Diversity, Equity, Inclusion, and Belonging Diagnostic

Lower Merion School District

Dear LMSD Community,

We recently conducted a belonging survey across all students in grades 5-12 and all staff (K-12). The overall data from this survey is included in the attached file. The purpose of a belonging survey is to measure the sense of belonging, inclusion, and connection that individuals feel within our school district community. It helps us gather valuable insights into people's perceptions, experiences, and levels of engagement.

Conducting a belonging survey serves several key purposes:

1. Assessing inclusion and diversity: This survey allows us to understand whether our students, staff, and community members from diverse backgrounds feel respected, valued, and included. The data can guide our efforts to create a more inclusive and welcoming environment for all.

2. Identifying areas for improvement: By highlighting areas where individuals feel disconnected or marginalized, the survey results can pinpoint specific issues that need to be addressed through policies, programs, or initiatives.

3. Measuring the impact of initiatives: We can use these survey results to evaluate the effectiveness of our diversity, equity, and inclusion efforts over time by tracking changes in people's sense of belonging.

4. Enhancing engagement and retention: A strong sense of belonging has been linked to higher engagement, productivity, and retention rates. This survey helps us understand and address factors that may be contributing to disengagement or attrition among our students and staff.

5. Promoting well-being: Feeling a sense of belonging and connection is crucial for mental health and well-being. The survey sheds light on the social and psychological needs of individuals within our school district community.

While the data from the belonging survey is important, our work to engage students and staff and create a strong sense of belonging is equally important, if not more so. Following the survey data pages, you will find information from each of our schools detailing their ongoing efforts to foster a sense of belonging among students and staff. Our work to create and sustain a sense of belonging remains ongoing, and the survey data will inform our decisions going forward.

We will continue to share updates on our efforts in the coming weeks and months. Fostering a inclusive and welcoming environment for all is a top priority for our school district.

Sincerely,
Dr. Steve Yanni, Superintendent of Schools
Ms. Shawanna James-Coles, Director of Diversity, Equity, Inclusion, and Belonging

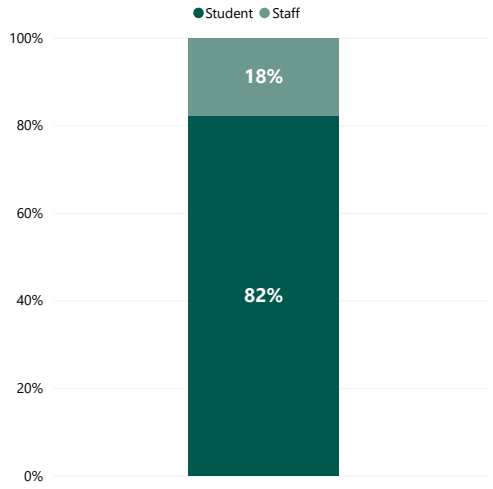
Total Sample Size

4,762

Total Sample by Role

Role	Count
Student	3,919
Staff	843
Total	**4,762**

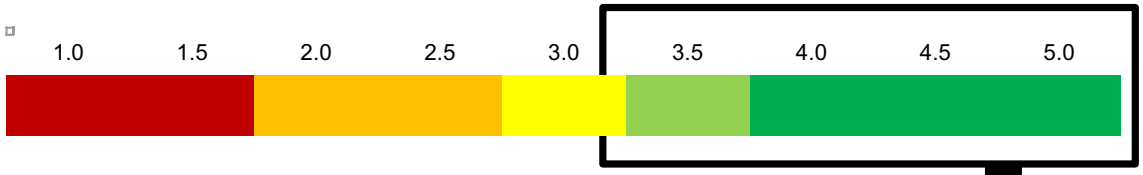
Responses by Role



Belonging Survey Data

General Information

- Students' sense of belonging is **greater at the middle** school level **than at the high school level**.
- Data across all **three middle schools is consistent**; likewise, data across **both high schools is consistent.**
- Data **does not** reveal significant discrepancies between and among student subgroups.
- Both **students and staff** have a **relatively strong sense of belonging** at school.
- Scores are on a continuum. **Scores of at least 3.5** are **considered strong**.



Scores by Group	All	
Construct & Sub-constructs	Student	Staff
Academic Environment	**3.75**	**3.92**
Instructional Climate	3.68	4.02
Student Support & Resources	4.01	3.79
Teacher Self-Efficacy		3.89
Engagement & Outreach	**3.76**	**4.04**
Overall Support	**3.90**	**4.16**
School Belonging	**3.82**	**4.05**
Social Environment	**3.76**	**3.91**
Discipline & Safety	3.81	3.94
Students' Positive Relationships	3.73	3.89
Staff Perceptions		**3.85**

Diversity, Equity, Inclusion, and Belonging Diagnostic

Clear All Filters

Chart Segment:
All

Filter Legend
All

Role
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School/Building
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School Level
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Student Grade
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Staff Role
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Staff Tenure
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Race/Ethnicity
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Gender Identity
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ELL
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GATE
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SPED
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English Speaker
All

Viewing Top 2s

Click to View Full Scales

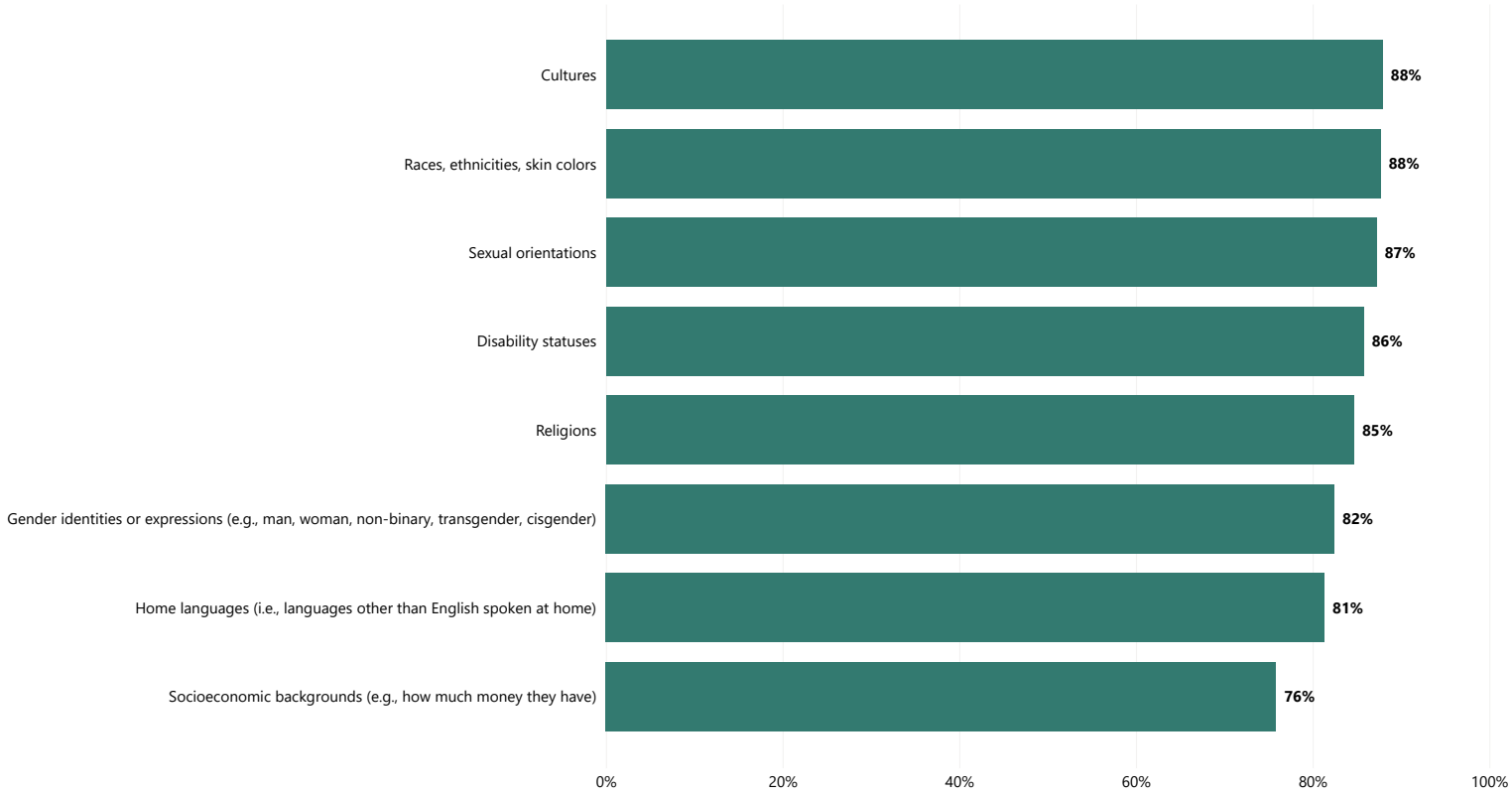
Perceived Equity & Inclusion of Specific Groups

