

Gaston County Schools (360) Regular Local School District - FY 2026 - FP-Consolidated - Rev 1 - Title IA PRC 0050**"LEA" = District, Charter School or Lab School****1. Local Educational Agency ("LEA" = District, Charter School or Lab School) Plans (SEC. 1112)**

The LEA's Consolidated Plan has been developed with timely and meaningful consultation with (SEC. 1112(a)(1)):

- ☒ * Teachers
- ☒ * Principals
- ☒ * Other school leaders
- ☒ * Paraprofessionals
- ☒ * Specialized Instructional Support Personnel
- ☒ * Administrators (including administrators of programs described in other parts of this title)
- ☒ * Parents of children in schools served under this part, and
- ☒ If applicable, is coordinated with other programs under this Act (e.g., IDEA, Carl D. Perkins)
- ☐ Leadership of Tribal organizations, if LEA receives \$40,000 or more for Indian Education
- ☐  Other stakeholders:

* Enter the date(s) for stakeholder meeting(s) (MM/DD/YYYY):

April 10, 2025
May 05, 2025
June 2, 2025

2. Parent and Family Engagement (SEC. 1116 (a)(2))

* The LEA has a current LEA Parent and Family Engagement Policy posted on their website. Enter the active URL (direct link) made available to the public for the LEA's written Parent and Family Engagement Policy. Provide instructions on how to access the Parent and Family Engagement policy from LEA webpage.

To view the Title I Parent and Family Engagement Poly follow these directions. Copy and paste the web address below into the web browser.
<https://boardpolicyonline.com/?b=gaston&s=153159>, Link made available to the public for the LEA's written Parent and Family Engagement Policy.
If it does not take you directly to the Parent and Family Engagement policy click on section 4000. Next, click on section 4020

3. Parent and Family Engagement - Use of Funds (SEC. 1112 (b)(7))

* Funds reserved for parent and family engagement shall be used to carry out activities and strategies consistent with the LEA's parent and family engagement policy, including not less than one (1) of the following (SEC. 1116(a)(3)(D)):

☐ Check this box if you are receiving less than \$500,000 in total Title I allotment and no Parent and Family Engagement Title I funds are set-aside.

☒ Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members. (SEC. 1116(a)(3)(D)(i))

☒ Supporting programs that reach parents and family members at home, in the community, and at school. (SEC. 1116(a)(3)(D)(ii))

☒ Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members. (SEC. 1116(a)(3)(D)(iii))

☒ Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement. (SEC. 1116(a)(3)(D)(iv))

☒ Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's parent and family engagement policy. (SEC. 1116(a)(3)(D)(v))

4. Remaining Funds from Previous Years' Budgets (Projected or known as of July 1)

\$ 2,032,989.36 A. Total Remaining Funds

\$ 0.00 B. Parent and Family Engagement Remaining Funds from the required 1% set-aside. (This does not include any additional PFE funds the district chose to budget.)

\$ 982,989.36 C. Remaining Funds for school allocation - Amount will automatically populate into Line 16 on the Set Asides Page.

\$ 0.00 D. Remaining Funds for Private School Proportionate Share - This entry and the entry for Line 2A of the Set-asides page must be identical (i.e., entered twice).

\$ 1,050,000.00 E. Remaining Funds not included in B, C or D. This will autofill with the sum of Set-asides Lines 5A through 14A as they are entered by the PSU.

5. LEA/School Report Cards Attestation (SEC. 1111(h)(2)) Please check all applicable boxes.

☒ * The LEA indirectly distributes the Annual LEA Report Cards in compliance with Title I requirements.

☒ * Schools directly and indirectly distribute the Annual School Report Cards in compliance with Title I requirements.

☒ * The LEA ensures that the Annual LEA and School Report Cards are distributed as designated in a language and format that is understandable to parents and families.

6. Method for Determining Funding for Title I and Low-Income Rank Order (SEC. 1113)

* A. Identify the data sources used for low-income and membership numbers and date(s) collected. (SEC. 1113(a)(2))

☐ ☒ Direct Certification - Community Eligibility Provision (CEP)

* Date(s) collected

December 2024

☐ Household Application

☐ Other (please explain in text box, below)

☐ **Charter/Lab School (Skip to Question 7)**

* B. Describe how the LEA determines which schools will be served. (SEC. 1113(a)(3))

The Title I Department receives low income data from the School Nutrition Department. To ensure compliance with Title I regulations, the report that is received does not include students who are less than 5 years of age or 18 years of age or older. Percentages are based on Direct Certification. Direct Certification is used to determine eligibility for schools Membership data is collected from Power school monthly reports. Membership and Low Income data was collected from December 2024 by the Food and Nutrition Department. 1. Gaston County Schools used Direct Certification to determine the number of students of poverty for each school in the district (minus students who are less than 5 years old and no older than 18 years of age). 2. Divided the number of students of poverty in each school by the total school enrollment for each Gaston County School.

