

KENSINGTON

HEALTH SCIENCES ACADEMY



KENSINGTON HEALTH SCIENCES ACADEMY (GRADES 9-12)



MAYOR'S OFFICE
OF EDUCATION



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 written in a cursive, flowing style.

James F. Kenney
Mayor of Philadelphia

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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.¹

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

¹ 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 KENSINGTON HEALTH SCIENCES ACADEMY (KHSA)

Kensington Health Sciences Academy is located at Emerald Street & E. Letterly Street in the East Kensington neighborhood of Lower North Philadelphia. The school offers multiple Career and Technical Education (CTE) programs, and has partnerships with multiple universities including Drexel University, Thomas Jefferson University Hospital, and the University of Pennsylvania. East Kensington is bordered by high commerce areas—Kensington Avenue, Front Street, and Frankford Avenue border the neighborhood. Frankford Avenue is also a business corridor and high transit area due to the Market-Frankford Line running overhead. The neighborhood is in a state of transition; there is a great deal of real estate and economic development, and a high volume of construction. Students attending Kensington Health Sciences tend to live north and west of the school.

Current Offerings:

The school offers the following CTE programs:

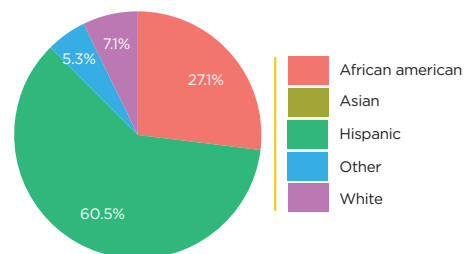
- Health Related Technologies
- Dentistry
- Pharmacology

Partners:

- Thomas Jefferson University Hospital
- Eat.Right.Now
- University of Pennsylvania
- Congreso
- City Year
- 12+, and more!

Total students ²	469
English Language Learners	21.3%
Special Education	24.7%
Economically Disadvantaged	100%

KHSA Demographics



Percent of adults who reported having ever been diagnosed with a mental health condition (e.g. depression, anxiety, etc.)

Kensington Health Sciences:	City average:
36% (+/-7%)	20%³
100th percentile in the city	

Percent of households below the poverty line: Kensington Health Sciences:

40%	75th percentile in the city
City average:	30%⁴

Recreation Centers Shissler Rec Center is accessible by a 10 to 15-minute walk from KHSA. Cohocksink Rec Center is a 7-minute drive away from the school to the east, however it is a 25 to 30-minute walk and requires crossing under a large set of train tracks.

Libraries The Kensington library branch is within walking distance. The primary users are students from nearby elementary schools and community members using the internet.

Green Space There is green space near KHSA; however, many nearby green spaces are full of trash and/or overgrown. Some nearby green spaces have been transformed into mini parks and are sponsored by Philadelphia Horticultural Society or tended to by neighbors.

Health Resources Kensington Hospital is the nearest health center in the area.

Grocery Stores There is a Save-A-Lot on Lehigh Avenue, about a 12-minute walk east of school. Cousins is a full-service market about a 7-minute drive from the school. There are small groceries nearby like Fine Fare at 2200 N Front Street; however, many of the corner stores in the area do not provide as much fresh, affordable food as full-service stores.

² Data in this table is taken from the School Profiles on The School District of Philadelphia website, https://webapps1.philasd.org/school_profile/

³ American Community Survey 2009-2014

⁴ American Community Survey 2009-2014

ABOUT KENSINGTON HEALTH SCIENCES ACADEMY (KHSa)

What We Learned at Kensington Health Sciences Academy

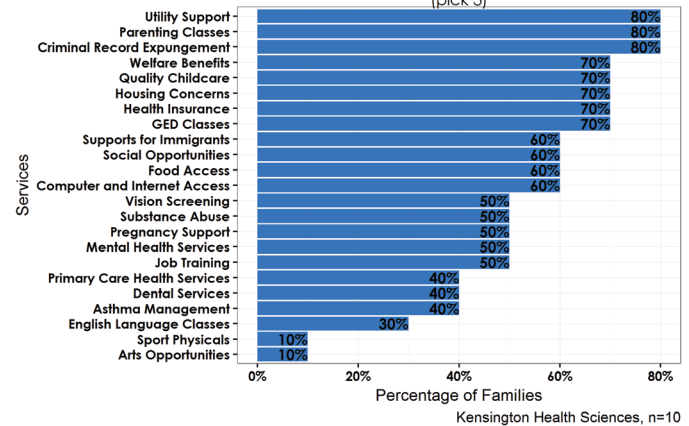
At Kensington Health Sciences, more than 360 students, staff, families, community members and school partners completed surveys, participated in focus groups or interviews.

