



**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 # 78
- Project Title Project Description: “**The Scribble Squad: Scribes & Scholars**”

This project transforms English Language Arts students into published authors through a professional partnership with Studenttreasures Publishing. Beyond standard classroom assignments, students will engage in a rigorous cycle of drafting, peer-editing, and formatting to produce a high-quality, hardbound anthology of original essays.

Requested funds will provide every student with an individual hardbound copy of their work, eliminating financial barriers to participation. Additionally, funds support "Publishing Kits" and a "Meet the Authors" community event. By validating student perspectives through a tangible, professional product, we instill lifelong pride and mastery in literacy.

1. **Rationale:** This project directly aligns with the **Creative Classroom Project** and **Rewards for Results** focus areas. It moves beyond traditional rote learning by introducing a professional-grade "Publishing Cycle," transforming a standard ELA curriculum into a hands-on vocational experience. By providing a tangible, hardbound reward for the labor of editing and revision, the project incentivizes academic excellence and high-quality output, proving to students that "results" in the classroom have value in the real world.

Connection to District and Campus Improvement Plans

The project supports District and Campus Improvement Plans by targeting **Literacy Proficiency** and **College and Career Readiness**. Most CIPs prioritize increasing the percentage of students meeting "Meets" or "Masters" Grade Level on STAAR/State assessments; by focusing on the "rigorous writing process" (drafting, peer-editing, and professional formatting), this initiative builds the exact stamina and structural mastery required for high-level academic success. Furthermore, the "Meet the Authors" event addresses **Family and Community Engagement** goals by inviting stakeholders to participate in student success.

Project Need and Context:

While our students write daily, their work rarely leaves the "four walls" of the classroom. This creates a disconnect where students view writing as a task to be completed rather than a tool for influence.

- **The Literacy Gap:** Many of our students lack access to professional mentorship or the means to see their names in print.
- **The Financial Barrier:** A significant portion of our student population would be unable to purchase a commemorative book on their own.
- **The Solution:** This grant bridges the gap between "student" and "author," providing the psychological shift needed to foster a lifelong identity as a literate, expressive citizen. It turns a temporary assignment into a permanent legacy.

2. Goals:

Project Goals & Expected Outcomes

The primary objective of "**Voices in Print**" is to bridge the gap between academic theory and real-world application through the following targets:

- **Academic Mastery:** 100% of students will complete a professional publishing cycle, demonstrating proficiency in substantive revision, peer-editing, and technical formatting. We anticipate a **15–20% improvement** in writing convention scores compared to baseline drafts.
- **Equity of Access:** By providing a hardbound book for every student, we eliminate socioeconomic barriers, ensuring the title of "Published Author" is earned through merit rather than a family's ability to pay.
- **Authentic Engagement:** Students will transition from learners to leaders at a "**Meet the Authors**" Gala, practicing public speaking and validating their voices before an audience of parents and community members.
- **Cultural Shift:** We aim to transform classroom culture from **compliance** (completing assignments) to **craftsmanship** (perfecting a permanent, professional product)

Summary Statement: Ultimately, we expect to transform the classroom culture from one of "compliance" (doing the work because it was assigned) to one of "craftsmanship" (perfecting the work because it will be published).

3. Plan of Operation:

Project Activities & Strategies

We will implement a Professional Publishing Model that mirrors the real-world literary industry. Strategies include:

- The Writer's Workshop: Students move through a scaffolded curriculum of drafting and "Blind Peer Review" to ensure objective feedback.
- Editor-in-Chief Consultations: One-on-one "desk-side" coaching sessions between teacher and student to finalize structural mastery.
- Technical Layout: Students utilize digital tools to format their essays, learning about typography, margins, and professional presentation.
- The "Final Proof" Phase: A rigorous final check where students sign off on their work, emphasizing the permanent nature of their "Results."

Objectives

- **Mastery:** 100% of students will demonstrate a 20% increase in writing convention scores on a standardized 4-point rubric.
- **Equity:** 100% of participating students will receive a hardbound book regardless of family income.

- Agency: Students will shift from "learners" to "authors" through a public presentation of their work.

