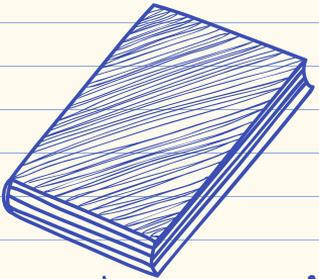


Recruitment, retention & support of employees

How do we partner to support an innovative solution for GFPS?

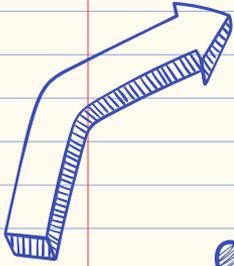


What challenges do we face in hiring and retaining staff?

- Struggling new teachers not equipped for the complexities of a classroom
- Increasingly challenging student behaviors
- Experienced teachers leaving the profession in large numbers
- Negative social media about the teaching profession
- Staff members at (or over) their limits of what they can physically and mentally accomplish
- Political landscape that doesn't honor teacher knowledge and professionalism

So we started to think and talk about...

- How our passion for (and involvement in) teacher education translates into excellent new teachers.
- How to provide more choices for families.
- How to translate flexibilities in new legislation to benefit students.
- How do we put more adults in each classroom to reduce isolation and increase collaboration?
- How do we provide professional development that actually improves teaching practice?



The first five years are critical ...



“Substantial **improvement seems especially difficult to achieve after a teacher’s first few years in the classroom**; the difference in performance between an average first-year teacher and an average fifth-year teacher was more than nine times the difference between an average fifth-year teacher and an average twentieth-year teacher.”



-MIRAGE REPORT





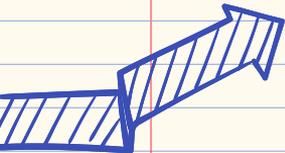
WHOA!

Complex problems require creative solutions.

There are many barriers to creativity.

What if we could work within our existing model to

- produce teachers/paraeducators more quickly and with more skill?
- grow the skill of our existing staff?



what do we mean when we say...

Q: What is a public magnet school?

A: Magnet schools are a **small category of public schools** that typically emphasize specific areas of study or a particular teaching method. They are **subject to regulation by the public school system that operates them**, differentiating them from charter schools, which work under charters that provide more autonomy. Magnet schools attract diverse students from various neighborhoods and backgrounds.

Public
magnet

Lab school

Q: What is a lab school?

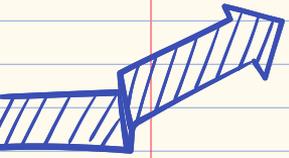
It's a school – usually affiliated with a college or university – designed to test and develop new educational models, incubate new ideas, and **allow young teachers to train in a live classroom environment**. It is sometimes called a demonstration school.

Public
charter

Q: What is a public charter school?

A: They are public schools that are created by school districts, colleges, nonprofit organizations, or other entities. **Like traditional public schools, charter schools are public, free, and typically have no requirements for entry.** What distinguishes charter schools is that they are allowed additional **flexibilities to innovate with curriculum and learning methods** and are **held accountable to authorizing bodies for results**. They differ greatly from private charters.





we have a proposal...

01

Create a magnet "lab school" with the hope of gaining public charter status.

02

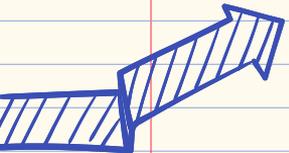
Partner with UMW and GFC-MSU to expedite a teaching degree that

- is condensed to 3 years
- includes proficiency based learning/assessment
- allows student to complete methods courses onsite
- is focused on real time application of classroom learning

03

Fill classrooms with master teachers for little and big learners.





we have a proposal...

04

Employ big learners as the support staff giving them more responsibilities as they gain skill.

05

Provide collaboration, experiential learning, and targeted support for all GFPS teachers.

06

Fulfill the mission of accelerating teacher learning to accelerate student learning for all GFPS students.





What are some anticipated impacts?

where will it be?

Existing building where space allows

Not seen a separate entity from current GFPS

Maintain neighborhood feel

Keeps cost low

who will staff it?