7. Participation of Children Enrolled in Private Schools (SEC. 1117)

A. Select the box below that best describes your LEA:

☐ Charter/Lab School (*Move to Question 8*)

☐ A district with no private schools located within its attendance area.

☒ A district with one or more private schools located within its attendance area. (Please consult NCDPI's [Equitable Services for Private Schools](#) page. One In-District Affirmation form for each of these schools must be uploaded in the Consolidated Related Document section.)

B. Select one response for each of the statements below:

1) Did the district notify or attempt to notify any out-of-district private schools about the availability of Title I services? This would be required if the district has reason to believe that such a school enrolls a child who would have attended one of its Title I served schools:

☐ Yes (One Out-of-District Affirmation form for each of these schools must be uploaded in Consolidated Related Documents, whether the school responded or not.)

☒ No or N/A

2) One or more low-income students who live in a **Title I-A** served enrollment zone or a comparably served enrollment zone in this district attend a private school that has accepted **Title I-A** equitable services and is in a different district:

☐ Yes

☒ No or N/A

8a. Homeless Children and Youths Services (SEC. 1112(b)(6))

* Name of Homeless Liaison Point of Contact (POC):

Justine Bartlett

* Email address of Homeless Liaison Point of Contact (POC):

jnbartlett@gaston.k12.nc.us

* How are Title I homeless set-aside funds used to provide support for identified homeless students? Check any/all boxes (must check at least one box) that Title I funds are used to support students identified as homeless (this does not include McKinney Vento funds).

☒ Excess transportation

☒ School supplies

☒ School uniforms

☐ Experiential field trips

☐ Tutoring

☐ Other

* Describe the rationale/method for determining the set aside amount (data must be included to support).

The district homeless liaison will collaborate with other departments within the LEA to prioritize services for homeless students. Title 1 Department will work directly with the district homeless liaison and transportation department to employ a transportation coordinator who will receive all transportation requests from school social workers. She communicates with the school social worker, contracted vendors and MCV buses to find the best option for the student. She coordinates all parent mileage reimbursement and keeps track of all MCV transportation data.

These departments will work to secure funding to provide additional services to homeless students throughout the district. Student Support Services will continue to oversee the implementation of the district's homeless education program. This includes: School Social Workers, School Counselors, School Nurses and Mental Health Clinicians will give homeless students priority in the delivery of their services.

The program will also work with School Nutrition and Transportation departments to ensure homeless students receive the necessary services such as immediate enrollment in free lunch/breakfast programs as needed. The Transportation Department will coordinate directly with the Specialized Transportation Coordinator in ensuring homeless students have a safe, reliable and efficient method of transportation to and from school. The Homeless Liaison will work collaboratively with Student Assignment, which is the portal of entry for students coming into Gaston County Schools, to provide more timely identification and enrollment of homeless students. Through the additional training of all school staff on homeless education, the program expects further collaboration among schools and various central level departments as employees develop a better awareness of the availability of services to homeless students. In addition to collaboration within the LEA, the district will work with various community partners in developing wrap around services for homeless students. Increasing awareness of the severity of homelessness and the importance of homeless education will be a priority for the program. The Homeless Liaison and Coordinator will work with community, business, and religious organizations in providing ongoing education about homelessness and its impact on local communities. The homeless liaison will represent Gaston County Schools in the Gaston County Homeless Prevention Taskforce, through the Department of Social Services, and will continue to be an active member of the local Continuum of Care (CoC) to address the housing and service needs of people who are homeless in Gaston County.

These agencies provide shelter services for homeless students and their families. The program will work with these agencies and provide the necessary support in ensuring homeless students are immediately enrolled in school and are connected with the necessary resources to be successful. The Homeless

Liaison and the School Social Workers will continue to work with local churches in the procurement of donated materials and supplies including food, clothing, and school supplies.

