



## JAMES LOGAN ELEMENTARY SCHOOL (GRADES K-5)



MAYOR'S OFFICE  
OF EDUCATION

THE SCHOOL DISTRICT OF  
PHILADELPHIA

A City of Philadelphia  
Designated Community School

COMMUNITY  
SCHOOL PLAN  
MARCH 2017

## LETTER FROM THE MAYOR



This past July, the City of Philadelphia, in partnership with the School District of Philadelphia, proudly announced the first cohort of Community Schools. The Community Schools initiative is a key piece of our shared vision to improve the educational landscape of our city. This effort marks a new approach for how the City supports students and families, strengthens schools, and revitalizes neighborhoods.

By providing services like food pantries or access to dental care we remove barriers that prevent our students from learning. Ultimately, Community Schools and the services they provide allow our students to focus on learning and our teachers to focus on teaching.

I am happy to share that over the past six months the Mayor's Office of Education has conducted a thorough analysis of each of our nine community schools. Our dedicated team has surveyed more than 2,000 community members, students, school staff, and parents to get a comprehensive understanding of the unique needs within each school community. More than 500 additional people participated in 1 of 50 in-person focus groups, providing feedback that informed this report.

This report highlights the ways the City will expand services to meet the specific needs of our schools. Our Community School Coordinators will continue to work closely with their Community School Committees over the next year and we invite you to join them in this shared effort to strengthen our schools and neighborhoods.

Together, we will help our children reach their full potential.

A handwritten signature in black ink that reads "James F. Kenney". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

James F. Kenney  
Mayor of Philadelphia



## TABLE OF CONTENTS

**4** | Philadelphia's Community Schools

**5** | Identifying School Needs

**7** | About James Logan Elementary School

**9** | Logan's Community School Focus Areas  
and Priorities

**12** | Get Involved

**13** | Acknowledgements

Appendices

## PHILADELPHIA'S COMMUNITY SCHOOLS

### **SUPPORTING STUDENTS AND FAMILIES, STRENGTHENING SCHOOLS, REVITALIZING NEIGHBORHOODS**

The City of Philadelphia's Mayor's Office of Education (MOE) launched the Community Schools initiative, in partnership with the School District of Philadelphia, to strengthen school communities by improving access to programs, services, and supports for the children and families of Philadelphia. Funded by the Philadelphia Beverage Tax, nine community schools were established during FY17.

Community schools are public schools where a full-time coordinator works with the entire school community—students, families, teachers, administrators, service providers, and neighbors—to identify student and community needs, such as expanded health services, after-school programming, and job training. The coordinator then works with service providers and City agencies to bring these resources directly into the school, enabling community schools to become thriving neighborhood centers.

Successful community schools leverage public, private, and philanthropic resources to address non-academic barriers and challenges that too often keep our students from learning. Through this strategy, the City strengthens schools and the School District by sharing the responsibility for meeting the needs of the whole child, and thereby helping hardworking educators focus on teaching.

#### **Community School Coordinators**

A key tenet of a community school is a dedicated Community School Coordinator who works directly in the school and with the entire school community. Philadelphia's Community School Coordinators are city employees reporting to MOE, and working in partnership with the school principal. MOE also provides technical and programmatic assistance to support principals, coordinators, and community partners to secure resources and create opportunities that benefit students, families, and neighbors. Examples of this centralized support include systems strategies around resources such as social and emotional wellness, health services, training and professional development, identifying new resources and partners, and working with local and national coalitions.

#### **A Focus on Health**

Because the physical, social, and emotional health of children is critical, MOE is also working closely with the School District of Philadelphia, various city departments, community organizations, and service providers to develop strategies to increase these services. One highlight is a new collaboration between MOE and the Philadelphia Department of Public Health (PDPH) to develop expanded health services and access in school communities, including dental and vision, asthma care and other strategies to support the district's school nurses. Through this partnership, MOE also hired Healthy Schools Coordinators to provide additional support to community schools. Grounded in the understanding that healthy, active, well-nourished children learn better, they are working to improve access to healthy foods, physical activity and drinking water habits that students need to thrive in and out of the classroom.

#### **Community School Committee**

Each school has organized an advisory committee to review information and provide guidance on priorities for the community school plans. The Community School Committee (CSC) is comprised of school staff, parents/caregivers and community members. The CSC works with the Community School Coordinator and school leadership to develop and implement this plan based on the unique set of needs of their community school. The CSC sets priorities, and advises in the implementation of the community school plan.