Overall Support | School Belonging | Discipline & Safety

Filter by specific item(s):
All

Please say how much you agree or disagree with the following statements about overall support for people from diverse backgrounds. Overall, [my school supports/district schools support] individuals with diverse: (% Agree + % Strongly Agree)

Group ● All



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Viewing Top 2s

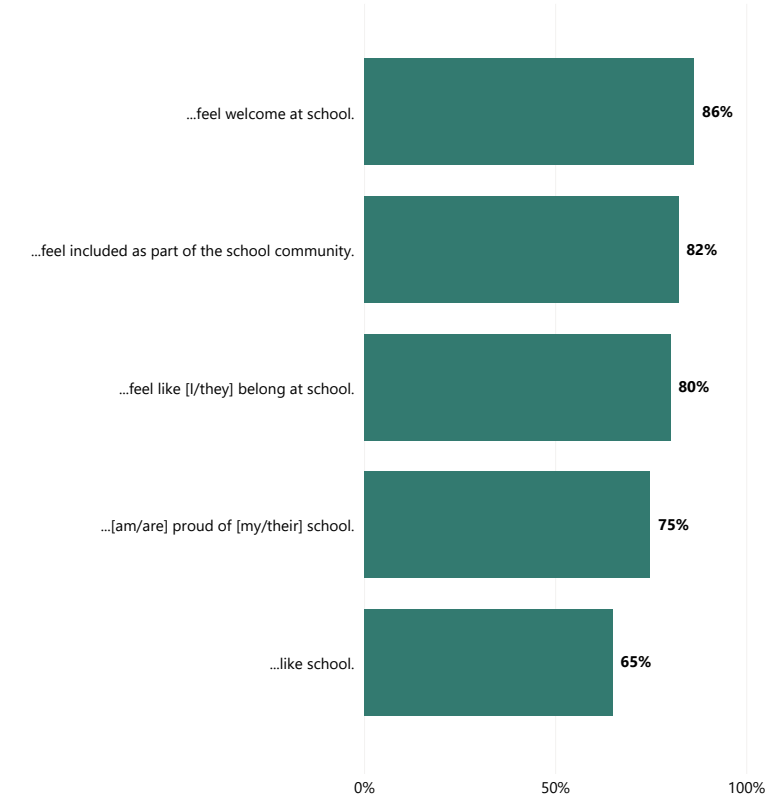
Click to View Full Scales

School Belonging

Filter by specific item(s):
All

Please say how much you agree or disagree with the following statements about school belonging. [I/Students at my school/Students at district schools]... (% Agree + % Strongly Agree)

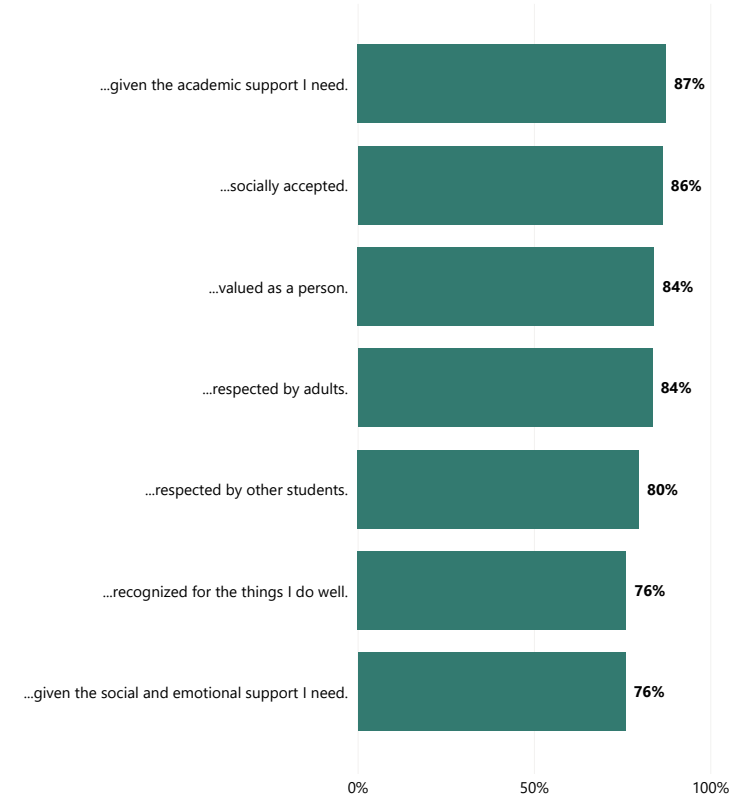
Group ● All



Filter by specific item(s):
All

Please say how much you agree or disagree with the following statements. At school, I am... (% Agree + % Strongly Agree)

Group ● All



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Viewing Top 2s

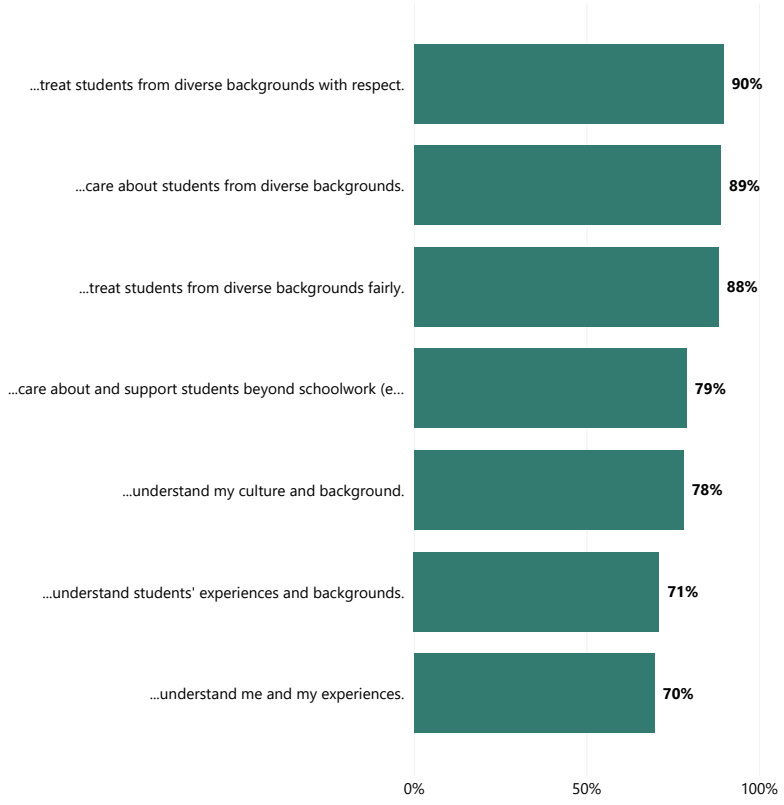
Click to View Full Scales

Students' Positive Relationships

Filter by specific item(s):
All

Please say how much you agree or disagree with the following statements about student-staff relationships. Adults at [my school/district schools]... (% Agree + % Strongly Agree)

