



**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

#94 - Caught Being Great: PBIS Pivot

Project Description - Caught Being Great: The PBIS Pivot is transforming our school climate by shifting from traditional consequence-based discipline to a digital Positive Behavioral Interventions and Supports framework. Rooted in decades of university research, PBIS promotes safer, more supportive learning environments by recognizing students in real time for being Safe, Responsible, and Respectful. In response to rising discipline referrals and tardies, we will implement the PBIS (Positive Behavioral Interventions and Supports) Rewards platform to create a transparent, schoolwide digital system. With student leadership opportunities and a connected Parent App, this initiative fosters accountability, engagement, and a proactive culture that supports students' academic, social, and emotional growth.

Rationale: Caught Being Great: The PBIS Pivot aligns directly with the district's initiative and rewards for results. As a campus-based implementation of the district's Positive Behavioral Interventions and Supports framework, this project strengthens a unified vision for safe, supportive schools. By leveraging the PBIS Rewards platform, we create a measurable, data-driven system that recognizes and reinforces positive student behaviors in real time.

This initiative directly supports our District and Campus Improvement Plans, which prioritize improved school climate, reduced discipline referrals, increased instructional time, equitable outcomes, and stronger family engagement. Our campus has seen an increase in discipline referrals and tardies, signaling a clear need to shift from reactive discipline practices to proactive systems that teach, model, and reinforce expectations.

Establishing school-wide expectations with students sets the tone for every classroom. When educators invest time in building authentic relationships and deepening connections daily, they cultivate a healthy, engaging learning environment. When students clearly understand expectations, are consistently acknowledged for positive behaviors, and receive instructional consequences more often than exclusionary ones, they spend more time learning in class rather than out of it. Research shows that schools implementing PBIS see higher student engagement and significant reductions in overall discipline referrals, including racially disproportionate discipline referrals, when equity is intentionally embedded within the framework. By aligning school-wide expectations with the values and lived experiences of students and families, we strengthen community partnerships, ensure consistency across settings, and create a culture where every student can thrive academically, socially, and emotionally.

Goal: The Caught Being Great: PBIS Pivot is designed to transform our school culture by establishing a measurable, student-centered system that increases positive behavior, strengthens engagement, and reduces discipline referrals. Through implementation of the PBIS Rewards platform and the creation of a Student PBIS Club, we aim to decrease office discipline referrals and tardies while increasing instructional time by shifting from exclusionary consequences to instructional, restorative responses. A central goal is to foster critical thinking, collaboration, and leadership by empowering middle school students to help govern the PBIS store, analyze peer motivation data, and make shared decisions that reflect diverse

perspectives. This approach transforms PBIS from a top-down system into a community-led initiative rooted in shared responsibility. The digital “point economy” further promotes innovation and real-world skill development, encouraging students to manage earned currency strategically while staff utilize real-time data to design targeted supports within MTSS (Multi-Tier Systems of Support).

Safe, predictable, and consistent schools benefit everyone—including teachers. When schools implement PBIS, teachers report feeling less emotionally exhausted, more connected to their students’ perceptions of the classroom, greater accomplishment in their work, and more confident in their instructional abilities. This translates to reduced burnout and improved staff retention. A PBIS framework also provides a structured system for selecting, implementing, and sustaining evidence-based practices. PBIS leadership team commits to meeting regularly, reviewing data, and reflecting on key questions: Did we implement what we intended, and how did it impact students? This organized, continuous-improvement approach significantly increases the likelihood that schools implementing PBIS will sustain effective practices over time. Together, these outcomes create a proactive, equitable framework that supports students’ academic, social, and emotional success while fostering a supportive, sustainable environment for educators.

Plan of Operation: Caught Being Great: The PBIS Pivot will implement a structured, schoolwide Positive Behavioral Interventions and Supports framework using the PBIS Rewards system to create a consistent, proactive approach to student behavior. The primary objective is to reduce office discipline referrals and tardies, increase instructional time, and strengthen student engagement by recognizing behaviors aligned with the district’s Safe, Respectful, and Responsible initiative.

Teachers and staff will use the PBIS Rewards app on their phones or computers to award points in real time. Points may be assigned individually by scanning a student’s badge or entering a student’s ID number directly, or awarded to an entire class at once. This flexibility ensures that positive behaviors can be acknowledged anywhere on campus and at any time by any trained staff member. Students accumulate points that can be redeemed during designated store days for incentives through a PBIS store operated by members of the Student PBIS Club. The club will manage inventory, analyze purchasing trends, and collaborate with staff to design rewards, fostering leadership, collaboration, and problem-solving skills. Additionally, the PBIS Student Club will send out a survey to the student body to gather input on what items to stock in the store, within reason, ensuring that rewards reflect student interests and preferences.