## IDENTIFYING SCHOOL NEEDS

Once a school receives designation as a community school, the first step is to conduct a needs assessment in order to discover the strengths of the school and its neighborhood assets, as well as what the school community identifies as priorities for the community school to address.

### What MOE did at every school:

MOE utilized a variety of tools to obtain feedback from community school stakeholders. Staff engaged five stakeholder groups: students, parents, teachers/staff, organizations providing services in the school, and representatives from the community. Methods included:

- ✓ Surveys (paper and digital)
- ✓ Focus groups
- ✓ One-on-one interviews
- ✓ Participation in school activities to hear from as many stakeholders as possible



MOE also analyzed community datasets including information from the American Community Survey, the School District of Philadelphia's annual student, family, and staff surveys, Public Health Management Corporation's Household Health Survey, the Community Health Assessment, and other data sources. This data review process helped provide context for understanding neighborhoods, and was used in conjunction with information from surveys and focus groups. Using this data, MOE created maps and presented detailed data presentations on neighborhood resources, health and census information to each community school committee for their specific neighborhood.<sup>1</sup>

### What MOE learned across schools:

During citywide community outreach there were some consistent themes across all nine of our community schools:

- Job training and access to job opportunities
- Food insecurity and access to healthy foods
- Access to physical, social and emotional health services, including the need for a "trauma informed" approach to serving students
- Access to clothing and uniforms
- Cultural and social opportunities

For example, students who are hungry are not ready to learn, and in many of the neighborhoods where community schools are located people identified food insecurity as a need. To address this broader need, the Mayor's Office of Education is working with SDP and key partners including philanthropic and community organizations to implement food access programs at all the community schools. These programs may include a food "backpack" pilot where students take home food monthly, establishing food pantries and/or fresh produce stands to bring healthy and

<sup>1</sup> A detailed methodology description is available in Appendix A

## IDENTIFYING SCHOOL NEEDS

affordable foods directly to community schools, working with partners like Philabundance, the SHARE Food Program, the Food Trust and Common Market. Some programs will take time to develop and some are advancing already.

As Mayor Kenney has said, every City department has a shared responsibility to improve the ways the City of Philadelphia supports students, families and local schools. MOE is working closely with numerous departments and agencies to create opportunities that can build upon existing good work and align the City's many programs and services. For example, the Community Schools initiative is partnering with the Health Department to place Healthy School Coordinators in schools to support programs to increase physical activity; promote access to healthy food and drinking water, physical activity, and family engagement in wellness. In addition to working closely with the Health Department, the Community Schools team is working with the REBUILD initiative, PHLpreK, the Department of Human Services, and the Managing Director's office to align strategies to serve families and neighborhoods. The Department of Behavioral Health and Intellectual disAbility Services (DBHIDS) is working with MOE to help identify schools' ongoing needs and barriers to services, with the goal of strengthening connections to behavioral health services for students and families. Technical assistance staff work closely with the Office of Community Empowerment and Opportunity to refer families to programs that will connect them to public benefits, and with the Commerce department to expand workforce development efforts. The Office of Adult Education is working to help bring their extensive portfolio of adult education to schools. Other examples include working with the Office of Arts, Culture and the Creative Economy and Mural Arts to bring arts and cultural opportunities to schools. MOE is also partnering with the Office of Immigrant Affairs to respond to the critical challenges our immigrant and refugee families are facing.

From this work, MOE created a profile of each school, including an assessment of community resources, demographic information, and information about the neighborhood and specific school community.



***“We cannot expect our children to succeed academically if they come to school hungry, sick or too traumatized to learn. Expanding the community schools approach is one way that we will strategically align City services and other resources to better address the needs of students and families. I’m excited to expand this proven strategy in Philadelphia and look forward to working with these school communities.”*** - Mayor Jim Kenney

# ABOUT JAMES LOGAN ELEMENTARY SCHOOL

**James Logan Elementary School** is located at North 17th Street and Lindley Avenue in the Logan section of North Philadelphia. Logan is a community surrounded by small businesses near a major intersection (the Ogontz, Belfield, Ruscomb, and 18th street crossroads), which produces high car volume and the need for additional support for the safety of children, particularly during school drop-off and pick-up times. The school has multiple afterschool partners including an EducationWorks afterschool program and Bringing Everybody Together (BET), which runs a basketball team, girls/boys mentorship and choir.

