

Gwinnett County Public Schools (GA) - S374A20027

Recommended Funding: \$5,947,475

Gwinnett County Public Schools (GCPS) is applying for funding under the Teacher and School Leader Incentive Program as a single eligible applicant classified as a local education agency. (LEA) GCPS is one of the largest school systems in the country, the largest school system in Georgia, with over 180,000 students, and serves an economically, ethnically, and linguistically diverse population of students. The project narrative includes detailed descriptions of GCPS' Human Capital Management System (HCMS) and Performance-Based Compensation System (PBCS) which meets Absolute Priority 1. GCPS includes a total of 140 schools (134 of which serve traditional student populations). Of those, 74 are high-need schools, with 50% to 91% of their students considered economically disadvantaged. The remaining 60 schools are not high need but still have significant percentages of their students considered economically disadvantaged.

In addition, this proposal outlines plans to pilot an expansion of our novice teacher mentoring program in six schools located within Qualified Opportunity Zones. (Competitive Preference Priority 1 - Investing in QOZ) GCPS has never participated in any TSL or TIF grant (Competitive Preference Priority 2-Novice Applicant) and plans to leverage this funding opportunity to continue to build on the solid foundation already in place for teachers and leaders. Through identified partners such as Learning Forward, National Association of Secondary School Principals, the NYC Leadership Academy, the University of Georgia, and the Carnegie Foundation for the Advancement of Teaching, we plan to achieve the following project objectives: (1) Expanded support for our novice leaders to include more intensive mentoring and coaching, to improve leader retention and effectiveness; (2) Expanded support for our novice teachers in high-need schools, by providing mentoring and job-embedded professional learning, to improve teacher retention and effectiveness; (3) Partner with nationally recognized organizations to design new professional learning opportunities for both teachers and leaders, emphasizing key areas of need such as- use of innovative instructional strategies; identification and development of teacher leaders; and development of strengthened social-emotional competence and equitable practices across the district.