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

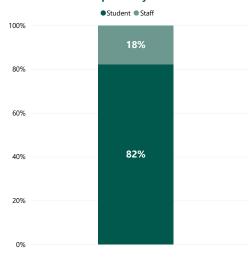
Total Sample Size

4.762

Total Sample by Role

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

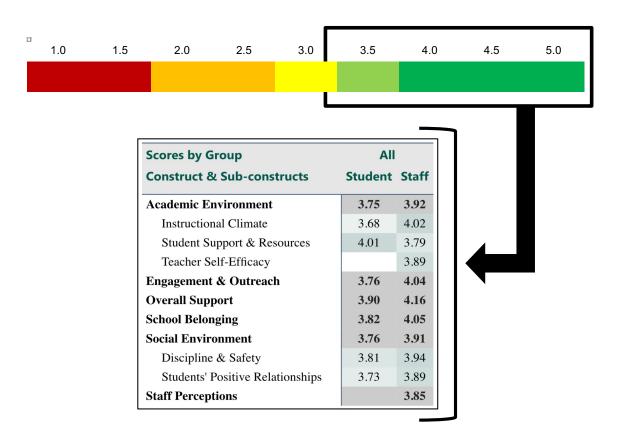
Responses by Role

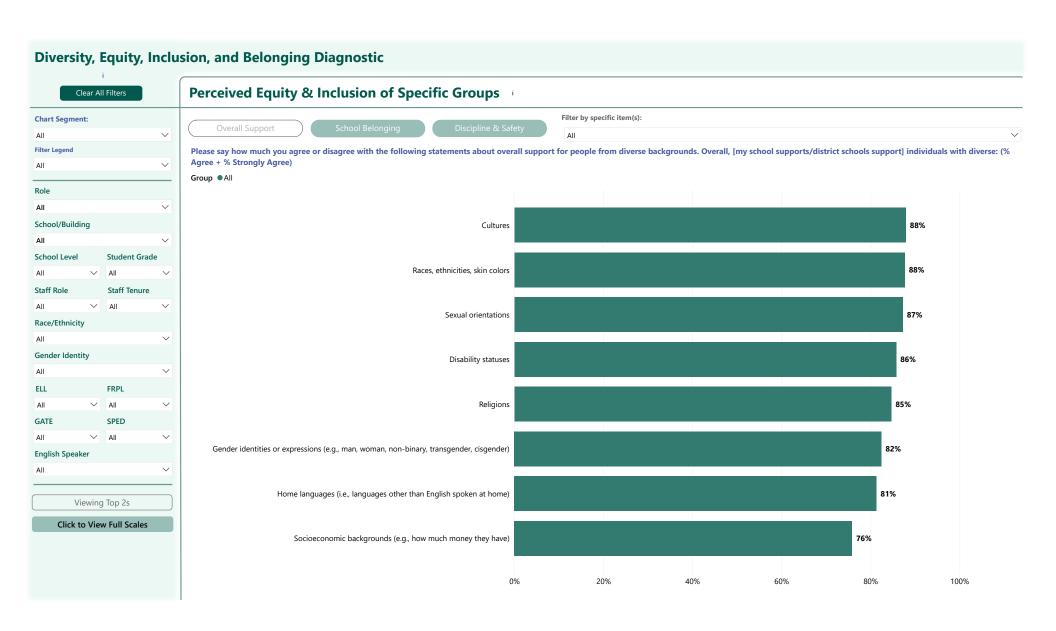


Belonging Survey Data

General Information

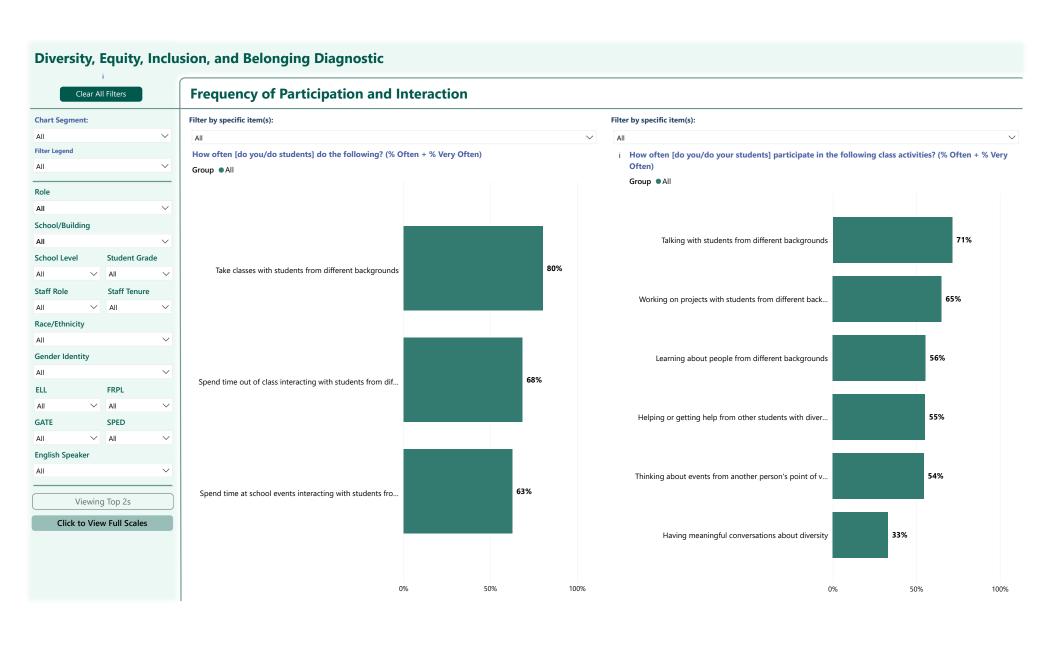
- Students' sense of belonging is greater at the middle school level than at the high school level.
- Data across all three middle schools is consistent; likewise, data across both high schools is consistent.
- Data does not reveal significant discrepancies between and among student subgroups.
- Both 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.

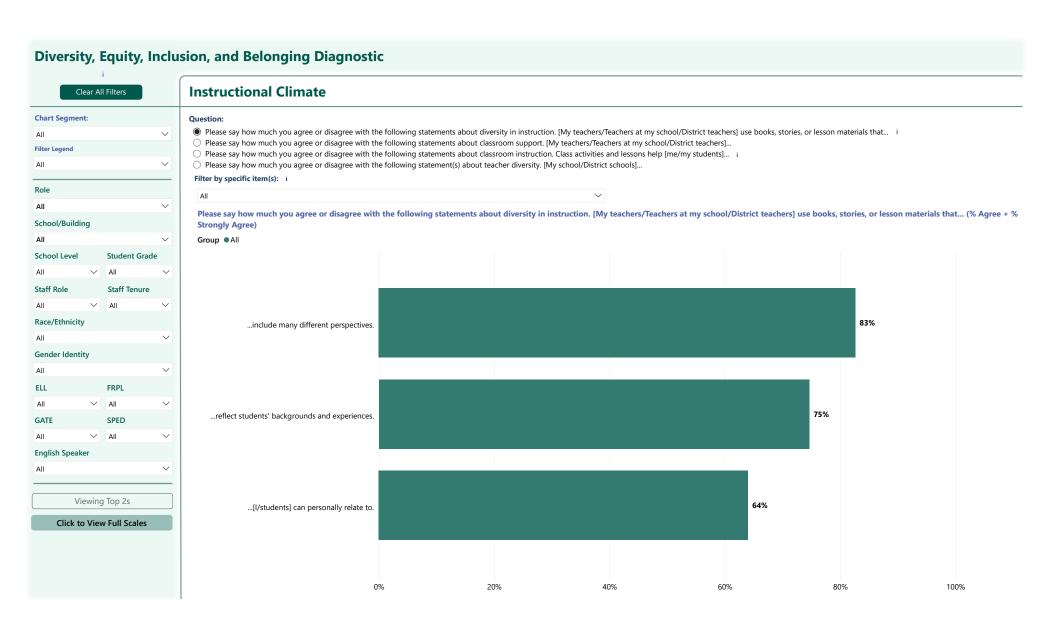




Diversity, Equity, Inclusion, and Belonging Diagnostic **School Belonging** Clear All Filters Filter by specific item(s): **Chart Segment:** Filter by specific item(s): All All Filter Legend Please say how much you agree or disagree with the following statements. At school, I am... (% Please say how much you agree or disagree with the following statements about school belonging. All [I/Students at my school/Students at district schools]... (% Agree + % Strongly Agree) Agree + % Strongly Agree) Group All Group ● All Role All School/Building ...given the academic support I need. 87% All 86% ...feel welcome at school. School Level Student Grade ∨ All 86% ...socially accepted. Staff Role Staff Tenure ✓ All 82% ...feel included as part of the school community. Race/Ethnicity 84% ...valued as a person. **Gender Identity** All ...feel like [I/they] belong at school. 80% ...respected by adults. 84% ELL FRPL All ∨ All GATE SPED All ∨ All ...respected by other students. 80% **English Speaker** ...[am/are] proud of [my/their] school. 75% 76% ...recognized for the things I do well. Viewing Top 2s 65% Click to View Full Scales ...like school. 76% ...given the social and emotional support I need. 0% 50% 100% 0% 50% 100%

