



**WACO ISD EDUCATION FOUNDATION  
COVER SHEET – PART II  
Application for Grant:  
2026-2027 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

## **Assigned Proposal #: 24**

### **Project Title: Harmony in Hand: iPads for Choral Learning**

#### **Project Description:**

Harmony in Hand: iPads for Choral Learning will provide a class set of iPads to enhance instruction in the high school choral classroom. Students will use the iPads to read and annotate digital scores, practice sight-reading and music theory, record and evaluate performances, and create original musical compositions and arrangements. These tools allow for differentiated instruction, expanded opportunities for advanced students, and deeper engagement with both music theory and music literacy. By integrating digital tools into daily rehearsal and instruction, students will strengthen critical thinking, collaboration, and creativity while becoming more independent and confident musicians.

#### **1) Rationale:**

Choral music education is most effective when students can actively engage with the music they are learning and performing. While traditional paper scores can still be an important part of rehearsal, today's music classrooms increasingly incorporate technology that allows students to interact with music in deeper and more meaningful ways. Providing a class set of iPads will give students access to digital scores, tools for annotating music, and opportunities to record and evaluate their own performances. These resources will help students develop stronger music literacy skills while encouraging them to think critically about the music they are studying.

This project directly supports the Waco Education Foundation's focus on enhanced programming for advanced students, emphasis on student performance, and enrichment opportunities in the fine arts. By integrating iPads into the choral classroom, students will be able to explore music theory concepts more deeply, collaborate with their peers, and take greater ownership of their learning. This project also supports district goals of expanding innovative instructional practices and strengthening student literacy across content areas. The use of this technology will allow for more differentiated instruction, giving students the opportunity to work at their own level while continuing to grow as confident and independent musicians.

## **2) Goals:**

The primary goal of this project is to strengthen students' music literacy and understanding of music theory through the integration of classroom technology. By using iPads to read and annotate digital scores, students will engage more actively with the musical notation they study and perform.

A second goal is to improve student performance and musicianship by giving students opportunities to record, review, and reflect on their own rehearsals. This process encourages critical thinking and helps students take greater ownership of their musical growth.

Finally, this project aims to expand opportunities for advanced learning and creative exploration. Students will have the ability to experiment with composition, arranging, and deeper score study while collaborating with their peers, allowing them to develop both independence and confidence as musicians.

These activities support the Texas Essential Knowledge and Skills (TEKS) for high school choir by strengthening music literacy, creative expression, performance skills, and critical evaluation of music.

## **3) Plan of Operation:**

The iPads will be used daily as instructional tools during choir rehearsals and music literacy activities. Students will access digital scores, annotate their music, and engage more actively with the repertoire being studied. Using score annotation applications and PDF tools, students will highlight entrances, mark breath points, identify dynamic changes, and make notes regarding articulation and diction. Students will also be able to add translations and performance notes directly into their music, allowing them to engage more deeply with the musical and textual elements of the repertoire.

Students will use the iPads to record individual practice assignments and small group rehearsals. These recordings will be shared with the instructor through Google Drive or Google Classroom, allowing students to receive feedback while also encouraging them to reflect on their own performances. Students will also analyze recordings of full ensemble rehearsals and performances, completing guided critiques that focus on tone quality, diction, balance, blend, and musical expression.

The iPads will also support music literacy and theory instruction through interactive applications and web-based exercises. Students will complete exercises involving note identification, intervals, chords, and key signatures using tools such as Tenuto and musictheory.net. These activities will strengthen students' ability to read and interpret musical notation while reinforcing the theoretical concepts studied in rehearsal.

Advanced students will have opportunities to explore composition and arranging through free music notation tools such as MuseScore. These projects will allow students to experiment creatively with musical ideas while applying their knowledge of theory and choral composition.

While students are issued Chromebooks, those devices are assigned individually and are frequently forgotten or unavailable during rehearsal. A classroom set of iPads that remains in the choir room ensures that every student has immediate access to the tools needed for score study, rehearsal preparation, and music literacy activities during every class period. This consistent access allows technology to function as a reliable instructional tool rather than an occasional resource.

