

**Gaston County Schools (360) Regular Local School District - FY 2023 - FP-Consolidated - Rev 1 - Title IA PRC 050**

**"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):  
May 23, 2022

**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. Carryover (Estimated as of June 30th)**

\$ 2,358,113.41 A. Total Carryover from previous year's budget

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

\$ 2,294,009.67 C. Carryover for school allocation - Amount must be the same value as Line 16 on the Set Asides Page, 'Current Fiscal Year' column.

\$ 64,103.74 D. Carryover for Private School Proportionate Share - Amount must be the same value as Line 2 on the Set Asides Page, 'Carryover' column.

\$ 0.00 E. Remaining Carryover not included in B, C or D. (List use of funds below to include same values entered in Set Asides, 'Carryover' column)

Funds will be used to assist our schools with the highest concentration of poverty in our district as well as district wide Parent Engagement workshops.

**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. (Districts and Lab Schools only)

Schools directly and indirectly distribute the Annual School Report Cards in compliance with Title I requirements. (Districts, Charters and Lab Schools)

\* 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. (Districts, Charters and Lab Schools)

**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

January 2022

Household Application

\* Date(s) collected  
January 2022

Other (please explain in text box, below)

\*

Although data was collected January 2022 the actual data used to identify membership was taken from 2019/20 poverty rate with the 2021/22 ADM.

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 the number of students who qualify for free and reduced price lunch through use of household applications and Direct Certification. Direct Certification is used to determine eligibility for the 19 schools that participate in Community Eligibility Provision while household applications are collected from the schools who do not participate in Community Eligibility Provision. Membership data is collected from Power school monthly reports. Membership and Low Income data was collected from January 2022.

\*\*Because of COVID 19 the district is allowed to use rate from the 2019/20 school year.

1. Gaston County Schools used Direct Certification and household application data 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. (One *In-District Affirmation* form for each of these schools must be uploaded in the Consolidated Related Documents section.)

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

1) 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

2) One or more private schools located in this district have accepted **Title I-A** equitable services and enroll low-income student(s) living in a **Title I-A** served enrollment zone or a comparably served enrollment zone of a different district:

- Yes
- No or N/A

If YES is checked for either statement 1) or 2), above, the district is attesting that collaboration with other districts involved has and will continue to occur to ensure appropriate Title I-A equitable services are provided to eligible students. (An *Out-of-District Affirmation* form must be uploaded in the Consolidated Related Documents section for each out-of-district school the district provided equitable services notification to, whether the school consulted or not.)

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

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

Tina Peterson

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

ispeterson@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.

The program will collaborate with various other departments within the LEA to prioritize services for homeless students. Title I will work to provide funding to homeless students in all schools through tutoring, credit recovery, grade recovery and other academic interventions that keep students on track for grade promotion and graduation. Instruction and Technology departments will also work to ensure that the appropriate curricular services are delivered with the necessary tools. 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. This involves conducting presentations and forums, at churches, community organizations such as the Chamber of Commerce, Lions Clubs, Rotary Clubs, etc. The program will also work closely with the local homeless shelters including the Salvation Army, With Friends, Catherine's House, the women's shelter, Family Promise, and Hope Youth Network. 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. The Homeless Liaison will continue to work with the local Continuum of Care (CoC) to address the housing and service needs of people who are homeless in Gaston County.

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

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

Tina peterson

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

ispeterson@gaston.k12.nc.us

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

Stacy Huffman

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

shuffman@gaston.k12.nc.us

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

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

Deanna Murphy

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

dkmurphy@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:**

- Prepare flyers and applications in English and Spanish Secure Spanish translator for application process, answering parent questions, etc.
- Arrange for application process at location close to residence if at all possible Distribute flyers through elementary schools, local agencies, apartment complexes, mobile home parks, ethnic stores, etc.
- Make registration information, application, etc., available on website
- Implement a flexible screening schedule with Pre-K Administrative staff and Pre-K teachers available to meet families and answer questions
- Give each child who registers a book about going to preschool
- Transitioning into the NCPK classroom:
  - Prepare letters of acceptance into program with program information in English and Spanish
  - Contact families to set up home visits and introduce self
  - Make home visits before Pre-K begins (Spanish translator provided)
  - Provide Family Handbook (English and Spanish)
  - Hold classroom orientation
  - Implement a staggered entry schedule
  - Read stories about first days of school
  - Prepare child's "personal space" in classroom with family photo, etc.
  - Provide assistance with health exams; obtaining birth certificates, etc.
- During school year:
  - Visit Kindergarten playground
  - Take field trips with Kindergarten
- Experience journal writing

