



## Shared Experience

### Culturally Fortifying Programmatic Practices Assessment

Using the Culturally Fortifying Programmatic Practices Assessment below, identify where you are as a collective with implementing culturally fortifying practices. Once completed, discuss the implications for your learning community.

CULTURALLY FORTIFYING PROGRAMMATIC PRACTICES	FREQUENCY OF USE			
	NEVER	RARELY	SOMETIMES	OFTEN
1. Intensive supports are provided to students who do not respond to core instruction.				
2. We remove barriers to achievement, well-being, and success for all students.				
3. There are high achievement expectations and outcomes for all learners.				
4. Science, literacy, numeracy, world languages, social studies, and digital competency are afforded to all students regardless of their dimensions of identity.				
5. Extracurricular activities appeal to all students' interests.				
6. Students have voice and input in the creation of programs and extracurricular activities.				
7. Resources are not a barrier to student participation in our programs.				
8. Family partnerships are built on relational trust, sharing of knowledge and power.				
9. Ongoing communication structures are established to address inequities and equity gaps in the learning community.				
10. Programs for high ability are inclusive of all dimensions of identity.				
11. Programs for special education are inclusive of all dimensions of identity.				

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12. Our instructional programs emphasize acceleration and not remediation.				
13. Funds and resources are allotted to programs that are reflective of the students and families in our learning community.				
14. Programs reflect rigor, relevance, and a focus on deepening relationships.				
15. Programs are created and implemented for decreasing isolation, exclusion, and segregation of culturally and racially diverse students.				
16. Academic and social-emotional well-being of all is at the very core of what we do in our learning community.				
17. We equitably incorporate counseling strategies and programs that enhance opportunities for all learners.				
18. School-parent-community learning partnerships exist and foster full access, inclusion, equitable experiences, and meaningful engagement for parents and community members.				
19. The school improvement plan reflects equitable programming and inclusive opportunities for all learning community members.				
20. We create and value ongoing conversations focusing on equitable programming with all members in our school and the community.				
21. Our ongoing conversations focusing on equitable opportunities lead to designing specific programs.				

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