## Current Offerings:

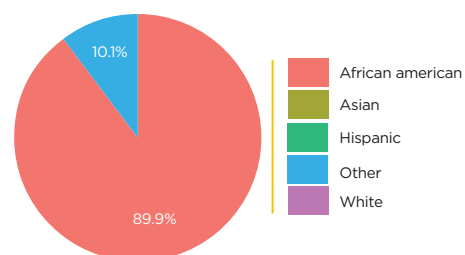
- STEAM program for girls in grades 3-5
- Afterschool tutoring center
- Student council
- Teacher-provided afterschool clubs including Debate Club, Tutoring Center, and Technology Club, Creative Club (Art Program)
- School Advisory Council and Home & School Association with many involved parents and family members

## Partners:

- EducationWorks
- Bringing Everybody Together (BET)
- LaSalle University
- Einstein Hospital
- Big Brothers, Big Sisters
- 35th Police District

Total students <sup>2</sup>	329
English Language Learners	0.9%
Special Education	16.1%
Economically Disadvantaged	100%

## James Logan School Demographics



Percentage of adults who have ever been told by a doctor they have diabetes, Logan<sup>3</sup>:

**20% (+/-5%)** 92nd percentile

City average: **15%**

<b>Recreation Centers</b>	The closest rec center is Wister Playground, which is a 15-minute walk. The other recreation center is a PAL center on the east side of Broad; however residents report they find it inaccessible.
<b>Libraries</b>	The closest library is the Logan Library, which is also on the east side of Broad, and about 10-minutes walking-distance from Logan School. It is generally too far to access for elementary students unless they live close by.
<b>Green Space</b>	There is ample green space near the school. Logan borders Wakefield Park, which is a part of Fairmount Park.
<b>Health Resources</b>	Easily accessible health resources include Einstein Hospital, as well as other small health clinics on Broad St and two dentists within walking distance from the school.
<b>Grocery Stores</b>	There is no supermarket within walking distance from the school. There are a lot of corner stores and a nearby church has a food pantry.

<sup>2</sup> Data in this table is taken from the School Profiles on The School District of Philadelphia website, [https://webapps1.philasd.org/school\\_profile/](https://webapps1.philasd.org/school_profile/)

<sup>3</sup> PHMC Household Health Survey 2010, 2012, 2014



# ABOUT JAMES LOGAN ELEMENTARY SCHOOL

## What We Learned at Logan School

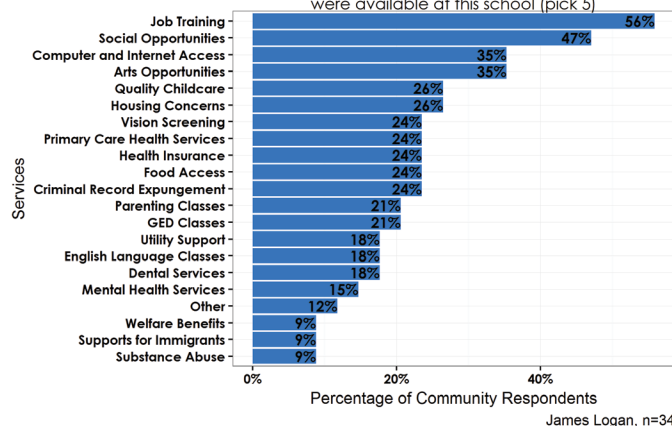
At Logan, more than 140 students, staff, families, community members and school partners completed surveys and/or participated in focus groups or interviews.

- ✓ Students and staff agree that students need more physical activity and more supports for recess activities
- ✓ Students, families, and staff agree that students need more extracurricular opportunities
- ✓ Students also requested more opportunities for art and music, tutoring, and mentoring
- ✓ Community members said that they needed more services such as job training and internet access programs
- ✓ Both families and community members said they would participate in social opportunities, like festivals or block parties, at the community school
- ✓ Families wanted more engagement opportunities and resources