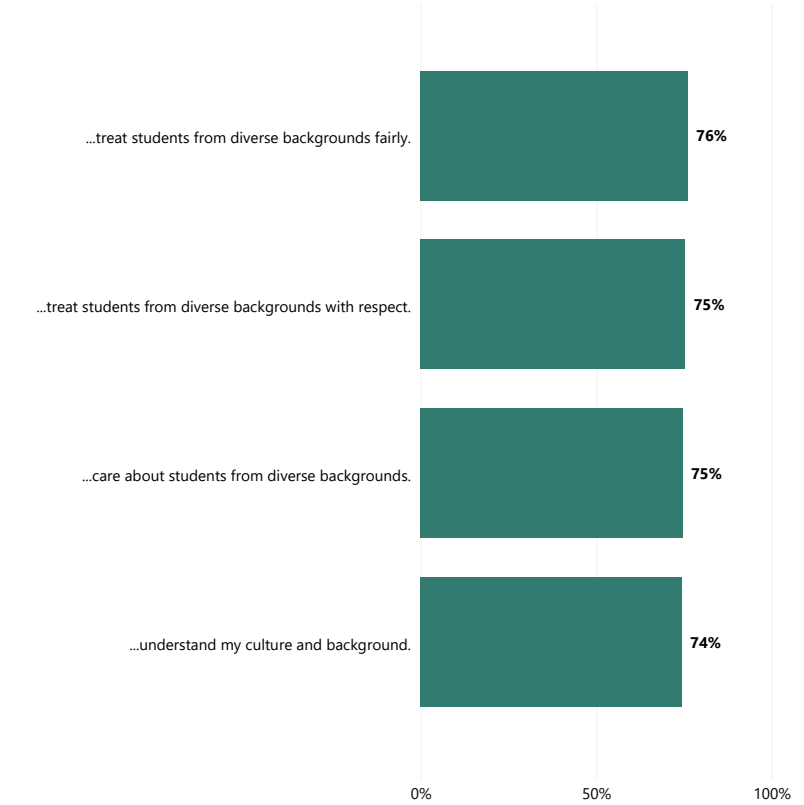
Group ● All



Filter by specific item(s):
All

Please say how much you agree or disagree with the following statements about student-student relationships. Students at [my school/district schools]... (% Agree + % Strongly Agree)

Group ● All



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Viewing Top 2s

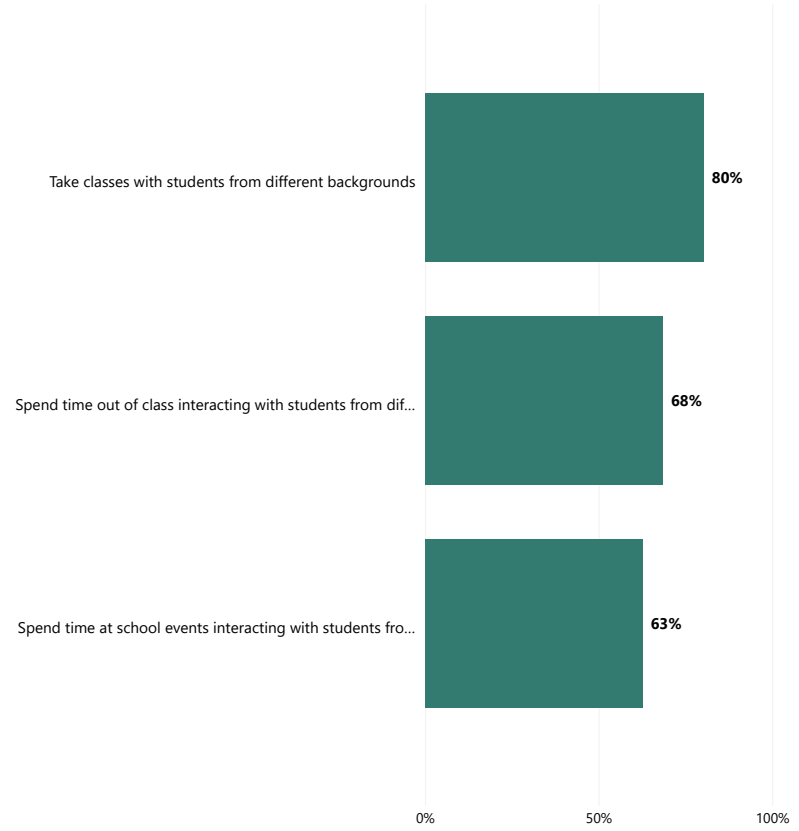
Click to View Full Scales

Frequency of Participation and Interaction

Filter by specific item(s):
All

How often [do you/do students] do the following? (% Often + % Very Often)

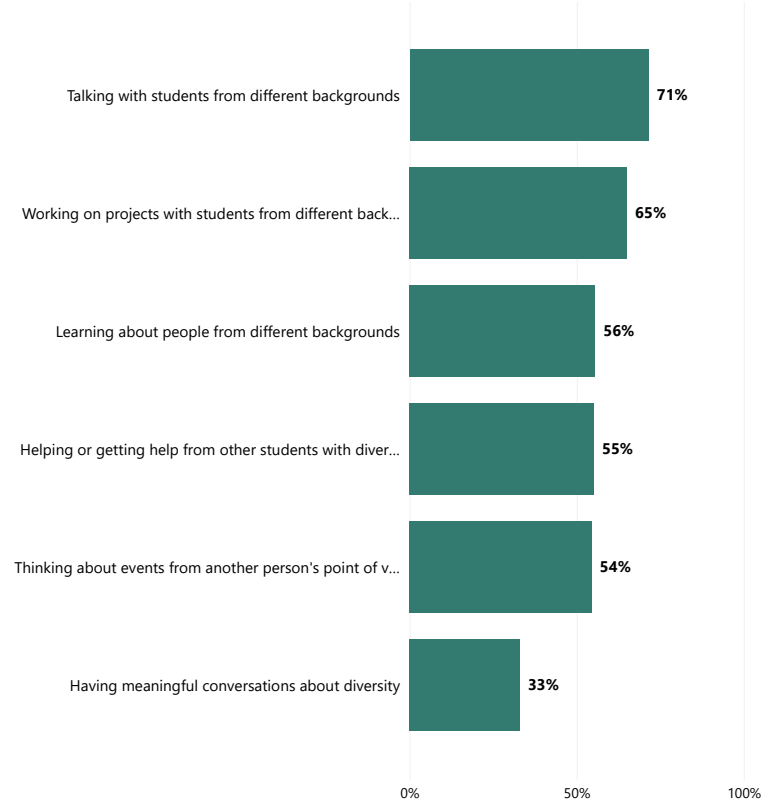
Group ● All



Filter by specific item(s):
All

How often [do you/do your students] participate in the following class activities? (% Often + % Very Often)