During WIN (What I Need) time, students will watch informative staff-created videos explaining how PBIS works, why it is implemented at the school, how the PBIS store functions, where students can check their points, and what rewards are available. This ensures all students understand the system, expectations, and opportunities for recognition, while reinforcing the district’s Safe, Respectful, and Responsible initiative.

Timeline:

- **August/September:** Purchase platform license; PBIS leadership team training; develop behavior matrix aligned to Safe, Respectful, Responsible; recruit Student PBIS Club members.
- **October:** Staff training; student expectation lessons; launch digital point system; introduce Parent App access; begin WIN videos to introduce PBIS and the store; conduct a student survey to determine PBIS store items.
- **November–December:** Begin PBIS store operations; hold monthly data review meetings; adjust incentives based on participation and data trends; administer a midyear survey to staff, students, and parents to identify needed adjustments.
- **January–March:** Expand student leadership roles; host community-supported reward events; continue monitoring and adjusting store and PBIS strategies.
- **April–May:** Evaluate annual discipline and engagement data; gather student, staff, and parent feedback through end-of-year surveys; hold a final evaluation meeting with the PBIS Leadership Team, Student PBIS Club, and school leadership; refine the plan for sustainability and expansion the following year.

Through clear objectives, defined strategies, active parental engagement, student surveys, and strong community partnerships, this initiative establishes a sustainable, data-driven system that promotes a positive, equitable, and growth-oriented school climate.

The PBIS leadership team will meet monthly to review behavioral data, identify trends, and design targeted supports within our Multi-Tiered System of Supports (MTSS).

Parents will have access to the PBIS Rewards Parent App, allowing them to monitor their child's point accumulation and celebrate positive behaviors at home. Regular communication through ParentSquare and social media will highlight PBIS goals and student successes. Community partners and local businesses will be invited to contribute incentives, sponsor experiential rewards, or participate in recognition events, strengthening school–community relationships.

Communication & Dissemination: We are committed to actively including the district as a partner in the Caught Being Great: PBIS Pivot initiative. District representatives will be invited to observe the official PBIS launch, student store openings, and campus recognition celebrations. We will provide photo opportunities featuring students, staff, and district guests, and share updates through campus social media, newsletters, and the school website. The district will also

be invited to attend PBIS Club meetings to see student leadership in action and participate in campus or district showcase events highlighting the program's impact.

To disseminate results across the district, we will share outcome data, implementation strategies, and lessons learned during staff development sessions, PBIS leadership meetings, and behavior support trainings. We will collaborate with district communications, including WISD-TV and newsletters, to highlight student success stories, reductions in discipline referrals, and the PBIS Club's innovative student leadership. Additionally, implementation guides and best practices will be shared with other campuses to support the adoption and sustainability of proactive, data-driven behavioral systems district-wide. By communicating outcomes, student experiences, and staff feedback, we aim to foster alignment and continuous improvement across the district.

Evaluation: The success of the Caught Being Great: PBIS Pivot will be measured using both quantitative and qualitative data. Discipline data, including referrals and tardies, will be gathered from TEAMS and Branching Minds to track trends and determine whether the implementation of PBIS and the digital rewards system leads to a measurable reduction in negative behaviors.

In addition, feedback will be collected through targeted surveys administered separately to staff, parents, and students. These surveys will assess perceptions of school climate, understanding of PBIS, engagement with the PBIS store and points system, and suggestions for improvement.

An end-of-year evaluation meeting will bring together the PBIS Leadership Team, the Student PBIS Club, and the school's leadership team to review the collected data, discuss outcomes, and identify strengths and areas for refinement. This collaborative review will ensure that student and staff voices are included in the evaluation process, reinforce accountability, and inform adjustments for continued success and sustainability in the following school year.

Overall, the combination of behavioral data, stakeholder feedback, and collaborative review will provide a comprehensive picture of the program's effectiveness in improving school climate, increasing recognition of positive behavior, and supporting student engagement and leadership development.

Long-term Implications: The long-term success of the "Caught Being Great" PBIS pivot lies in its ability to fundamentally shift school culture from reactive policing to proactive affirmation. By consistently recognizing positive contributions, we move away from "Band-Aid" discipline and begin to rewire the building's social-emotional climate. For students, this builds intrinsic motivation and a sense of belonging that lasts far beyond a single grade level, transforming how they view their role in the community.

