



**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 | Extended Education for Staff |
| Enhanced Programming for Advanced Students | Emphasis on Student Performance |
| Fine Arts | STEM |
| Literacy | Enrichment |

#93 - Beyond the Horizon: A Unified Approach to Inclusive Student Reinforcement System

Project Description: Beyond the Horizon (BH) is an intensive behavioral initiative designed to bridge the gap between specialized support for the SAIL (Social Adaptive Interpersonal Learning) program and the general education classroom. Serving both elementary and middle school campuses, BH enhances an existing "Brag Board" system at both levels by providing a centralized, high-frequency reinforcement framework.

BH aligns individualized behavioral goals with district-wide expectations: Safe, Respectful, and Responsible. By implementing a "thicker" reinforcement schedule, BH provides the structured feedback necessary for high-need students to master core competencies, fostering a more inclusive and positive school climate across all grade levels.

Rationale: Beyond the Horizon (BH) directly supports the Waco Education Foundation's focus on Creative Classroom Projects and District Initiatives by transforming traditional behavioral management into a dynamic, data-driven inclusion tool. While our campuses currently use universal behavioral frameworks—the "Brag Board" system—BH introduces a creative, "layered" reinforcement strategy specifically for students in the SAIL (Social Adaptive Interpersonal Learning) program. This innovation allows educators to adapt universal tools into specialized, high-frequency feedback systems, ensuring that students requiring intensive support can meet the same high standards as their peers through an inventive application of positive reinforcement.

The project is deeply rooted in both District and Campus Improvement Plans (DIP/CIP), specifically addressing the mandate to strengthen Multi-Tiered Systems of Support (MTSS) and increase student time in the Least Restrictive Environment (LRE). The primary goal of the BH System is to increase positive student behavior, independence, and academic engagement by bridging the gap between specialized support and the general education environment. By aligning individualized goals for SAIL students with district-wide expectations of being Safe, Respectful, and Responsible, BH creates a consistent behavioral continuum. Through the implementation of a high-frequency reinforcement system, the program aims to ensure that 80% of participating students demonstrate a measurable increase in core expectations within both their specialized and general education classrooms.

This project stems from a gap between universal expectations and the high-frequency reinforcement that students with significant social-emotional challenges require. By using dual-entry Point Cards and Choice Boards, the system fosters a collaborative support network among general education teachers and SAIL staff, ensuring a unified behavioral language and a consistent 3:1 positive-to-corrective feedback ratio. To bridge the transition to independence, elementary students will set both individual and class-wide incentives, while middle school students will collaborate on collective class goals through a voting process. These incentives include, but are not limited to, class-wide popcorn parties, movie days, game days, cooking/baking parties, extended lunch, and pizza parties, providing the tangible "thicker" reinforcement schedule necessary for students to thrive.

Ultimately, this system is designed to cultivate metacognition and self-regulation as foundational life skills. By engaging in daily morning goal-setting and weekly reflections, students move from reactive behavior to proactive self-management. The integration of the Point Bank and Choice Boards further encourages innovation and student advocacy, as participants learn to evaluate their progress and exercise autonomy over their rewards. These goals transform the reinforcement system from a management tool into a comprehensive developmental framework that prepares students for long-term social and academic success.

Goals:

The primary goal of the Beyond the Horizon (BH) system is to increase positive student behavior, independence, and academic engagement by bridging the gap between specialized support and the general education environment. By enhancing a universal "Brag Board" framework at both the elementary and middle school levels, this initiative aims to achieve a measurable increase in core expectations for 80% of participating students. Students earn Brag Points when they demonstrate positive behaviors—such as being Safe (keeping hands/feet to self), Respectful (using kind words), or Responsible (completing work)—that align with individualized goals set during daily morning check-ins with SAIL staff. To ensure a unified behavioral language, both GenEd teachers and SAIL staff provide these points; teachers award them during classroom instruction, while SAIL staff provide them during check-ins and/or classroom visits. To maintain classroom consistency, all points earned in the general education classroom are posted on the teacher's existing Brag Board and recorded on a dual-entry SAIL Brag Card for transfer to the SAIL Brag Bank. During the DREAM class (a class period for SAIL students to learn coping skills and strategies), students can also earn points for the Brag Bank, decide on individual and whole-group incentives they are working toward, and track their points in the Brag Bank.

