

This meeting is being recorded

# Empowerment Basics for District Liaisons

Alaska Department of Education and Early Development  
Christy Roe (School Improvement Program Manager)  
Kevin Dennis, Evan Hummel, Kristie Parsons (Empowerment Specialists)

Part 1: November 18, 2025

Part 2: December 2, 2025



# Mission, Vision, and Purpose

Mission	Vision	Purpose
An excellent education for every student every day.	All students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them. - Alaska Statute 14.03.015	DEED exists to provide <b>information, resources, and leadership</b> to support an excellent education for every student every day.

# Agenda Day 2

- 3 Year Plan Overview and Resources
- Appendix F, Plan Rubric
- Navigating GMS
- Funding uses and Allowability
  - Resource Sharing: SI Budget Template
- QPMR
  - Resource Sharing: QPMR Process and Training
- Playbook Updates, resources

# SIP General Overview

Step 1 Conduct Needs Assessment	Step 2 Create Actionable Plan	Step 3 Implement, Monitor, and Adjust Plan	Step 4 Reflect, Celebrate, Share
Engage internal and external stakeholders to: <ul style="list-style-type: none"><li>• understand context,</li><li>• identify assets and challenges, and</li><li>• create goals with outcomes, aligned to Alaska’s Challenge, to improve student learning and success.</li></ul>	Create an actionable plan, informed by the needs assessment, to: <ul style="list-style-type: none"><li>• design strategies and actions to reach goals,</li><li>• identify evidence-based programs and services to strengthen equitable instruction and supports to students and families,</li><li>• leverage assets to address challenges, and</li><li>• identify measurements for success.</li></ul>	Implement plan using community partnerships to: <ul style="list-style-type: none"><li>• complete all actions and strategies,</li><li>• monitor progress and adjust as needed to stay the course, and</li><li>• report progress and accomplishments to internal and external stakeholders.</li></ul>	Recognize successes and use lessons to: <ul style="list-style-type: none"><li>• celebrate successes,</li><li>• reflect and apply lessons learned to continued planning, and</li><li>• contribute to the larger Alaska education system.</li></ul>



# 3-Year Plan

- The School and Community Leadership Team uses the four big conclusions to develop a Successful School Improvement Plan, leveraging assets and addressing challenges to increase performance of students and the school with community support.
- Resources
  - Agenda
  - Template
  - Exemplar
- Facilitation Suggestions

# 3-Year Plan Agenda

Time	Person Responsible	Agenda Item	Minutes (Summary of Key Points)	
2 mins	Principal	<b>Welcome and Meeting Opening</b> (Opening routine)		
2 mins	Facilitator	<b>Review Meeting Purpose and Agenda</b> (Quick agenda walkthrough)		
2 mins	Process Observer	<b>Review Norms</b> (Post Norms visible in meeting room)		
5 mins	Principal	<b>Review 4 BIG CONCLUSIONS from Four BIG CONCLUSIONS Form</b>		
90 mins	Principal	Develop goals, strategies, and milestones for three years (Successful School Improvement Plan form)		
60 mins	Principal	Develop actions for each milestone. (Successful School Improvement Plan form)		
1 min	Facilitator	<b>Next Meeting Reminder</b> (Date and Time)		
2 mins	Process Observer	<b>Process Observation Reflection</b> (Process Observer reports out with specific examples on how the team followed the norms)		
	Facilitator	<b>Adjourn</b> (Close the meeting with agreed upon routine)		
		Actions Identified to be Completed*	Completion Date	Person(s) Responsible
5 mins	Note Taker	Complete Successful School Improvement Plan		

# 3-Year Plan Template

School Plan

School plans are built from the 4 Big Conclusions surmised through the program, profile, and practice reviews. This is a 3year plan based from data collected through the reviews and created in collaboration with school and community members (SCLT).

Goals & Strategies

Goal #1: Click or tap here to enter text.

Measures:

Indicator(s)	Data Source	Baseline	Target Yr 1	Target Yr 2	Target Yr 3
1.					
2.					

Strategy #1: Click or tap here to enter text.

Measures:

Indicator(s)	Data Source	Baseline	Target Yr 1	Target Yr 2	Target Yr 3
1.					
2.					

Year 1 Milestones and Actions

Milestone 1:

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1.					
2.					
3.					

# 3-Year Plan Template

**Goals:** Are aspirational, yet attainable over the course of several years. The SCLT should limit the number of goals to no more than four, allowing for deep, meaningful work that will make a significant impact on performance

**Strategies:** Strategies describe the work the school will undertake in pursuit of its student-focused goals. A strategy should take two to three years to implement and be informed by data and key learnings from the needs assessment.

# 3-Year Plan Template

**Milestones:** Milestones are large pieces of work to implement strategies. A milestone represents one year's work, so often there are multiple milestones over more than one year to implement a strategy.

**Actions:** Actions are the incremental steps to complete a milestone; a milestone may require multiple actions. For each Action, the SCLT needs to consider the resources required, roles and responsibilities of those involved, as well as the timeline.

# 3-Year Plan Exemplar

Goal # 1. All ABC Elementary School students will develop the skills and habits for reading and mastering challenging text.					
Measures					
Indicator(s)	Data Source	Baseline	Target Yr. 1	Target Yr. 2	Target Yr. 3
1. The percentage of students whose grade-level reading achievement has increased.	DIBELS Grade level reading assessments	To be established 2022-2023 school year	10% increase of students moving up to the next level annually	10% increase of students moving up to the next level annually	10% increase of students moving up to the next level annually
	MAP Fall and Spring testing	23% 2021-2022 School Year	35%	45%	55%
	Core curriculum program assessments	To be established 2022-2023 school year	5% increase of students reading at grade level annually	15% increase of students reading at grade level annually	35% increase of students reading at grade level annually

\*Note- the exemplar contains 3 goals. School Improvement is recommending 1-3 goals for the School Improvement Plan, with a minimum number of 1 goal. At least one goal in the school improvement plan MUST be an academic goal.

# 3-Year Plan Exemplar

<b>Strategy # 1.</b> If we systematically implement the DIBELS progress monitoring and identify students' skill deficiencies, then teachers use data to plan and deliver reading/literacy instruction and support matched to student needs, and students will meet their growth targets in reading.					
Measures					
Indicator(s)	Data Source	Baseline	Target Yr. 1	Target Yr. 2	Target Yr. 3
1. School teams (e.g., School Leadership teams, grade level teams, vertical teams, subject area teams, PLCs) use student learning data and instructional strategy data to design fluid instructional groupings that respond to student need (Sc-3A.3).	DIBELS Assessment data	Fall 2022	100% of k-8 teachers are progress monitoring all students' reading skills monthly using DIBELS	100% of k-8 teachers are progress monitoring all students' reading skills every two weeks using DIBELS	100% teachers are progress monitoring all students' reading skills weekly using DIBELS
	Lesson Plans	Fall 2022	65% of random sample of lesson plans include using data to inform, adjust, or differentiate instruction	80% of random sample of lesson plans include using data to inform, adjust, or differentiate instruction	100% of random sample of lesson plans include using data to inform, adjust, or differentiate instruction
	Principal Walkthroughs	Fall 2022	75% of completed walkthroughs indicate use of data to inform and deliver instruction	100% of completed walkthroughs indicate use of data to inform and deliver instruction	100% of completed walkthroughs indicate use of data to inform and deliver instruction



# Plan Rubric

## Appendix F, Empowerment Playbook (pg. 176-181)

This form is part of the Empowerment Process for School Improvement and is to be used as a self-assessment to review and improve school improvement plans. This is a supplemental resource and is not collected by DEED.

School: \_\_\_\_\_ Principal: \_\_\_\_\_

Date of Review: \_\_\_\_\_ Plan Reviewer: \_\_\_\_\_ Email \_\_\_\_\_

SETTING THE STAGE

The rubric below is used to review evidence of a School and Community Leadership Team, its structure, and routines.

Element	0 points	1 point	2 points	3 points	Score	Comments /Suggestions
School and Community Leadership Team	A School and Community Leadership Team has not been identified.	A School and Community Leadership Team has been established and attempts have been made to identify and include at least one community member.	A School and Community Leadership Team has been established and includes at least one community member.	The School and Community Leadership Team has representation of all identified stakeholders, including students where appropriate.		



# Plan Rubric

## Appendix F, Empowerment Playbook (pg. 176-181)

Element	0 points	1 point	2 points	3 points	Score	Comments /Suggestions
			<i>Some data may not be included due to lack of availability.</i>			
<b>Practice Review</b>	Practice Review is incomplete.	Practice Review is partially completed.	All indicators have been reviewed and rated. Descriptions of the indicators include examples, artifacts, or evidence that explains the ratings reached by the Team and faculty.	The key learnings align with practice ratings and prioritization of indicators.		
<b>Program Review</b>	Program Review is incomplete.	Program Review is partially complete and includes review of current reading programs.	All programs, including current reading programs, have data to determine both fidelity of implementation and impact on student learning.	Key learnings reflect what data are indicating, including key learning about current reading programs, and includes cost considerations.		
<b>School Community Review</b>	School Community Review did not occur.	School Community Review occurred.	Community comments/input are documented.	There is evidence that community comments/input are used to inform strengths, concerns, and priorities.		

# Navigating GMS

(Christy will screenshare here)



# School Improvement Funding Uses

- Evidence-based interventions for math and/or literacy
  - Intervention programs
  - Math manipulatives
  - Decodable books
- Staffing
  - Tutors
  - Community Liaisons
  - Part-time Reading Specialists
- Professional Development
  - PBIS
  - RTI/MTSS
  - mClass
  - SOR Symposium





# School Improvement Funding Uses

- ESEA Supplement, Not Supplant Requirements
- Using ESEA Federal Funds to Pay for Food
- Using ESEA Federal Funds to Pay for Gift Cards or Store Cards
- Using ESEA Federal Funds to Pay for Student Incentives or Rewards
- Using ESEA Federal Funds to Pay for Student, Staff, and Parent (Family) Travel
- General Cost Allowability

# Budget Allowability

- Budget item allowability
  - Uniform Grant Guidance (UGG)
  - Allowable Costs Checklist
  - Unallowable Costs under UGG

## Is the cost:

### Necessary (2 CFR § 200.403(a))

- Is the cost necessary to carry out the plan of the federal program? ☐ Yes ☐ No

### Reasonable (2 CFR § 200.404)

- Did the agency follow its purchasing or procurement procedures? ☐ Yes ☐ No
- Is the cost in line with fair market prices for comparable goods or services? ☐ Yes ☐ No
- Would a “prudent person” agree that the item is reasonable? ☐ Yes ☐ No

# Unspent funding

- School Improvement funds do *not* roll over, any unspent funds at the district level still go to schools/districts in designation, but the way they are spent is decided upon through stakeholder engagement and feedback




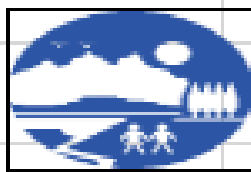
# SI Budget Template

## Peter Browning District Liaison

Federal Grants Budget Coordinator  
Matanuska-Susitna Borough School District  
907-746-9203  
PETER.BROWNING@MATSUK12.US



		FY26 Budget Summary		310 - Scho	
Location:		EXAMPLE		Total Budget	
Loc Code:		1		Indi	
Administrator:		Example			
				Basic Title I	
Staffing:		Program Code		0000	
	310	Certified Salaries		\$ -	
	316	Certified Additional Days & Cocurriculars		\$ -	
	320	Non-Certified Salaries		\$ -	
	328	Non-Certified Additional Days		\$ -	
	329	Substitute Salaries		\$ -	
	360	Benefits		\$ -	
Total Salaries				\$ -	
Expense				0000	
	410	Professional & Technical Services		\$ -	
	420	Staff Travel		\$ -	
	425	Student Travel		\$ -	
	433	Communications		\$ -	
	440	Purchased Services		\$ -	
	450	Supplies, Materials, Media		\$ -	
	457	Small Tools & Equipment \$500 or Greater		\$ -	
	475	Technology Supplies & Equipment		\$ -	
	490	Other Expenses		\$ -	
	510	Equipment \$5,000 or Greater		\$ -	
Total Expenses				\$ -	
Total Title Allocation				\$ -	
FY26 Budget Summary		<a href="#">Staffing</a> <a href="#">Discretionary</a> <a href="#">Changes-Notes</a> <a href="#">Reference Data</a>			



# FY26 Budget Summary

310 - Scho

Location:	EXAMPLE	Total Budget Allocation:	\$ 20,000.00
Loc Code:	1	Indirect 5.65%:	\$ 1,069.57
Administrator:	Example	Allocation:	\$ 18,930.43

				Basic Title I	Parent Engagement	Total
Staffing:				0000	0640	
	310	Certified Salaries		\$ -	\$ -	\$ -
	316	Certified Additional Days & Cocurriculars		\$ -	\$ -	\$ -
	320	Non-Certified Salaries		\$ -	\$ -	\$ -
	328	Non-Certified Additional Days		\$ -	\$ -	\$ -
	329	Substitute Salaries		\$ -	\$ -	\$ -
	360	Benefits		\$ -	\$ -	\$ -
Total Salaries				\$ -	\$ -	\$ -
Expense				0000	0640	
	410	Professional & Technical Services		\$ -	\$ -	\$ -
	420	Staff Travel		\$ -	\$ -	\$ -
	425	Student Travel		\$ -	\$ -	\$ -
	433	Communications		\$ -	\$ -	\$ -
	440	Purchased Services		\$ -	\$ -	\$ -
	450	Supplies, Materials, Media		\$ -	\$ -	\$ -
	457	Small Tools & Equipment \$500 or Greater		\$ -	\$ -	\$ -
	475	Technology Supplies & Equipment		\$ -	\$ -	\$ -
	490	Other Expenses		\$ -	\$ -	\$ -
	510	Equipment \$5,000 or Greater		\$ -	\$ -	\$ -
Total Expenses				\$ -	\$ -	\$ -
Total Title Allocation				\$ -	\$ -	\$ -





# QPMRs

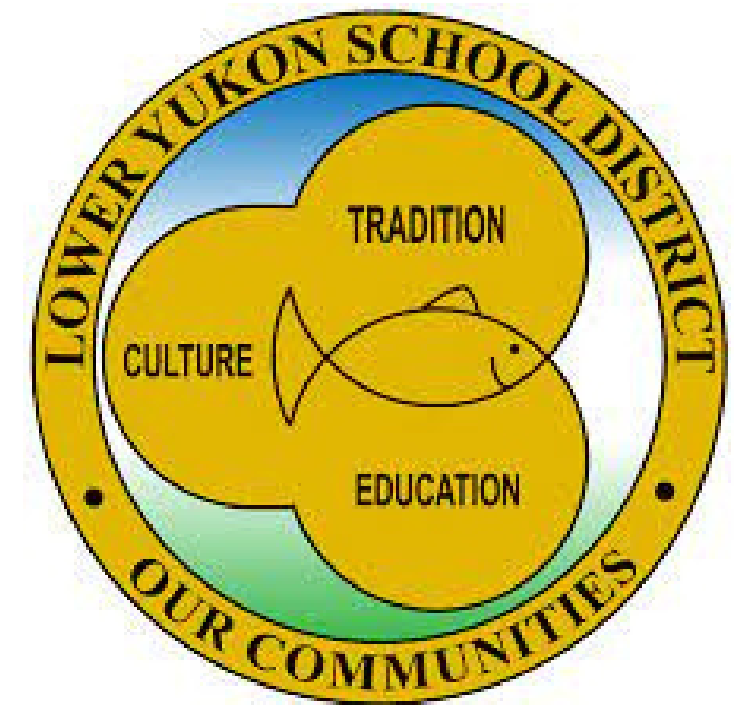
As a part of the School Improvement Process, building leaders create and submit Quarterly Progress Monitoring Reports (QPMRs) throughout the school year in order to help keep track of plan implementation, budget, and adjustments.

- These reports are reviewed by the Empowerment Specialists, who use the report to inform and enhance their coaching and technical assistance.
- The QPMRs are housed in a Google Drive for each specific school and updated automatically as they are edited.
- Empowerment Specialists will share access to the Drive and QPMRs with building leaders.

Blank QPMR

# QPMR Efficiency & Principal Training

**LeRoy Grant**  
**District Liaison**  
**&**  
**Meghan McCarthy-Grant**  
**Federal Programs Director**



# Quarterly Progress Reports Lower Yukon School District

## Strategies:

- I. Starting in August
  - a. Load quarterly reporting documents into the schools google folders
  - b. Email all SIP sites with these critical tasks
    - i. Identify dates for meetings based on district PD calendar site PD openings
    - ii. Remind principals to make sure sites are meeting monthly with SCLT teams.
    - iii. Remind principals to send out an invite to your community to attend this meeting. All staff will be in attendance but you can send them the invite also. Don't Forget to keep a copy of your invite to the community, you can store that in your SIP plan folder.
    - iv. Remind principals to review current plans and plan data prior to the meeting
    - v. Review the empowerment handbook.
  - a. Add data to google folders (AK STAR, Climate Survey)

# Quarterly Progress Reports Lower Yukon School District

Strategies:

2. Prior to Quarterly Progress Meeting Report (QPMR)
  - a. Remind principals through zoom calendar invite of QPMR
  - b. Remind principals to send out meeting invites to staff and community
  - Update data folders as needed
  - Send links to budget burndown reports
  - e. Send links to agenda documents, meeting norms, and reminder links to reporting section of google folder



# Quarterly Progress Reports Lower Yukon School District

Strategies:

3. During and After Meetings

- a. Facilitate district wide SIP school QPMR meeting as zoomhost
- b. Check In with sites by monitoring QPMR files for completion and answer text and calls from sites as needed
- c. Follow up with sites that did not finish report by end of zoom meeting.



# Regulations and Legal Authority

- **AK ESSA**
  - [Alaska ESSA State Plan](#)
- **Statute**
  - [Elementary and Secondary Education Act \(ESEA\), Title I, Part A, §1003, as amended by the Every Student Succeeds Act \(ESSA\)](#)
- **Alaska Admin Code**
  - <https://www.akleg.gov/basis/aac.asp#4.06.845>





# ESEA Monitoring

(Indicators 32, 33)

The district has notified any school designated of the CSI 5%, CSI Grad Rate, or CSI-TSI designation. If the school is CSI-TSI, the district will have notified the school of which subgroup(s) of students is underperforming.

The district has developed and implemented a comprehensive support and improvement plan for each CSI/CSI-TSI designated school to improve student outcomes, that:

- is developed in partnership with stakeholders (including principals and other school leaders, teachers, and parents);
- is informed by all indicators that led to designation;
- includes evidence-based interventions;
- is based on a school-level needs assessment;
- identifies resource inequities to be addressed through plan implementation; and
- is approved by the school, district, and state.





# Updated February 2025

Continuous school improvement calls for a systems approach in which school leaders and faculty closely examine how a particular practice is being enacted, consider how to improve it, and work together to reach a higher level of routine implementation. p. 2

Additions +

Deletions -

=Improvements

## Alaska's Empowerment Playbook

A Hands-On Guide for Successful School Improvement

*Alaska Department of Education and Early Development*







# Why a 2025 Update to the Empowerment Playbook ?

## Theory of Action

**IF DEED** implements a process to engage districts and schools in continuous improvement, provides differentiated assistance to build local capacity for improvement, and intervenes to correct persistent low performance,

**THEN** districts and schools will be empowered to implement bold decisions necessary to drive needed change for improvement,

**AND** schools will have the sustained conditions necessary to impact and improve measurable student outcomes fully and effectively. p. 4

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 **The SI Team models the continuous improvement cycle with systems review and revision from your feedback!** <#>

# Updates February 2025

Additions +  
Deletions -  
=Improvements

- + Correspondence school-specific supports
- + Agendas for each activity (required for monitoring)
- + Communication planning tool
- 1 of 2 Practice Review forms removed
- + Updated team meeting calendar with approximate time
- + Updated Profile Review form
- + Updated Community Review form
- + Additional examples
- + Plan Rubric
- + Video links supporting Playbook activities

Special note: ELearning course page #s correspond with previous version of the Playbook <#>



# Resources

- [Accountability\\_](#)
- [School Improvement](#)
  - [Resources and Documents](#)
  - [Empowerment Playbook](#)
  - [Webinars](#)
  - [Monthly Newsletter](#)
- [USED Non-Reg Guidance](#)





# DEED School Improvement Point of Contacts

Point of Contact	Kevin Dennis	Evan Hummel	Christy Roe	Kristie Parsons
Email	<a href="mailto:kevin.dennis2@alaska.gov">kevin.dennis2@alaska.gov</a>	<a href="mailto:evan.hummel@alaska.gov">evan.hummel@alaska.gov</a>	<a href="mailto:christy.roe@alaska.gov">christy.roe@alaska.gov</a>	<a href="mailto:kristie.parsons@alaska.gov">kristie.parsons@alaska.gov</a>
Districts	Aleutians East Delta-Greely Fairbanks Hydaburg Iditarod Kashunamiut Kenai Peninsula Borough Lower Kuskokwim NW Artic Yukon-Koyukuk	Anchorage Bering Strait Bristol Bay Borough Chugach Craig City Denali Borough Dillingham Juneau Nome Sitka Southwest Region	Annette Island Haines Ketchikan Nenana Unalaska Valdez	Alaska Gateway Galena Kodiak Lake and Penn Lower Yukon Mat-Su North Slope Kuspuk Yukon Flats Yupiit

# Questions?



# Upcoming Dates and Events:

- December 31 - Quarterly Progress Monitoring Reports due for schools previously designated
- TBD (late January/early February)- Virtual Mid-Year Check-In
- TBD – SI Spring Convening in Anchorage
- May 1-3, 2025: Science of Reading Symposium in Anchorage at the Dena'ina Center



# DEED School Improvement Point of Contacts

Point of Contact	Kevin Dennis	Evan Hummel	Christy Roe	Kristie Parsons
Email	<a href="mailto:kevin.dennis2@alaska.gov">kevin.dennis2@alaska.gov</a>	<a href="mailto:evan.hummel@alaska.gov">evan.hummel@alaska.gov</a>	<a href="mailto:christy.roe@alaska.gov">christy.roe@alaska.gov</a>	<a href="mailto:kristie.parsons@alaska.gov">kristie.parsons@alaska.gov</a>
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# Breakout Rooms!



# Contact Information

## **VACANT**

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## **Christy Roe**

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