



**WACO ISD EDUCATION FOUNDATION
COVER SHEET – PART II
Application for Grant:
2025-2026 Funding Cycle**

Assigned Grant Proposal #: _____

Project Title: _____

Grade Level(s): _____ **# of Students DIRECTLY involved:** _____

Subject Area(s): _____

Amount Requested: \$ _____

Grant Focus Area(s): In order to be considered, Waco Education Foundation Innovation Grant proposals must fall under one or more of the E4 focus areas: early childhood development, enhanced programming for advanced students, extended education for staff, and emphasis on student performance. NOTE: In addition to meeting one of the E4 focus areas above, grant readers are especially interested in creative and innovative grant requests that target fine arts, STEM, literacy, or enrichment.

(check all that apply)

Early Childhood Development

Enhanced Programming for Advanced Students

Fine Arts

Literacy

Extended Education for Staff

Emphasis on Student Performance

STEM

Enrichment

Pedal to the Medal

Proposal #24

Description

Pedal to the Medal is a grant focused on giving our learners the resources to, as the name states, 'pedal to the medal.' By providing our students with stationary bikes in class, they will be provided with bikes to help in engagement, focus, and self-regulation.

Rationale

Waco ISD is working towards students being able to self-regulate by implementing Character Strong lessons. With this goal in mind and implemented correctly, there would be less behavior issues, higher student confidence and academic performance. *Pedal to the Medal* could help the goal of the district in multiple ways. Students would work with the bicycles to self-regulate when they are triggered versus displaying unwanted behavior. They would also have the opportunity to complete their work in a more engaging way while having the chance to fidget if they need to. They would be working toward completing their work, along with developing skills to progress on their beginning, middle, and end of the year curriculum assessment. Importantly, this project would help allow students to develop skills so that they are able to think more critically before reacting. Consequently, helping them become better members of the classroom, school, and society. Most of our students are

not able to self-regulate, which can hinder student success in most circumstances. By allowing our students to have more practice in crucial standards, we can help develop problem-solving skills that will carry them through issues in their everyday life. Not only would they apply and receive a set of skills and an engaging way of learning, but they would also be engaging in physical activity which has become less due to technology.

With our students being at a Title 1 campus, many have not been exposed to strategies to aide in behavior. Most students do not associate communication as the first problem-solving skill in handling issues and therefore delay the engagement and progress in the classroom. By providing the students with assets that are more engaging, we could ensure that they are learning to the best of their capacity.

Goals

The teacherss have confidence that *Pedal to the Medal* will be an inviting, stimulating, and engaging opportunity to help students develop self-regulation skills. With this, the teachers strives to have students leave class eager to use what has been taught- in the real world. The teachers plans to implement opportunities where the students can use the tools at hand to help with common day issues. They will help prepare them on developing self-regulation strategies to handle any crisis, dilemma, or challenge that may come from any world setting.

Plan of Operation

On the initial part of the project, the teachers will teach expected procedures and rules of using the stationary bikes. The students will observe the teachers model how to use the resources before they are allowed to use them. The teachers will do this in whole group and small group instruction so that the students are fully capable of using the tools independently or within their group and can take charge of their own learning. After learning how to use the materials, the students will use them in their daily lessons.

Parents will be invited to participate in the student-conference night so that they are able to observe their students in their self-regulation strategies. Prior to the involvement night, the teachers will send home updates through Parent Square and weekly newsletters where they will show the parents their student working hard using the manipulatives of the grant.

Calendar

August-May-Teachers will implement the campus' social emotional curriculum: Character Strong, daily, in morning meetings. She will also use Character Strong lessons as intervention when the class needs additional resources on a specific character trait.

August-The teachers will teach school and class expectations to the students in a variety of engaging ways.

In doing this, she will also analyze Branching Minds data to identify students who are tiered in behavior.

September-The educator will provide students with a pre-assessment provided by Character Strong that will assess social-emotional learning and character development. She will then begin using Character Strong consistently in morning meetings to provide students with rich social emotional lessons. She will also explain the rules of using the bikes and how they are useful and not distracting to their learning and self-regulation.

October-December-The teachers will continue using Character Strong lessons to provide lessons over social-emotional learning as well as character development traits. Students who are tiered 2 and 3 in behavior will use the bikes to complete independent work as well as students who have a 504 in a qualifying area of ADHD. Other students will get to use the bikes as time allows and in brain breaks.

January-The teachers will conduct middle of the year testing in order to formally assess whether the bikes have helped the students improve their social emotional skills along with regulation strategies.