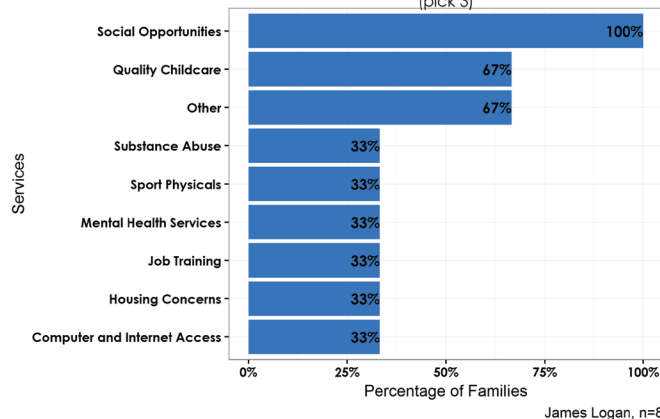
Finally, safety was a large concern for families and community members. Due to Logan's location near a busy intersection, there is a concern about having a safe passage for students going to and from school. In the beginning of the school year, a student was hit by a car outside of the school. The student did not sustain any major injuries, but a need for crossing guards to prevent other accidents and volunteers to monitor the routes to school was highlighted several times in discussions with families and staff at Community School Committee meetings.

Logan's Community School Committee (CSC) consists of families, teachers, staff, community members, school partners, the principal and both the Community School and Healthy School Coordinators. (A list of CSC members is available on page 13.)

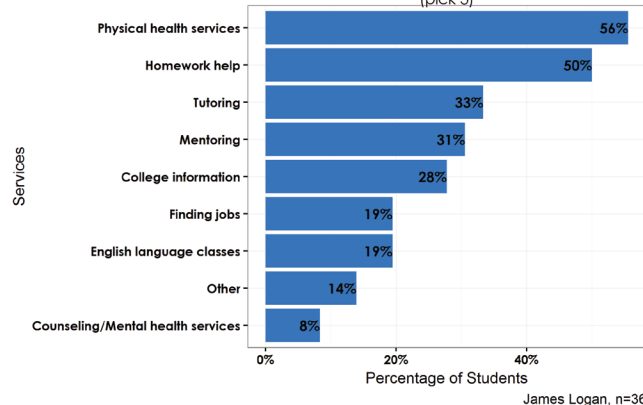
**Services The Community Wants**  
Please choose the services you would participate in if they were available at this school (pick 5)



**Services Families Want For Themselves**  
Please choose the three biggest needs for yourself (pick 3)



**Services Students Want**  
What Services Do You Need More of At Your School? (pick 3)



# LOGAN'S COMMUNITY SCHOOL FOCUS AREAS

## PRIMARY PRIORITIES

- Increase social and emotional health resources (including mental and behavioral health services) for students
- Increase access to healthy food
- Increase extra-curricular activities for students, including after-care for younger students

### **Increase social and emotional health resources (including mental and behavioral health services) for students**

Initially, Logan staff members were the only stakeholder group to mention the need for more mental health services and supports; however, when this need was shared at the Community School Committee meeting, all stakeholder groups felt strongly about supporting social, emotional, behavioral and mental health. With additional services and support from our current partners at Einstein Hospital and LaSalle University, we are beginning to work on meeting this need.

#### *Initial action steps (3 months)*

- Meet with families, community members, and staff and ask what types of social/emotional supports they want, including mental and behavioral health services
- Complete a gap analysis on the current mental and behavioral health services available in the neighborhood in partnership with MOE
- Develop a system for tracking community-based social and emotional health partners and services at the school

#### *Short-term goals (6-12 months)*

- Create a resource manual with a list of social and emotional services and supports, including mental and behavioral health services available to students, organized by insurance type
- Assess potential partners to see if they meet the needs of the school as described by families and staff
- Identify potential funding resources that may be available to support social and emotional health
- Identify trainings that support social and emotional health for youth and adults

#### *Long-term goals (2 years)*

- Provide a space within the school for contracted partner(s) to serve Logan students.
- Train partners and staff on supporting students' social and emotional health, including mental and behavior health
- Ensure availability of social and emotional health services at the school

### **Increase access to healthy food**

Logan School will work to coordinate efforts to improve access to healthy foods. Currently, there is a lack of access to healthy and affordable food in the Logan neighborhood. There are no supermarkets, and there is only one identified food pantry within walking distance. Food access has come up as an issue during monthly parent meetings, and during parent focus groups. During the Community School Committee meeting families reported that they need access to fresh food, nutrition supports, and community farms. They also want students to be able to grow their own food at Logan.

## LOGAN'S COMMUNITY SCHOOL FOCUS AREAS

### *Initial action steps completed (3 month):*

- Establish a relationship with local healthy food provider to support a monthly farm stand at school
- Coordinate nutrition education/cooking class for parents
- Meet with local food-donating organizations (e.g. churches, pantries) explore possibility of coordinating efforts by making the school a hub for services
- Research current food policies of the school and partner organizations working with students and families (e.g. policies on lunches, celebrations, rewards, etc.)