- ✓ Students, staff, families, and service providers agree that students need increased access to mental health interventions
- ✓ All stakeholders would like an increase in access to academic support for students, specifically resources that will help students increase their performance on The Keystone Exam and SAT
- ✓ Community members identified food access as a need in the neighborhood

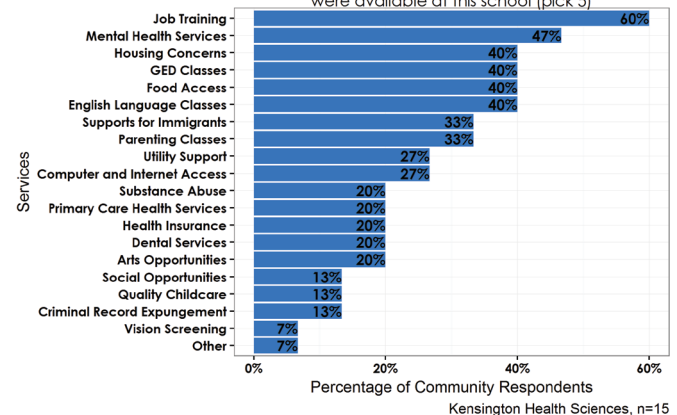
Additionally, some families shared a desire to increase access to supports for English Language Learners, and on surveys taken in Spanish, 40% of students identified English Language Learner classes as a service they need. There is also a desire to increase internship opportunities for students.

Kensington Health Sciences community school committee (CSC) consists of families, teachers, staff, community members, school partners, the assistant principal and both the community school and healthy school coordinators. (A list of CSC members is available on page 13.)

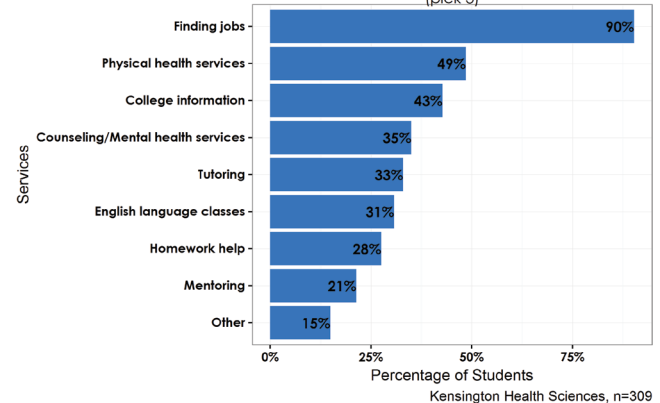
Services Families Want For Themselves
Please choose the three biggest needs for yourself (pick 3)



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



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



KHSA'S COMMUNITY SCHOOL FOCUS AREAS

PRIMARY PRIORITIES

- Increase resources and supports for social and emotional health, including mental health
- Align community resources to strengthen academic supports for students
- Increase access to healthy food and physical activity

Increase resources and supports for social and emotional health, including mental health

Mental health conditions are seen by the Community School Committee as a barrier to academic success. It is strongly believed that a focus on increasing social and emotional supports will help students be ready and able to learn. All stakeholder groups identified this as an area of need for our community school. During committee discussions, partners and staff pointed out that many of the mental health interventions currently available are reactive instead of preventative. With students experiencing high amounts of trauma due to the high crime rate in their neighborhoods, combined with a high incidence of mental health conditions in the area, it is important for KHSA to increase the number of preventative resources that support students' social and emotional health and wellness. Currently, the school has an existing partnership with the University of Pennsylvania, where five interns are supervised by the KHSA School Counselor to help address students' mental health needs; however, more resources are still needed.

Initial action steps (3 months)

- Generate a list of issues related to social and emotional health through talking with students, families, staff and partners
- Identify training needs for staff and partners that will support social and emotional health with the counseling team

Short-term goals (6-12 months)

- Complete a gap analysis and determine what existing resources are currently available and how they are being utilized
- Research additional resources to address social and emotional health needs
- Compile a list of possible intervention strategies that includes utilizing existing resources and partners

Long-term goals (2 years)

- Increase capacity of school community to support social and emotional health
- Expand current health partners, and establish new partnerships to support social and emotional health
- Implement school-wide, prevention-focused programming

Align community resources to strengthen academic supports for students

KHSA has successfully created a college-going culture, and there is a strong emphasis on the importance of academic success. 64% of last year's graduating class progressed successfully into a post-secondary track (i.e. 2 or 4-year college). In focus groups, KHSA students feel strongly about their success and have explicitly shared their goal of performing well on standardized tests, namely the Keystone Exams and SATs on surveys. To support this goal, they have asked for more test preparation resources and more tutoring and academic supports. Both students and school staff have asked to change the current roster to have shorter class periods than the current block scheduling system allows. Approximately 25% of

KHSA'S COMMUNITY SCHOOL FOCUS AREAS

students have special needs and approximately 20% are English Language Learners (ELL) meaning that partners identified to work with KHSA students will need to have the necessary training to work well with our student population. All stakeholders agree that academic achievement is paramount to the future of our students and community.

