

Applicant's Name	Applicant First & Last Name
Applicant's Subject & Grade Level	All Subjects; All Grades
Applicant's Phone	(405) 555-1234
Applicant's E-mail	sample.email@lawtonps.org
School	Lawton Elementary School
School Phone	(580) 555-6789
Principal's Name	Principal First & Last Name
Principal's E-mail	sample.email@lawtonps.org
Are there additional applicants?	No
Project Title	SEL Centers and Rotations
Amount Requested (include shipping but no tax)	\$1,045.00

Describe your project – include your objectives, materials you will need, and methods you will use.

The objective of this project is to create Social Emotional Learning (SEL) centers and rotations that foster self-awareness, self-regulation, relationship-building, and responsible decision-making skills. Through hands-on, interactive, and developmentally appropriate activities, students will learn strategies to recognize and manage their emotions, build empathy for others, resolve conflicts, and develop positive peer interactions. These SEL centers will provide a supportive classroom environment where students feel safe, valued, and prepared for academic and personal success.

Materials Needed

*Books & Literature: Picture books and read-alouds focused on empathy, kindness, perseverance, and problem-solving will guide and help promote SEL

*Hands-On Tools and Manipulatives: 1) emotional cards, feelings charts, mirrors, and SEL posters 2) Stress-relief tools such as fidget items, stress balls, sensory sand, calming jars, and glow lamps 3) Cooperative games such as board games and puzzles promoting teamwork practice.

*Creative Expression Materials such as journals, reflection notebooks, and drawing supplies, such as playdough, kinetic sand (trays and or bins), water beads, stress putty, gel pens, chalk pastels, water color pencils, origami paper, and scratch-art pads.

*Organization materials such as bins, folders, carts to rotate centers efficiently, and laminated activity cards and directions for independent work.

Methods/How It Will Be Used

1. Rotation Structure

*Students rotate through SEL stations 2/3 times per week in small groups, each station lasts 10-15 minutes, focusing on one SEL competency.

2. Example Rotations

*Calm Down and Mindfulness Station: Practice deep breathing, yoga cards, or listen to mindfulness audio.

*Feelings & Expression Station: Students would use journals, drawing, or emotional cards to identify and express emotions

*Problem-Solving & Role-Play Station: Act out scenarios (sharing, conflict, kindness) and share/discuss solutions.

*Teamwork & Cooperation Station: Student(s) would engage in group games or puzzles to practice collaboration and communication skills.

*Reading and Reflection Station: Listen, read, or create SEL-themed topics and issues, then reflect in personal journals.

SEL centers can also be embedded into literacy (writing about feelings and reading SEL books), math (team problem-solving), and science (understanding brain-body connections and emotions).

I would assess and reflect on students' growth through observations, student journals, and simple check-in questions, as I measure their progress in self-regulation and social skills.

How will you determine whether your objectives have been achieved? Provide specific, measurable and time bound results.

Objective 1: Students will improve emotional identification and self-regulation.

*Measure: Pre/post surveys using a simple feelings check-in chart by rating and naming feelings.

*Result: By the end of 12 weeks, 80% of students will increase their ability to correctly identify and express at least four core emotions (happy, sad, angry, worried) compared to baseline

Objective 2: Students will demonstrate increased use of calming strategies.

*Measure: Teacher observation logs and behavior reflection sheets (tracking use of calm-down tools like breathing, stress balls, and journals).

*Result: Within one semester, students will show a 30% decrease in teacher-reported disruptive incidents during transitions, as recorded in classroom behavior data.

Objective 3: Students will strengthen collaboration and conflict-resolution skills.

*Measure: Rubrics during teamwork activities (sharing materials, problem-solving, respectful communication).

*Results: by the end of the school year, 75% of students will demonstrate proficiency in at least 3 out of 4 teamwork skills (listening, sharing, turn-taking, and compromise).

Objective 4: The integration of SEL will positively impact the classroom climate.

*Measure: Student "classroom climate survey" and teacher reflections.

*Result: By the end of the year, student surveys will show a 50% increase in positive responses to feeling safe, respected, and supported in class.

Give a time schedule of events.

Phase 1-Preparation (Weeks 1-2)

*Purchase and organize SEL materials into rotation bins (Calming, Creative Expression, Problem-Solving, Reflection)

*Set up centers with clear visual instructions and storage

*Conduct baseline assessments: student surveys, emotional-identification checklists, and teacher observation rubrics.