For us as educators, this shift reduces the chronic stress of constant redirection, directly addressing the burnout and retention issues we all face by creating a more joyful work environment. When we stop focusing solely on deficits, we actually begin to see the "whole child" that systems thinking describes. Ultimately, this isn't just a temporary incentive program; it's a systemic commitment to building a school where both students and teachers feel seen,

valued, and motivated to show up as their best selves every day. This cultural foundation is what makes academic success sustainable for the long haul.

Student and staff voices are included in the evaluation process, reinforce accountability, and inform adjustments for continued success and sustainability. With the expected success of the program, the intent is for the school to absorb the program's expenses into the budget for the following years.

Overall, the combination of behavioral data, stakeholder feedback, and collaborative review will provide a comprehensive picture of the program's effectiveness in improving school climate, increasing recognition of positive behavior, and supporting student engagement and leadership development.

Key Personnel: Responsibilities for implementing the Caught Being Great: PBIS Pivot will be shared by two key staff members, with additional support from grade-level representatives. The two key staff members will ensure the PBIS store is fully stocked according to the Student PBIS Club's requests, troubleshoot any issues with the PBIS Rewards app on both phones and computers, and gather end-of-year data to evaluate the program's effectiveness. They will also coordinate regular meetings between the Student PBIS Club and the PBIS Leadership Team to review points, rewards, and behavioral data, ensuring smooth operation and ongoing student engagement. Grade-level teams will be supported by reinforcing PBIS expectations in classrooms, scanning student IDs for points, and providing feedback on student behavior trends.

The key staff members bring over twenty years of teaching experience in general education and special education. They have direct experience with the PBIS framework, with one having previously managed a PBIS store at their school site. Both have successfully led student clubs, equipping them to mentor students in leadership, collaboration, and the operation of the digital point economy. With the additional support of grade-level representatives, this structure ensures effective program management, consistent reinforcement of expectations across classrooms, and sustainable student engagement in PBIS initiatives.

Budget and Budget Narrative/Justification: The budget for the Caught Being Great: PBIS Pivot is designed to directly support the implementation and sustainability of a digital, schoolwide PBIS framework. The majority of funds will be allocated to purchasing the PBIS Rewards system, which is essential for managing point distribution, tracking student behavior, generating real-time data, and supporting both staff and parent engagement through the platform. This investment ensures that the school can maintain a consistent, efficient, and scalable system for recognizing positive student behaviors aligned with the district's Safe, Respectful, and Responsible initiative.

The remaining funds will be used to stock the PBIS store with a variety of student incentives, providing tangible and meaningful rewards that motivate participation and reinforce positive

behaviors. Offering a range of items allows for differentiation based on student interests and helps sustain long-term engagement in the program.

Funds committed to the project are directly tied to these two essential components: the digital PBIS system for infrastructure and management, and the incentive items to reinforce positive behavior and support student leadership through the PBIS Club. This allocation ensures that every dollar contributes to creating a proactive, equitable, and student-centered school climate while promoting engagement, leadership, and academic success.

**Waco Education Foundation
Grant Budget Form**

Assigned Proposal #	94
Project Title:	Caught Being Great: The PBIS Pivot
Number of Students Served by Grant:	975

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						
2	Crocs Unisex Jibbitz Shoe Charms (100 each bag)	y	\$ 24.00			\$ 24.00
2	100,125 pcs PVC Random Different Shape Shoe Charms (100 each bag)	y	\$ 26.00			\$ 26.00
10	10 pack aluminum water bottles	y	\$ 330.00			\$ 330.00
1	50 pack slow rise stress balls	y	\$ 57.00			\$ 57.00
5	10 pack Over the Ear Headphones (46 each pack)	y	\$ 230.00			\$ 230.00
3	36 Pack Assorted Gel Stress Balls	y	\$ 96.00			\$ 96.00
2	126 Pack Fidget Toys	y	\$ 30.00			\$ 30.00
total Consumable Supplies			\$ 793.00		\$ -	\$ 793.00

Technology						
975	PBIS Apps.	Y	\$ 2,096.25			\$ 2,096.25
1	Service Fee	y	\$ 750.00			\$ 750.00
total Technology			\$ 2,846.25		\$ -	\$ 2,846.25

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
		\$ 3,639.25	3.732564103	\$ -	\$ 3,639.25