



HADLEY GRANT/SPONSORSHIP REQUEST

I. COVER SHEET

To obtain an electronic version of this application, visit www.hadleypresents.org

Date: 06/12/2019

Contact Information

Organization Name: Greenwood Elementary School Phone: 610-388-5990
Address: 420 Greenwood Rd., Kennett Square, PA 19348 Website: <https://gw.kcsd.org/>

Contact Person Name: Lindsay Case Contact's Signature: *Lindsay Case*
Contact Person E-mail: LCase@kcsd.org
Principal's Name: Tracey Marino Principal's Signature: *T Marino*

Have you received grant/sponsorship money from the Hadley Presents in the past?
Yes No Not Sure

Which of these Hadley priorities are embedded in your program?

- Cultural Enrichment
- Diversity/Isms; Bringing Disparate Groups of People Together to Promote Understanding
- Environmental Justice & Education
- Healthy, Sustainable Practices for Individuals and Communities
- Peace, Justice & Non-Violence
- Other:

Who do you envision will primarily be attracted to your program? (approximate percentages, please)

- | | |
|--|---|
| <input checked="" type="checkbox"/> 50% Latinos | <input type="checkbox"/> Youth |
| <input type="checkbox"/> African Americans | <input type="checkbox"/> Families |
| <input checked="" type="checkbox"/> 50% White Caucasians | <input type="checkbox"/> Seniors |
| <input type="checkbox"/> General Public | <input type="checkbox"/> General Public |
| <input type="checkbox"/> Other: | <input type="checkbox"/> Other: |
| 100% Total | 100% Total |

How many people from the Kennett region will be served by this program?

less than 25 26-100 101-999 over 1,000 over 5,000

Timing

Proposed Program Date: Start of the 2019-2020 School year (August/September)

Hadley Funding/Sponsorship Decision Desired by the first day of what month:

Jan Feb Mar April May June July Aug Sept Oct Nov Dec

Finances

\$3,378.00 How much grant/sponsorship funding do you seek from The Hadley Fund?

\$3,378.00 What is your overall budget for this program? (Detailed budget included at the end of application)



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III. DESCRIPTION

Please describe briefly:

1-What are you trying to achieve with this program?

The staff at Greenwood Elementary School has recognized a need for a greater focus on social emotional learning. This has been put into place by a few initiatives including a mindfulness consultant who worked with interested classrooms, the Zones of Regulation curriculum integrated into our learning support classrooms, as well as a pilot of the Second Step program in select classrooms during the 2018-2019 school year.

The Second Step pilot occurred in one first grade classroom, three second grade classrooms, one third grade classroom, and one fourth grade classroom. The units in the lessons for all grades focus on skills for learning, empathy, emotion management, and problem solving skills. The lessons were taught in the general education classroom, so that the teachers were able to reinforce the skills using the Second Step language. Using an assessment included with the program, pre and post-test data was collected. A review of the data indicates that all students made gains in their knowledge of the topics. Specific feedback from the teachers was overall positive, and all teachers who participated in the pilot program would like to continue to use the program.

The Second Step program also provides various parent communication tools and home links in English and Spanish for students to complete at home. This way, the parents understand what the students are learning in class, and are able to reinforce the skills. At the beginning of the year, all parents will receive a letter explaining the program, and informing them that their child is participating in the program.

Due to the overall positive response, more teachers are interested in implementing the program next school year. Therefore, we are requesting funding to purchase additional kits, as well as resources for the principal, and supplemental materials. One of the additional materials is a school license for Mind Yeti, which is a mindfulness application (also available online) which has kid friendly meditations. The hope is that with the use of this program with a little over half of the students in the school, that students, staff, and parents will develop a common language for problem solving skills and understanding others.

A brief overview of the topics included in the grade 3 scope and sequence is provided below (information obtained from secondstep.org):

Unit	Lesson	Concepts	Objectives
Unit 1: Skills for learning	1. Being Respectful Learners	-Focusing your attention and listening to help you be a better learner. -Focusing your attention and listening to show respect.	-Apply focusing-attention and listening skills in response to scenarios.
	2. Using Self-talk	-Self-talk means talking to yourself in a quiet voice in your head. -Self-talk can help you focus, stay on task, and handle distractions.	-Identify classroom distractions -Demonstrate the use of self-talk in response to scenarios
	3. Being Assertive	-Being assertive means asking for what you want or need in a calm and firm voice. -Being assertive is a respectful way to get what you want or need.	-Demonstrate assertive communication skills in response to scenarios
	4. Planning to learn	-Making a plan can help you	-Evaluate three-step plans for