8b. Foster Care (SEC. 1111(g)(1)(E)(iv))

* Name of Foster Care Point of Contact (POC):

Bobbi Mills

* Email address of Foster Care Point of Contact (POC):

bamills@gaston.k12.nc.us

* Name of DSS Foster Care Point of Contact (POC):

Tiyania Shands

* Email address of DSS Foster Care Point of Contact (POC):

tiyania.shands@gastongov.com

9. Early Childhood Education Programs (SEC. 1112(b)(8))

* Name of Title I Preschool Point of Contact (POC):

Emily Paog

* Email address of Title I Preschool Point of Contact (POC):

eupaog@gaston.k12.nc.us

A. Support, Coordination and Integration of Services in Early Childhood Education Programs

Describe how the LEA will support, coordinate and integrate Title I services with early childhood education programs, including plans for the transition of children to elementary school.

Gaston County's Pre-K Program recognizes that "transition" is more than a series of activities or events scheduled for the beginning and end of a school year. It is a process, and as such, should be a part of any quality Pre-K program from the earliest planning stages and before entrance into a Pre-K classroom through a child's move into Kindergarten (or any placement following the Pre-K program). Transition should also consider a child's family and all caregivers involved in a child's care, respecting the diversity and uniqueness of all. Careful thought and planning for all transitions can facilitate optimal experiences for all parties involved in a Pre-K program. With the above philosophy in mind, Gaston County implements the following transition plan:

Advertising and Registration (Prior to Commence of School Year):

- Prepare flyers and applications in English and Spanish.
- Secure Spanish translator for application process, answering parent questions, etc.
- Distribute flyers through elementary schools, local agencies, apartment complexes, mobile home parks, ethnic stores, etc.
- Make registration and registration information accessible:

Available on website: a) Summary of Process, b) documents needed, c) link to online registration, e) health and wellness documents accepted.

Support families with the registration process over the phone, or during an in-person appointment.

Hard paper copies of documents available at the Pre-K office for families that do not have access to a printer or are in need of technical assistance.

- Screening materials available online in both English and Spanish, as well as printed hard copy for those families in need of technical assistance and lack of access to a working printer.
- Prepare letters of acceptance into the program with program information in English and Spanish.

Transitioning into the NCPK Classroom:

- Pre-K teachers contact families to set up home visits and introduce themselves.
- Pre-K teachers make home visits (currently virtual conference) the week prior to the start of Pre-Kindergarten (Spanish translator provided).
- Each Pre-K family is provided with the Family Handbook (English and Spanish).
- Pre-K teacher holds a classroom orientation with families to review policies, expectations, exchange contact information, and build relationships.
- Pre-Kindergarten instruction begins with a staggered entry schedule.
- Pre-K teachers read stories about the first days of school.
- Pre-K teachers identify and prepare each student's "personal space" within the classroom (etc. use of name on cubby, with family photos, group time seating).
- Pre-K teachers support the collection of health and wellness paperwork for each student.

Pre-K teachers made familiar with their students' initial developmental screening and any Individualized Education Plans (IEPs).

During the Pre-K School Year:

- Pre-K teachers provide school policies, handbooks, etc. to families.
- Pre-K teachers Introduce Pre-K students to school personnel.
- Pre-K teachers encourage use of book bags for Pre-K students .
- Pre-K students experience journal writing.
- Pre-K students practice raising hands for recognition.
- Pre-K students visit the school media center and Kindergarten playground.
- Pre-K and Kindergarten may take field trips together; or participate in assemblies.
- Kindergarten students can read to the Pre-K class as "guest readers."

Pre-K teachers meets with needed personnel to address any Individualized Education Plans (IEPs) or special service supports.

- Pre-K teachers provide multiple family conferences and meetings.

Transition to Kindergarten (or other setting):

- Pre-K students visit Kindergarten classrooms (includes Head Start and private childcare programs).
- Pre-K students eat in the school cafeteria (includes Head Start and private childcare programs).

Pre-K teachers extend the length of large group time.

Pre-K teachers talk with children about Kindergarten.

Pre-K teachers read books about Kindergarten

Pre-K teachers design a START session around transition to Kindergarten for families.