Group ● All



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Viewing Top 2s

Click to View Full Scales

Instructional Climate

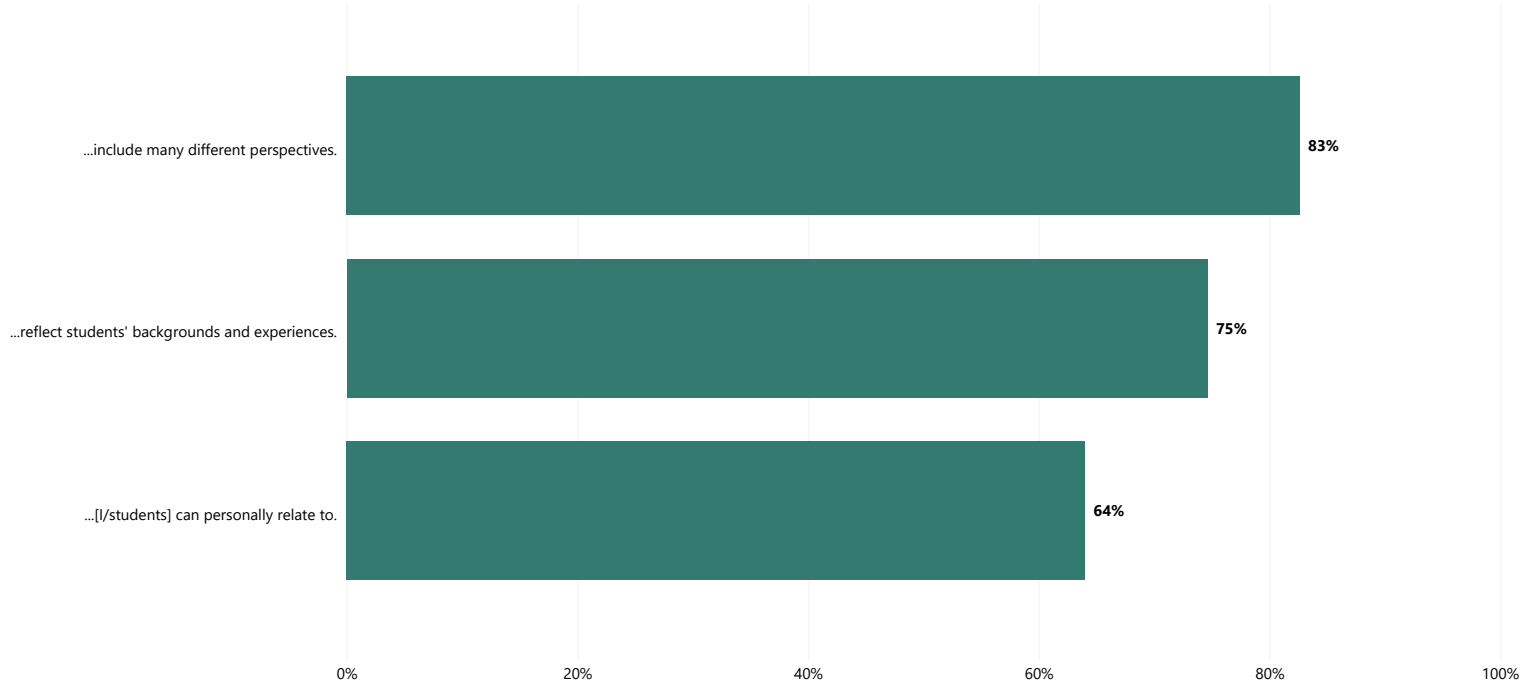
Question:

- (●) Please say how much you agree or disagree with the following statements about diversity in instruction. [My teachers/Teachers at my school/District teachers] use books, stories, or lesson materials that...
- ( ) Please say how much you agree or disagree with the following statements about classroom support. [My teachers/Teachers at my school/District teachers]...
- ( ) Please say how much you agree or disagree with the following statements about classroom instruction. Class activities and lessons help [me/my students]...
- ( ) Please say how much you agree or disagree with the following statement(s) about teacher diversity. [My school/District schools]...

Filter by specific item(s):
All

Please say how much you agree or disagree with the following statements about diversity in instruction. [My teachers/Teachers at my school/District teachers] use books, stories, or lesson materials that... (% Agree + % Strongly Agree)

Group ● All



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Viewing Top 2s

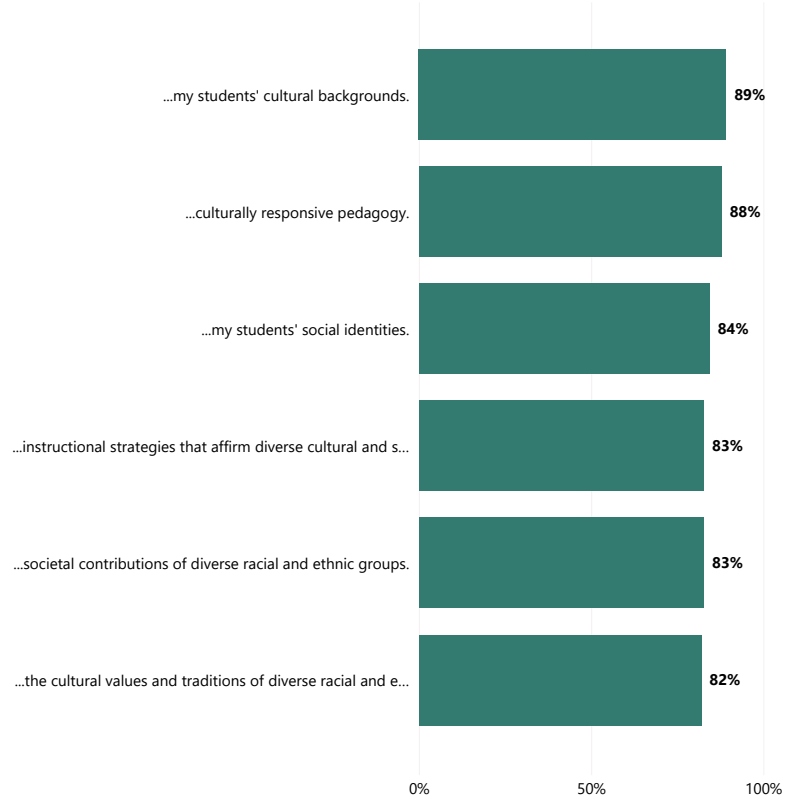
Click to View Full Scales

Teacher Self-Efficacy

Filter by specific item(s):
All

Please say how much you agree or disagree with the following statements about culturally responsive instruction. I am knowledgeable about... (% Agree + % Strongly Agree)

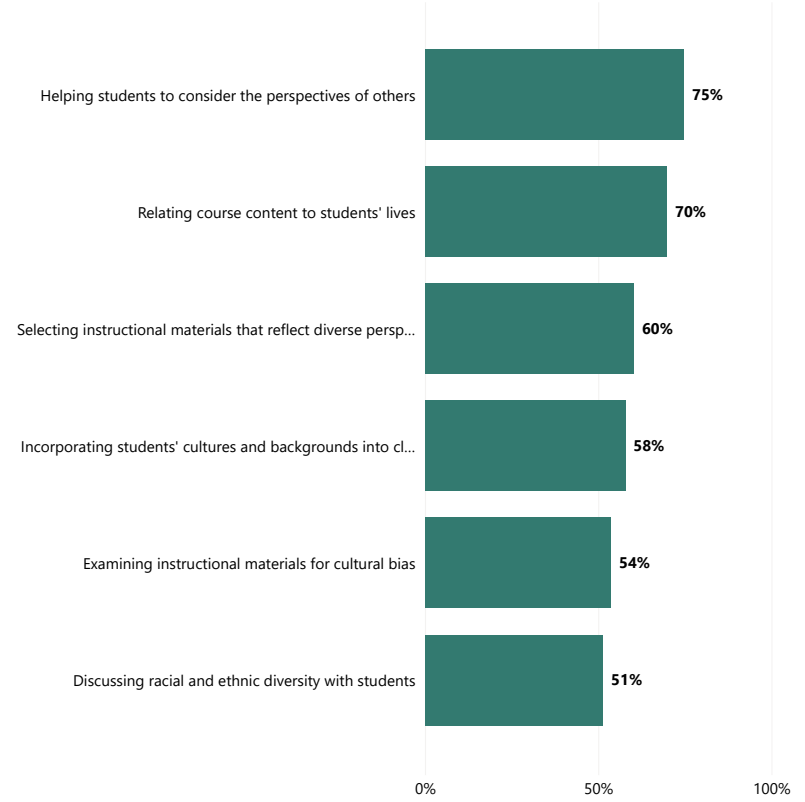
Group ● All



Filter by specific item(s):
All

Please rate your level of confidence in implementing the following instructional strategies: (% Very Confident + % Extremely Confident)