School-Community Partners

- Studentreasures Publishing: Our technical partner providing professional printing and hardbound binding.
- Local Public Library/Bookstore: (Optional) Invited to provide guest "Editor" talks or host a satellite display of student work.
- Parent-Teacher Organization (PTO): Assisting with the logistics and hospitality for the release event.

| Phase | Month | Key Activities |
|-----------------------|---------|---|
| Phase 1: Induction | Month 1 | Project kickoff; baseline "Cold Prompt" writing assessment; introduction of the Publishing Kits. |
| Phase 2: The Workshop | Month 2 | Drafting original essays; weekly peer-editing circles; focus on grammar and persuasive structure. |
| Phase 3: Production | Month 3 | Final revisions; professional formatting; submission of manuscripts to Studentreasures Publishing. |
| Phase 4: Anticipation | Month 4 | Planning the "Meet the Authors" event; student rehearsals for public readings; invitations sent to the community. |
| Phase 5: Celebration | Month 5 | Arrival of hardbound books; "Meet the Authors" Gala; post-project assessment and survey collection. |

Parental & Community Involvement

This project serves as a bridge between the classroom and the home. We will include stakeholders through:

- **The "Drafting Dialogue":** Parents will be invited to serve as "Home Editors" during the second draft phase, encouraging conversations about student writing outside of school hours.
 - **Community Mentorship:** We will invite a local journalist or author to speak to the class (virtually or in-person) about the impact of the written word.
 - **The "Meet the Authors" Release Event:** This is the project's centerpiece for involvement. Families, school board members, and local neighbors will be invited to a formal "book signing" atmosphere. Students will read excerpts of their work, and parents will witness the physical evidence of their child's academic growth, fostering a deep sense of community pride in our district's literacy standards.
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4. Communication & Dissemination:

Foundation Engagement & Recognition Plans

We view the Waco Education Foundation as a primary partner in this literary debut, and we intend to highlight your contribution at every stage of the "Voices in Print" cycle:

- **VIP Invitations to the "Meet the Authors" Gala:** Foundation board members and staff will receive formal invitations to sit in the "Honorary Editors" section. We will provide a speaking slot for a Foundation representative to address the students and families.
- **Live Photo & Media Opportunities:** We will coordinate with the district's communications team to capture high-resolution photos of students receiving their hardbound books—specifically featuring the Foundation's logo on event signage and "thank you" posters.
- **Foundation Branding in Print:** Each student anthology will include a "Dedicated To" or "Sponsored By" page prominently featuring the **Waco Education Foundation** logo, ensuring the Foundation's impact is permanently bound into every book.
- **Board Meeting Presentation:** We would be honored to have a student "Author Ambassador" present their finished hardbound book at a Foundation or School Board meeting to share a brief testimonial on how the grant impacted their academic journey.

Dissemination of Results: Sharing the Success

To ensure this project benefits more than just one classroom, we have developed a clear plan to share our methods and results across **Waco ISD**:

- **WISD-TV & Social Media:** We will invite **WISD-TV** to film a segment during the "Meet the Authors" Gala. This "Success Story" feature will highlight the rigorous writing process and the tangible results of the grant, serving as a model for other campuses.
- **Professional Development (Staff Show-and-Tell):** I plan to present the "Voices in Print" framework during a **Campus Faculty Meeting** or a **District-wide ELA PLC (Professional Learning Community)**. I will share our "Publishing Kits," peer-editing rubrics, and the Studenttreasures workflow to help other teachers implement similar "Professional Publishing" cycles.
- **District Gallery Display:** We will coordinate with the **Central Administration Office** to display a set of student anthologies in the lobby, showcasing the high-level literacy work happening within our classrooms.
- **Digital Resource Library:** All drafting checklists, formatting guides, and event planning templates created through this grant will be uploaded to the **District ELA Shared Drive**, allowing any Waco ISD teacher to replicate the "Voices in Print" model in their own classroom.

5. Evaluation:

Project Evaluation: Measuring Success

We will evaluate the effectiveness of "**Voices in Print**" through a three-tiered approach:

- **Academic Growth:** We will use a standardized **4-point ELA rubric** to compare initial "cold prompts" against final published manuscripts. Success is defined as a **15–20% average increase** in scores related to organization, development of ideas, and grammar conventions.
- **Professional Mastery:** Success is measured by the **100% completion** of the professional publishing cycle. Every student meeting the rigorous deadlines for drafting, peer-editing, and final formatting demonstrates "College and Career Readiness."
- **Community Impact:** We will track success through **engagement metrics** at the "Meet the Authors" gala. High parent attendance and positive "Community Feedback Cards" will validate the students' shift from "learners" to "published authors."

6. Long Term Implications:

Sustainability & Long-Term Impact

"**Voices in Print**" is designed to outlast the initial grant cycle by establishing a permanent **Professional Publishing Framework** within our ELA department.