- Pre-K students begin to wait (with Pre-K teacher supervision) in a common area with Kindergarten children.
- Pre-K students participate in Field Day with Kindergarten.
- Pre-K teachers give information to families about Kindergarten (registration dates, documentation required, etc.)
- Pre-K teachers provide the GCS created "Kindergarten Here We Come" handbook to families (includes Head Start and private childcare programs).
- Pre-K teachers hold an end-of-year family conference prior to the closing of the school year.
- The IEP team meets for identified children to plan for Kindergarten transition for identified students.
- Each class holds an end-of-year celebration.
- Pre-K department creates public opportunities for families of rising Kindergarten students to meet Kindergarten teachers and elementary school principals.

Pre-K department and Pre-K teachers encourage rising Kindergarten students' to have current health assessment and immunizations prior starting Kindergarten.

- Pre-K teachers provide student portfolio/Kindergarten Transition Report to Kindergarten teachers; copies provided to families.
- Pre-K teachers, staff, and specialists to visit identified Pre-K student(s) in the new Kindergarten setting.

Indicate any/all partners that assisted with the development of transitions plans:

NC Pre-K

Exceptional Children

Head Start
Private Childcare
Other (Describe below)

Indicate any/all partners that assisted with the development of transitions plans:

- ☒ NC Pre-K
- ☒ Exceptional Children
- ☒ Head Start
- ☐ Private Childcare
- ☐ Other (Describe below)

B. LEA Preschool Programs (check all that apply)

- ☐ None - This option is available ONLY to charter schools. Move to section 10.
- ☒ Title I Preschool
- ☒ Exceptional Children
- ☐ Head Start
- ☒ NC Pre-K
- ☐ Other (describe below)

10. Coordination Requirements (SEC. 1119(a)-(b))

* A Memorandum of Understanding/Memorandum of Agreement (MOU/MOA) with Head Start is required for each LEA receiving Title I funds, regardless of whether it operates a Title I preschool program. The current MOU/MOA with Head Start must be uploaded as a Title I related document. The MOU requirements can be found in Section 1119 (a)-(b) (<https://www.dpi.nc.gov/districts-schools/federal-program-monitoring/title-i-resources>)

- ☐ Check here if you are a Charter or Lab School without an elementary (K-5) grade span; you are not required to have an MOU.

- ☒ Check if LEA/Charter/Lab School has a Memorandum of Understanding/Memorandum of Agreement (MOU/MOA) with Head Start.

Documents

Type	Document Template	Document/Link
Current MOU/MOA with Head Start [Upload up to 1 document(s)]	 FY26 Current MOU/MOA with Head Start	 Updated MOU

Enter the effective dates for the MOU/MOA:

* Start Date:

06/26/2025 

* End Date:

06/26/2026 

11. Strategies to Facilitate Effective Transitions (SEC. 1112(b)(10)(A)-(B))

☐ **Check here if your LEA does not have grade spans beyond 7th grade (Skip to Section 12)**

*** Describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education (check all that apply):**

- ☒ The high school(s) host prospective students at visitation events designed to help them prepare for and succeed at that level.
- ☒ The high schools conduct back-to-school events near the start of the school year that specifically address the issues related to the recent transition into high school from middle grades.
- ☒ Students are provided with alternatives such as early college high school, advanced placement coursework, and/or college-preparatory courses.
- ☒ Students are provided with opportunities for dual enrollment with an institution of higher education.
- ☒ Elective courses are offered online at no charge to students.
- ☒ Representatives from high schools visit elementary and/or middle schools for specially planned events to help prospective students and their families prepare for the transition to high school and for success at that level.
- ☒ Representatives from one or more institutions of higher education visit secondary schools for specially planned events to help prospective students and their families prepare for the transition and success at that level.
- ☒ Career development counseling is provided to students to promote successful transitions to higher education.
- ☒ The district helps students pursue assistance in paying tuition for higher education.
- ☒ The district coordinates with business and community partners to facilitate access to job internships with local employers to help students build their skills and develop possible opportunities for gaining college credits relevant to a career path.

☐ ☒ Other:

*

Gaston County Schools will host a College Expo at the Gaston College Early College High School. College and military representatives are there for the college fair. The College Foundation of North Carolina sends a representative to host sessions on financial aid and preparing for college. Other sessions include how to prepare for college, best practices during high school, how to research colleges and scholarships. Presenters include representatives from Gaston County Schools, the Gastonia library.