The system is specifically designed to cultivate metacognition and self-regulation as foundational life skills through a consistent 3:1 positive-to-corrective feedback ratio with a focus on self-monitoring. Within this framework, students across both campuses take an active role in their success through a class vote to determine the collective incentive they will work toward, such as movie periods, game days, and other small tangible prizes for the entire class. All students participate in daily tracking of class progress and work directly with their teachers to decide on specific individual incentives. These individual rewards are primarily redeemed in the SAIL room, though certain low-level, non-disruptive privileges—such as a no-shoes pass, and flexible seating—may be used in the general education classroom upon approval from their teacher.

By engaging in daily goal-setting and weekly reflections, students move from reactive behavior to proactive self-management. The integration of the Brag Bank and Choice Boards further encourages innovation and student advocacy, as participants learn to evaluate their progress and exercise autonomy over their rewards. Ultimately, these goals transform the reinforcement system from a simple management tool into a comprehensive developmental framework that prepares students for long-term social and academic success within the least restrictive environment. Integrating these reinforcement schedules into one cohesive system eliminates

the need for separate programs, providing teachers with a more effective, streamlined process that saves valuable instructional time.

Project Strategy & Implementation

The core objective of this project is to foster the development of appropriate replacement behaviors through a consistent "Brag" and point-accumulation system. This framework relies on a multi-tiered approach to both individual and whole-group rewards, ensuring that positive behavior is recognized in real-time across all educational settings.

Operational Components

- **Parental & Community Involvement:** Families will be integrated through regular progress updates and invitations to participate in "Campus-Wide Celebrations." Community partners will be engaged to support incentive programs, providing a tangible link between school success and community values.
- **Communication & Dissemination:** We are committed to maintaining a transparent relationship with the Foundation. This includes invitations to observe the program in action, visual documentation of student progress, and presentation of outcomes at board meetings. Results will be disseminated district-wide via **WISD-TV**, staff development sessions, and regular briefings with Special Education leadership.
- **Evaluation & Success Metrics:** The project's efficacy will be rigorously measured using quantitative data, including **disciplinary report trends**, **daily point accumulation**, and **Direct Behavior Rating Scales (DBRC)**. Success is defined by a statistically significant positive trend in student replacement behaviors.
- **Sustainability & Long-Term Impact:** To ensure longevity beyond the 2026-2027 school year, the project is designed for scalability. By streamlining reinforcement systems, we facilitate seamless student transitions between campuses and consolidate staff training protocols. Future phases include specialized training tracks for elementary and secondary faculty to maintain district-wide alignment.

Plan of Operation: The Beyond the Horizon (BH) project is an intensive behavioral initiative designed to bridge the gap between specialized support in the SAIL (Social Adaptive Interpersonal Learning) program and the general education classroom. By enhancing the existing "Brag Board" system at both elementary and middle school levels, BH provides a centralized, high-frequency reinforcement framework that allows high-need students to master core competencies through a "thick" reinforcement schedule. The primary objectives are to increase the frequency of positive behavioral feedback and improve successful transition rates into inclusive settings. Key strategies include implementing visual progress monitoring, in which students track real-time points toward individualized goals, and using whole-group rewards to foster a positive, non-stigmatized school climate. This work is supported by a network of school-community partners, including Special Education leadership for data oversight, and general education faculty for consistency across environments.

Parental and community involvement are foundational to BH's success, ensuring that behavioral growth extends beyond the school walls. We integrate parents through Home-School Connection Logs, which provide weekly updates on "Brag Board" progress and enable families to reinforce the district-wide language of being Safe, Respectful, and Responsible at home. Additionally, parents and community members are invited to participate in campus-wide celebrations and announcement ceremonies where student achievements are publicly recognized.

The project follows a structured academic year timeline to ensure measurable impact and sustainability. In August, the focus is on preparation, including finalizing the "Brag Board" infrastructure and staff training on reinforcement techniques. The September launch marks the beginning of baseline data collection and student orientation. From October through December, the implementation phase involves ongoing point accumulation, monthly reviews with Special Education leadership, and the first major whole-group rewards. In January, a mid-point review will analyze transition data to refine reinforcement schedules. The spring months of February through April focus on expansion, featuring observations, and in May, the project concludes with a formal evaluation, final reporting, and end-of-year celebration to plan for future scaling.