Diversity, Equity, Inclusion, and Belonging Diagnostic Clear All Filters **Students' Positive Relationships Chart Segment:** Filter by specific item(s): Filter by specific item(s): All All Filter Legend Please say how much you agree or disagree with the following statements about student-staff relationships. Please say how much you agree or disagree with the following statements about student-student Adults at [my school/district schools]... (% Agree + % Strongly Agree) relationships. Students at [my school/district schools]... (% Agree + % Strongly Agree) Group All Group All Role All School/Building 90% ...treat students from diverse backgrounds with respect. All **Student Grade** School Level 76% ...treat students from diverse backgrounds fairly. ...care about students from diverse backgrounds. 89% Staff Role Staff Tenure All Race/Ethnicity ...treat students from diverse backgrounds fairly. 88% 75% ...treat students from diverse backgrounds with respect. **Gender Identity** ...care about and support students beyond schoolwork (e... 79% FRPL ELL All ∨ All GATE SPED ...care about students from diverse backgrounds. 75% All ∨ All ...understand my culture and background. 78% **English Speaker** 71% ...understand students' experiences and backgrounds. Viewing Top 2s ...understand my culture and background. 74% Click to View Full Scales ...understand me and my experiences. 0% 50% 100% 50% 100%





Diversity, Equity, Inclusion, and Belonging Diagnostic **Teacher Self-Efficacy** Clear All Filters **Chart Segment:** Filter by specific item(s): Filter by specific item(s): All Filter Legend Please say how much you agree or disagree with the following statements about culturally responsive Please rate your level of confidence in implementing the following instructional strategies: (% Very instruction. I am knowledgeable about... (% Agree + % Strongly Agree) Confident + % Extremely Confident) Group • All Group All Role All School/Building 89% 75% All ...my students' cultural backgrounds. Helping students to consider the perspectives of others School Level Student Grade Staff Role Staff Tenure 88% 70% Relating course content to students' lives ...culturally responsive pedagogy. All Race/Ethnicity **Gender Identity** ...my students' social identities. 84% Selecting instructional materials that reflect diverse persp... 60% All ELL FRPL All ∨ All 83% 58% ...instructional strategies that affirm diverse cultural and s... Incorporating students' cultures and backgrounds into cl... GATE SPED All **English Speaker** ...societal contributions of diverse racial and ethnic groups. 83% Examining instructional materials for cultural bias 54% Viewing Top 2s Click to View Full Scales 82% 51% ...the cultural values and traditions of diverse racial and e... Discussing racial and ethnic diversity with students 50% 100% 50% 100%

Diversity, Equity, Inclusion, and Belonging Diagnostic **Student Support & Resources** Clear All Filters Filter by specific item(s): **Chart Segment:** Filter by specific item(s): All Filter Legend Please say how much you agree or disagree with the following statements about student support. At i Please say how much you agree or disagree with the following statements about district diversity. (% school, students from all backgrounds have equal access to... (% Agree + % Strongly Agree) Agree + % Strongly Agree) Group • All Group • All Role All School/Building All School Level Student Grade 91% ...co-curricular activities (e.g., drama, theater, band). 50% Resources are equally distributed across all district scho... Staff Role Staff Tenure ✓ All Race/Ethnicity ...extra-curricular activities (e.g., sports, clubs). **Gender Identity** All 40% Staff diversity is similar across all district schools. ELL FRPL All ∨ All GATE SPED 88% ...all available classes (e.g., a chance to choose or be cho... ∨ All **English Speaker** 32% Student diversity is similar across all district schools. Viewing Top 2s 79% ...effective college and career support to meet their goals. Click to View Full Scales 50% 100% 50% 100%

Diversity, Equity, Inclusion, and Belonging Diagnostic **Discipline & Safety** Clear All Filters **Chart Segment:** Filter by specific item(s): Filter by specific item(s): All Filter Legend Please say how much you agree or disagree with the following statements about school discipline. Adults Please say how much you agree or disagree with the following statements about school safety. I feel... at [my school/district schools]... (% Agree + % Strongly Agree) (% Agree + % Strongly Agree) Group All Group All Role All School/Building All School Level Student Grade 84% 83% ...safe at school. ...encourage students to learn from their mistakes. Staff Role Staff Tenure ✓ All Race/Ethnicity 83% 82% ...the school meets the needs of all students (e.g., whee... ...clearly communicate school rules. **Gender Identity** All ELL FRPL All ∨ All GATE SPED 82% ...the school is well-maintained (e.g., clean, things are fi... ...enforce rules fairly for students of all backgrounds. 77% All ∨ All **English Speaker** Viewing Top 2s 52% 77% ...bullying is not a problem at school. ...clearly communicate consequences for breaking rules. Click to View Full Scales 100% 50% 50% 100%