Group ● All



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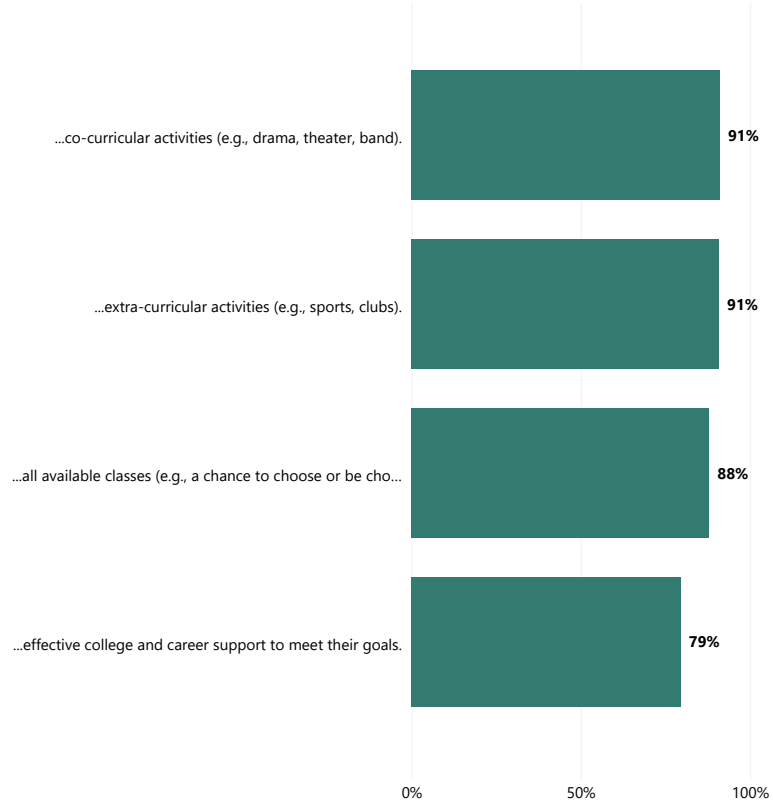
Click to View Full Scales

Student Support & Resources

Filter by specific item(s):
All

Please say how much you agree or disagree with the following statements about student support. At school, students from all backgrounds have equal access to... (% Agree + % Strongly Agree)

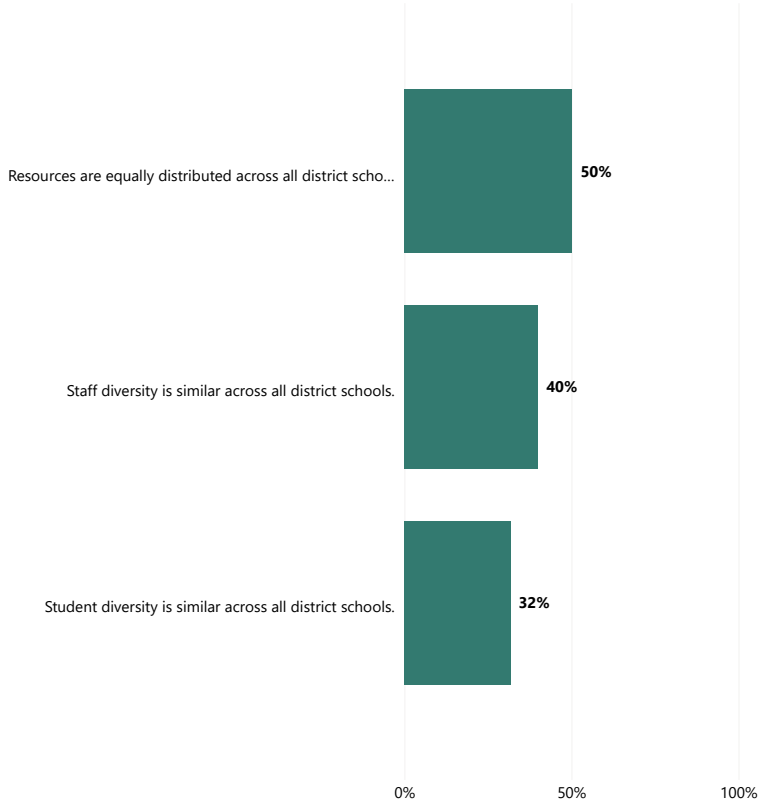
Group ● All



Filter by specific item(s):
All

Please say how much you agree or disagree with the following statements about district diversity. (% Agree + % Strongly Agree)

Group ● All



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Viewing Top 2s

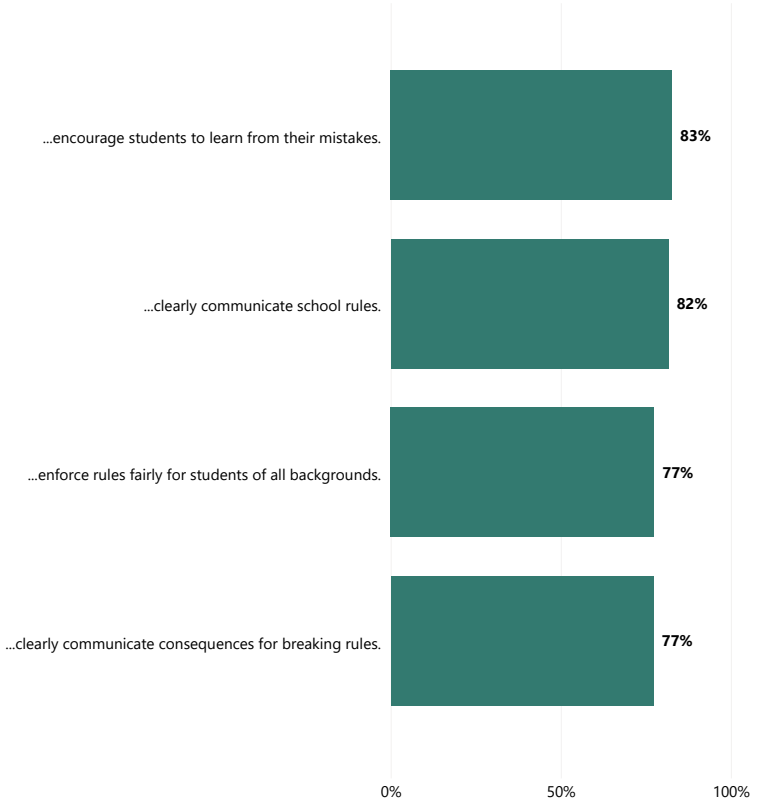
Click to View Full Scales

Discipline & Safety

Filter by specific item(s):
All

Please say how much you agree or disagree with the following statements about school discipline. Adults at [my school/district schools]... (% Agree + % Strongly Agree)

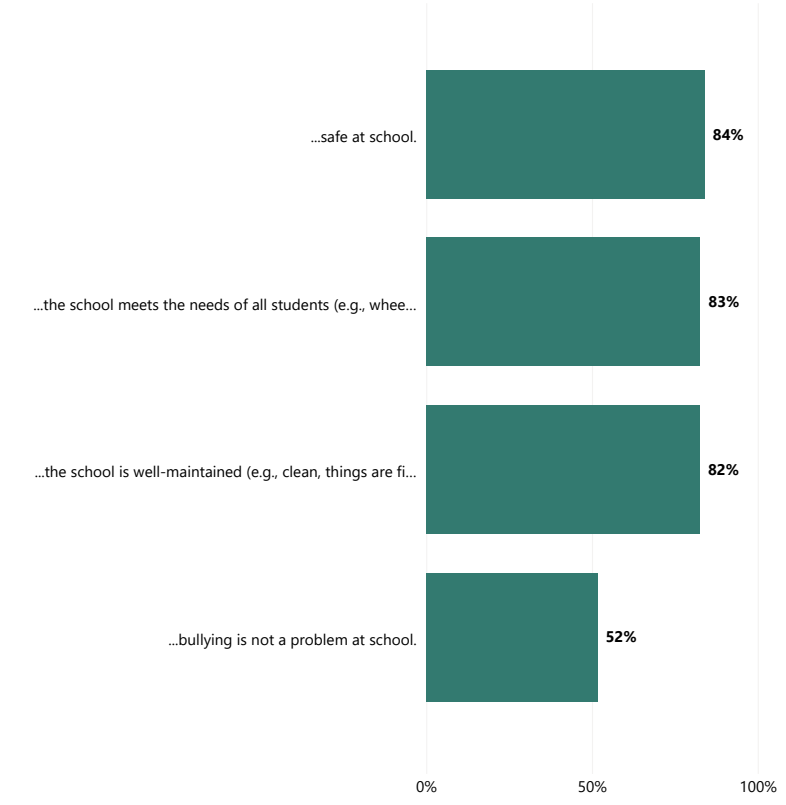
Group ● All



Filter by specific item(s):
All

Please say how much you agree or disagree with the following statements about school safety. I feel... (% Agree + % Strongly Agree)

Group ● All



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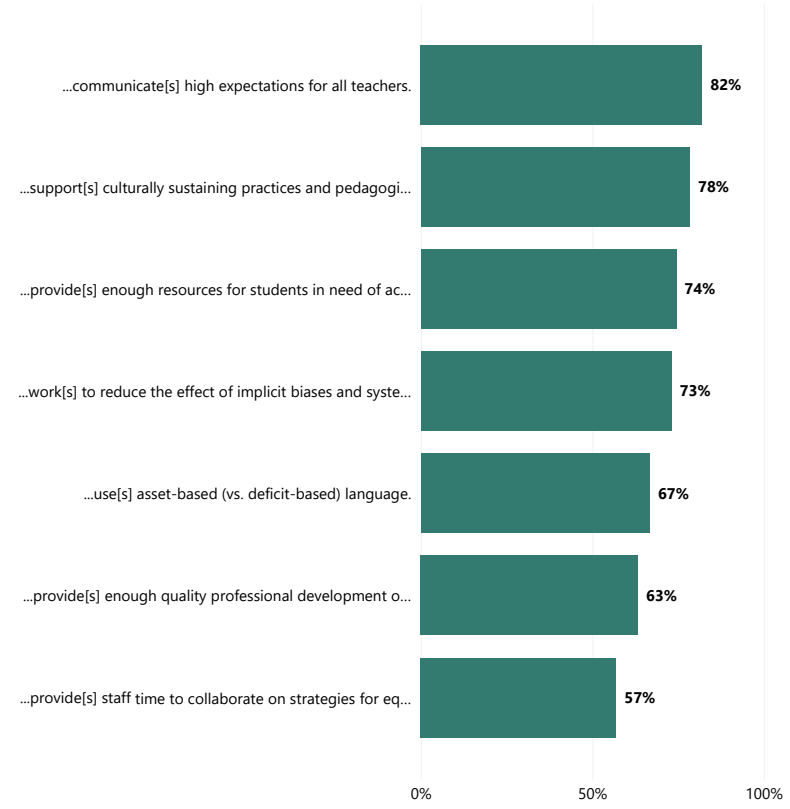
Click to View Full Scales

Staff Perceptions

Filter by specific item(s):
All

Please say how much you agree or disagree with the following statements. [My school/District schools]... (% Agree + % Strongly Agree)

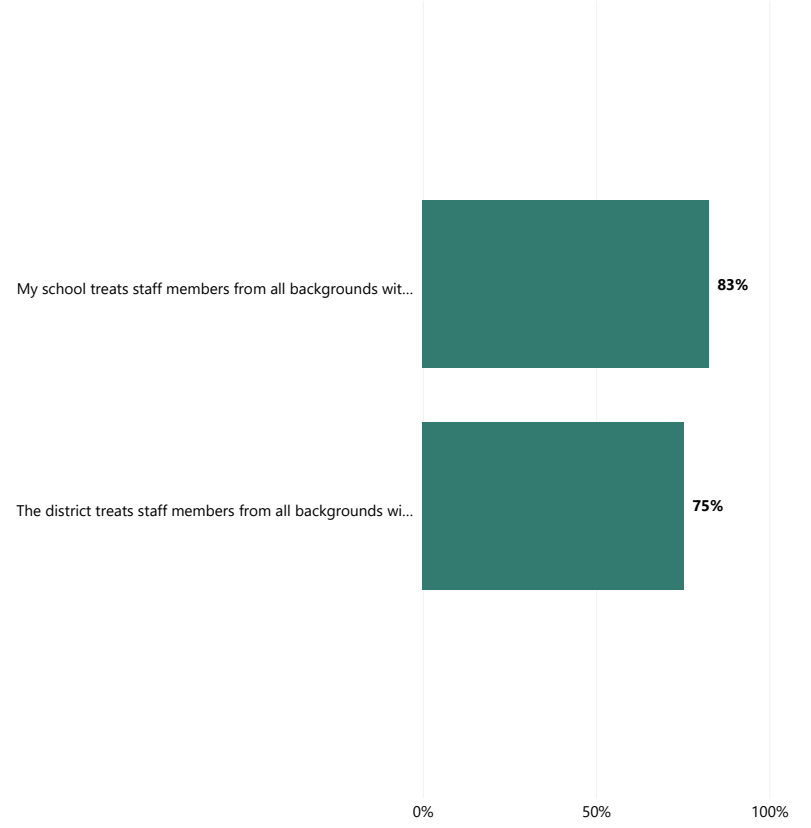
Group ● All



Filter by specific item(s):
All

Please say how much you agree or disagree with the following statement(s). (% Agree + % Strongly Agree)