The CTE department hosts a multitude of district-wide career awareness events each year. 1) CTE began offering fifth grade career awareness to all elementary schools beginning with the 21-22 school year. Since then, well over 2000 students have had the opportunity to participate in three hands-on career awareness activities focused on electrical trades, health care and carpentry/construction. 2) The Students @ Work program is offered annually and allows all 8th grade middle schools students in the county to tour multiple local businesses so they can gain first-hand knowledge of the career opportunities that are available to them locally. 3) The Be Pro Be Proud initiative was offered to all 12 middle schools during the 23-24 school year. 350+

students participated in 10 virtual reality career awareness activities offered by the program.) The Career Signing Day is offered annually and recognizes students who participated in a CTE internship that are offered full time employment upon graduation.

The 23-24 school year recognized 10+ businesses signing 8 students during the event. Gaston County Schools is dedicated to providing students with different educational choices. Gaston County Schools partners with Gaston College to host an Early College High School. There is a lottery each year for rising 9th grade students. Preference is given to students who are first generation college students and experience other potential barriers to future college enrollment. Students attend high school for five years to graduate with both a high school diploma and associate's degree.

Gaston County Schools also partners with Gaston College to offer Career and College Promise (CCP) courses. Courses are offered online, hybrid (online and face to face), and face to face either on the college campus or in the high schools. Three schools (Ashbrook, East Gaston, and Highland) offered Criminal Justice course sequences taught on the high school campuses. Highland also offered a pairing of General Psychology and Sociology courses. Emergency Medical Services classes were offered at Hunter Huss and Stuart Cramer high schools. the measures used to determine improvement.

In the 24-25 school year, CTE I opened the Career Exploration Center. Students in grades 5-12 will have the opportunity to explore many different careers. The center house several virtual reality headsets, a welding and painting simulator, an ambulance, three heavy equipment simulators, and an Anatomage table. In addition, Hunter Huss High School is the first school in the district to add a Cosmetology program. The classroom will be a working hair and nail salon that will be open to the public.

12. Reduce Overuse of Discipline Practices (SEC. 1112(b)(11))

* Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in section 1111(c)(2).

As part of the MTSS framework for school improvement , all schools should have a core plan for behavior support for all students. This core plan may include use of the PBIS model, use of the CHAMPS model, clearly defined school wide expectations that are consistently enforced, including routines and procedures and a school wide agreement among the staff regarding what is a minor behavior infraction that should be addressed by the classroom teacher and what is a major infraction that should lead to an office referral.

In cases where students need more intensive support, schools have access to resources such as social emotional learning materials for counselors to use, school psychologists and school based therapists providing individual counseling, materials to create individual behavior plans and track behavior data, and a district behavior support team. This team will provide intensive support as needed to school staff and students by completing classroom observations, providing feedback and modeling research based intervention techniques. Upon review of the Gaston County most recent discipline data, the top elementary and top middle schools that had the most office discipline referrals have been identified.

These schools will receive additional support from district level staff through regular school and classroom visits and observations, monthly data meetings with key school staff to review discipline data and problem solve issues to develop a plan of action to decrease problematic behaviors. A reduction in the number of office referrals and improved school climate based on survey results will be the measures used to determine improvement.

13. Comparable Services (SEC. 1113(b)(1)(D))

☐ ☐ Check here if you are a Charter or Lab School (Skip to Question 14)

☐ **LEA did not skip schools within rank order (Skip to Question 14)**

In accordance with federal law, an LEA may skip and not serve an eligible attendance area or school if

- the school meets comparability requirements; and
- the school is receiving supplemental funds from other State or local sources that are spent for programs that meet the requirements of Title I and those funds are at least the same as would have come from Title I.

Comparable services are provided for (1) schools that are skipped within a selected grade-span; and (2) schools that are skipped in the district as a whole. Complete the following table for eligible attendance areas/schools, in a selected grade-span or in the district as a whole, that will be skipped and will not receive Title I funds. Attach additional pages as needed.

Note: Approval for skipping schools is contingent upon the LEA's provision on substantial evidence that supports that supplemental state and local funds are provided. Approval is granted on a school-by-school basis.

LEA Per Pupil Cost:

List the skipped schools. For each one, calculate the amount of Title I funds the school would receive if it had been included in Title I, given its position in rank order. The amount is determined by multiplying the PPA the school would have received by the number of low-income students.

