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STATE BOARD OF EDUCATION

Alaska's Education Challenge | State Education Agency Action Plan

DRAFT



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Introduction

Under the direction of the Alaska State Board of Education and Early Development (SBOE), Alaska's Education Challenge (AEC) was developed in 2017. The Department of Education and Early Development (DEED) led a broad statewide engagement process to inform its development. Nearly 1,400 Alaskans from 109 communities contributed more than 18,000 ideas, which were reviewed and refined by stakeholders representing communities across the state. Based on this statewide input, the SBOE established five strategic priorities: support all students to read at grade level by the end of third grade; increase career, technical, and culturally relevant education; close the achievement gap; prepare, attract, and retain effective education professionals; and improve student safety and well-being.

In 2025, the SBOE directed DEED to conduct a comprehensive review of the AEC, examining statewide data, implementation efforts, and outcomes across each priority. The review recognized areas of progress while identifying the need for greater focus, alignment, and measurable results. Following the review, the SBOE reaffirmed the five strategic priorities and established ten three-year SMART goals focused on improving outcomes for Alaska's students. Each goal is specific, measurable, achievable, relevant, and time-bound, providing a clear outcome and defined timeframe for measuring progress through 2029.

Guided by DEED's mission of providing "an excellent education for every student every day," the State Education Agency (SEA) Action Plan translates the AEC priorities and goals into coordinated statewide action. It identifies how DEED will align its programs, resources, technical assistance, funding, partnerships, and continuous improvement efforts to support progress toward the SBOE's SMART goals.

Each section begins with an AEC strategic priority, a SMART goal, and performance measures established by the SBOE. DEED then identifies the strategies it will use to advance the goal, including an if-then statement describing how each strategy is expected to contribute to improved student outcomes. Implementation indicators, annual targets, milestones, and action steps provide a clear structure for carrying the work forward over the three-year period.

The strategies reflect DEED's statewide role in providing leadership, guidance, professional learning, data, resources, and technical assistance while respecting the authority of local school districts to establish priorities and make decisions based on the needs of their students and communities. Many strategies also rely on partnerships with families, tribes, communities, state agencies, higher education institutions, workforce organizations, and other statewide partners.

Implementation will be monitored through both performance and implementation measures. Performance measures track progress toward the student and workforce outcomes identified in the SBOE's SMART goals. Implementation measures assess whether the systems, supports, and activities intended to produce those outcomes are being carried out effectively. DEED will use both types of information to evaluate progress, identify areas requiring additional support, and refine strategies over time. The department will provide quarterly progress updates through the SBOE's five standing committees and present a comprehensive annual progress report to the full Board each year.

STATE BOARD OF EDUCATION Alaska's Education Challenge (AEC)



STRATEGIC PRIORITY 1

Support ALL students to read at grade level by the end of third grade.

K–3 Literacy Benchmark Achievement

The number of Kindergarten-Grade 3 students performing at or above benchmark on the literacy screener will increase by 10 percent from the End-of-Year 2026 baseline by End-of-Year 2029, as measured by the mCLASS DIBELS 8 Curriculum-Based Measures.

Grade 3 Literacy Proficiency

The number of Grade 3 students scoring proficient or above in English Language Arts (ELA) will increase by five percent from the Spring 2026 baseline by Spring 2029, as measured by the Alaska System of Academic Readiness (AK STAR).



STRATEGIC PRIORITY 2

Increase career, technical, and culturally relevant education to meet student and workforce needs.

3-Year Perkins CTE Concentrators

High school students who complete two credits of Perkins-approved CTE courses in a program of study (CTE concentrators) will increase by 25 percent over three years from the 2026 baseline by 2029, as reported in the Carl Perkins All-In-One Reports and Summer OASIS submissions.

3-Year Alaska Performance Scholarship

High school graduates eligible for the Alaska Performance Scholarship through Option B, which includes 2 credits of CTE coursework, will increase by six percent from the 2026 baseline by 2029, as reported in the Summer OASIS submissions.



STRATEGIC PRIORITY 3

Close the achievement gap by ensuring equitable educational rigor and resources.

3-Year Literacy

The number of Grade 3-9 students scoring proficient or above in English Language Arts (ELA) will increase by six percent from the Spring 2026 baseline by Spring 2029, as measured by the Alaska System of Academic Readiness (AK STAR).

3-Year Math

The number of Grade 3-9 students scoring proficient or above in Mathematics will increase by six percent from the Spring 2026 baseline by Spring 2029, as measured by the Alaska System of Academic Readiness (AK STAR).



STRATEGIC PRIORITY 4

Prepare, attract, and retain effective education professionals.

3-Year Educator Apprenticeship Program

The percentage of educators participating in either a U.S. Department of Labor-approved apprenticeship pathway or the Green to Teach pathway to certification will increase by 25 percent over three years from the 2026 baseline by 2029, as reported to the Alaska Office of Apprenticeship and DEED.

3-Year Career Pathway Participation

The percentage of high school seniors who complete two consecutive Perkins-approved CTE courses or an approved dual credit sequence within an Education career pathway will increase by 25 percent over three years from the 2026 baseline by 2029, as reported in the district Carl Perkins All-In-One Reports and the Career and Technical Student Organization report.



STRATEGIC PRIORITY 5

Improve the safety and well-being of students through school partnerships with families, communities, and tribes.

3-Year Bullying and Harassment Reduction

The percentage of students involved in bullying, harassment, and cyberbullying incidents resulting in suspensions or expulsions will decrease by nine percent from the 2026 baseline by 2029, as reported in the bullying, suspension, and expulsions data.

3-Year Chronic Absenteeism

The percentage of students identified as chronically absent will decrease by six percent from the 2026 baseline by 2029, as reported in the State of Alaska annual accountability reporting system.

One Shared Planning Framework: Two Paths to Improve Student Learning Outcomes



SEA ACTION PLAN

DEED will align its programs, resources, technical assistance, funding, and continuous improvement efforts to advance the State Board of Education's Alaska's Education Challenge Strategic Priorities and SMART Goals.

GOAL

- AK Education Challenge Strategic Priority
- State Board SMART Goal
- Performance Measures
- Performance Indicators
- Data Source
- Baseline
- Annual Targets (Year 1–3)



STRATEGY

- If - Then Statement (How DEED's strategy will drive improvement in student outcome)
- Implementation Measures
- Implementation Indicators
- Data Source
- Baseline
- Annual Targets (Year 1–3)



ACTION PLAN

- Actions
- Anticipated Output/Deliverable
- Timeline
- Person Responsible
- Collaborators

DEED monitors progress and provides technical assistance, resources, and continuous support to advance outcomes statewide.



LEA STRATEGIC PLANNING TOOL

May be used by local education agencies (LEAs) to develop strategic plans aligned with the AEC and district school board goals.

GOAL

STRATEGY

ACTION PLAN

Districts may use this tool to plan, implement, and monitor strategies that improve outcomes for their students and communities.



SCHOOL IMPROVEMENT PLANNING TOOL

May be used by schools to develop school improvement plans aligned with the AEC and district school board goals.

GOAL

STRATEGY

ACTION PLAN

Schools may use this tool to plan, implement, and monitor strategies that improve outcomes for their students and communities.

AEC | Alaska's Education Challenge • LEA | Local Education Agency • SEA | State Education Agency • SMART | Specific, Measurable, