

# **ONE TEAM, ONE MISSION:**



**Designing, Implementing, and Monitoring  
an Effective Title I Program**

**Prince George's County Public Schools, Maryland**

# Welcome and Introductions

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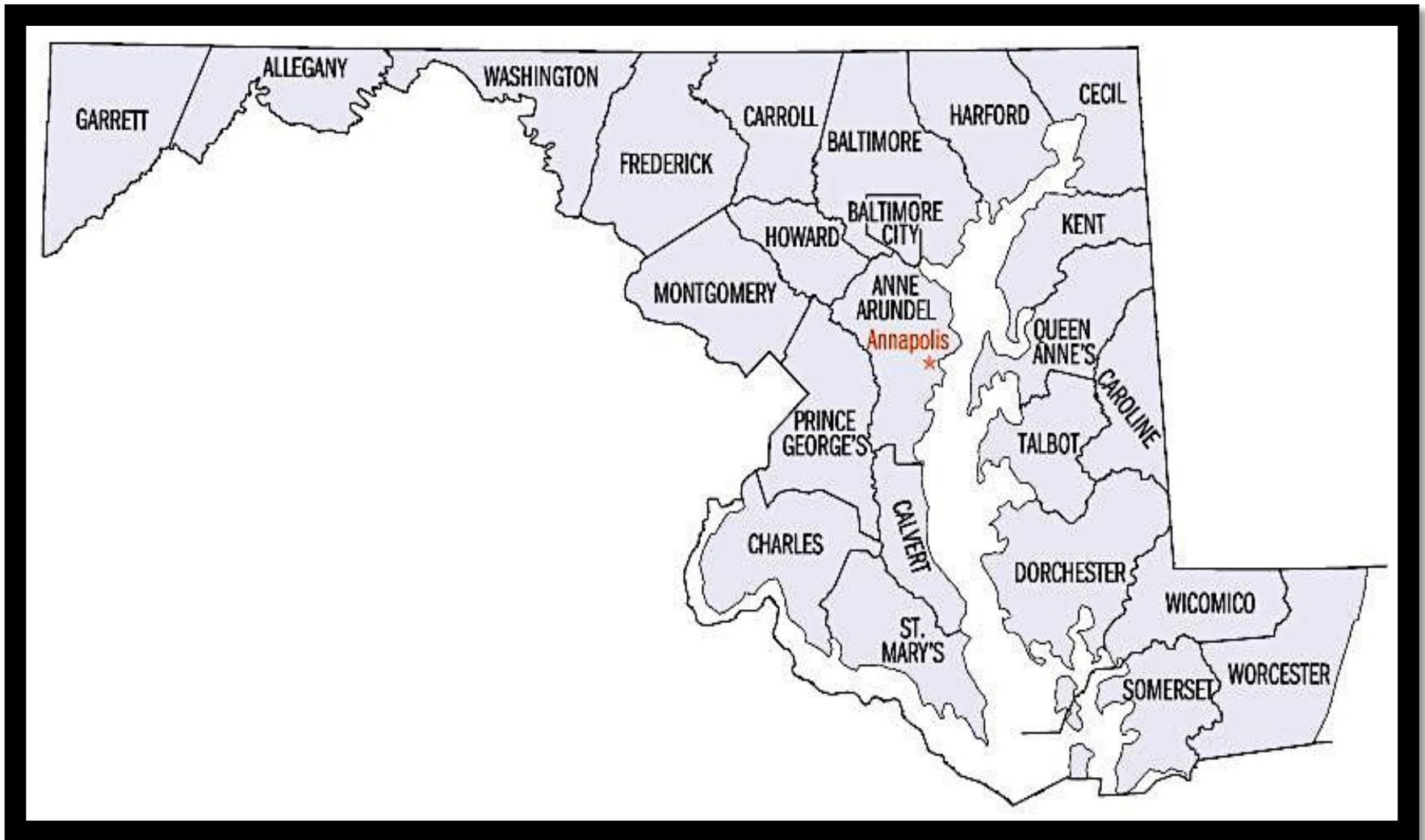
Title I Instructional Specialists

Prince George's County Public Schools, Maryland

# Purpose/Objective

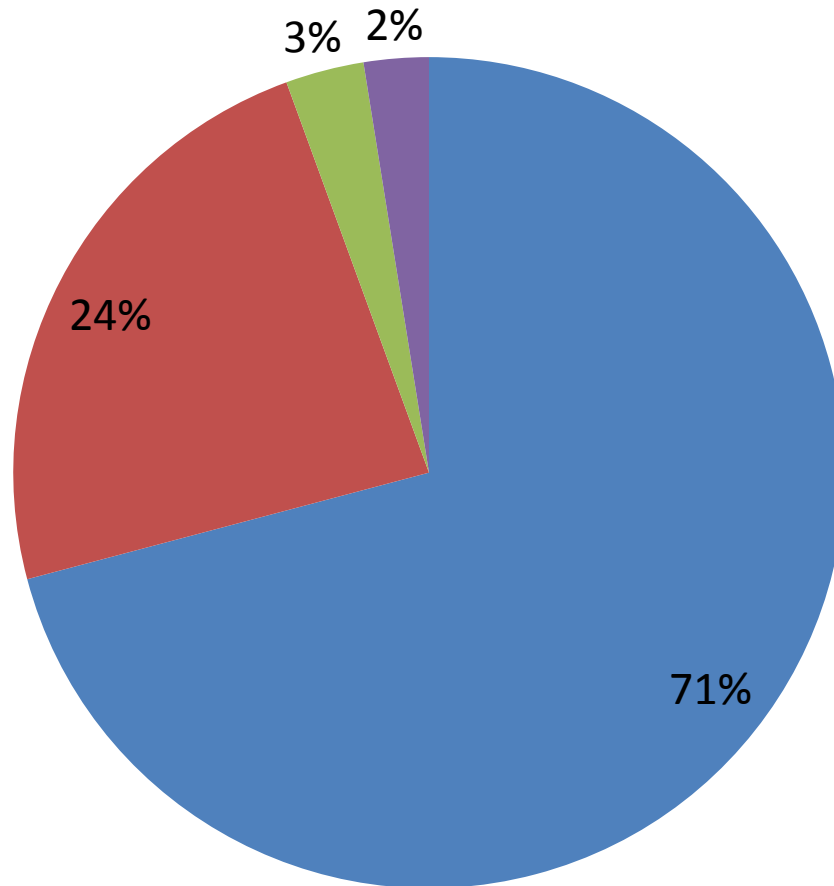
Identify and describe key systems and structures that Prince George's County Public Schools (PGCPS) use to design, implement, and monitor a comprehensive Title I program.

# Where in the World is Prince George's County Maryland?



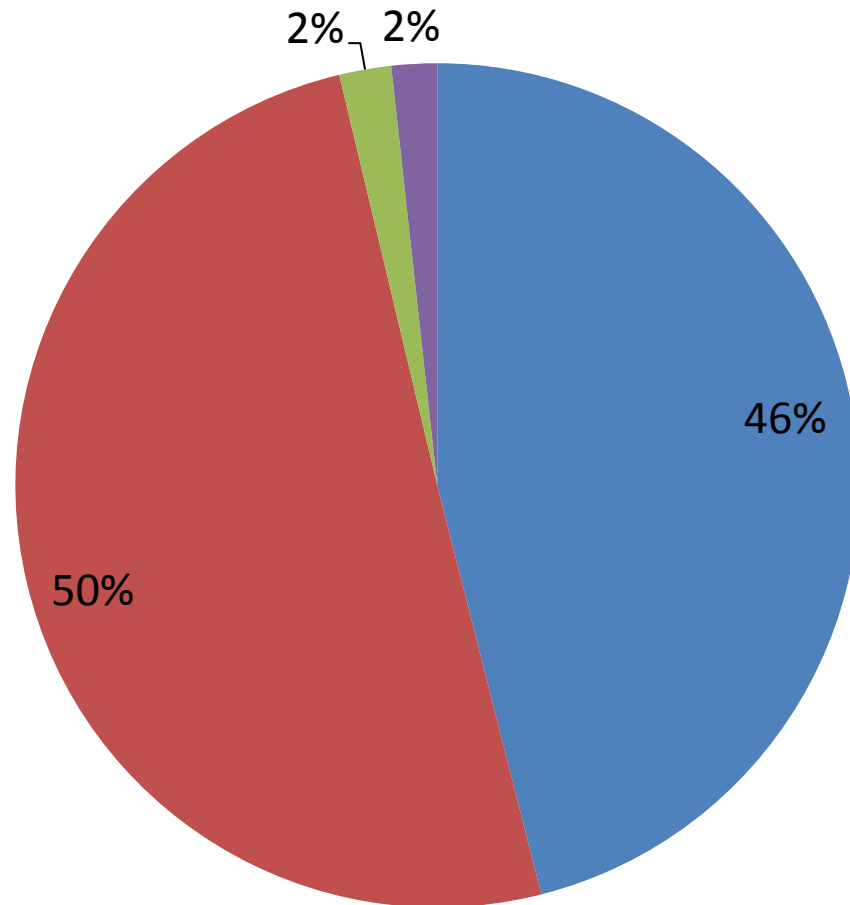
# PGCPS Student Demographics

■ African American   ■ Hispanic/Latino   ■ Caucasian   ■ Asian

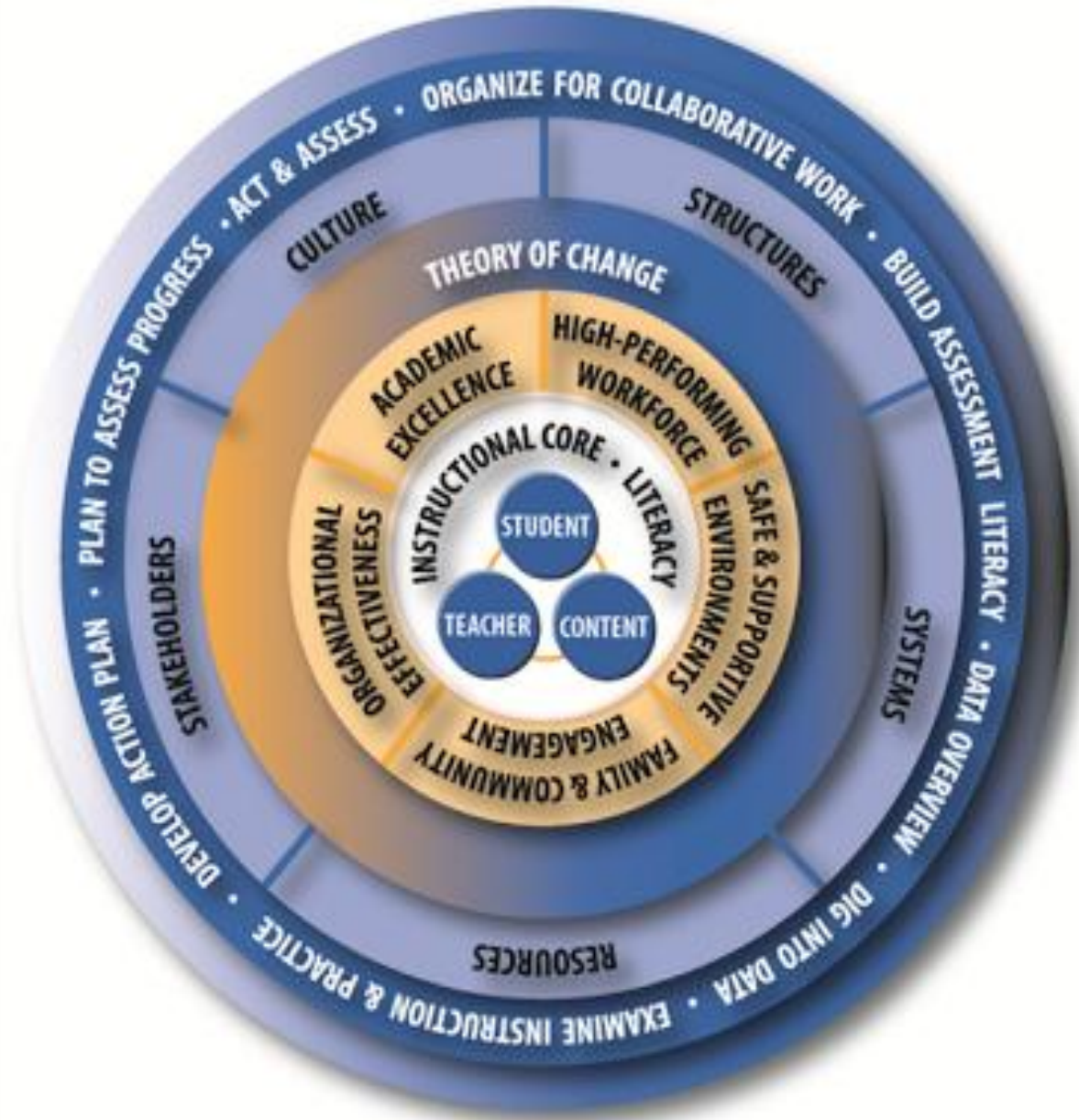


# Title I Student Demographics

■ African American   ■ Hispanic/ Latino   ■ Caucasian   ■ Asian



# Coherence Framework







# Structures

“Structures help define how the work of the schools/district is organized. It includes how people are organized, who has responsibility and accountability for results, and who makes or influences decisions.”

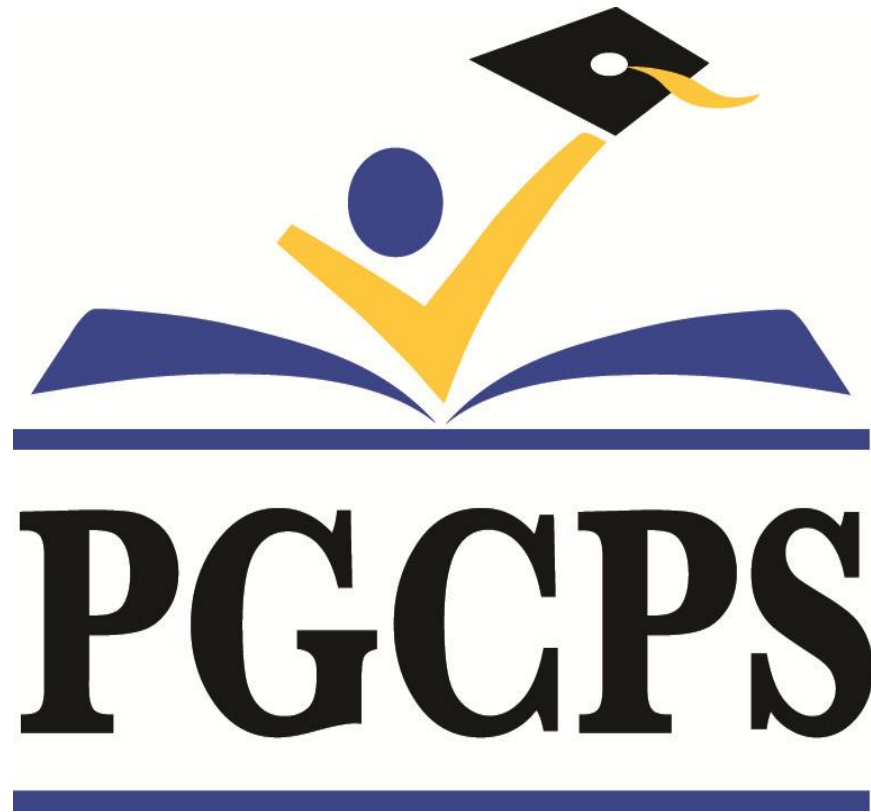
# Systems

“Systems are the processes and procedures through which work gets done.”



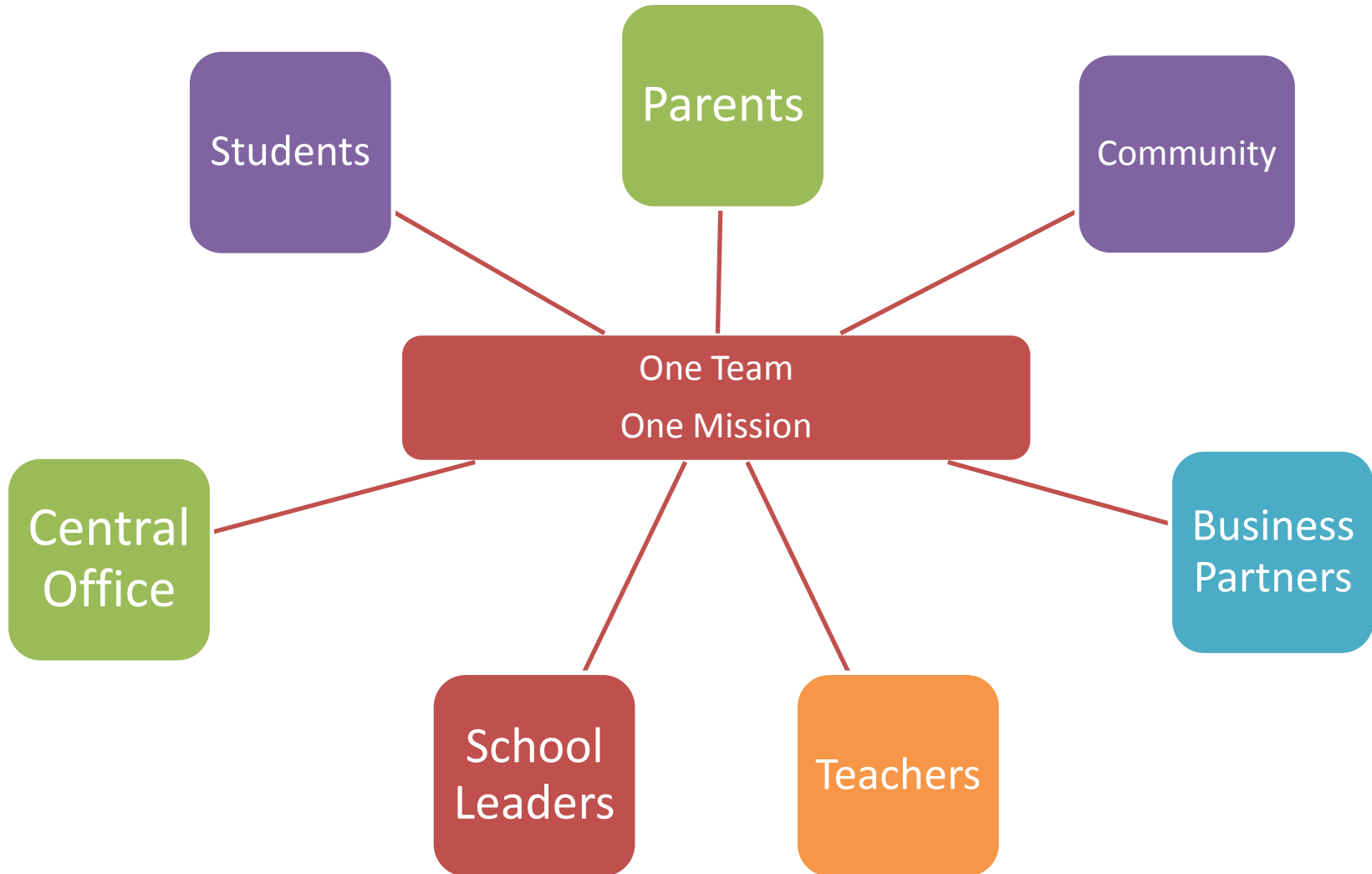
**STRUCTURES**

This is how WE do it!



**Designing**

# Designing Your Title I Program



**Designing**  
**Your Title I Program**



# Comprehensive Needs Assessment

Schoolwide Reform Strategies

Certified Teachers

Professional Development

Parental Involvement

Transition

Teacher Decision Making

Activities for at-risk students

Coordination of Programs and Services



# Designing Your Title I Program

- Analyze multiple forms of quantitative and qualitative data for the core content areas
- Discuss what trended data indicates about student performance
- Identify student strengths, weaknesses, and contributing factors
- Identify gaps in subgroup performance
- Provide a discussion of the school's climate data

# Design

## Structures

- TICP\* Workshops
- TICP\* Website
- SPMT\* Meetings
- Data Review Meetings
- Parent Engagement Meetings

## Systems

- Timelines
- Rolling Agendas
- TICP\* Guidelines, Templates, and Supporting Documents

\*Title I Component Plan

\*School and Planning Management Team

**Implementing**

# Implementing Your Title I Program

**MAKE  
THINGS  
HAPPEN**

# **Implementing Your** **Title I Program**

# Implementing your Title I Program

## Integrated Support Teams

Instruction  
Budget  
Technology

# Implementing

## Structures

- TICP Website
- Budget Clinics
- Professional Development
- Integrated Support Teams
- COSSN Meetings
- Leadership Meetings

## Systems

- Timelines
- Determining Roles and Responsibilities
- Rolling Agendas
- Standard Operating Procedures

# Monitoring



# Monitoring your Title I Program



# **Monitoring Your Title I Program**

## First Quarter

Title I Component Plan  
Peer Review

## Second Quarter

Title I Binder Review

# Program Monitoring

## Fourth Quarter

End of Year Summary  
and Next Steps

## Third Quarter

School Site Visit

# In-Depth Program Monitoring

Student  
Achievement

```
graph TD; SA[Student Achievement]; FA[Fiscal Accountability]; PI[Program Implementation]; FA <--> PI; SA <--> FA; SA <--> PI;
```

The diagram illustrates the interconnected nature of three key program monitoring components. At the top is a red box labeled 'Student Achievement'. Below it are two boxes: a purple box on the left labeled 'Fiscal Accountability' and a green box on the right labeled 'Program Implementation'. A horizontal double-headed green arrow connects 'Fiscal Accountability' and 'Program Implementation'. Two diagonal double-headed arrows, one purple and one red, connect 'Student Achievement' to each of the bottom boxes, indicating a bidirectional relationship between all three elements.

Fiscal  
Accountability

Program  
Implementation

# Monitoring Your Title I Program

## Structures

- COSSN Meetings
- Leadership Meetings
- Instructional Support Team Meetings
- Intradepartmental Meetings

## Systems

- Quarterly Monitoring Timelines
- Budget Spend Down Reports
- Feedback/Debriefing Tools
- Title I Binders
- State Program Review(s)



**In Conclusion**

# Possible Benefits from...

## Deliberate Use of Structures and Systems

- Fostering greater productivity;
- Improving collegial and collaborative activities that will promote effective communication and problem solving;
- Supporting change and improvement efforts;
- Building commitment and motivation among stakeholders;
- Focusing attention on what is important and valued.

*Adapted from:*

Fisher, D., Frey, N., & Pumpian, I. (2012). *How to create a culture of achievement in your school and classroom*. Alexandria, VA; ASCD.





# Contact Information

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