Phase 2 -Introduction and Training (Weeks 3-4)

*Introduce SEL centers one at a time to teach expectations and model use of materials.

*Practice rotation procedures and norms for working quietly and respectfully.

*Begin student journaling and reflection routines.

Phase 3 –Implementation (Weeks 5–18/Fall, Winter Semester)

- *Students rotate through 2–3 SEL centers per week, 10–15 minutes each
- *Teacher uses observation checklists to record student progress in self-regulation and collaboration
- *Midpoint data collection (week 9): student surveys and journal review to measure growth
- *Adjust materials or activities as needed (interactive, interchangeable materials and resources)

Phase 4 –Reflection & Adjustment (Weeks 19–20/Beginning of Spring)

- *Conduct student self-reflections and teacher assessments
- *Compare baseline to midpoint growth
- *Share results with administration/grade-level team, and parents.

Phase 5 –Continued Implementation (Weeks 21–34, Remaining School year)

- *Conduct SEL rotations, incorporating more complex role-playing and problem-solving activities.
- *Ongoing weekly journal reflections and teacher observations.
- *Mid-spring checkpoint (Week 27): Collect the second round of surveys and reflections to track progress.

Phase 6 –Final Evaluation & Reporting (Weeks 35/End of Year)

- *Final student SEL survey, teacher rubric, and reflection journal review.
- *Analyze changes from baseline to final data.
- *Prepare a summary report on student growth, classroom climate improvements, and reduced behavior referrals.
- *Showcase student work in SEL journals and collaborative pieces in a class celebration.

Approximately how many students (number) will be directly affected by this project?

My class has 28 students but would love to share with other teachers in my grade-level. Potentially over 175 2nd graders could be directly affected by this project.

Please submit an itemized budget for your grant.

Sensory & Calming Tools

- *Kinetic sand set (2–3 lbs with tray) –\$20 (4) =\$80
 - *Water beads (large classroom pack) – \$15
 - *Stress putty/therapy dough (pack of 6) – \$18 (3 sets) \$54
 - *Sensory/worry stones (set of 12) – \$10
 - *Fabric swatch pack (variety of textures) – \$10 (3 sets) \$30
- Subtotal: \$189

Art & Expression Materials

- *Colored pencil class set (50–100 count) – \$15
 - *Gel Pens (24 pack) –\$24
 - *Chalk pastels (24 pack) – \$24
 - *Water pencils (24 pack) – \$20
 - *Mandala/mindfulness coloring books (3–5 books) – \$25
 - *Origami paper pack (200 sheets) – \$12
 - *Scratch-art pad sets (12 sheets) \$20 (4 sets) \$80
- Subtotal: \$200

Building & Manipulative materials:

- *Wooden pattern blocks (250 pieces)– \$25
- *Magnetic tiles (30 piece set) – \$40
- *Snap cubes (100 count) – \$20

*Foam Block set (soft, quiet) – \$30
*Bead stringing kit (300 beads) – \$20
*Pipe cleaners (300 pack) – \$10
Subtotal: \$145

Writing & Reflection Materials:

*Gratitude/reflection journals (set of 12) –\$30 (3 sets) \$60
*SEL sentence stem/prompt cards – \$20
Subtotal: \$80

Other Quiet Tools/Materials:

*Mindfulness/sensory jars (set of 4) – \$25
*Liquid Bubble timers (set of 3) –\$20 (2 sets) \$40
*Sand timers (set of 6, various times) – \$15
*Puzzle cubes/3 D puzzles/ brain teaser set – \$40
*Finger labyrinth boards (set of 2) – \$25 (2 sets) –\$50
Subtotal: \$170

Carts/Bins/Folders for Organization Purposes: \$200

Subtotal for Project: \$984

If partial funding is available, would you accept?

Yes

- I agree

The head principal of my school has a copy of my grant application, and we have discussed it. The head principal believes that my proposal aligns with the LPSF mission statement, will have positive impact on students learning, and is worthy of funding by Lawton Public School Foundation. *

My technology, media equipment, or digital resources were approved by Vanessa Perez, Director of Instructional Technology *

Not Applicable

- I agree

If grant is awarded, the resources are the property of Lawton Public Schools and should be placed on your school/classroom inventory. If you transfer to a new school within our district, you may take the resources with you, unless the grant was given to a specific program, group or school. If you leave the district, the resources will remain the property of LPS. *

Today's Date *

Monday, September 1, 2099

Amount

\$1,045.00