



**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

PEP In My Style



Project Description:

Students at our campus enjoy physical activity and we look to provide a variety of opportunities to meet the need to be physically active. A personal exercise program (PEP) can provide much needed cardiovascular, strengthening, and flexibility improvement. One of our goals is to encourage more diversity in our activities while at the same time prioritizing engagement and enjoyment over competition. Although we, the staff, can always assign students into diverse groups, we want the students to choose to participate in diverse activities and groups for themselves. With this grant, we would purchase equipment that promotes diversity as well as a healthy lifestyle. For example, soccer can foster a sense of inclusion, respect for each other's differences, and an appreciation of unique strengths that each teammate brings to the game.

1. Rationale:

Through the goals of the grant, students are encouraged to expand their knowledge of and desire to play games that are not as familiar to them. They can foster relationships within a diverse group of cultures all while students are developing cognitive, psychomotor, social, and emotional skills. In addition, the students can develop a long-term healthy lifestyle and open an avenue for improved behavior through teamwork and good sportsmanship.

In education, we find that students who are healthier and happier tend to do better academically. They tend to be more attentive and, therefore, have a better recollection of the information that they've been taught. We continue to look for ways to promote a healthier lifestyle. By incorporating more active play in curriculum activities, we look to foster within our students a desire for having and maintaining a personal exercise program. We now navigate a school system filled with digital natives. Our students are attached to and thrive on technology and technology-based activities. As PE teachers, we're continually challenged with encouraging our students to detach from their devices for a little while and do more physical activities, both indoors and outdoors.

Our students easily understand the competitive aspects of games and exercises, but we also want them to understand the enjoyment side more as well. We look to encourage them to want to do an activity just out of sheer enjoyment and to see how good it is for them physically, as well as rewarding. Through incorporating diverse games and exercise activities such as soccer, hockey, age and diversity appropriate pushups, and hula hoop exercises, our students will have engaging opportunities to sharpen critical thinking skills, develop social skills, and become healthier. Students will develop their physical skills, including their hand-eye coordination, reaction speed, jumping skills and dexterity. In addition, these skills will continue to benefit our students as they move on to secondary schools and beyond. Just as important though is the development of a healthy lifestyle. All while building relationships with others of diverse cultures, backgrounds, and strengths. Through both partner and team-oriented activities, both the physical and emotional strengths of students can be developed and built upon.

Physical activities that require students to rely on one another for support—whether for spotting or motivation—encourage the formation of friendships that might not develop otherwise. Trust built during these activities strengthens bonds, and students begin to support each other in reaching new goals.

Offering diverse equipment options or varying levels of difficulty keeps activities engaging, offers differentiation, and presents new challenges in a fun and inclusive way.

For instance, scooters provide an enjoyable way for students to develop vital motor skills like balance, coordination, and core strength, while simultaneously promoting cardiovascular health. These activities also contribute to the development of both gross and fine motor skills, refining muscular strength in both the upper and lower body. Soccer balls in physical education (PE) are essential for developing athletic skills, teamwork, and life skills. Hula hoops offer a fun approach to building coordination, balance, and core strength while also supporting cardiovascular fitness. They are an excellent tool for engaging students across various age groups in active play.

Small basketball hoops are important because they make the game more accessible to younger students or beginners, allowing them to easily score and develop shooting form, hand-eye coordination, and motor skills. This helps to foster a sense of accomplishment and encourages continued practice. Push-up testers are valuable tools in PE, offering an accessible way to measure and track upper body strength and endurance. They allow teachers to assess individual fitness levels, monitor progress, and identify areas for improvement, with minimal equipment required.

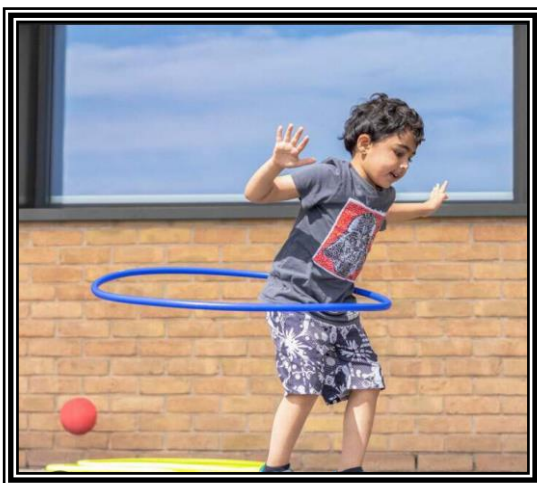
Foam hockey sticks provide a safe way for students of all skill levels to practice essential hockey skills, such as stick handling, passing, and shooting, while minimizing injury risk. Their soft, padded design makes them suitable for young children and beginners, and they are ideal for active play without damaging gym floors or equipment. With a foam floor hockey set, students can develop teamwork, communication, agility, and coordination while enjoying the game.

