



2026-2027 EPSF Classroom Grant Program - Stone Pointe Elementary School Grants

| School   | Grant Name   | Description  | Requestor     | Grade       | Amount             |
|--|--|--|---------------|-------------|--------------------|
| Stone Pointe Elementary                                      | <u>Versatile, high-engagement manipulatives and activities</u> | The purpose of this grant is to implement the evidence-based "2x10 Relationship Intervention" designed to improve behavioral outcomes and student engagement. By dedicating two minutes of focused, non-academic interaction for ten consecutive days, staff aim to build relational equity with high-priority students. This grant seeks to provide high-interest, low-stakes "bridge activities" that facilitate meaningful dialogue, reduce classroom disruptions, and foster a sense of belonging for our most at-risk learners.   | Sarah Lewis   | SP / K-5    | \$ 284.27          |
| Stone Pointe Elementary                                      | <u>Everyday Speech</u>   | For this grant project, I am asking for a year-long subscription to use the Everyday Speech online curriculum. This curriculum has a variety of interventions to help students learn social skills including being a friend, following classroom and school rules, and how to solve problems.  | Sami Grooters | SP / K-5    | \$ 499.99          |
| Stone Pointe Elementary                                      | <u>Sonday Lets Play Learn Kit</u>                              | We would like to purchase 2 Sonday System: Let's Play, Learn kits for the special education students at Stone Pointe. Based on the structure of the program and the need of our students, having 2 kits would be beneficial to support multiple intervention groups in a day. Traditional "one-size-fits-all" literacy models often fail students with diverse neurological profiles, particularly those who struggle with auditory processing or sensory integration. In our current special education population, there is a critical gap between standard curriculum delivery and the tactile-heavy learning needs of our students with ADHD and Autism Spectrum Disorder. Without a specialized Tier 2 or Tier 3 intervention, these students frequently fall behind in foundational phonological awareness, leading to long-term academic frustration. By implementing the LPL framework, we can move away from abstract, auditory-only instruction and provide a systematic, multisensory approach that stabilizes learning for our most vulnerable readers. | Leslie Roth   | SP / PreK-1 | \$ 3,509.00        |
| <b>TOTAL STONE POINTE ELEMENTARY SCHOOL CLASSROOM GRANTS</b> |  |  |               |             | <b>\$ 4,293.26</b> |