Application process for teachers

- collaborative skills
- growth mindset
- willingness to be observed
- MT certification
- Master's degree
- additional duties required

where will current staff go?

We will follow the teachers' Collective Bargaining Agreement.

Options may include:

- applying to stay if they meet qualifications
- engage in placement conversations
- seek an in-district transfer beginning in round 1

All current teachers will have a teaching position in GFPS

What are some anticipated impacts?

Where will current students go?

Existing students can choose to stay

Or choose to attend an identified nearby school

Or choose to seek a permissive transfer

Who will the students be?

The Advisory committee will determine a process for open spots to ensure this school's demographics are similar to our other schools

Classrooms will be filled to state capacity.

Who will lead it?

Application process for principal

Reallocation of duties of existing district level positions

Additional .5 FTE for big scholars*

* Paid by grant funds

What are some anticipated impacts?

What will be important to parents?

How will this benefit other schools?

How will this be funded?

Communication
Choice

Maintain traditions of existing school (mascot, etc)

Highly-skilled new teachers
Skilled paras and aides

PD for all staff
Reduce overcrowding in classrooms

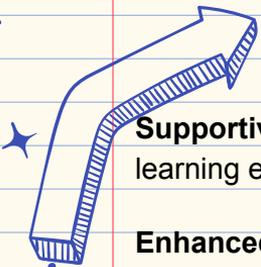
Zero additional cost for the district

Opportunity for private sector donation

Grant funds in partnership with UMW & GFC-MSU.

This will NOT remove any supports/services from other schools

Benefits for Little Learners



Supportive Environment: The school's emphasis on teacher development and support will provide a nurturing and engaging learning environment, enabling students to thrive academically.

Enhanced Academic Opportunities: The charter allows for flexibility and innovation within the curriculum and delivery of instruction ensuring that students receive the highest quality of education.

Additional Learning Support: Additional adults means additional coverage in all areas of the building, allowing staff to take advantage of teachable moments and learning opportunities throughout the school day.

Creativity and Innovation: The innovative approach to teaching and learning will nurture creativity and innovation, preparing students for a rapidly changing world.

Access to Highly Qualified Teachers: The high concentration of master teachers will ensure that students receive top-quality instruction and mentorship.

Involvement in Community Projects: The school's focus on community partnerships will allow students to participate in real-world projects and initiatives, connecting classroom learning to practical, community-oriented experiences.

Strong Community Bonds: Students will develop strong bonds with their peers and teachers, creating a sense of belonging and support throughout their educational journey.

Timeline

Phase 1: Planning, Creating Partnerships, & Communicating

October 2023-December 2023

- Internal/external messaging through multiple avenues (letters, meetings, social media)
- GFPS Cabinet members will collaborate with the Board in seating an advisory committee.
- School selected and principal hired
- Informational sessions at multiple locations (including selected school)

Phase 2: Staffing, Recruiting, Planning, & Communicating

December 2023- February 2024

- Begin staffing all positions
- Recruiting of big learners
- Interviews for teaching positions and for those transferring out
- Building walkthrough to determine use of space, facilities needs
- Create community partnership calendar and begin outreach

Phase 3: Student enrollment for little and big scholars

March 2024-June 2024

- Place all practicum and student teachers at CORE school for the fall regardless of university
- Confirmation from each family about staying at CORE so we can determine numbers of open spots-follow district guidelines (based on space available, develop lottery system)
- Create structure/ framework/norms/ for professional learning & shared leadership

Timeline cont.

Phase 4: Partial implementation with Little Scholars

June 2024

- Gather staff to formalize vision, mission, handbooks
- Instructional planning

August 2024

- School opens for little scholars

Phase 5: Begin infusion of Big Scholars

January 2025

- School open for big scholars
- Methods courses taking place within the building for only those students with partner university
- Visit high schools and create messaging to go out around the state

Phase 6: Full Implementation of CORE school concept with big scholars and little scholars.

August 2025

Proposed CORE School Landing Page

- Navigate from the GFPS site
- Goes live for staff and community tomorrow
- Flyer/FAQ
- Contact us