Name of school(s) skipped:	PPA Based on Inclusion:	Number of LIS*:	Amount of funds for school:
Hunter Huss High - 360428 ▼	\$ 648.05	1,052.00	\$ 681,748.60
Warlick Academy - 360372 ▼	\$ 648.05	154.00	\$ 99,799.70

*Low-Income Students

Description of Comparable Services (Describe each school separately):

Provide a brief description of the comparable services to be offered, to include additional Title I allowable positions and the corresponding salary. Section 1113(b)(1)(D)(ii) allows an LEA to skip an eligible school attendance area or school that has a higher percentage of poverty if the area or school is receiving supplemental funds from other State or local sources that are spent according to the requirements of section 1114 or 1115. A supplemental State or local program meets the requirements of Section 1115 if the program:

- Serves only children who are failing, or most at risk of failing, to meet the State's challenging student academic achievement standards;
- Provides supplementary services designed to meet the special educational needs of the children who are participating in the program to support their achievement toward meeting the State's student academic achievement standards; and
- Uses the State's assessment system described in §200.2 of the Title I regulations to review the effectiveness of the program

Gaston County Schools District leadership has decided to provide supplementary services through salaries for additional staff at each of the two schools listed.

The district is responsible for ensuring students in Title I eligible schools receive services and ensuring these services "add value" beyond the general curriculum.

GCS support student achievement toward meeting the State's standards and serve children who are failing, or most at risk of failing.

The district will use the State's assessment system described in §200.2 of the Title I regulations to review the effectiveness of these positions.

Warlick Academy 1 Teacher and 1 TA

Hunter Huss HS 3 Teachers 3 TAs

14. Targeted Assistance Schools (please make sure this aligns with ESSR) (SEC. 1115)

☒ **All served schools operate a SW program only (Skip to Question 15)**

15. If Title I funds are identified as Unbudgeted Reserve as a Set Aside, please provide justification.

☒ **No funds placed in unbudgeted reserve (Skip to Question 16)**

16a. District-wide Instructional Initiative Set-Aside

☐ **Check here if you are not setting aside remaining or current year funds for District-wide Initiative.**

If using current year and/or remaining funds for District-wide Instructional Initiatives (in Set-asides, Line 11) during 2025-26, please briefly describe how the funds will support the initiative(s).

Instructional Facilitators will provide employees increased access to instructional coaching and support and quality, research-based professional development. Instructional Facilitators will provide school level professional development based upon the needs of the school as identified in the school comprehensive needs assessment. Instructional Facilitators will work with classroom teachers through their professional learning communities to improve instruction, analyze data, model lessons and assist classroom teachers in planning lessons that are aligned to the standards. Instructional

Facilitators will meet with their principal to develop a Professional Development plan for their school based on their needs assessment. The plan will include the specific dates of the workshops/training and will also include an evaluation of the professional development. Prioritized support is provided to our high need schools through Instructional Coaches, Instructional Facilitators and Data Specialist that are funded with Title I. In support of goal 2.1 of the Gaston County Schools Strategic Plan,

Title I schools will increase third grade End of Grade reading average proficiency to the district average of 55%. In grades 1-3, TRC middle of year and end of year data reflect a need for strategic focus on the written comprehension component of iReady. mClass and School net data.

These support teams provide intensive support to these schools through the following: 1) Extensive instructional lesson plans for teachers 2) Instructional support through model lessons and weekly Professional Learning Community participation

3) Instructional Facilitators evaluate and disaggregate student data and create and implement individualized instructional professional development to provide maximum support for individual teachers.

The top tier of our high need at-risk schools with the highest % of low income students will received additional support addressing the subgroup deficiencies such as SWD, ESL, Hispanic and Black.

Data Integration Specialist will provide school-level support to help schools use data to improve their schools and increase student achievement. This employee is responsible for conducting data integration support at the district level and supporting school-level administrators and teachers in their data

integration efforts. This support staff is responsible for being the district-level expert for analyzing data extracted from all educational platforms.

The Instructional Coach is a school-based position responsible for supporting teachers in the design, development, and implementation of instruction that promotes effective teaching and learning across all content areas. This role focuses on supporting teachers in the creation of high-quality educational experiences that are aligned with best practices in pedagogy and instructional design, and that can be adapted to meet the diverse needs of AIG, ML, EC, and regular education students.

16b. Professional Development for Teachers Set-Aside

☒ ☐ Check here if you are not setting aside remaining or current year funds for Professional Development for teachers at Title I Schools.

If using current year and/or remaining funds for PD for Teachers at Title I schools (in Set-asides, Line 11) during 2025-26, please briefly describe how the funds will support the PD.

