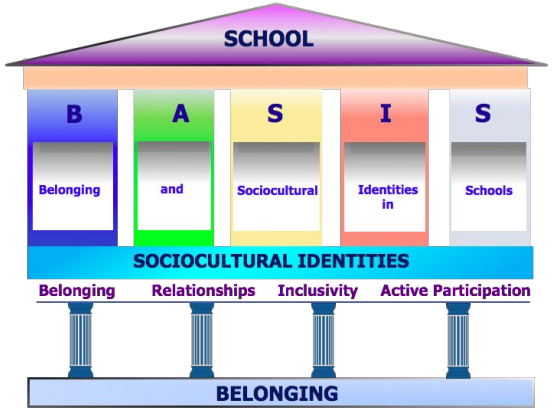
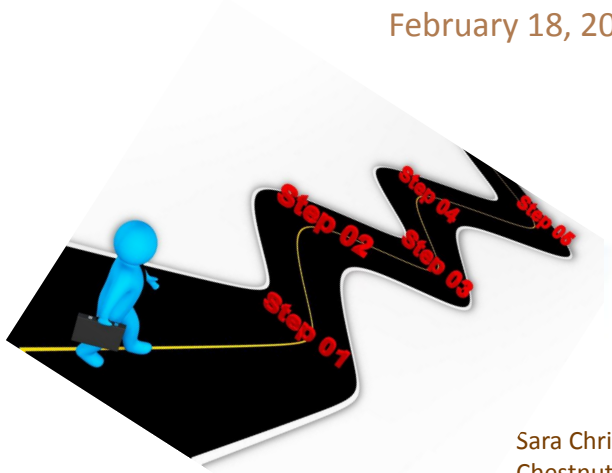
BASIS

Belonging and Socio-Cultural Identities in Schools



The Journey

February 18, 2021



Sara Christianson, Dr. Gary Moyer, Sandra Connelly, Chestnutwold Team, & High School Team

The History

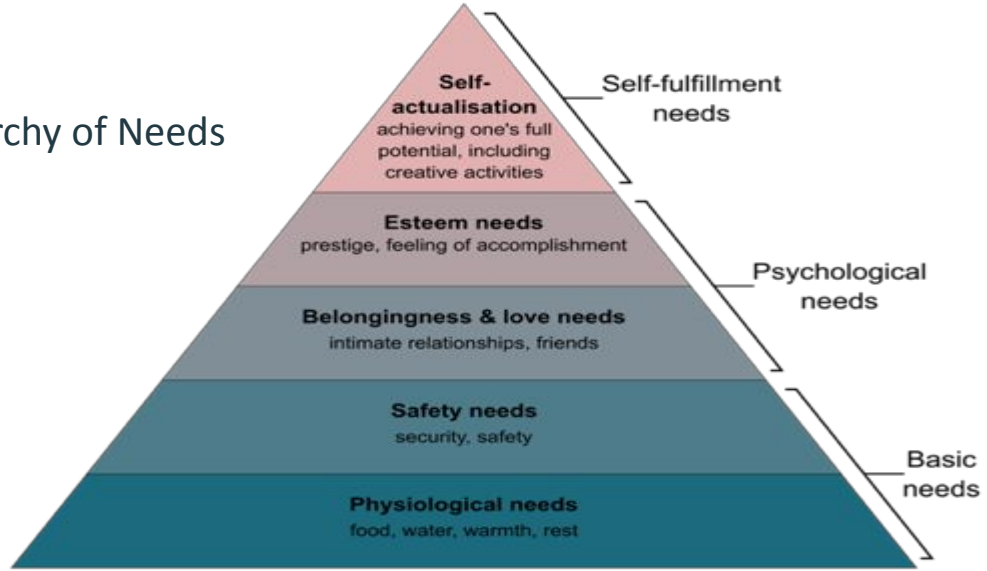
- April 2017 to Fall 2017 Formation of Inclusivity Committee
  - Unique needs GET (**G**ender **E**xpansive & **T**ransgender) students
    - Led to Policy 259
  - Staff communicated clear desire to examine the needs for all SCI groups of students

- 2017-2018 Broadened the focus of the committee coined term **BASIS**
  - Understanding impact of sense of **Belonging**
  - How **SocioCultural Identities** and intersectionality impacts
  - educational experiences **IN SCHOOLS**

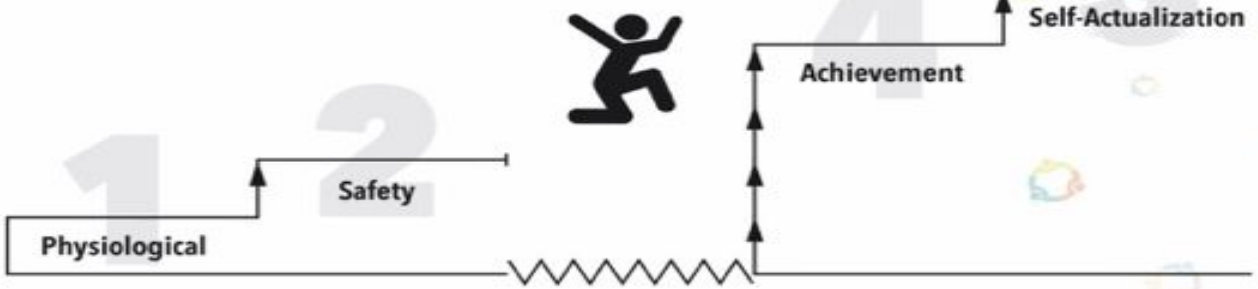
- BASIS was a journey of learning, listening and reflecting;
  striving towards continuous improvement; sense of belonging for ALL in our District.

Belonging is a NEED

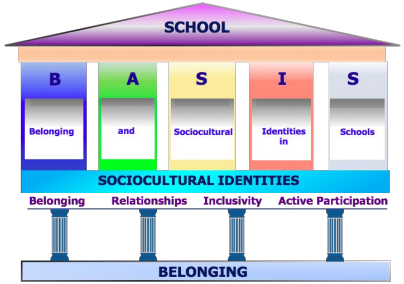
Maslow's Hierarchy of Needs

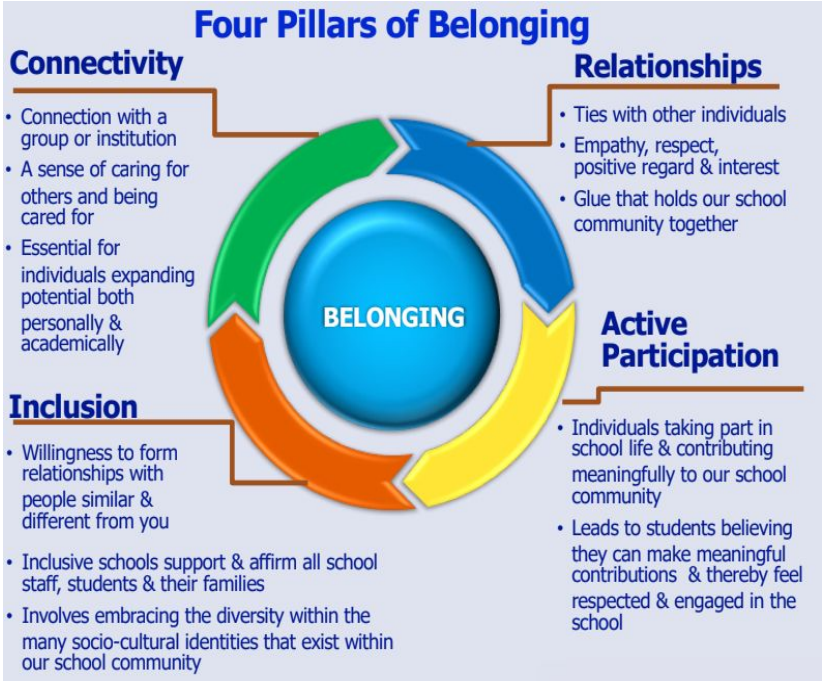


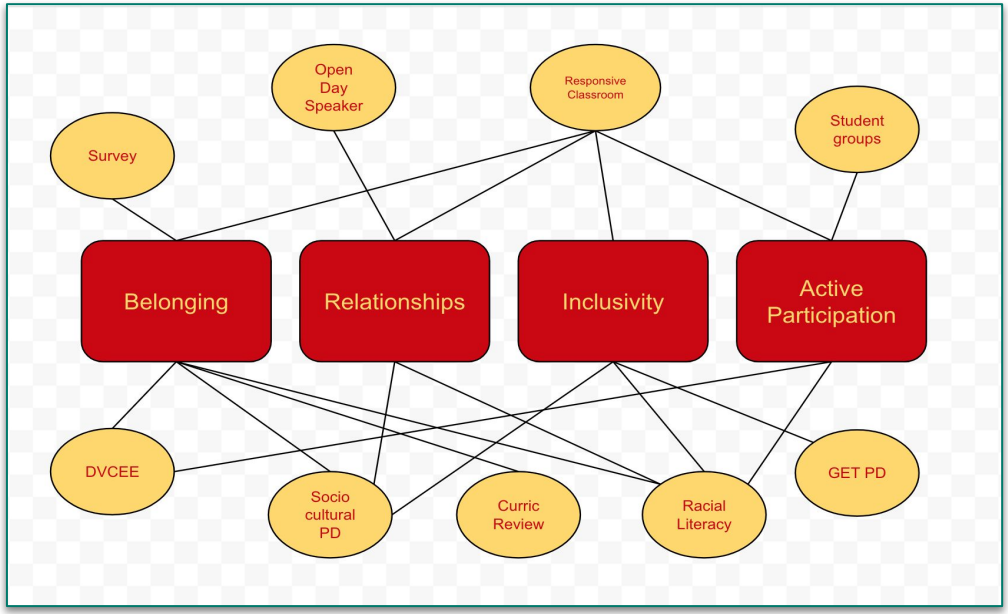
Perilous Belonging Gaps



Source: *Belonging through a Culture of Dignity* (2019) by Floyd Cobb & John Krownapple, p. 54
Adapted from Abraham Maslow's Hierarchy of Needs







"Put another way, **diversity is a fact** (the numbers are what they are), **inclusion is a choice** (you decide whether to include someone or not), **but belonging is a feeling that can be enforced by a culture that you can purposefully create.**"

- Anita Sands (International Speaker- Power of technology)

Systems Approach

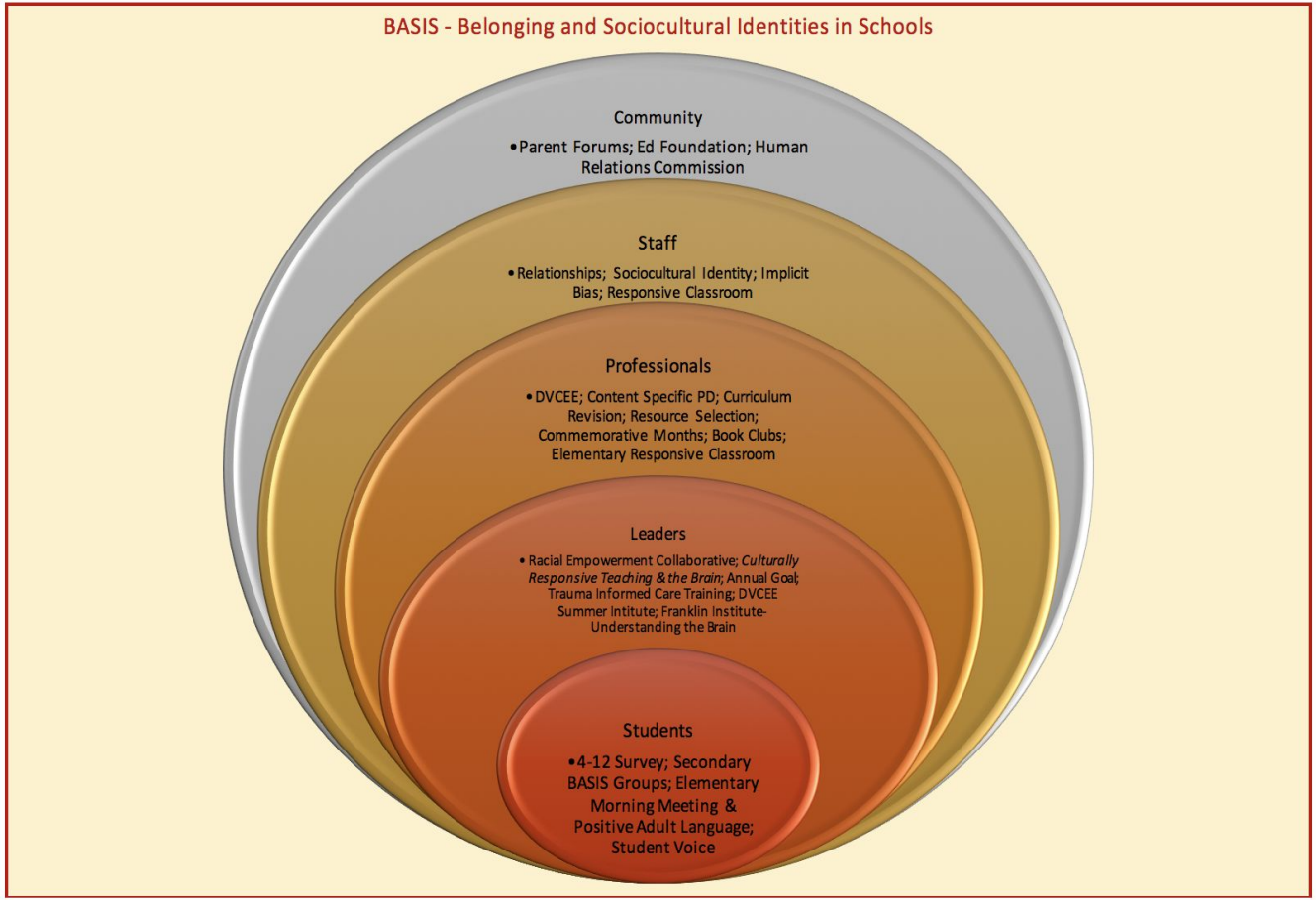
Multi-year

Flexible Plan

Responsive

Multi-level

Student Focused



Professional Learning

Yearly Targeted Foundational Professional Development for all staff members

- **2017-2018 SocioCultural Identities/Belonging**
- **2018-2019 Relationships**
  - More than kindness
  - Used to reduce barriers, increase psychological safety, support through academic rigor
- **2019-2020 Implicit Bias**
  - Examining who we are
  - Microaggressions
  - Hidden curriculum/messaging
- **2020-2021 Development of Equity Teams**
  - District, Building and Parent & Guardian Teams

Educational Purpose

We have been explicit and consistent in our commitment towards continuous improvement.

We believe ALL of our students are important and want them ALL to experience the best educational experience possible.

We will continue to examine our practices seeking to improve the academic and social/emotional outcomes for all students.

Transparency and Outcomes

- School Districts are obligated to identify and meet the needs of ALL students as measured by outcomes.

- Pennsylvania Department of Education
  - Every Student Succeeds Act
  - ESSA Report Card

ESSA ensuring that all students – from pre-kindergarten to postsecondary, including low-income students, students of color, students with disabilities, English Learners, and other historically marginalized students – have access to a world-class education that prepares them for college, career, and life.

ESSA Report Card

Haverford Middle School

School	Title I Indicator	A-TSI Indicator	CSI Indicator	Student Group	2 Year Combined					
					ELA and Math Assessment	ELA and Math Growth	4 and 5 year Graduation Rate	Regular Attendance	Career Standards Benchmark	English Language Growth and Attainment
Haverford MS				All Students	72.70%	0.4		93.55%	98.66%	
				2 or More Races	70.70%	-0.7		89.16%		
				American Indian/Alaska Native						
				Asian	84.40%	4.5		96.82%	100.00%	
				Black	48.70%	0.0		90.65%	100.00%	
				Economically Disadvantaged	55.80%	1.6		83.88%	96.23%	
				English Learner						
				Hawaiian/Pacific Islander						
				Hispanic	59.30%			92.31%		
				Students with Disabilities	33.70%	2.6		85.39%	98.55%	
				White	73.50%	-1.1		93.67%	98.39%	

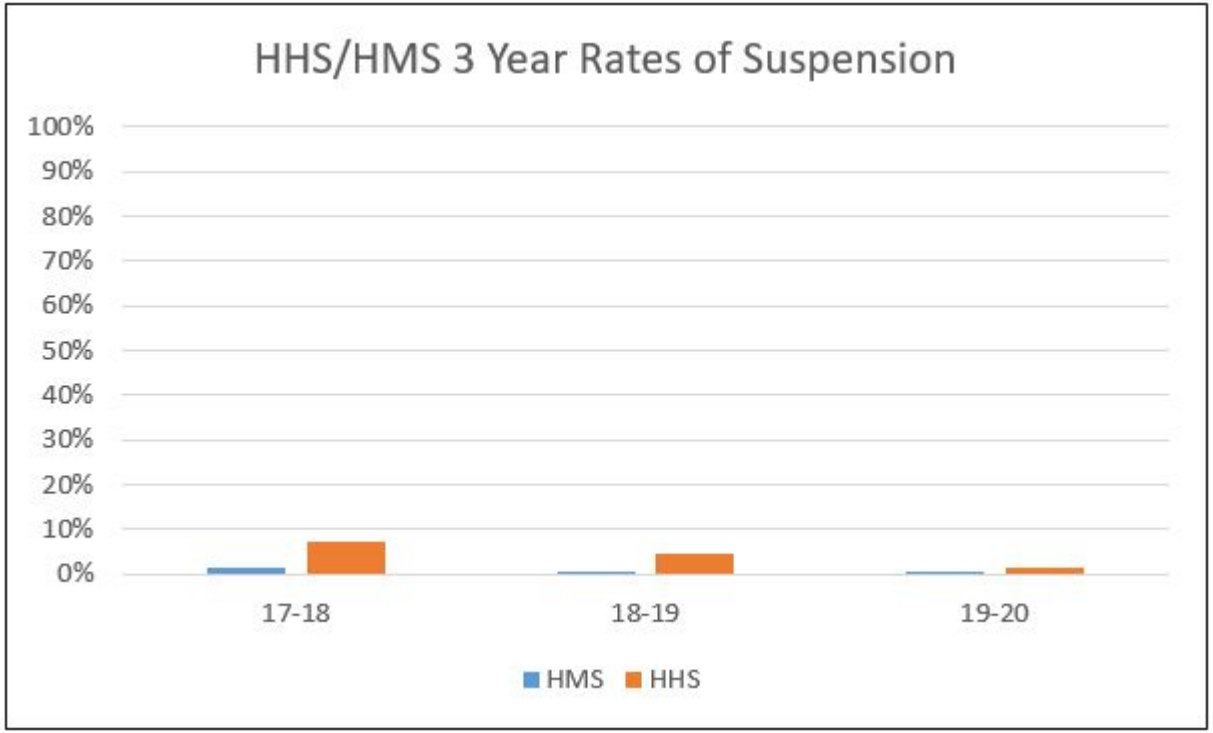
Areas for Growth & Celebrations

Student Group	Haverford MS	Radnor	Bala Cynwyd MS	Welsh Valley MS
Achievement (ALL)	72.70%	78.40%	70.60%	68.80%
Black	48.70%	36.50%	43.90%	36.00%
Economically Disadvantaged	55.80%	43.20%	44.70%	39.00%
Students with Disabilities	33.70%	40.60%	33.60%	34.20%
Growth (ALL)	0.4	-7.2	-16	-7.3
Black	0	-0.2	-4.7	-2.9
Economically Disadvantaged	1.6	-0.4	-2.2	-1.1
Students with Disabilities	2.6	-0.4	-3.9	-1.9

SDHT Demographic Data

	2017-18	2018-19	2019-20
TOTAL	6144	6424	6547
Female	3002	3119	3150
	48.86%	48.55%	48.11%
Male	3142	3305	3397
	51.14%	51.45%	51.89%
AmInd/Alskn	6	6	6
	0.10%	0.09%	0.09%
Asian	312	340	346
	5.08%	5.29%	5.28%
Black	297	325	348
	4.83%	5.06%	5.32%
Hispanic	132	163	173
	2.15%	2.54%	2.64%
Multiracial	223	264	330
	3.63%	4.11%	5.04%
NatHwn/PI	7	10	5
	0.11%	0.16%	0.08%
White	5167	5316	5339
	84.10%	82.75%	81.55%
IEP	903	982	1057
	14.70%	15.29%	16.14%
Econ Dis	769	765	922
	12.52%	11.91%	14.08%
ELD	65	46	56
	1.06%	0.72%	0.86%

HHS/HMS Suspension Data



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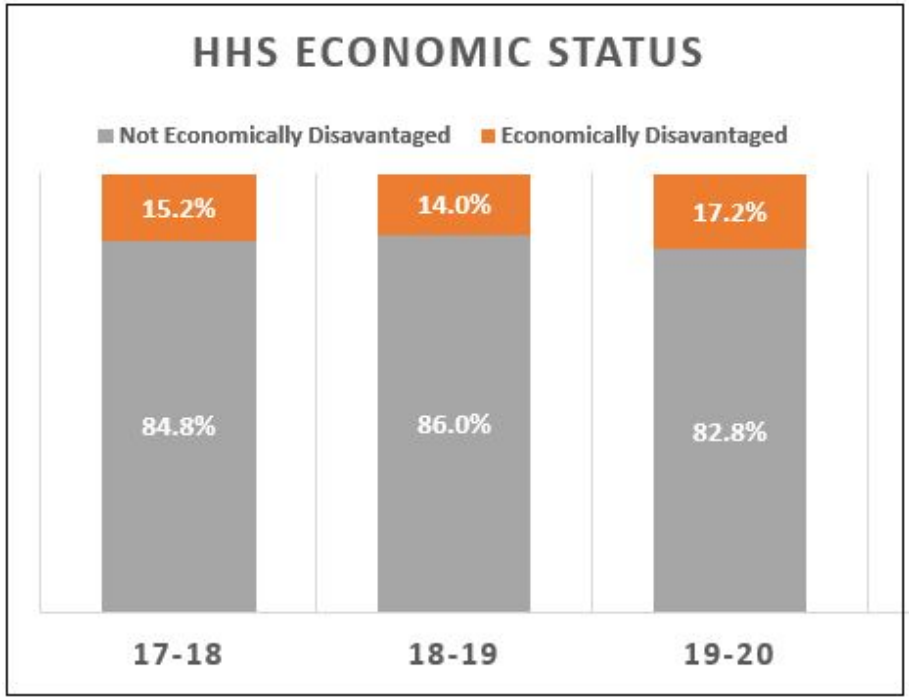

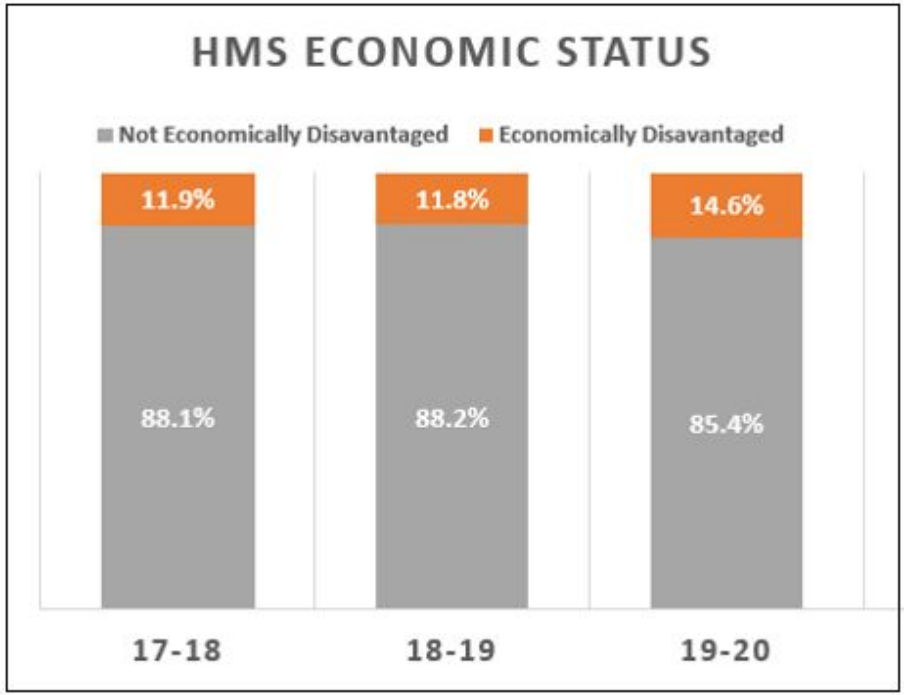

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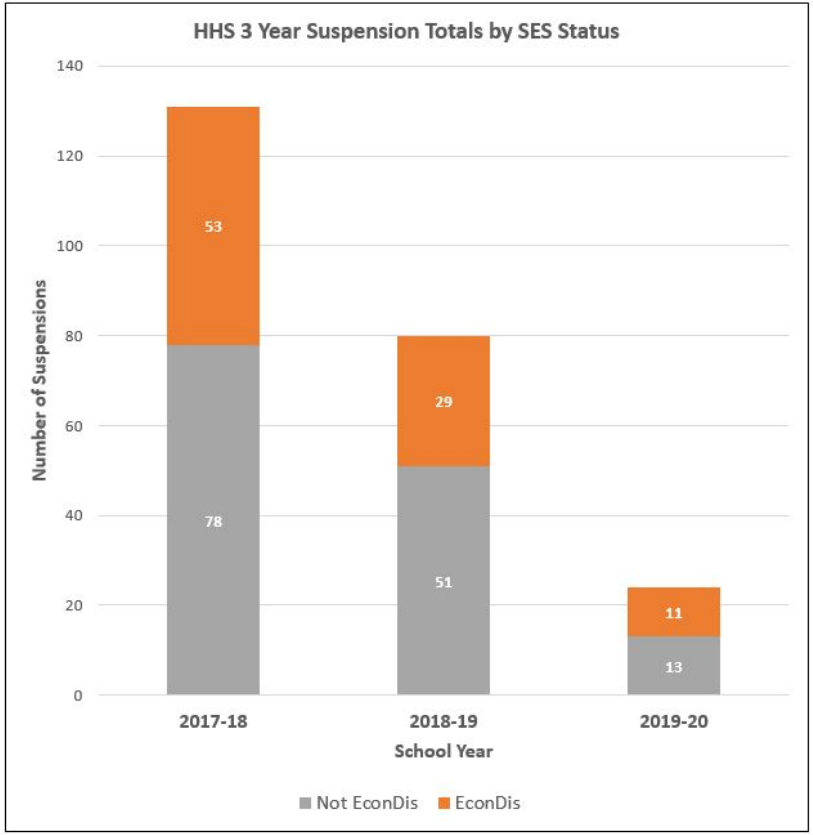

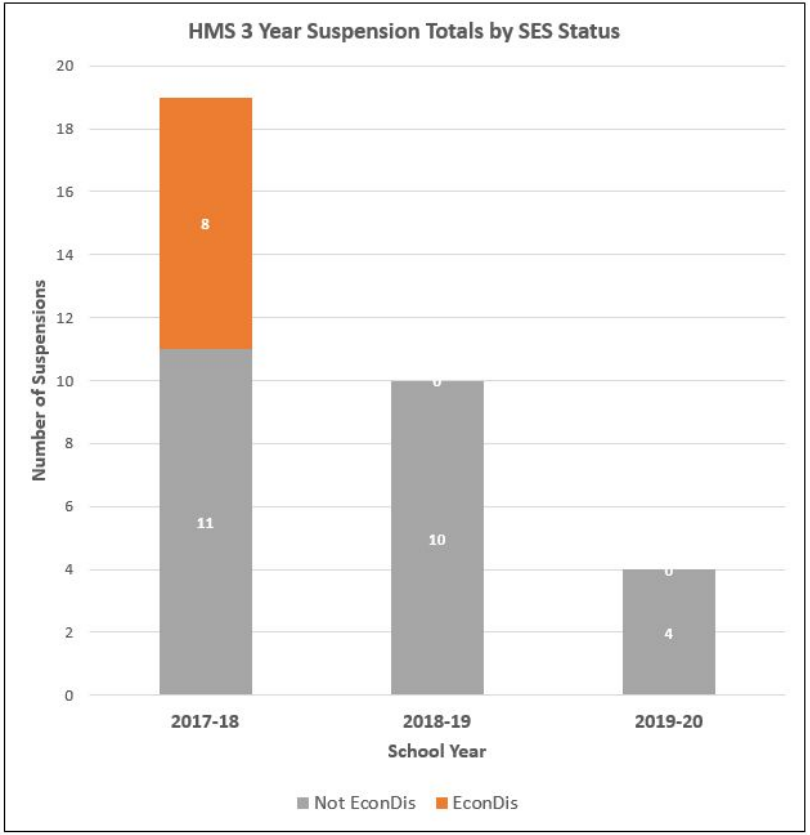

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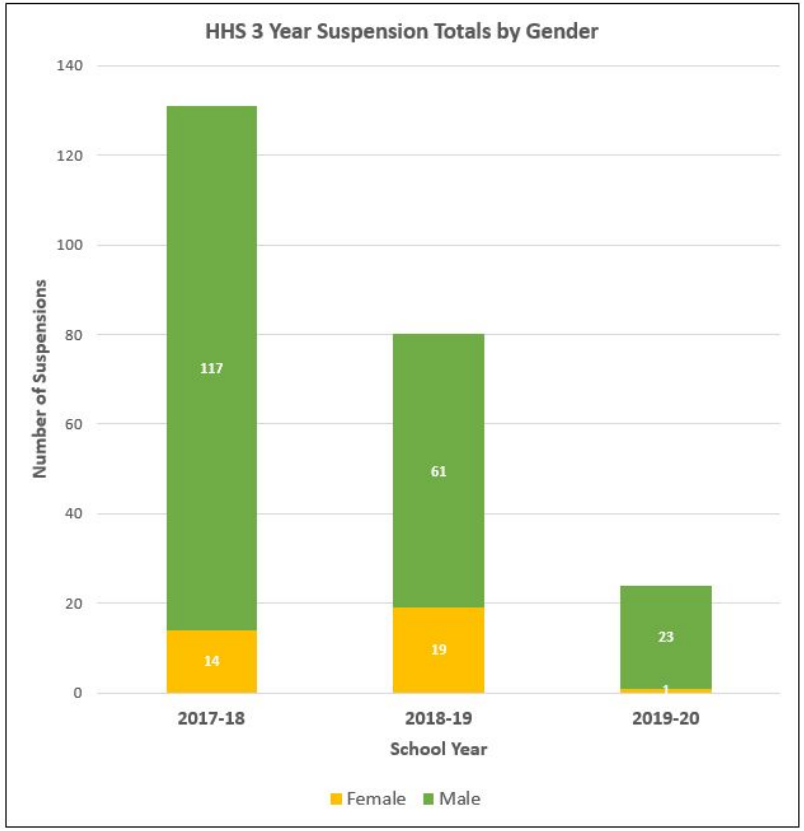