### *Short-term goals (6-12 months)*

- Enlist parents and students to run the monthly farm stand and ensure that there is an ongoing source of volunteers
- Share information with local community members about opportunities to access healthy foods via Logan Elementary
- Develop plan to create outdoor garden at school
- Identify resources (including resources for funding, education, and materials) and community members to maintain a garden

### *Long-term goals (2 year goals)*

- Create a school garden that provides food for students and neighbors; the garden is incorporated into the school's curriculum
- Promote healthier food options by partnering with local corner stores
- Host regular school-wide food markets with local vendors and health organizations

## **Increase extra-curricular activities for students, including after-care for younger students**

Extra-curricular activities came up as a priority and prompted conversation among the committee about what is currently offered and what is needed. In surveys, students requested more opportunities for art and music (64%), tutoring (33%) and mentoring (31%). Parent surveys reflected a desire for more clubs, activities, and programs for students. School staff mentioned that afterschool programs for students in Kindergarten and first grade would create a very long day for young students, and the community school committee added after-care to this priority area.

### *Initial action steps (3 months):*

- Identify opportunities for existing partners to provide family-friendly evening events or activities in or near the school
- Collaborate with families to identify afterschool activities, events, and schedules that meet their needs
- Identify potential partnerships with extracurricular and/or afterschool providers

### *Short-term goals (6-12 months):*

- Create a series of family-friendly evening events or activities in or near the school
- Establish partnerships with afterschool and extracurricular providers that meet the needs of students and families

### *Long-term goals (2 year goals):*

- Increase the number of students and families involved in afterschool activities
- Increase opportunities for families to be at school for programs and events outside the school day
- Increase access to programs in or near the school for families that need after-care for young students



# LOGAN'S COMMUNITY SCHOOL FOCUS AREAS

## SECONDARY PRIORITIES

**Improve and increase opportunities for physical activity.** Physical activity was the second most frequently requested activity, selected by more than half of students on their surveys. Students also believed that more sports would help improve the school. During focus groups, students requested that recess be held outdoors instead of inside where it is currently held. Staff agreed that recess should be held outdoors with proper adult supervision. To address this, the Healthy School and Community School Coordinators will begin identifying opportunities and resources to support increased physical activity at the school.

**Connect families to resources and increase family engagement with the school.** The CSC identified family resources and involvement as a priority. In both surveys and focus groups, parents asked for more opportunities to engage with the school and have social opportunities with the school community. Family involvement can include building relationships between school staff and families, providing volunteer opportunities for parents, and offering resources such as resume writing and job skills workshops.

**Ensure student safety.** Safety for students is a particular priority for the principal and the CSC. Students currently have indoor recess because the schoolyard is not completely fenced in. Additionally, the principal and committee would like to find a way to open the building up for parents and community members during the school day in a way that keeps students safe.



## GET INVOLVED

### What's Next

As the name implies, Community Schools are not the work of one person, but of all the people in the school and in the neighborhood. Already, partners are coming together every month to share resources and identify new ways to help the school families and staff are meeting regularly at Community School Committee meetings, and new strategies are being developed to achieve the community school's goals. The principal, staff, and Community School and Healthy School Coordinators will continue to work together with existing community partners to expand services and opportunities that meet the needs of students, families, and community members.

### Get Involved

There are many ways to support your neighborhood community schools:

- **Volunteer** - Community schools offer events throughout the year that require volunteers. Volunteering can include one-time opportunities, such as presenting during career days, special event support, or ongoing opportunities with the school or one of the many partners who work there. *Volunteers in community schools will need to follow the SDP volunteer guidelines and complete all required background checks.*
- **Partner** - Philadelphia is a city with many strong neighborhood, community and citywide organizations that are working, or would like to work with schools to bring additional resources and opportunities to children and families. *Please be aware that if your organization is interested in working in a school there are School District of Philadelphia requirements you may have to meet.*
- **Contribute** - Community schools are often looking for donations, including in-kind items such as winter coats or uniforms for clothing closets, as well as for funding for specific initiatives or programs.

