## 👥 Shared Experience

Describe how your collective uses these organizational practices and strategies to fortify the learning community.

| PRACTICES | STRATEGIES | CULTURALLY FORTIFYING ORGANIZATION PRACTICES AND STRATEGIES |
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| Staffing and Placement | • Align staff and student cultural identities.<br>• Choose staff members who have the capacity and willingness to create culturally empowering environments.<br>• Base staff placement decisions on expertise instead of experience.<br>• Focus attention on strategies to build staff agency, create respectful and supportive working environments, and establish opportunities to elevate voice and interest in order to reduce teacher turnover. | |
| Professional Learning | • Align professional development to school equity goals and/or standards.<br>• Continuously learn about implicit bias and other barriers to equitable practice, with attention to addressing biased mindsets in the learning community.<br>• Set professional learning goals related to culturally fortifying practices.<br>• Craft learning opportunities that are related to diversity, equity, culturally fortifying practices, and addressing disproportionalities.<br>• Deploy an ongoing plan to monitor the impact of the learning opportunities; the improvement in knowledge, attitudes, and skills; and the organization's cultural humility. | |
| Master Schedules | • Base teacher assignments on the interdependence of the strengths of the teachers and the goals of the students.<br>• Ensure the master schedule represents the unique needs, interests, aspirations, and skills of the entire learning community and the resources available to support them.<br>• Build opportunities for consistent collaborative conversations around curriculum, instruction, and assessment to determine who is benefitting and who is not. | |
| Family and Community Partnerships | • Continuously learn from and leverage the funds of knowledge of students and families.<br>• Nurture and foster relationships within the families and communities to empower members to be involved, informed, and active in learning experiences.<br>• Design structures in which dynamic family and community partnerships work collaboratively in the best interests of students.<br>• Remain persistent in identifying the particular interests, aspirations, values, unique needs, skills, and challenges that impact family engagement. | |

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| Resourcing | • Utilize resource levers (people, time, and money) by spending more on students who face greater challenges in order to accelerate student learning and enhance engagement across dimensions of identities.<br><br>• Position our expert teachers (Hattie, 2012) who are culturally fortifying and knowledgeable in the service of our most marginalized students.<br><br>• Organize opportunities for collaborative structures that emphasize and promote the well-being of all members of the learning community.<br><br>• Measure the impact of strategic resourcing on the mission, vision, and goals of creating transformative, equitable learning environments.<br><br>• Use reliable measures and tools to assess the curriculum and assess for biases. | |
| Climate and Culture | • Identify current realities that prevent the learning community from coming together to focus on shared values, individual assets, and equity of voices.<br><br>• Create shared values that strengthen the school-life experiences for all by cultivating a sense of urgency to dismantle systems of inequities and practices that perpetuate stereotypes and biased mindsets.<br><br>• Collect observational data on practices that foster collective, culturally relevant thinking and actions that enhance all aspects of the learning community. | |
| Disciplinary Policies | • Identify root causes that contribute to inequities in discipline practices.<br><br>• Eliminate punitive structures that exclude students from the learning community, which results in "prison to pipeline" manifestations that directly and indirectly push students of color out of school.<br><br>• Implement restorative practices, act upon teachable moments, and reinforce the value of self-regulation in order to repair relationships, foster personal reflection, strengthen a sense of belonging, and reclaim community. | |