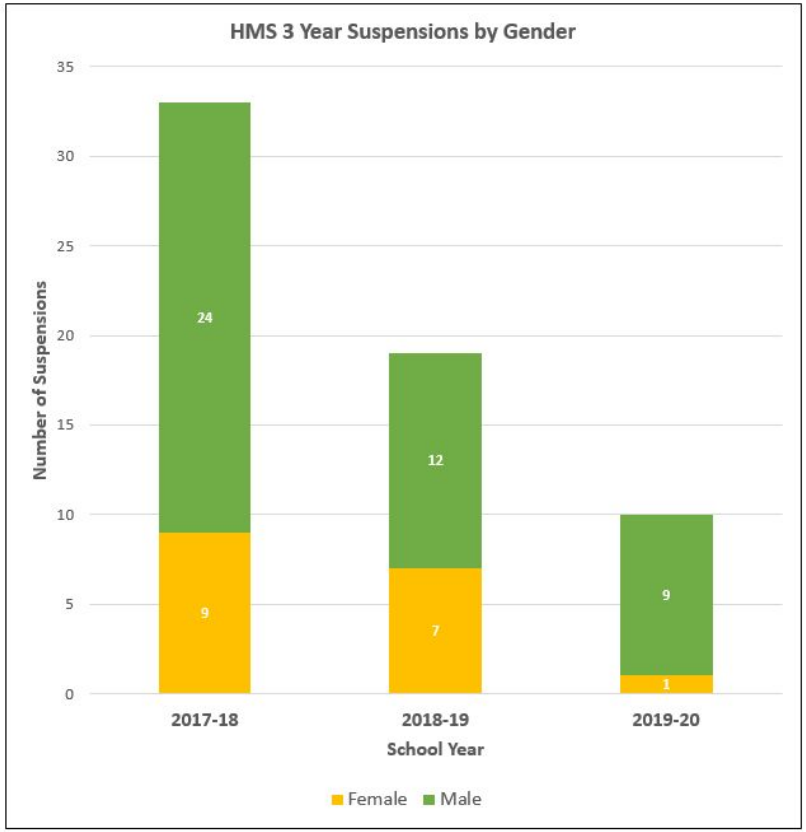

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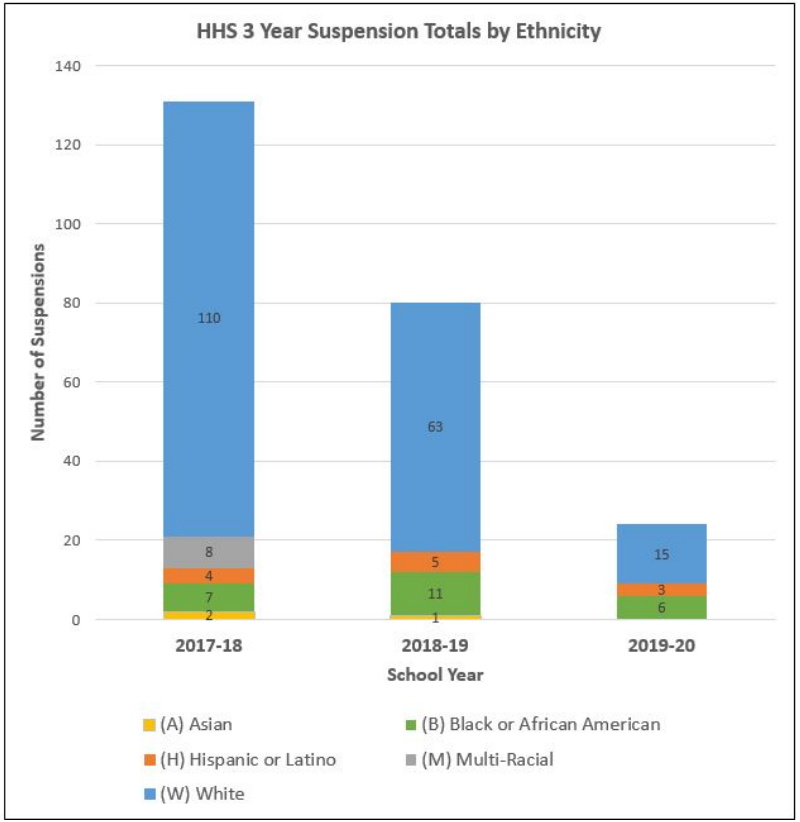

