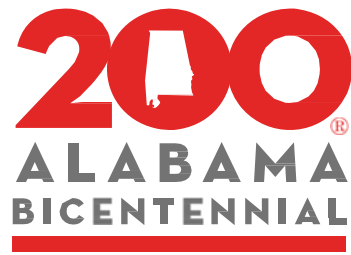


PLUACLD663

*Honoring Our People and
Sharing Our Stories:
A Look at the Past to Prepare
for the Future*

2019-2020



Final Report Guide

1. Research and Data Collection
2. Diversity Plan of Action
3. School and Community Demographics Chart

Research and Data Collection

Name:

School/System:

Phase Three

1. Using demographic data from the U. S. Census (<https://www.census.gov/quickfacts/fact/table/AL/PST045217#viewtop>), check the overall population estimate for your county, city, or town.
 - a. What is the estimated percent of the overall population for your county, city or town is reported for persons under 5 years of age and under 18 years of age.
 - b. Why is this information of particular interest to your role as an educational leader? How could this information be used to guide your decisions concerning hiring, retention, academic programming, facility use, budgeting, or technological needs?
 - c. Data is provided for population estimates for 2010 and for 2016. Is there a difference in the numbers? What is the trend for your potential population? How can this information impact the educational environment of your school?
 - d. Check out the educational level and the income and poverty for your county, city, or town and compare it with the data collected for Alabama.
 - i. Why is this information important to consider as an educational leader?
 - e. Choose one more topic (Race and Hispanic Origin, Population Characteristics, Housing, Families & Living Arrangements, Health, Economy, Transportation, Businesses, or Geography) and compare the data for your county, city, or town and compare it with the data collected for Alabama.
 - i. Why is this information important to consider as an educational leader?
2. Using your school population data and your community population data, discuss the diversity that exists or does not exist in your school.
 - a. Is your school data reflective of your community? Why or why not?
 - b. How “connected” is your school to the community?
 - c. Do you have an interactive relationship, or is your school in its own “bubble” or “silo?”
 - d. What are some ways that the school and the community can interact with each other besides those who are parents, grandparents, or relatives of students?
3. Look at your faculty composition.
 - a. Record the percentage of your instructional and support staff that is white, African-American, Asian, Hispanic, and American Indian.
 - b. Record the percentage of your instructional and support staff that is male and female.
 - c. Compare these demographics with your student population.
 - i. How might this information influence your decisions to hire, retain, or release instructional and support staff?
 - ii. Do you know the ages of your instructional and support staff and their years of service?
 - iii. Why is this information important to you as an educational leader in your school?

Research and Data Collection

4. Using the data collected, compared, and analyzed, present your findings to your faculty and staff. Before presenting your findings, have them complete a group KWL sheet which allows them to share what they KNOW about the population of the community and the school, what they WANT TO KNOW about the population of the community and the school. At the conclusion of your presentation, ask them to record, together, what they have LEARNED about the population of the community and the school. This exercise may reveal misconceptions or validate hypotheses and experiences about the population of the school and the community. Finally, ask faculty and staff members to suggest or discuss the ways that this information can direct and assist in instructional strategies or stakeholder relationships.

Diversity Plan of Action

In your plan, describe the following:

- How you promote and monitor the delivery of instructional content that provides for diverse perspectives.
- How you make sure that all diverse groups are engaged in school activities using oral and written translations.
- How you will help your faculty develop the interpersonal skills needed to interact effectively with diverse populations.
- How you will bring community leadership into your schools and how the school can connect to community in more productive ways.
- How you make sure you are conforming to legal and ethical standards related to diversity.

Provide a timeline for implementation and training.

School and Community Demographics

K

What I **KNOW**

W

What I **WANT** to Know

L

What I **LEARNED**

How can this information inform my instructional strategies or stakeholder relationships?