The iPads will also support collaborative learning. Section leaders will be able to guide small group rehearsals using rehearsal tracks and digital scores while working with their voice sections. These collaborative rehearsals will encourage student leadership while allowing singers to focus more closely on their individual vocal parts before returning to full ensemble rehearsal.

**a) Timeline:**

At the beginning of the 2026–2027 school year, the iPads will be introduced to students as part of daily rehearsal and music literacy instruction. Students will learn how to access digital scores, annotate their music, and use the devices for rehearsal preparation and theory exercises.

Throughout the fall semester, students will regularly use the iPads to mark scores, complete music literacy activities, and record practice assignments. These tools will be integrated into rehearsal routines to help students analyze musical notation, reflect on their performances, and strengthen their understanding of music theory concepts.

During the spring semester, students will continue using the iPads for rehearsal preparation and performance evaluation while also expanding into more advanced activities such as composition, arranging, and collaborative section work. These skills will culminate in choir concerts and performances where students will demonstrate their musical growth to parents and members of the community.

**b) Parent and Community Involvement:**

Parents and members of the community will have opportunities to experience the results of this project through choir concerts and public performances throughout the school year. As students prepare repertoire using digital scores, rehearsal recordings, and music literacy tools, their growth as musicians will be demonstrated in these performances.

In addition to concerts, student work may also be shared through school communication channels and choir program social media platforms. This may include examples such as original compositions, arrangements, or rehearsal recordings. Sharing these examples allows parents and community members to see the creative work students are producing and highlights the learning taking place in the choral classroom.

These opportunities strengthen the connection between the choir program, families, and the broader community while celebrating student creativity and musical achievement.

**4) Communication and Dissemination:**

The Waco ISD Education Foundation will be recognized as a supporter of this project through choir program communications and events throughout the school year. Foundation representatives will be welcomed to visit rehearsals or performances to observe the technology in use and the impact it has on student learning. Opportunities for photographs or other communications highlighting the project will be supported whenever appropriate.

The results of this project may also be shared with other educators in the district through informal collaboration and conversations with fellow fine arts teachers. Examples of student work, performances, and classroom activities may

also be shared through school communication channels and choir program social media platforms in order to highlight student learning and creative achievement.

## **5) Evaluation:**

The success of this project will be evaluated through a combination of student performance, music literacy development, and student engagement in rehearsal activities. Students will regularly submit recordings of individual practice assignments and small group rehearsals, allowing the instructor to assess improvements in tone quality, pitch accuracy, diction, and overall musicianship.

Students will also complete guided reflections and critiques of rehearsal and performance recordings. These activities will allow students to evaluate their own progress while demonstrating their understanding of musical concepts and performance techniques.

Growth in music literacy and theory skills will be monitored through classroom exercises and activities using digital theory tools. In addition, the overall success of the project will be reflected in the quality of ensemble performances presented at concerts and other public performances throughout the school year.

Student progress will also be reflected in external evaluations such as the UIL Concert and Sight-Reading adjudication. Strengthening students' ability to quickly read and interpret musical notation is an important component of sight-reading success, and the music literacy tools provided through this project will directly support the development of those skills. The goal is to continue strengthening students' sight-reading abilities and work toward achieving superior ratings at future UIL Concert and Sight-Reading adjudications.

## **6) Long-Term Implications:**

The technology purchased through this grant will continue to benefit students well beyond the 2026–2027 school year. Because the iPads will remain in the choir classroom as a permanent instructional resource, future students will also have access to the same tools for score study, music literacy development, rehearsal preparation, and performance evaluation.

Over time, the integration of this technology will allow the choir program to further expand its instructional practices, including digital score annotation, interactive music theory instruction, and student composition projects. As students become more comfortable using these tools, they will develop stronger independence in their musical preparation and greater confidence in their performance abilities.

The long-term impact of this project will be a choir program that continues to strengthen music literacy, encourage creative exploration, and support high-quality student performances for many years to come.