January-Teachers will have conferences inviting parents to attend so that their children can discuss their academic progress with them. The students will also have the opportunity to show their parents how they use the stationary bikes to help them self-regulate and focus on their work.

February-May- The teachers will continue using Character Strong lessons to provide lessons over social-emotional learning as well as character development traits. Students who are tiered 2 and 3 in behavior will use the bikes to complete independent work as well as students who have a 504 in a qualifying area of ADHD. Other students will get to use the bikes as time allows and in brain breaks.

May- The teachers will conduct end of the year testing provided by Character Strong in order to formally assess whether the bikes have helped the students improve their social emotional skills along with regulation strategies.

Communication & Dissemination

Pedal to the Medal will not only be a grant geared toward students, but also towards their families and school. The teachers will begin by introducing the stationary bikes to the students in a whole group setting. She will create expectations of the care and use of the bikes with the students. She will then guide the students in learning how to use the bikes safely and appropriately. She will allow the students to rotate through assignments and using the bike while monitoring so that they are later able to use the resources independently. After the students have learned how to use the materials properly, they will use them during independent work time. The teachers will document usage of the stationary bikes by taking photographs of them in use and sharing them with the Foundation. Parents along with the Foundation will be invited to conference nights where

they will be able to see their children actively using the stationary bike while completing work.

Evaluation

The teachers will complete both informal and formal observations/ assessments to see if the usage of the materials have helped improve behavior in the classroom. The teachers will use their Branching Minds progress monitoring to document such progress. The teachers will also observe how students behave in a variety of settings (cafeteria, playground, music, art, and PE). Lastly, the teachers will compare each individual students' last year's behavior category, to the current behavior category to see if the scores showed growth, meaning that the bikes helped the students.

Long Term Implications

Pedal to the Medal intends to provide a problem-solving and self-regulation skills. By gaining these tools, the students will be able to continue to make academic strides as well as behavioral strides. This grant provides the students with the opportunity to learn abilities to handle real world scenarios. We will take proper care of our materials so that we are able to continue benefiting from this grant year after year and help more students pedal to the medal.

Key Personnel

The first grade Bilingual teachers along with the third-grade teachers will be in charge of ensuring that the students are able to use the stationary bikes to their fullest capacity appropriately. The use of these bicycles will begin in September once the teachers has gone over the class, school, and equipment expectations. The teacherss will maintain responsibility over the grant materials throughout the school year.

Budget and Budget Narrative/Justification

1. Stationary bikes (**or should we move this to the rationale portion**)
 - a. Many of our students experience many traumatic and stressful situations out of the school setting, which leads to their behaviors in school and in the classroom. Due to the rise in technology, they lack self-regulation skills to help them with such situations/experiences. *Pedal to the Medal* would offer students a quick break to self-regulate and regather their thoughts to think critically to complete their work. *Pedal to the Medal* would also give students the opportunity to “fidget” while working in a way that would not be disruptive to their peers or teachers. This innovative seating option would motivate and encourage students to attend school and complete their work. Students

could work in collaboration with their peers to set goals to have set time that they get to use the stationary bike weekly to improve their exercise levels and health.

Grant Budget Form

Assigned Proposal #	24
Project Title:	Pedal to the Medal
Number of Students Served by Grant:	6

Qty	Budget Item	Verify Vendor (Y or N)	\$ Requested from the WISD Foundation	Other Secured Source	\$ from Other Source (if applicable)	Total Amount
Consumable Supplies						
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
total Consumable Supplies			\$ -		\$ -	\$ -
Technology						
						\$ -
						\$ -
total Technology			\$ -		\$ -	\$ -
Long-Term Supplies / Equipment (items that will last beyond the grant year)						
6		Y	\$ 5,832.12			\$ 5,832.12
	Copernicus Self-Regulation Classroom Cruiser, Stationary Bike for Grades 3 to 6 Classrooms, Green					\$ -
						\$ -
						\$ -
						\$ -
						\$ -
total Long-Term Supplies			\$ 5,832.12		\$ -	\$ 5,832.12
Contracted Services						
						\$ -
						\$ -

total Contracted Services			\$ -		\$ -	\$ -
Personnel						
						\$ -
						\$ -
total Personnel			\$ -		\$ -	\$ -
Travel / Other						
						\$ -
						\$ -
						\$ -
						\$ -
total Other			\$ -		\$ -	\$ -
Totals		Total Requested from the WISD Foundation		Foundation Cost Per Student	Total from Other Sources	Total Cost of Project
		\$ 5,832.12		972.02	\$ -	\$ 5,832.12