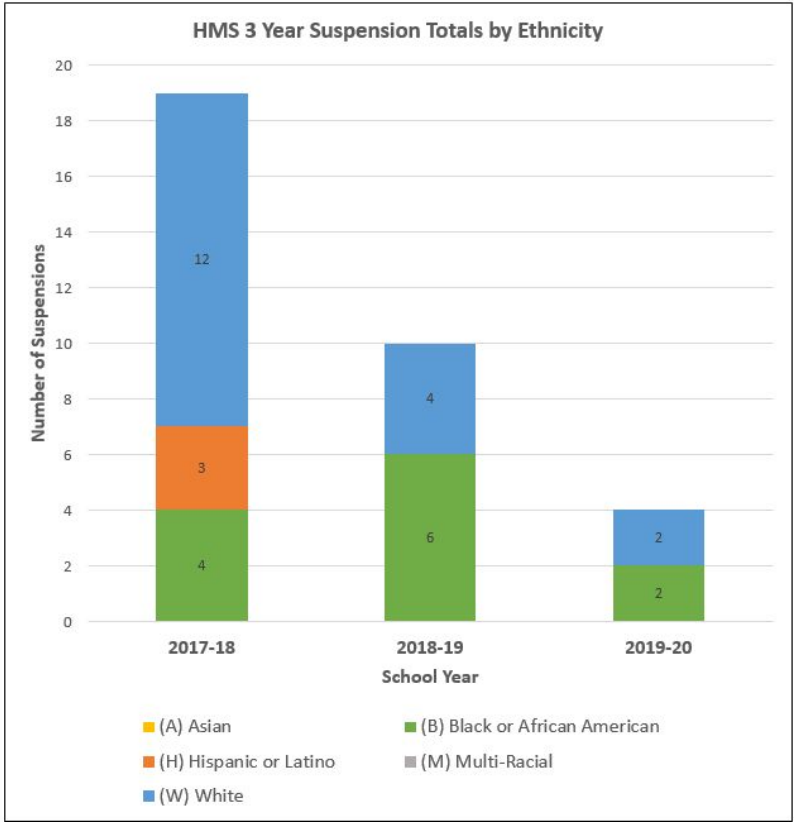

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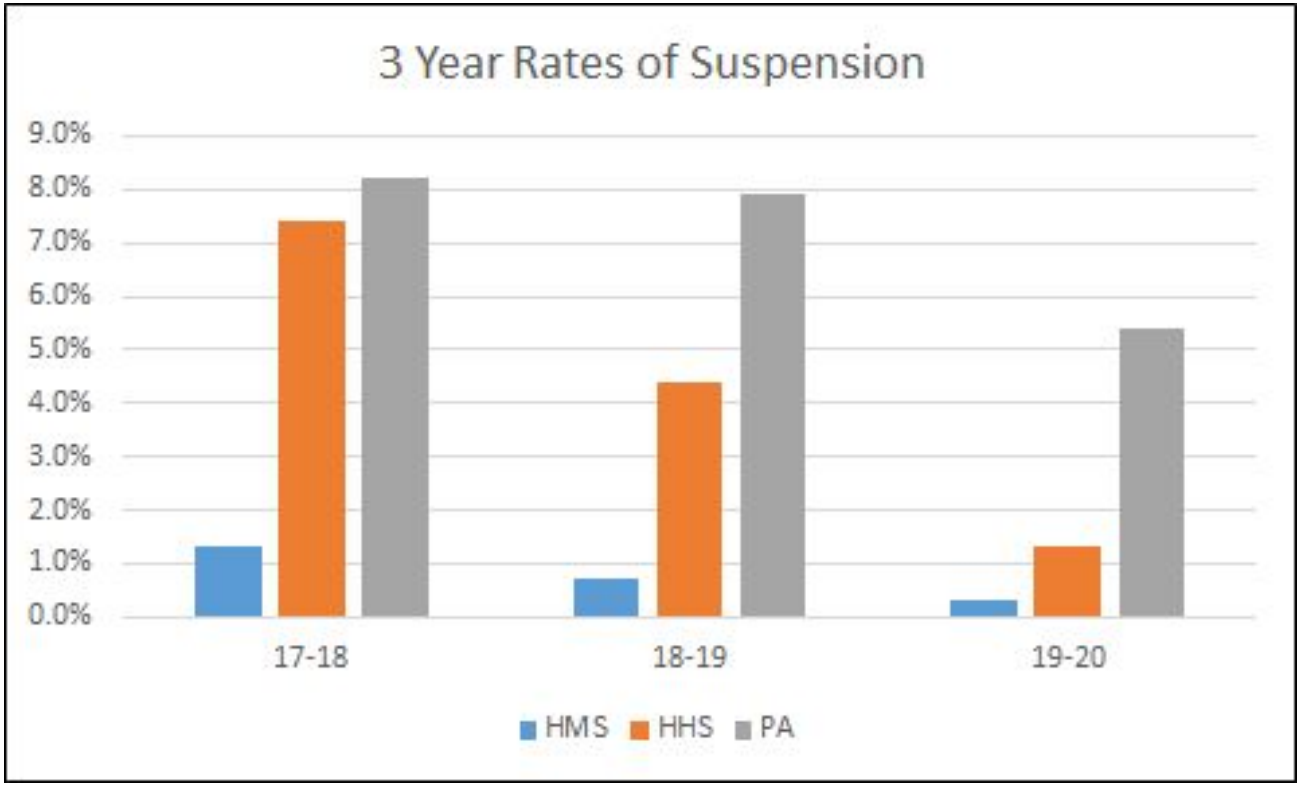
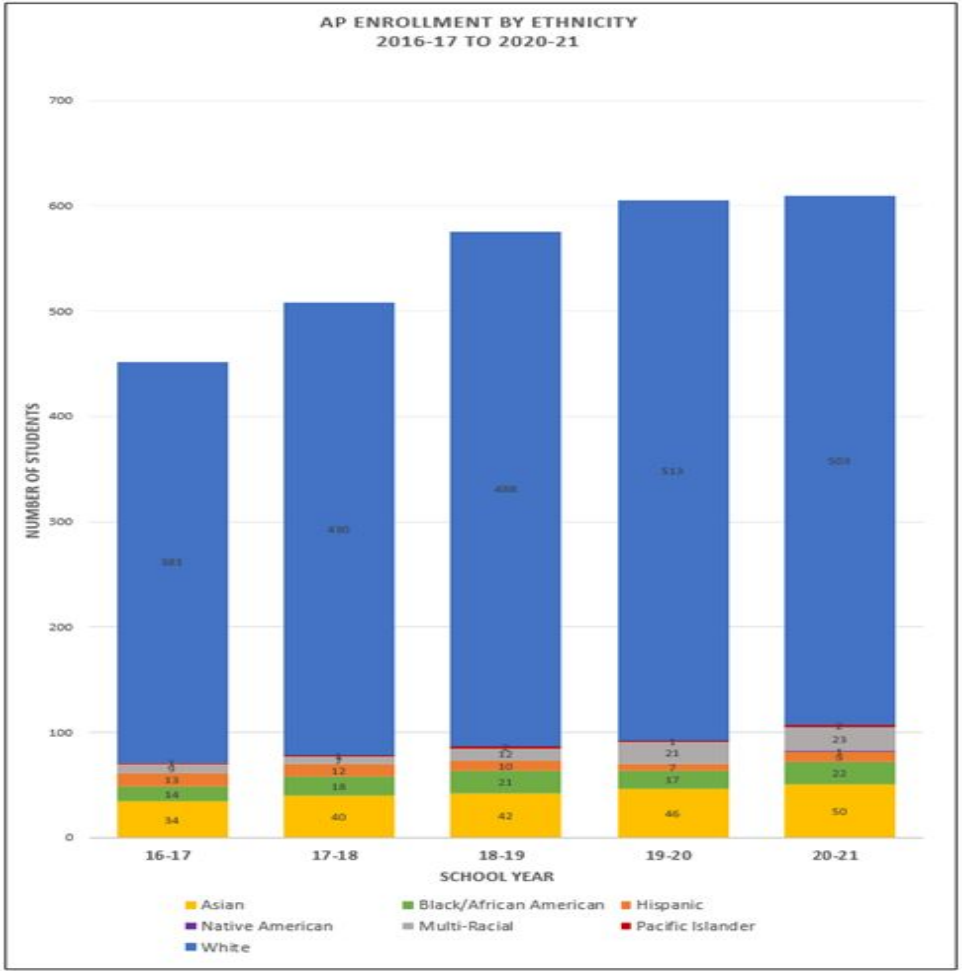
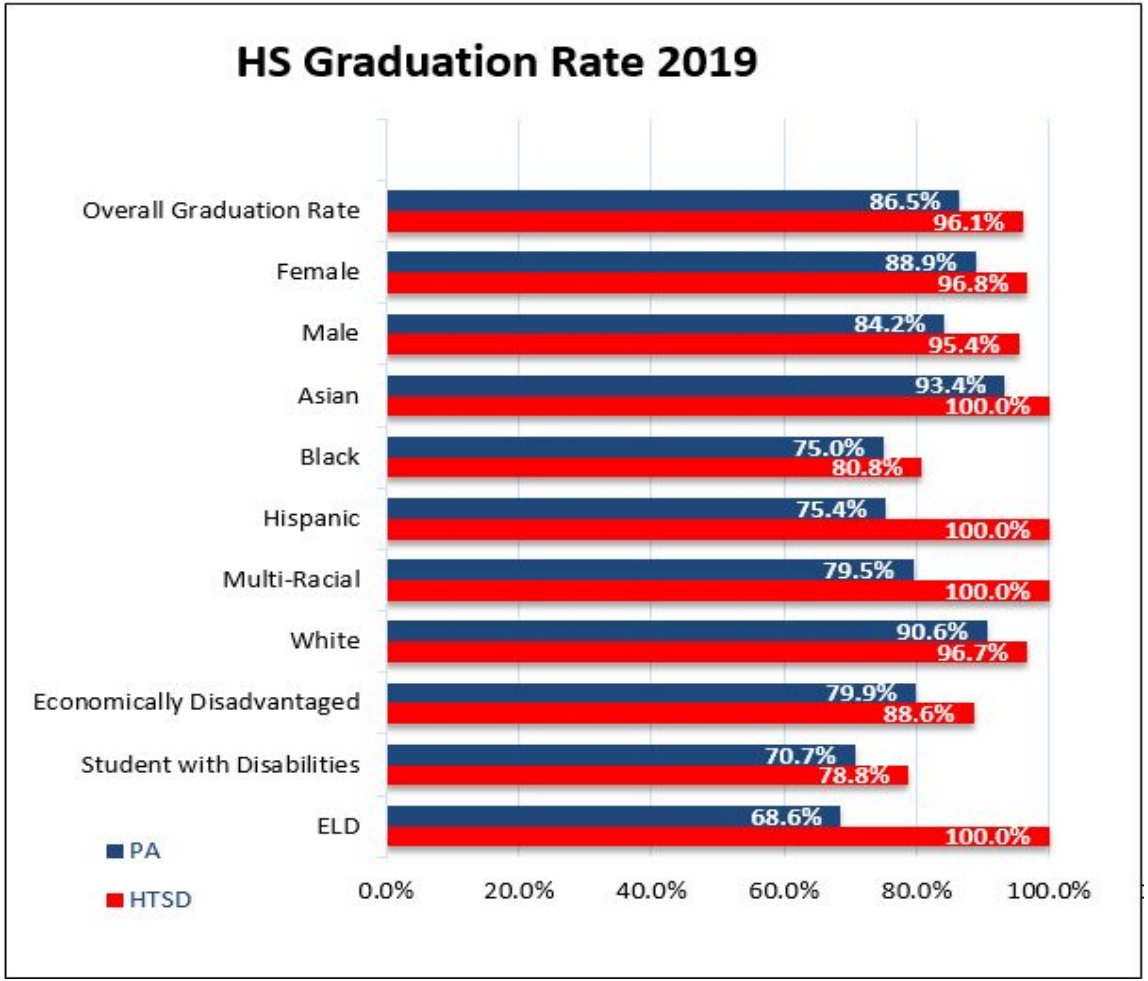