Anything we can do to help our students find enjoyment in physical activities is a “win”. By incorporating more diverse activities, we can provide students with greater opportunities to develop physically, mentally, emotionally, and socially.

2. Goals:

The diverse equipment we're looking to add addresses many physical standards in Elementary, as well as some of the skills for Physical Ed and sports in Secondary. Participation in activities such as soccer, hockey, hula hoop activities, etc. is engaging and challenging at practically any age. The fun and laughter in itself can be a stress reliever. Less stress is healthier for our students. The activities we're looking to incorporate will provide engaging opportunities for our students to improve their critical thinking and health which is so needed as we continue to keep school more normal and relevant. These activities address skills such as, but not limited to:

- **Builds teamwork** - TEKS K.6B: *Demonstrate the ability to play within boundaries during games and activities.* K.5B: *Know and apply safety practices associated with physical activity such as not pushing in line and drinking water during activity.* 4.7D: *Demonstrate effective communication, consideration and respect for the feelings of others during physical activities such as encourage others, allow others equal turns, and invite others to participate.*
- **Improves hand-eye coordination** - TEKS 4.1K: *Demonstrate key elements in manipulative skills such as volleying, hand dribble, foot dribble, punt, striking with body part, racquet, or bat.*
- **Improves flexibility** - TEKS 4.3D: *Improve flexibility in shoulders, trunk, and legs.* 4.4C: *Identify methods for measuring cardiovascular endurance, muscular strength and endurance, and flexibility.*
- **Develops fast reflexes** - TEKS 4.2B: *Identify ways movement concepts such as time, space, effort, and relationships can be used to refine movement skills.*
- **Increases agility and balance** - TEKS 4.1A: *Demonstrate changes in speed during straight, curved, and zig zag pathways in dynamic situations.* 4.1E: *Perform sequences that include traveling, showing good body control combined with stationary balances on various body parts.*
- **Improves strength training** - TEKS K.3D: *Lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping.*
- **Promotes weight loss** - TEKS 4.4E: *Describe the relationship between food intake and physical activity such as calories consumed and calories expended.* 4.4F: *Explain the link between physical activity/inactivity and health such as reduce stress and burn calories.*
- **Promote anaerobic exercise** - TEKS K.3B: *Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration.*
- **Stress reliever** - TEKS 4.4G: *Explain the relationship between physical activity and stress relief and demonstrate stress relief activities such as brisk walking, gentle stretching, and muscle tension and release.*



3. Plan of Operation:

The Physical Education teacher will begin working on ordering equipment and materials for the during the beginning of the new school year. As students learn and master the games and activities, they can become a part of campus Field Day activities.

Activities / Strategies:

- Reinforce skills through peer learning
- Promotes social behaviors
- Apply skills taught throughout; allow diverse student populations to re-engage and experience success without relying on skills
- Encourage lifelong physical activity
- Incorporate into Parent Involvement activities

Timeline/Calendar:

August – October - Submit purchase order for all budgeted items.

October - December – Plan and implement lessons to teach the games and exercises, rules of play, and safety to students. Provide refresher lessons for any students who already play these games through community teams and activities.

December - May - Students will engage in the games and exercise activities during P.E. classes, recess, Field Day, and other Parent Involvement outdoor game-oriented activities.



4. Communication & Dissemination:

Parents, community members and stakeholders will be invited to our Parent Involvement activities such as a Parent Night that includes outdoor game activities and our end of year Field Day. We would like to be highlighted in a district Foundation Focus interview which is featured on the Waco Education Foundation website and aired on WISD-TV. Photos will be sent to The Education Foundation for their use as well.

