.com
Web: bit.ly/balloonquest
Location: 1779 Jackson Ave. Grenada, MS



Ole Miss | Grenada

Less Cost. More Impact. It’s Your Future.

Apply now for scholarships available for part-time and full-time students on the UM-Grenada campus.

Undergraduate Programs Include:
Elementary Education, Multi-Disciplinary Studies, General Business, Criminal Justice, Allied Health, Communicative Disorders

Live graduate programs offered in Educational Leadership on the Grenada campus.

1060 Avent Drive in Grenada, on the Holmes CC-Grenada Center campus
For more information, contact Associate Director Jessica Coker-Hughes by phone at (662) 227-2348 or by e-mail at jlccoker3@olemiss.edu

OUTREACH.OLEMISS.EDU/COMMUNICATOR



Completing my degree has opened many doors for me both professionally and personally.”

LAIGAN CONLEY
GRENADA, MS
UM-GRENADA '22 ED.S. IN EDUCATIONAL LEADERSHIP