AP Enrollment
2016-17 to 2020-21



Four-Year Cohort Graduation Rate - 2019 HHS vs Pennsylvania

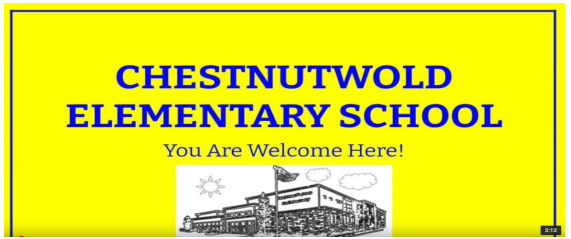


Happenings around Haverford

*Haverford Educators of Color Affinity Group
*Culture Nights
*Book Clubs of Teachers and Administrators
Culturally Responsive Teaching,
Courageous Conversations About Race
*Kindness Week
*Student Advisory Meetings
*Mix It Up Days
*Culturally Responsive Interventions
*Student Leadership Conferences (MS & HS)
*Clubs and Activities
*Inventory System on Representation at Elementary Libraries (PLC)
*Communication/Awareness for Religious Holidays and Celebrations
*Monthly DVCEE workshops
*Diversity Job Fairs (DVCEE & NEMNET)
*District and Building Equity Teams

A Closer Look

- Building Belonging Through Books
  - Sandy Connelly, Humanities Coordinator
- “The Thinking Is the Work!”
  - Greg Decina, Leon Smith, April Forgeng
- Chestnutwold Elementary Culture & Climate
  - Video created by Jaclyn Hutson & Jennifer Munch-Hayes



Transition to Strategic Goals

Original goals of the BASIS work:

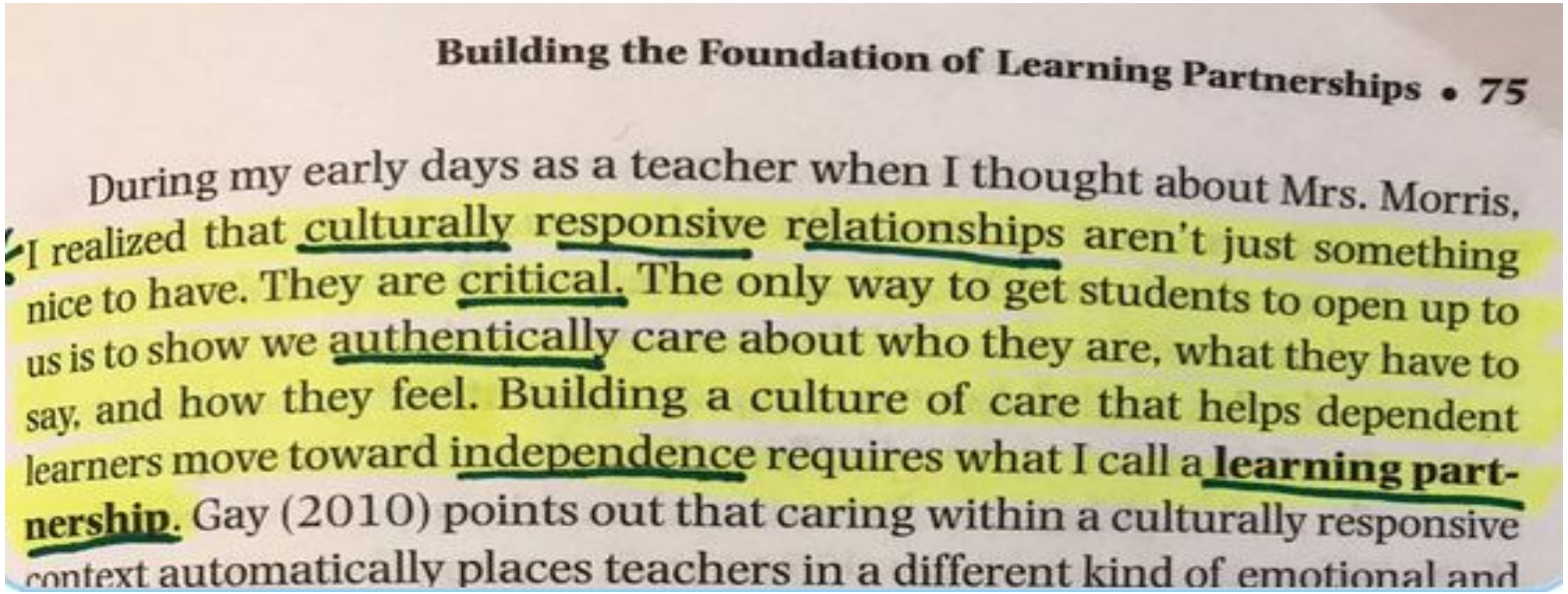
1. Identify and develop programs and practices for improving school climate and enhancing school culture
2. Identify process to provide training throughout the District to all staff members

2020-2025 District Goals

Social/Emotional Wellness
Produce a community of empathetic and resilient learners with skills to socially and emotionally flourish

Prepare Contemporary Citizens
Modernize and expand learning experiences to prepare students as critical thinkers, problem-solvers, innovators, and designers within a complex, global society.

Diversity and Inclusion
Establish a culturally diverse and inclusive educational experience that develops socio-cultural proficiency.



During my early days as a teacher when I thought about Mrs. Morris, I realized that culturally responsive relationships aren't just something nice to have. They are critical. The only way to get students to open up to us is to show we authentically care about who they are, what they have to say, and how they feel. Building a culture of care that helps dependent learners move toward independence requires what I call a **learning partnership**. Gay (2010) points out that caring within a culturally responsive context automatically places teachers in a different kind of emotional and

Thank You!