- Practice raising hands for recognition
- Visit in media center and computer lab
- Have Kindergarten children come in as “guest readers” “Meet with needed personnel if child has IEP or any special need Read books about Kindergarten
- Hold Parent conferences and meetings
- Provide school policies, handbooks, etc.
- Introduce children to school personnel
- Transitioning into Kindergarten (or other setting:
- Visit Kindergarten classrooms (includes Head Start and private childcare programs)
- Eat in school cafeteria (includes Head Start and private childcare programs)
- Have current health assessment and immunizations
- Begin to wait in common area with Kindergarten children
- Have an End-of-year celebration
- Participate in Field Day with Kindergarten
- Give families information about Kindergarten (registration dates, documentation required, etc.)
- Have families meet Kindergarten teachers and principal and have opportunity for questions, etc.
- Provide Kindergarten Here We Come handbook (includes Head Start and private childcare programs)
- Have End-of-year family conference
- Meet with IEP team to plan for K transition
- Assist families with K registration (includes Head Start)
- Extend length of large group time
- Talk with children about Kindergarten
- Read books about Kindergarten
- Encourage use of book bags
- Design a START session around transition to K
- Screen Pre-K children

- Distribute book on going to Kindergarten for children to take home
- Provide portfolio of Pre-K child's work to K teacher
- Visit Pre-K child in new K 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)

**B. LEA Preschool Programs (check all that apply)**

- None - This option is available ONLY to charter schools. Move to section 10.
- Title I Preschool
- Preschool set asides (line 10 on the Set Asides page)
- School Allocation funds per schoolwide decision process

- Exceptional Children
- Head Start
- NC Pre-K
- Other (describe below)

**C. Title I Full-Eligibility Preschool Classrooms**

This is a preschool classroom that meets all the following conditions:

- 100% of the children in the classroom are documented as eligible for Title I preschool.
- Some of the children may also qualify for NC Pre-K.
- The classroom may be funded 100% with Title I dollars, although other sources of funding may be utilized.

Does the LEA have one or more Title I Full-Eligibility preschool classrooms?

- No - Move to Part D



Yes - Complete the following:

- Total number of children in full-eligibility classrooms
- Total number of Title I children in full-eligibility classrooms who also qualify for NC Pre-K
- Total amount of Title I funds, allocated to full-eligibility classrooms
- NC Pre-K funding per child, per month allocated to full-eligibility classrooms

**D. Title I Blended-Eligibility Preschool Classrooms**

This is a preschool classroom that meets all the following conditions:

- Some, but not all, children are documented as eligible for Title I preschool.
- Some, but not all, of the funding comes from Title I.
- The proportion of Title I funding is determined by the percentage of Title I-eligible children enrolled in the classroom.
- Cost allocation is required.

Does the LEA have one or more Title I Blended-Eligibility preschool classrooms?

No - Move to section 10

Yes - Complete the following:

- Total number of children in blended classrooms
- Total number of Title I children in blended classrooms
- Total number of Title I children in blended classrooms who also qualify for NC Pre-K
- Total amount of Title I funds, allocated to blended classrooms
- NC Pre-K funding per child, per month allocated to the blended classrooms

Indicate the proportion of preschool funding for blended classrooms by program:

- % Title I
- % NC Pre-K
- % Exceptional Children
- % Other (describe below)

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**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.