5. Evaluation:

Across the campus, all age groups will learn age-appropriate versions of the games and activities. Focuses on self-motivation and teambuilding will be incorporated daily. Emphasis on social skills building, relying on others when appropriate, and the benefits of being active can become an active part in the students' decision making. The PE curriculum calls for students successfully completing a Fitness Gram each year. We look to have our students continue to improve from year to year. While we've seen our students become less and less active, we're looking to change that. We want our students to want to be more active. These activities that we're looking to incorporate can benefit both our students' physical and emotional well-being.

Physical fitness has both immediate and long-term benefits on learning. Immediately following physical activity, studies show that students demonstrate improved focus in the classroom. Over time, physical fitness has been linked to improved skills in reading, math, and writing. A research study conducted by Physical Activity Across the Curriculum (PAAC) across 24 elementary schools found that incorporating physical activity into the school day improves overall academic performance.



6. Long Term Implications:

Playing games develops competency in motor skills and movement patterns ranging from early running and striking/volleying to complex combinations of locomotor and manipulative skills involving jumping, balancing, dribbling, and striking a ball in a highly dynamic environment. The games we want to incorporate will help us to provide our students with a means to provide for this need in elementary education. According to some of the requirements in the Texas Physical Education Standards, through these games and exercise activities our students will be demonstrating an awareness of personal and general space while moving at different directions and levels such as high, medium, and low. Performance strategies and tactics are learned as players develop more mature patterns of movement in offensive and defensive situations. Not only are these activities fun, but they are also a great way to stay healthy and fit. The activities can easily be included in a personal exercise program.

Studies show that childhood obesity remains a concern in the U.S. Between 2017 and 2020, the obesity rate for children ages 6–11 was 20.7%, with a similar rate expected in 2024. Several factors contribute to childhood obesity, including race and ethnicity, family income, screen time, and lack of physical activity. Obesity rates are higher among Hispanic and Black children, as well as children from low-income families. Increased screen time and limited physical education opportunities in schools further exacerbate the issue. This grant will help combat these challenges by providing resources that encourage physical activity and support healthier lifestyles for all students.

7. Key Personnel:

Personnel	Responsibilities
Principal	<ul style="list-style-type: none">• budgeting issues
P.E. Teacher	<ul style="list-style-type: none">• submit purchase orders for equipment and materials• teach the rules, how safet play the game, and safety expectations

8. Budget and Budget Narrative/Justification:

Budget: Please see attached sheet.

<u>Item</u>	<u>Cost</u>
Foam Soccer Balls Set	\$200.00
Foam Hockey Sticks Set	\$300.00
Scooters Set	\$550.00
Push Up Tester	\$255.00
Basketball Goal (PK-1st Gr)	\$900.00
Shin Guard Set	\$275.00
Hula Hoop Sets	\$20.00
TOTAL	\$2,500.00

Having and maintaining a personal exercise program is beneficial for everyone. Anything that we as educators can do to instill a desire to be active is beneficial. Through engaging activities, we look to continue to encourage students to be more active, which can lead to a healthier lifestyle.

This grant will support the enhancement of student behavior by offering choices within activities and incorporating cooperative games that promote teamwork and positive interactions. It will also help bridge the gap in resources and opportunities, making physical education more accessible to students from diverse backgrounds. The funding for new equipment will contribute to improving student learning outcomes.

Waco Education Foundation
Grant Budget Form

Assigned Proposal #	43
Project Title:	PEP In My Style
Number of Students Served by Grant:	275

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)						
1	Foam Soccer Balls Set	Y	\$ 200.00			\$ 200.00
2	Foam Hockey Sticks Set	Y	\$ 300.00			\$ 300.00
1	Scooters Set	Y	\$ 550.00			\$ 550.00
3	Push Up Tester	Y	\$ 255.00			\$ 255.00
4	Basketball Goal (PK-1st Gr)	Y	\$ 900.00			\$ 900.00
4	Shin Guard Set	Y	\$ 275.00			\$ 275.00
2	Hula Hoop Sets	Y	\$ 20.00			\$ 20.00
total Long-Term Supplies			\$ 2,500.00		\$ -	\$ 2,500.00
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
		\$ 2,500.00		9.090909091	\$ -	\$ 2,500.00