Diversity, Equity, Inclusion, and Belonging Diagnostic **Staff Perceptions** Clear All Filters **Chart Segment:** Filter by specific item(s): Filter by specific item(s): All Filter Legend Please say how much you agree or disagree with the following statement(s). (% Agree + % Strongly Agree) Please say how much you agree or disagree with the following statements. [My school/District schools]... (% Agree + % Strongly Agree) Group All Group ● All Role All School/Building 82% ...communicate[s] high expectations for all teachers. All School Level Student Grade ...support[s] culturally sustaining practices and pedagogi.. 78% Staff Role Staff Tenure ✓ All Race/Ethnicity 83% My school treats staff members from all backgrounds wit... 74% ...provide[s] enough resources for students in need of ac... **Gender Identity** All 73% ...work[s] to reduce the effect of implicit biases and syste... ELL FRPL All ∨ All GATE SPED 75% All 67% The district treats staff members from all backgrounds wi... ...use[s] asset-based (vs. deficit-based) language. **English Speaker** ...provide[s] enough quality professional development o... 63% Viewing Top 2s Click to View Full Scales ...provide[s] staff time to collaborate on strategies for eq... 57% 0% 50% 100% 0% 50% 100%

Diversity, Equity, Inclusion, and Belonging Diagnostic Engagement & Outreach Clear All Filters **Chart Segment:** Filter by specific item(s): i Please say how much you agree or disagree with the following statements about your school. My school... i All All O Please say how much you agree or disagree with the following statements about parent engagement. i Filter Legend Please say how much you agree or disagree with the following statements about family involvement. Please say how much you agree or disagree with the following statements about your school. My school... (% Agree + % Strongly Agree) Group All Role All School/Building ...works with families to help students succeed. 89% All **Student Grade** School Level ...provides translation services to families who need it. 86% Staff Role Staff Tenure ...communicates well with families. 86% ✓ All Race/Ethnicity ...makes families feel welcome. **Gender Identity** 82% ...makes families feel valued. FRPL ELL ...encourages parents/guardians to support students with their schoolwork at home. All ∨ All 81% GATE SPED All ...welcomes families into decision-making processes. 80% **English Speaker** ...provides families with opportunities to be involved at the school. 80% Viewing Top 2s ...works with families to reduce barriers to their participation in school activities. 77% Click to View Full Scales ...encourages families to visit their student's classroom. 52% 0% 20% 40% 60% 80% 100%

Diversity, Equity, Inclusion, and Belonging Diagnostic District Priorities Clear All Filters **Chart Segment:** Filter by specific item(s): Filter by specific item(s): All All Filter Legend In which of the following areas [is your school/are district schools] performing best (i.e., what is going 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. well)? Please select up to three options. Group All Group All Role All Creating a welcoming environment 39% Staff resources and support 29% School/Building Staff resources and support 31% Meeting the needs of all students 25% All Student Grade School Level School safety and discipline 31% School safety and discipline 22% All Staff Role Staff Tenure Meeting the needs of all students 29% Resources and support for student mental health and well... \vee All Resources and support for academic achievement 28% College and career readiness support 20% Race/Ethnicity Recognizing and supporting student diversity Resources and support for staff mental health and wellbei... 21% 18% **Gender Identity** All Facility maintenance Family engagement 18% ELL FRPL College and career readiness support 15% Facility maintenance 14% All ∨ All GATE SPED Resources and support for student mental health and w... 14% Staff professional development 13% All ∨ All **English Speaker** Family engagement 11% Creating a welcoming environment 13% Recognizing and supporting staff diversity Recognizing and supporting staff diversity Staff professional development Recognizing and supporting student diversity Resources and support for staff mental health and wellb.. Resources and support for academic achievement 50% 100% 50% 100%



Harriton High School	

- 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	Welcome to Harriton Emails

- 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 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.
- ½ of teaching staff volunteered for our DEIB Leadership Team



Lower Merion High School	

- 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 ProgramWellness DaysACES Expectations	#Good4Culture UpdatesSharing 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	

- 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 	 Increase in staff participation of various committees.
survey	 Increase in positive staff responses with
 Decrease in student disciplinary instances around bullying, harassment, etc. 	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
 - 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 Chili Cook Off in order to communicate and collaborate • Team Building during professional more frequently development Variety of affinity groups are offered to • Teachers are teamed for collaboration students for a common interest and and planning 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
- 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		

- 93% of elementary staff feel welcomed at school.
- Overall school belonging was overwhelmingly positive.
 - o 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 dataStaff Attendance