		<p>be a better learner.</p> <ul style="list-style-type: none"> -A plan is good if the order makes sense, it's simple, and you can do it. 	different scenarios using the Good Plan Checklist criteria
Unit 2: Empathy	5. Identifying others' feelings	<ul style="list-style-type: none"> -Looking for clues on a person's face or body and in the situation helps you notice and understand how that person is feeling. -People can have different feelings about the same situation. -All feelings are natural. 	<ul style="list-style-type: none"> -Name a variety of feelings -Determine others' feelings using physical, verbal, and situational clues -Label their own feelings as the same as or different from others' feelings
	6. Understanding perspectives	<ul style="list-style-type: none"> -People can have different feelings about the same situation, and their feelings can change. -Empathy is feeling or understanding what someone else is feeling. -Thinking about others' perspectives helps you have empathy for them. 	<ul style="list-style-type: none"> -Identify others' feelings using physical, verbal, and situational clues -Determine whether others' feelings have changed, in response to scenarios
	7. Conflicting feelings	<ul style="list-style-type: none"> -You can have conflicting feelings about a situation. -Having empathy helps you notice when others' feelings are the same as or different from yours. 	<ul style="list-style-type: none"> -Identify two conflicting feelings a person could have in response to scenarios -Explain possible reasons for someone's conflicting feelings in response to scenarios
	8. Accepting differences	<ul style="list-style-type: none"> -Having empathy helps you understand and accept how others are the same as or different from you. -Accepting and appreciating others' differences is respectful. 	<ul style="list-style-type: none"> -Name similarities and differences between people -Predict how others will feel when teased for being different
	9. Showing compassion	<ul style="list-style-type: none"> -Focusing attention on and listening to others can help you have empathy and show compassion. -You can say kind words or do helpful things to show your compassion. 	<ul style="list-style-type: none"> -Demonstrate focusing-attention and listening skills in response to scenarios -Identify ways to show compassion for others in response to scenarios. -Express appreciation for another person's concern in response to scenarios
	10. Making friends	<ul style="list-style-type: none"> -Focusing attention and listening to others help you make conversation. -Making conversation helps you make friends and get along better with others. 	<ul style="list-style-type: none"> -Demonstrate focusing-attention and listening skills in the context of a game -Initiate, continue, and end a conversation in a friendly way in the context of a game
Unit 3: Emotion Management	11. Introducing Emotion Management	<ul style="list-style-type: none"> -When you feel strong feelings, it's hard to think clearly. -Focusing attention on your body gives you clues about how you're feeling. -Thinking about your feelings helps the thinking part of your brain get back in control. 	<ul style="list-style-type: none"> -Identify physical clues that can help them label their own feelings.

	12. Managing Test Anxiety	-Using a stop signal and naming your feeling are the first two Calming-Down Steps.	-Identify the first two Calming-Down Steps -Demonstrate using the first two Calming-Down Steps in response to scenarios
	13. Handling Accusations	-You can use belly breathing to calm down. -Calming down helps you handle accusations calmly and thoughtfully. -It's important to take responsibility when you've made a mistake.	-Demonstrate correct belly-breathing technique -Use belly breathing to calm down in response to scenarios -Demonstrate steps for handling accusations in response to scenarios
	14. Managing Disappointment	-Negative self-talk can make strong feelings even stronger. -You can calm down by using positive self-talk. -Setting a new goal and making a plan to achieve it are positive ways to handle disappointment.	-Generate positive self-talk they can use to calm down in response to scenarios -Make a simple three-step plan to achieve a goal in response to scenarios
	15. Managing Anger	-Everyone feels angry sometimes, but hurting other people's feelings or bodies is not okay. It's important to calm down angry feelings so you don't do something hurtful. -Being assertive is a respectful way to get what you want or need.	-Use counting to calm down in response to scenarios -Use assertive communication skills to get what they want or need in response to scenarios

2-How you will discern the impact and results of this program?

The Second Step program provides an assessment, which we used this past year that can be given to understand the students' understanding of the concepts. This assessment was used prior to implementation of the program, as well as after all of the lessons had been completed. As stated above, all students who participated in the program gained additional knowledge, as shown through 100% of student scores improving from the pre-test. Another interesting way to measure results would be to compare the number of disciplinary referrals from previous years.

One third grade teacher polled her students, and they had the following feedback after completing the program:

We had a classroom discussion about Second Step, so here are some of the highlights:

- “I think it helped me a lot because if I'm angry at anything I can calm down by doing the calm down steps.”
- “In 4th grade it will help me learn how to solve my problems before I have to ask the teacher”
- “It helped me problem solve stuff and know how the person is feeling”
- “It helps me not to use blaming language”
- “Second Step has taught me a bunch. I was a furious mad scientist when I was first in school. I'm now happy. Sometimes I'm still mad a lot, but now I'm happy”

Things we used already or will keep using after 3rd grade:

- Saying a problem without blaming words
- How to make friends
- How to problem solve if we have a seat buddy that we don't get along with (this is Lesson 20)
- How to not follow along with negative peer pressure
- Use self-talk
- Use my schools for learning (focus attention, listening, etc.)
- Empathy
- Reading body cues
- Thinking of other perspectives

3-Why is it important to fund this now?

The Second Step program is a research-based, easy to use programs geared towards providing students with skills to interact with others, understand feelings, and solve problems independently. The program has been endorsed by organizations including the Collaborative for Academic, Social, and Emotional Learning (CASEL) and the Department of Education for their quality of research, training, teacher, and family support.

Over the past few years, the staff members at Greenwood Elementary School have noticed a need for a greater focus on social emotional learning. The Second Step program is easy to use, and available for grades 1-5. If we can provide the students with skills such as working with others, empathy, problem solving skills, and understanding differences while they are in elementary school, they will be able to carry those skills into the rest of their lives. If we can move towards a common language in elementary school, students can have the skills reinforced throughout the entire time they are attending Greenwood Elementary School.

Detailed Budget:

Product Number	Product	Quantity	Price
100871	Grade 1 classroom kit	1	\$459.00
100872	Grade 2 classroom kit	2	\$818.00
100873	Grade 3 classroom kit	1	\$409.00
100874	Grade 4 classroom kit	1	\$439.00
100875	Grade 5 classroom kit	1	\$439.00
100868	Principal toolkit	1	\$199.00
113018	Grades K-5 Staff lanyards with skills reinforcement	4	\$116.00
900400	Mind Yeti for Schools	1	\$499.00
	Shipping		FREE
	Estimated Tax (per Second Step website)		\$0.00
	Total		\$3,378.00

E-mail proposals are strongly encouraged to Hadley@chescocf.org

Receipt will be confirmed by e-mail.

Questions? Please contact Stephenie Stevens at (610) 696-0501 or Hadley@chescocf.org

Hadley

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