To learn more about how to volunteer, partner or contribute, contact our office at **[Community.Schools@phila.gov](mailto:Community.Schools@phila.gov)**

---

To find out more about the Community School Committee or specific opportunities at this community school contact the Logan Community School Coordinator, Richard Washington: **[richard.j.washington@phila.gov](mailto:richard.j.washington@phila.gov)**



## ACKNOWLEDGEMENTS

**The Mayor's Office of Education would like to thank the following individuals, organizations, and city departments for their valuable support in producing this plan.**

School District of Philadelphia  
Logan Principal Chaunika Sanders

The members of Logan's  
Community School Committee:

Aldine Ross, <i>Parent</i>	Herbert Thomas, <i>School Staff</i>
Candice Severe, <i>Parent</i>	Nicole Cook, <i>Parent</i>
Juanita Cox, <i>Community/Grandparent</i>	Naja Douglas, <i>Parent</i>
Toshiko Reed, <i>Partner/Provider</i>	D'Nae Hurst, <i>Parent</i>
Ted Stanback, <i>Community</i>	Nacha Baptiste, <i>Parent</i>
Brenda Harris, <i>Community</i>	Paulette Mack, <i>Parent</i>
Susan McGarry, <i>School Staff</i>	Richard Washington
Bill Durham, <i>Partner/Provider</i>	Shonettia Smith
	Chuanika Sanders, <i>Principal</i>

Thank you to the many educators and administrators of the School District of Philadelphia and the Philadelphia Federation of Teachers who have worked with MOE to develop this strategy to support our schools.

Many City Departments and City Council Offices have offered their partnerships, and shared their knowledge, ideas, and resources to support this initiative.



## METHODOLOGY

### Survey Development

To develop the community school surveys, the Mayor's Office of Education worked with local and national partners, reviewed surveys used by other community school initiatives and cities, and worked with coordinators and students to ensure that the data collected was useful and the questions meaningful. In total, nine surveys were reviewed by two national and seven local partners including the Philadelphia Federation of Teachers, Community Legal Services, and more. Initially, surveys were created for each key stakeholder group: students, families, school staff, community members, and service providers. An additional survey for younger students (grades Kindergarten – 2nd) was also used. Themes incorporated into the surveys included questions about needs and services, and stakeholders' perspectives on the school and community.

### Focus Groups

Focus groups provided community school coordinators the opportunity to have deeper discussions with stakeholders about their concerns and priorities. Each focus group was facilitated by either the community school coordinator or healthy school coordinator. Staff from the Mayor's Office of Education supported the process as note takers when necessary. Training on facilitation was provided to community school and healthy school coordinators in August, and sample focus group scripts were shared with all coordinators. Questions focused on the needs of the school and community. Focus group notes were reviewed, themes were identified for each discussion and entered into a summary table for comparison across stakeholder groups.

### Interviews

In order to collect as much information as possible, some coordinators chose to do additional outreach to stakeholders in the form of 1:1 interviews. Interviews were between 20 and 60 minutes long and notes were collected and reviewed similar to focus groups.

### Community Data

The community information section presents findings from an analysis of data from the American Community Survey (ACS), Philadelphia Health Management Corporation's (PHMC) Household Health Survey, the Philadelphia Police Department, and Get Healthy Philly.

- Key measures asked in the 2009-2014 ACS were measured in all census tracts that overlap the area within 1000 feet of the school.
- The PHMC survey data was calculated for 2010, 2012, and 2014 by measuring respondents within 4000 feet of a school (the larger buffer was chosen due to the survey's relatively low sample size.)
- Drug crimes were measured using public data released by the Philadelphia Police Department's part II narcotics offenses, and calculated by adding up the number of events within 1000 feet of each residence in the city. The average number of crimes per residence is then calculated within ½ mile of the school.
- Estimates from Get Healthy Philly (Philadelphia Department of Public Health) are used for areas of the city that have both high poverty (greater than 20% of the block is below the poverty line) and there is low or no access to healthy food within walking distance (half a mile).



*“We believe that we can work to remove the barriers to learning that our children face each day with the additional resources that we will receive. We know that it takes a village to raise a child and we understand our role in the village. We look forward to working with our families to ensure the success of all of our children.”* – Chaunika Sanders, Principal



MAYOR'S OFFICE  
OF EDUCATION

THE SCHOOL DISTRICT OF  
**PHILADELPHIA**

**Otis Hackney**

Chief Education Officer  
City of Philadelphia

---

**Susan Gobreski**

Director for Community Schools  
Mayor's Office of Education

---

**Dr. William R. Hite**

Superintendent of the School  
District of Philadelphia

**[www.phila.gov/education](http://www.phila.gov/education)**  
**Phone : (215) 686-0333**