System schedule:

- August 2026 - Creating materials, preparation, staff training, reinforcement techniques, and "Brag Board" infrastructure.
- September 2026: Review of Rules and Expectations - this will include specific social-emotional learning sessions to establish what "Safe, Respectful, Responsible" will look like for each student based on their Daily Behavior Report Card. Points will be provided on a thin reinforcement schedule. Reinforcement scheduled can be thickened with a pattern of successful use of replacement behaviors.
- October 2026 - May 2027: Awarding Points and Reinforcement Follow-through: During this time, staff will continue to provide points for students utilizing replacement behaviors and to allow daily and monthly reinforcement opportunities based on met goals or the number of individual points.
- May 2026 - June 2026: Presentation of program, data collection to special education leadership team to determine implementation to additional campuses for the 2026-2027 school year.

Communication & Dissemination: To ensure the Beyond the Horizon (BH) initiative receives the visibility it deserves, we have developed a comprehensive plan to partner with the Foundation and disseminate our findings across the District. We invite Foundation members to observe the "Brag Board" system in action, providing a firsthand look at how centralized, high-frequency reinforcement bridges the gap between the SAIL program and general education. To celebrate our students' growth, we will provide the Foundation with consistent photo opportunities and visual documentation of students accumulating points, meeting their "Safe, Respectful, and Responsible" goals, and participating in whole-group rewards.

Furthermore, we are eager to present the impact of this intensive behavioral initiative at Foundation meetings to demonstrate how structured feedback fosters a more inclusive school climate.

Beyond external visibility, our dissemination plan focuses on internal scaling and professional accountability. Progress will be reviewed regularly with Special Education leadership to ensure the initiative meets the nuanced needs of our SAIL students, while campus-wide announcements and celebrations will highlight program milestones to the broader student body. To reach the wider community, we intend to share with parents of students in the program, the special education department, site leadership teams, and the MTSS director and staff. By sharing our data and implementation strategies with other faculty members, we will provide a blueprint for high-frequency reinforcement that can be adapted across elementary and middle school campuses, ensuring the "Beyond the Horizon" framework benefits the entire district.

Evaluation: To evaluate the success and effectiveness of the Beyond the Horizon (BH) initiative, we will employ a multi-faceted, data-driven approach that tracks both behavioral reductions and the acquisition of positive social skills. Primary quantitative measures will include a comprehensive review of student disciplinary reports to identify a decrease in high-level behavioral incidents as students transition toward more inclusive settings. We will also monitor point accumulation within the "Brag Board" system, which serves as a real-time indicator of student engagement and adherence to the core competencies of being Safe, Respectful, and Responsible.

We will use the Daily Behavior Report Card (DBRC) to capture day-to-day data on individual student performance. By analyzing these data points collectively, we expect to see a consistent, positive trend in the use of appropriate replacement behaviors and an increase in the mastery of self-regulation strategies. Success will be defined not only by reductions in negative outcomes but also by measurable growth in student autonomy and the successful, sustained integration of SAIL students into the general education environment.

Long-Term Implications: The long-term sustainability of Beyond the Horizon (BH) hinges on a scalable framework that extends beyond the 2026–2027 school year. By establishing a proven blueprint for high-frequency reinforcement, the project aims to roll out to additional campuses across the district, ensuring that behavioral support systems are streamlined and consistent. This district-wide alignment will enable the seamless transfer of students between campuses without loss of momentum, as expectations and "Brag Board" structures will remain familiar and predictable. Such consistency not only reduces student anxiety during transitions but also ensures that progress-monitoring data remain longitudinal and meaningful across grade levels.

Furthermore, a centralized expansion will significantly consolidate and simplify staff training requirements. Rather than managing fragmented behavioral strategies, the district will be able to implement standardized professional development tracks—one specifically tailored for elementary staff and another for secondary faculty. This tiered training approach ensures that

the reinforcement systems are developmentally appropriate while maintaining a unified pedagogical language. Ultimately, the long-term impact of BH lies in its ability to create a sustainable, district-wide culture of inclusion, where the success of SAIL students is supported by a permanent, efficient infrastructure for positive behavioral interventions.

Key Personnel: The successful implementation of Beyond the Horizon (BH) relies on a collaborative team of dedicated professionals, each with specific qualifications in behavioral intervention and classroom management. The SAIL Teachers and Paraprofessionals serve as the primary coordinators of the initiative; they are responsible for the meticulous tracking of point accumulation, managing the "spending" of rewards, and overseeing whole-group progress. Additionally, these staff members facilitate the critical "check-in/check-out" process, providing high-frequency "brags" and immediate feedback to students throughout the instructional day.