## **7) Key Personnel:**

The project will be implemented by the head choir director and assistant choir director. We both hold Master's degrees in Music Education and are certified in Texas to teach Music Education, grades K–12. Together we lead the choral program and share instructional responsibilities across multiple ensembles.

The head choir director is responsible for teaching the varsity ensembles and show choir, while the assistant choir director leads instruction for the non-varsity ensembles. We collaborate closely in rehearsals and performances and frequently assist in each other's classes to support student learning across the entire program.

The head choir director will oversee the implementation of the technology, including integrating the iPads into daily rehearsal instruction, organizing digital scores, and developing music literacy activities. The assistant choir director will support classroom implementation, assist with device management, and help facilitate sectional rehearsals and student recording activities. Together we will ensure the technology is used effectively to strengthen music literacy, student engagement, and ensemble performance.

## **8) Budget Narrative/Justification:**

Grant funds will be used to purchase a classroom set of Apple iPads with 3-year-AppleCare+ warranties and protective cases. The iPads will remain in the choir classroom and will be used daily for digital score study, score annotation, music literacy exercises, rehearsal recordings, and collaborative learning activities.

Protective cases are included to ensure the devices are protected during daily classroom use and remain functional for multiple years. Providing a consistent classroom set of devices ensures that all students have reliable access to these instructional tools during rehearsal and music literacy instruction.

The choir department will also contribute additional resources to support the project. This includes the purchase of score study applications such as **forScore (\$19.99 per device = \$419.79)**, music theory applications such as **Tenuto (\$4.99 per device = \$104.79)**, and charging accessories necessary to maintain the classroom devices. Charging cables and multi-port charging stations will be purchased through existing choir program funds (estimated total  $\approx$  \$300). These additional resources represent an approximate **departmental contribution of \$824.58** toward the implementation and long-term sustainability of the project.

By combining grant funding for the core instructional technology with additional support from the choir program, this project ensures that the devices will be fully supported, maintained, and used effectively for many years.

**Waco Education Foundation**  
**Grant Budget Form**

Assigned Proposal #	24
Project Title:	Harmony in Hand: iPads for Choral Learning
Number of Students Served by Grant:	100

Qty	Budget Item	Verify Vendor (Y or N)	\$ Requested from the WISD Foundation	Other Secured Source	\$ from Other Source (if applicable)	Total Amount
<b>Consumable Supplies</b>						
1	Estimated Shipping (price not provided by Tech Dept.)	Y	\$200			\$ 200.00
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
	total Consumable Supplies		\$ 200.00		\$ -	\$ 200.00
<b>Technology</b>						
21	iPad Wi-Fi 128GB - Silver Part Number: MD3Y4LL/A	Y	\$ 6,580.00			\$ 6,580.00
21	3-Year AppleCare+ for Schools - iPad (no service fees) Part Number: S7831LL/A	Y	\$ 980.00			\$ 980.00
	total Technology		\$ 7,560.00		\$ -	\$ 7,560.00
<b>Long-Term Supplies / Equipment</b> (items that will last beyond the grant year)						
21	Brenthaven Bounce Case for iPad (A16) #HQEU2ZM/A	Y	\$ 599.00			\$ 599.00
						\$ -
						\$ -
						\$ -
						\$ -
	total Long-Term Supplies		\$ 599.00		\$ -	\$ 599.00
<b>Contracted Services</b>						
						\$ -
						\$ -
	total Contracted Services		\$ -		\$ -	\$ -
<b>Personnel</b>						
						\$ -
						\$ -
	total Personnel		\$ -		\$ -	\$ -
<b>Travel / Other</b>						
						\$ -
						\$ -
						\$ -
						\$ -
	total Other		\$ -		\$ -	\$ -
<b>Totals</b>			<b>Total Requested from the WISD Foundation</b>	<b>Foundation Cost Per Student</b>	<b>Total from Other Sources</b>	<b>Total Cost of Project</b>
			\$ 8,359.00	83.59	\$ -	\$ 8,359.00