Group ● All



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Click to View Full Scales

Engagement & Outreach

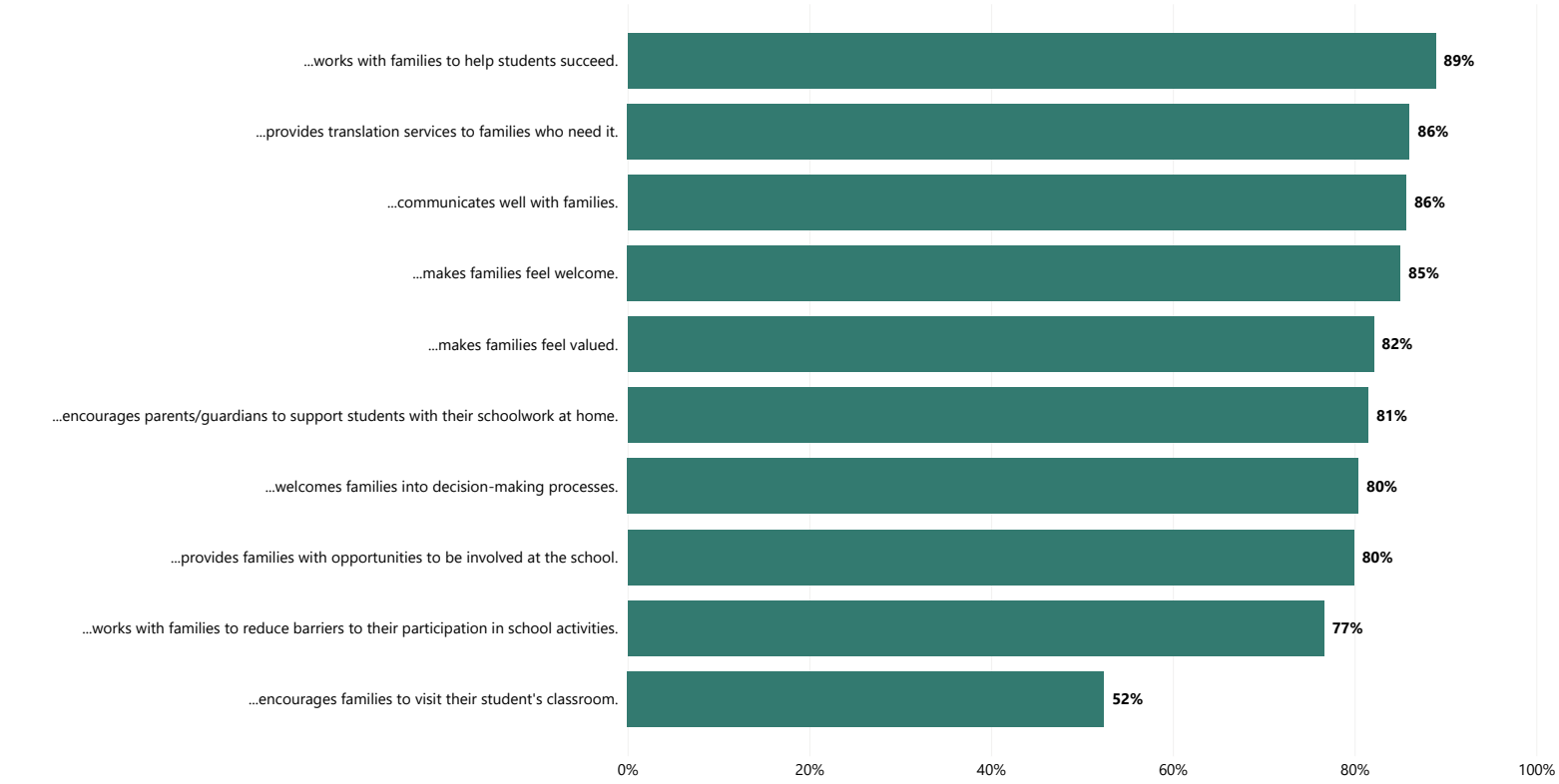
Question:

- (●) Please say how much you agree or disagree with the following statements about your school. My school...
- ( ) Please say how much you agree or disagree with the following statements about parent engagement.
- ( ) Please say how much you agree or disagree with the following statements about family involvement.

Filter by specific item(s):
All

Please say how much you agree or disagree with the following statements about your school. My school... (% Agree + % Strongly Agree)

Group ● All



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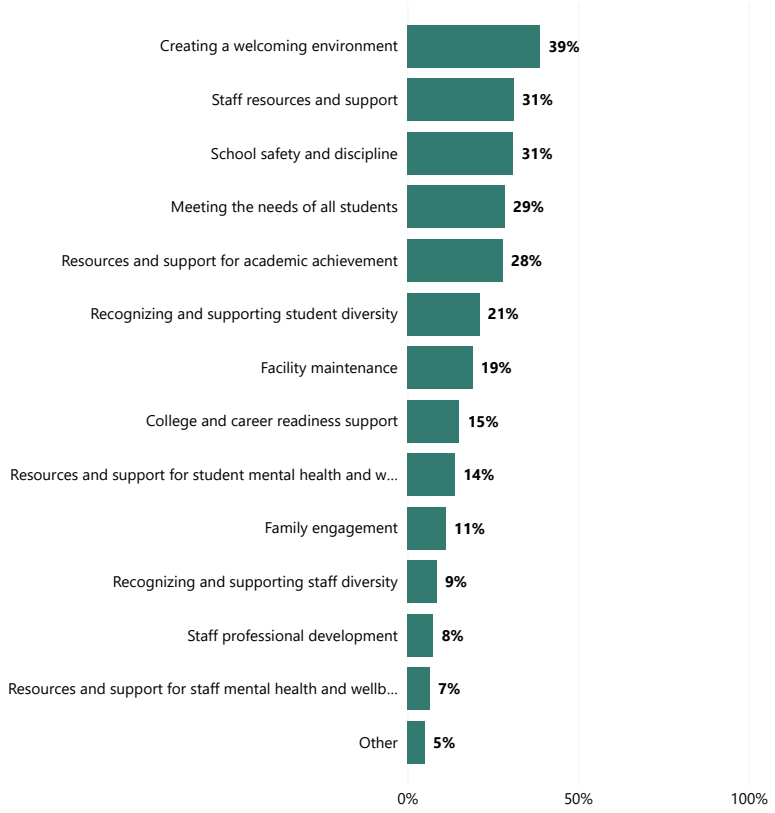
District Priorities

Filter by specific item(s):
All

In which of the following areas [is your school/are district schools] performing best (i.e., what is going well)? Please select up to three options.

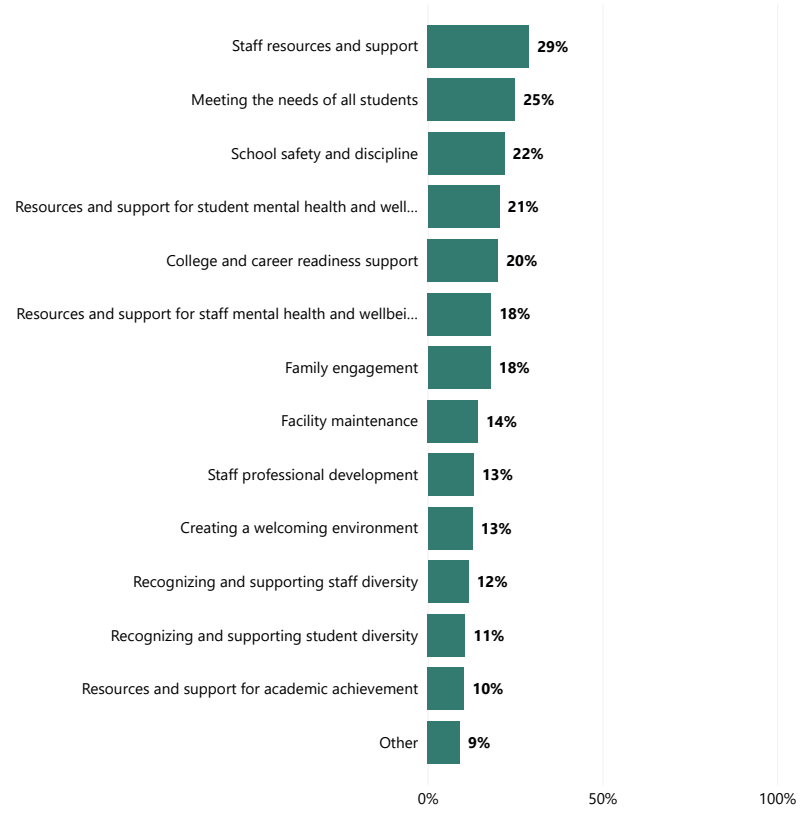
Group ● All



Filter by specific item(s):
All

Which of the following areas should [your school/district schools] focus on for improvement (i.e., which areas need the most additional support and attention)? Please select up to three options.