Type	Documents	Document Template	Document/Link
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Current MOU/MOA with Head Start [Upload up to 1 document(s)] [Current MOU/MOA with Head Start FY23](#) [Pre K MOU May 2022](#)

Enter the effective dates for the MOU/MOA:

\* Start Date:

05/10/2022

\* End Date:

06/01/2023

### 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. A Manufacturing Career Expo is offered annually. This program transports over 800 middle and high school students from 22 schools to Gaston College to learn about local manufacturing career opportunities available to them in Gaston County. Approximately 15 businesses participate and become teachers for the day informing students about careers they offer. The Students @ Work program is offered annually and allows all 8th grade middle schools students in the county to tour 25 local businesses so they can gain first-hand knowledge of the career opportunities that are available to them locally. Educators in the Workplace is also offered to 5th – 12th grade teachers annually so they can gain firsthand knowledge about local career opportunities. This program allows educators to tour and learn about local businesses in the community and the career opportunities they can potentially offer students.

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.

## 12. Reduce Overuse of Discipline Practices (SEC. 11112(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 11111(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, clearly defined classroom expectations, including routines and procedures and a school wide agreement among the staff regarding what is a minor or major 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 five elementary and top five 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:
▼	\$		\$

\*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

**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)**

If operating TAS programs, describe the process for selecting students served (1112(b)(9)):

**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 funds for District-wide Initiative**

If setting aside funds (Line 12 - District-Wide Instructional Initiative on Set Asides, 'Current Fiscal Year' column page), describe initiative(s):

Academic 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 Literacy Teachers, Content Teachers and Academic Facilitators 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 from 43.67% to the district average of 51.45%. 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 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) Academic 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.

**16b. Professional Development for Teachers Set-Aside**

**Check here if you are not setting aside funds for Professional Development for teachers**

If setting aside funds (Line 6 - Professional Development for Teachers on Set Asides page), describe how funds will be used:

All professional development provided is high quality, sustained, on going, and evaluated for its effectiveness. For example, all professional development opportunities are carefully reviewed and must be aligned to at least one of the North Carolina Professional Teaching Standards. Additionally, school sites provide professional development opportunities specific to staff needs and school improvement plans.

Gaston County Schools will provide professional development on topics such as classroom management, MTSS, culturally relevant instruction, team building, Digital Learning Competencies and leadership development to name a few. These employees perform a variety of tasks as a resource in curriculum and professional learning for the district. On-going training for K-12 teachers is provided to keep them abreast of current trends, instructional strategies and practices that meets the needs of students and ultimately improves student achievement. Through content specific training, teachers are empowered to become facilitators of learning for students at various levels in the classroom.

Training is focused on a balanced approach, which includes implementing the balanced literacy model and reading/writing across the curriculum, writing standards, the prioritized curriculum, inquiry based math, and exemplary instructional strategies. Academic Facilitators assist teachers and administrators in curriculum, assessment and organizational goals of the school system by providing collaboration and consulting services system-wide. Some additional responsibilities include developing pacing guides, assessments and power standards. In an effort to ensure alignment to the North Carolina academic standards, Academic Facilitators review, recommend and develop support materials that enhance teaching, learning, and achievement. They also disaggregate data to determine district instructional needs, develop, and deliver professional learning specific to increasing student achievement district wide. The Teaching and Learning Conference is an annual, one day, professional development event offered to all Gaston County employees and participating non-public schools. This conference not only offers an opportunity for educators to learn from one another but it provides leadership opportunities for teachers and administrators. This person works directly with new teachers in Gaston County and provides assistance and support to these individuals in order to improve the rate of teacher retention in the Gaston County Schools. In order to have qualified teaching staff, recruiting in state and out of state and offering early contracts is crucial for Gaston County Schools which one of the responsibilities of the Beginning Teacher Mentor Specialist.

#### 16c. CS/TSI Set-Aside

Check here if you are not setting aside funds for CS/TSI schools (these are funds above and beyond PRC105 and PRC115)

If setting aside funds (Line 5 School Improvement Interventions and Line 5.1 Financial Incentive for CS/TSI schools on Set Asides page), describe how funds will be used:

CS/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.

**Sample Methodology Information:** <https://files.nc.gov/dpi/documents/program-monitoring/resources/ccip/funds.pdf>

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) The 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.