Gaston County Schools is committed to providing high-quality, sustained, and ongoing professional development that is continuously evaluated for effectiveness. All opportunities are carefully reviewed and aligned with one or more of the North Carolina Professional Teaching Standards to ensure relevance and rigor. In addition, each school site offers professional learning tailored to staff needs and aligned with their school improvement goals.

Districtwide, professional development topics include classroom management, MTSS, team building, technology integration, and leadership development, among others. Our instructional support team serves as a vital resource in delivering curriculum and professional learning opportunities that directly support the district's strategic priorities. Teachers across K–12 engage in ongoing training designed to keep them current with best practices, innovative strategies, and research-based instruction that drives student achievement.

Professional learning follows a balanced and responsive approach. Initiatives such as the LETRS model in elementary schools, core curriculum implementation, inquiry-based mathematics, and exemplary instructional strategies equip teachers to meet the diverse needs of their students. Through content-specific training, educators are empowered to become facilitators of learning at every level.

Our Teacher Support Facilitators play a critical role in advancing the district's vision. They support schools by collaborating with teachers and administrators on curriculum, assessment, and strategic planning. These facilitators also analyze data to identify instructional needs and design targeted professional learning aligned with North Carolina standards to elevate teaching and learning across the district.

To strengthen teacher retention, the Beginning Teacher Mentor Specialist and Teacher Support Facilitators provide direct coaching, mentorship, and resources to early-career educators. The district is proactive in recruiting both in-state and out-of-state candidates offering early contracts to attract and retain high-quality teaching professionals. Through strategic professional development and strong support systems, Gaston County Schools is investing in its educators to ensure all students experience meaningful, high-impact learning every day.

16c. CSI/TSI Set-Aside

☒ ☐ Check here if you are not setting remaining or current year aside funds for CSI/TSI schools (these are funds above and beyond PRC105 and

PRC115).

If using current year and/or remaining funds for CSI/TSI schools (in Set-asides, Lines 7 and 8) during 2025-26, please briefly describe how the funds will support the schools.

CSI/TSI funds will be used to address the subgroups that has been consistently under performing academically for the past several years. Teachers in these schools will be provided professional development and training in the areas of best practices and strategies for working with students with disabilities, English language learners and as well as academically challenged students. not meeting state standards and graduation cohorts. These are the areas designated as areas of needs in our schools.

17. Supplement, Not Supplant (SEC. 1118(b)(1)-(4))

☒ * The LEA attests that district reservation of state and local funds is used in a Title I neutral manner.

* A Local Educational Agency (LEA) shall use Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds. Describe the methodology used to allocate State and local funds to each school receiving assistance under this part, thus ensuring that such school receives all the State and local funds it would otherwise receive if it were not receiving assistance under this part.

Gaston County Schools ensures that federal funds are used to supplement not supplant by using a standard formula to determine allocations for all schools. For example allotments are assigned based on the Average Daily Membership. See chart below.
Category Basis of Allotment (Funding Factors are rounded)
Classroom Teachers (PRC 001)
Grades Kindergarten 1 per 18 in ADM. Grade 11 per 16 in ADM.
Grades 2 - 3 1 per 17 in ADM.
Grades 4 - 6 1 per 24 in ADM.
Grades 7 - 8 1 per 23 in ADM.
Grade 9 1 per 26.5 in ADM .
Grades 10 - 12 1 per 29 in A DM.
Teacher Assistants (PRC 027) Th e number of classes is determined by a ratio of 1:21. K - 2
As per every 3 classes; Grades 1-2 - 1 TA for every 2 classes; and Grade 3 - 1 TA for every 3 classes
Instructional Support (PRC 007)1 per 218.55 in ADM.
School Building Administration (PRC005)Schools opening prior to 7/1/2011 are eligible for 1 per school with at least 100 Principals ADM or at least 7 state paid teachers or instructional support personnel.
Schools opening after 7/1/2011 are eligible for 1 per school with at least 100 ADM only.
Assistant Principals month per 98.53 in ADM (rounded to nearest whole month)
Career Technical Ed. - MOE (PRC 013)Base of 50 Months of Employment per L EA with remainder distributed
Classroom Materials/Instructional (PRC 061)\$30.12 per ADM plus \$2.69 per ADM in grades 8 and 9 for PSAT Testing Exceptional Children Teachers Elementary 1:30-35, Middle/High 1:40
ESL Teachers Allotments are on multiple factors including the number English Learners and level of English proficiency as determined by the state English proficiency test.