Group ● All



Harriton High School	

Overview - Highlights of the Data

- 75% of students feel their teachers provide diverse perspectives in instruction
- To add nuance to the previous point: 37% of students say that "they have meaningful conversations about diversity."
- Culturally Responsive Teaching has been a focus area for our staff; to that end:
    - 84% of teachers report that they are knowledgeable about their students' backgrounds to teach in a culturally responsive manner.
    - 82% of teachers believe they are strong in culturally responsive pedagogy

Strategies Being Employed to Foster Belonging

Students	Staff
• Wellness Days • Music in the Halls • Morning announcements • Intentional restructuring of Student Council • International Night • Advisory Lessons • No Place for Hate • POWER • Belonging Quilt Project • Philadelphia Mural Arts • IB Junior Retreat • IB Senior Retreat • Rites of Passage • Facilitating observance of Ramadan • Diverse food options for religious/dietary restrictions • NOW program	• Welcome to Harriton Emails • Welcome Smore • Ram Roll Call • Staff Wellness Days • Take Your Child to Work Day • Thanksgiving Luncheon • End of Year Luncheon • Core Values Initiative • DEIB Committee • PLCs • Mentors for new staff

Indicators of Success

Students	Staff
• Academic achievement for all students • Evidence of effective interventions for students who struggle • Students accessing supports independently • Student participation in clubs, sports, extra-curriculars	• Staff retention • Proficiency in culturally responsive teaching. • Staff willing to help colleagues in need. • ⅓ of teaching staff volunteered for our DEIB Leadership Team

Lower Merion High School	

Overview - Highlights of the Data

- More than 77% of students feel welcomed at school.
- 72% of students feel respected by adults.
- 78% of students feel they are given the academic support they need.

Strategies Being Employed to Foster Belonging

Students	Staff
• Advisory Program • Wellness Days • ACES Expectations	• #Good4Culture Updates • Sharing Positive Professional Practices

Indicators of Success

Students	Staff
• Student feedback in Principal's Advisory Council • Advisory attendance • Reduced work/class avoidance • Increased academic outcomes • Increased participation rates	• Staff feedback on professional development days • Staff willingness to support and participate in school-wide efforts • Staff sponsored social events and special events every Friday (e.g., Phillies, bowling).

Bala Cynwyd Middle School	

Overview - Highlights of the Data

- Students' understanding of rules, consequences, and expectations were significantly higher than responses by staff.
- Staff have different perceptions of norms, expectations and discipline than the students.

Strategies Being Employed to Foster Belonging

Students	Staff
• D Day Lessons are created by the building (and district) to deliver throughout the school year to teach desired behavior and increase social emotional learning. • Active affinity groups (i.e., Reach) to foster communities within the school. • Ambassador program created to pair student leaders with newly enrolled students.	• Staff are involved in the DEIB, PBIS, and START committees. • Faculty input on agenda for building meetings. • Sunshine committee to support staff during large life events. • Staff shout outs in principal's weekly S'more. • Open door policy of the administration with staff.

Indicators of Success

Students	Staff
• Increase in positive student responses with respect to areas of focus in the Belonging survey • Decrease in student disciplinary instances around bullying, harassment, etc.	• Increase in staff participation of various committees. • Increase in positive staff responses with respect to areas of focus in the Belonging survey.

Black Rock Middle School	

Overview - Highlights of the Data

- Student Relationships
    - 98% of BRMS students believe adults treat students from diverse backgrounds fairly with respect.
    - 90% students care about other students from diverse backgrounds and treat each other fairly.
- Area of Growth
    - Students feel and are treated with respect and their background is understood but we can improve in this area. We can do this by:
        - Morning announcements, Affinity groups, SEL lessons, Affinity groups to co-lead together
        - Meaningfully incorporate more real world problems and real life experiences

Strategies Being Employed to Foster Belonging

Students	Staff
• Teaming structure to breakdown class size in order to communicate and collaborate more frequently • Variety of affinity groups are offered to students for a common interest and purpose • Social-emotional lessons take place monthly • D day activities to complement academics • DEIB lessons • Winterfest, Royal Jubilee, School Dances, Dodgeball tournament • After school clubs and programs students can become involved in	• Chili Cook Off • Team Building during professional development • Teachers are teamed for collaboration and planning • Staff are thoughtfully paired and teamed teachers with each other based off personality and teaching styles

Indicators of Success

Students	Staff
• Higher rates of compliance/following school rules • Higher of student participation in class in after school programming • Students wanting to be part of the process, student voice	• Staff attendance rates • Participation in spirit days and club sponsors • Voluntary participation in school events

Welsh Valley Middle School	

Overview - Highlights of the Data

- 96% of students agree that adults at our school treat students from diverse backgrounds with respect.
- 96% of students believe that adults treat students from diverse backgrounds fairly.
- 90% of Welsh Valley students feel welcome at school

Strategies Being Employed to Foster Belonging

Students	Staff
• Daily morning announcements to celebrate diversity • Monthly Community Meetings for each grade level (community building) • FORUM Advisory Lessons • Library Enrichment Offerings (aligned to Diversity Calendar) • Affinity Groups (e.g. Empower and AGSA) • Use of Circles in Content Classrooms • Student Council Initiatives: Kindness Week, Spirit Week • Community Celebrations–Fall Fest, MLK Day of Service, and Spring Community Day • Peer Mentors are provided to all new students • Thrilling Thursdays–Staff create enrichment experiences for students which allows students to build forge relationships with students and staff based on shared interests • Peer mentors for students who are new to our community • Best Buddies Club (community building, social events, and other service learning activities)	• Welsh Valley Pals- staff-staff secret gift exchanges for community building • Monthly Staff Breakfast sponsored for all staff by different grade levels/departments • Leadership Team Birthday cards for every staff member with personal notes • Thrilling Thursdays – Staff share unique staff interests and passions with students during • Faculty Team Building – Quizzo, Name that Tune, Scavenger Hunt, etc. • Use of Circles in staff meetings (in monthly grade level meetings, content, leader meetings, and grade level leads, etc.) • Gratitude practice to start meetings and recognize colleagues • Adult Community Art Initiatives

Indicators of Success

Students	Staff
• Continue to maintain and improve upon rates of student belonging.	• Continue to maintain and improve upon rates of staff belonging.

Elementary Schools	

Overview - Highlights of the Data

- 93% of elementary staff feel welcomed at school.
- Overall school belonging was overwhelmingly positive.
    - Ranging from 93% feeling welcomed at school to 86% feeling part of the school community.

Strategies Being Employed to Foster Belonging

Students	Staff
• School Families • Student Affinity Groups • Student Ambassadors Program • Classroom Morning Meeting • Whole School Morning Meeting • Club/Extra and Co-Curricular Offerings • Multilingual Greeting of the week program • Student/Family Cultural Displays and Showcases • Cultural Heritage Night • Monthly Grade Level Meetings • Common Behavior Expectations • MultiLingual Family Committee • Student Spotlights (Whole-School and Classroom)	• Staff Families • Diversity Mentorship Program • Mentor/Buddy Teachers • Whole-staff celebrations/breakfasts • "Staff of The Month" Showcase • Monthly All Staff Collaboration based on wellness • Courageous Conversations • Staff led DEIB focused book study • Staff-led Cultural Proficiency/DEIB Gatherings

Indicators of Success

Students	Staff
• High attendance rates • Low number of behavioral infractions • Participation in extracurricular activities • Low Health Suite visitation for non-medical issues	• Survey data • Staff Attendance