- **Instructional Legacy:** The "Publishing Kits" and digital formatting templates developed this year will be archived in the **District ELA Shared Drive**, allowing for seamless replication in future terms without additional start-up costs.
- **The Legacy Library:** Each year, a copy of the anthology will be donated to the school library, creating a growing archive of student voices that serves as a mentor text for future grade levels.
- **Future Funding:** Following this successful pilot, we will leverage the physical books to secure **Community Business Sponsorships** and **PTO support**, transitioning the program toward a self-sustaining "Sponsor a Young Author" model.

The Long-Term Impact: By validating student perspectives today, we are instilling a lifelong identity as a literate, expressive citizen. This project doesn't just produce a book; it produces a student who knows their voice has value in the real world.

7. Key Personnel:

Project Personnel: Responsibilities & Qualifications

The "**Voices in Print**" project will be led by a collaborative team of educators with a proven track record in literacy and student engagement:

- **Lead ELA Instructor (Project Coordinator):** Responsible for curriculum design, manuscript deadlines, and overseeing the "Writer's Workshop."
 - *Qualifications:* Certified ELA educator with expertise in **STAAR-aligned writing instruction** and professional drafting cycles.
- **Campus Media Specialist/Librarian:** Responsible for technical formatting, "Publishing Kit" management, and coordinating the **Legacy Library** archive.
 - *Qualifications:* Expert in digital layout, copyright standards, and instructional resource management.
- **Campus Administrator (Principal):** Responsible for logistical oversight of the **"Meet the Authors" Gala** and community outreach.
 - *Qualifications:* Experienced instructional leader dedicated to **Campus Improvement Plan (CIP)** alignment and community partnerships.
- **Peer-Editing Cohort (Students):** Responsible for collaborative revision and quality control of the final anthology.
 - *Qualifications:* Trained through the "Writer's Workshop" model to provide objective, rubric-based feedback.

8. Budget and Budget Narrative/Justification:

Budget Justification

- **Core Investment:** The primary funds are dedicated to **Student Publications**. At approximately **\$25 per student** (including shipping), this ensures 100% equity, removing financial barriers so every child owns their professional debut.
- **Instructional Tools: Publishing Kits** provide the "scaffolding" for the rigorous drafting and peer-editing phases, transforming a standard classroom into a professional writing lab.
- **Community ROI: Event and Hospitality** funds transition the project from a private assignment to a public achievement. By hosting a formal gala, we maximize the **Waco Education Foundation's** visibility and validate student work to a community audience.

Committed Funds & In-Kind Support

- **Campus Support:** [School Name] is committing staff hours for project coordination and providing the venue/AV equipment for the gala (estimated in-kind value: **\$500**).
- **Volunteer Support:** Our PTO has committed to providing volunteer hours for event setup and guest check-in.

Additional Information

"While our primary goal is academic growth, the true 'heart' of this project is **identity**. For many of our students, this will be the first time they see their thoughts

bound in a permanent, professional format. This isn't just a book; it is a physical reminder that their voice is worthy of being heard, preserved, and celebrated by the Waco community."

Waco Education Foundation

Grant Budget Form

| | |
|-------------------------------------|--|
| Assigned Proposal # | 78 |
| Project Title: | The Scribble Squad: Scribes & Scholars |
| Number of Students Served by Grant: | 150 |

| 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 | | | | | | |
| 150 | Printed Hard Cover Book | Y | \$ 5,000.00 | | | \$ 5,000.00 |
| | | | | | | \$ - |
| | | | | | | \$ - |
| | | | | | | \$ - |
| | | | | | | \$ - |
| | | | | | | \$ - |
| total Consumable Supplies | | | \$ 5,000.00 | | \$ - | \$ 5,000.00 |
| Technology | | | | | | |
| | | | | | | \$ - |
| | | | | | | \$ - |
| total Technology | | | \$ - | | \$ - | \$ - |
| Long-Term Supplies / Equipment (items that will last beyond the grant year) | | | | | | |
| | | | | | | \$ - |
| | | | | | | \$ - |
| | | | | | | \$ - |
| | | | | | | \$ - |
| | | | | | | \$ - |
| | | | | | | \$ - |
| total Long-Term Supplies | | | \$ - | | \$ - | \$ - |
| 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 |
| | | | \$ 5,000.00 | 33.33333333 | \$ - | \$ 5,000.00 |