Supporting this core team, General Education Teachers play a vital role in ensuring consistency across learning environments. They are responsible for identifying and reinforcing "Safe, Respectful, and Responsible" behaviors in the inclusion setting and documenting these successes for integration into the SAIL staff's tracking system. Related Service Providers (such as Speech Therapists) further bolster this support by providing "brags" during specialized sessions and attending incentive celebrations to show visible, wraparound support for the students.

Budget Narrative/Justification: The budget for Beyond the Horizon (BH) is strategically allocated to fund the "thick" reinforcement schedule needed for students in the SAIL program to successfully transition into general education environments. Primary expenditures include an itemized selection of individual student incentives that serve as immediate rewards for meeting "Safe, Respectful, and Responsible" targets. These include high-interest tactile items such as liquid motion bubblers, marble fidget mazes, and scented Smiggle markers, as well as social-currency rewards like "Crocs" shoe charms, vinyl waterproof stickers, and Nee Doh fidgets. These individual items are essential for the high-frequency feedback loop required during the initial stages of behavioral transition, allowing students to see a direct correlation between their positive choices and tangible successes.

Additionally, the budget accounts for whole-class rewards designed to foster a positive, inclusive school climate across both elementary and middle school levels. These group incentives include DIY Ice Cream Sundae kits, popcorn machine supplies, and "Glow Party" kits for earned celebration events. To encourage collaborative play and peer interaction, we have also included large-scale Lego building sets and magnetic tiles for "free choice" time earned by the collective group. The budget also covers the physical infrastructure for the "Brag Board" system, including display materials and visual progress-monitoring tools that enable students to track their growth in real time. By blending Foundation support for these specific incentives with committed campus-level funds for basic classroom supplies and staff coordination time, we ensure a comprehensive reinforcement framework that is both impactful for the student and fiscally sustainable for the district.

**Waco Education Foundation
Grant Budget Form**

Assigned Proposal #	93
Project Title:	: A Unified Approach to Inclusive Reinfor
Number of Students Served by Grant:	25

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						
10	NeeDoh Drop	y	\$ 80.00			\$ 80.00
10	Nee Doh cube	y	\$ 75.00			\$ 75.00
1	Pigipigi Kids Craft Origami Paper Kit for Kids	y	\$ 6.00			\$ 6.00
1	FNJO Magnetic Tiles, 110PCS Magnet Building Set,	y	\$ 34.00			\$ 34.00
2	Perler 17605 Assorted Fuse Beads Kit	y	\$ 33.76			\$ 33.76
1	Role Playing Hand Puppets	y	\$ 24.00			\$ 24.00
2	Ice Cream Sundae Kit	y	\$ 26.00			\$ 26.00
2	Random PVC Shoe Charms (bag of 50 each)	y	\$ 13.00			\$ 13.00
2	Kernel Season's Popcorn Seasoning Kit	y	\$ 28.00			\$ 28.00
2	Mocoosy Glow in the Dark Party Kit	y	\$ 48.00			\$ 48.00
1	Classroom Calming Kit	y	\$ 40.00			\$ 40.00
1	Champion Sports Rhino Skin Soft Inflateable Playground Ball Set	y	\$ 20.00			\$ 20.00
1	ZILLEEN Classroom Timers for Kids Classroom	y	\$ 10.00			\$ 10.00
2	Scientoy Fidget Toy Set, 35 Pcs Sensory Toy kit	y	\$ 45.00			\$ 45.00
2	Kinetic Sand, Castle Containers 10-Color	y	\$ 36.00			\$ 36.00
2	50 Pcs Mystery Bag Mini Resin Animals Glow in The Dark Figurines Individually Packaged	y	\$ 27.00			\$ 27.00
4	Schylling NeeDoh Teenie Needoh Fuzzball 4 Pack -	y	\$ 48.00			\$ 48.00
2	12.7oz Snow Cone Syrups (6 Pack w/Cups and Straws)	y	\$ 62.00			\$ 62.00
						\$ -
total Consumable Supplies			\$ 655.76		\$ -	\$ 655.76
Technology						
						\$ -
						\$ -
total Technology			\$ -		\$ -	\$ -
Long-Term Supplies / Equipment (items that will last beyond the grant year)						
2	StrongBear Snow Cone Shaved Ice Machine, Electric Ice Shaver Slushie Machine, Snowcone Maker for Kids	y	\$ 74.00			\$ 74.00
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
total Long-Term Supplies			\$ 74.00		\$ -	\$ 74.00
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
			\$ 729.76	29.1904	\$ -	\$ 729.76