Initial action steps completed (3 month)

- Work with existing partners 12+ and City Year to identify opportunities to expand support for student academic success
- Identify potential new partners that can support test preparation for students

Short-term goals (6-12 months)

- Identify what academic supports exist in the school and the district
- Establish training for community partners supporting English Language Learners and Special Education students
- Expand test preparation opportunities with a focus on preparation for Keystone Portfolios Practice and Reviews

Long-term goals (2 year goals)

- Partners are aligned to support student performance on Keystone Exams and SAT
- Partners offer differentiated academic supports for all students to ensure they receive the help they need

Increase access to healthy food and physical activity

The healthier our students are, the more equipped they are to learn. Creating a culture of health in the school will mean connecting students and families to resources for healthy foods, identifying more ways to increase opportunities for physical activity, and building healthy environments that will decrease the chances of developing chronic health conditions later in life. 73% of English-speaking students and 77% of Spanish-speaking students at KHSA report skipping lunch because they do not like the food; this is nearly 20% higher than rates at the other two high schools that are Community Schools. Right now, students only have physical education classes once during their time at KHSA, and while the school does have several sports teams, the opportunities for all students to participate in physical activity are limited.

Initial action steps (3 months):

- Meet with cafeteria supervisor, school staff, students, and partners to identify initial opportunities for increasing healthy food and physical activity
- Identify community partners focused on food access, nutrition and physical activity

Short-term goals (6-12 months):

- Work with Division of Food Services and other partners to identify and implement strategies to improve students' experience of school meals
- Identify opportunities throughout the school day that can include physical activities

Long-term goals (2 year goals):

- Improve student satisfaction with school meals
- Teach students and community how to grow their own food through school and community gardening programs
- Increase physical activity opportunities before, during and after school
- Build partnerships that will increase access to fresh, healthy food

KHSA'S COMMUNITY SCHOOL FOCUS AREAS

SECONDARY PRIORITIES

Increase supports for English Language Learners (ELL). Nearly 20% of students at KHSA are ELLs and need additional supports. Currently, this access is limited and there is only one ELL teacher in the school. In addition to supporting students, offering ELL support to families would also benefit the community, enabling greater communication.

Increase internship opportunities for students. Developing soft and hard skills through internships can provide students with more life experience. Ensuring students have access to internship opportunities will be a growing area of work for KHSA. The coordinator will work with MOE and local employers to identify job and internship opportunities for students.



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**

To find out more about the Community School Committee or specific opportunities at this community school contact the KHSA Community School Coordinator, Antonio Romero. **Email: Antonio.Romero@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
Kensington Health Sciences Principal James Williams

The members of Kensington Health Sciences'
Community School Committee:

Megan Barry, <i>Community member</i>	Fahkreya Manassra, <i>Student</i>
L. Bower, <i>Staff Member</i>	Mariam Manassra, <i>Parent</i>
Michele Butler, <i>Service Provider</i>	Laila Mitchell, <i>Student</i>
Andres Celin, <i>Service Provider</i>	Catalina Monteiro, <i>Parent</i>
Yadira Curet, <i>Healthy School Coordinator</i>	Zerrick Nathaniel, <i>Student</i>
Tess Donie, <i>Community Member</i>	Matthew Nocho, <i>Community Member</i>
Nimet Eren, <i>Staff Member</i>	Katie Pak, <i>Service Provider</i>
Nic Esposito, <i>Community Member</i>	Steve Paul, <i>Community Member</i>
Jenifer Felix, <i>Staff Member</i>	Tina Rentas, <i>Parent</i>
John Florentino, <i>Student</i>	Shanta Schachter, <i>Community Member</i>
Nicole Good, <i>Service Provider</i>	Lanitta Scruggs, <i>Parent</i>
Jessica Jackson, <i>Student</i>	Michelle Simmons, <i>Parent</i>
Joyce Jackson, <i>Parent</i>	Alondra Vazquez, <i>Student</i>
Kate Knoller, <i>Service Provider</i>	Ivan Vivar, <i>Service Provider</i>
Robin Lane, <i>Staff Member</i>	James Williams, <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).



“It is an honor being selected to be a part of the first cohort of schools participating in the community school effort. As a result of this selection, we will be able to improve student health outcomes and provide behavioral health services for an often overlooked and certainly underserved population.” – James Williams, Principal



MAYOR'S OFFICE
OF EDUCATION

THE SCHOOL DISTRICT OF
PHILADELPHIA

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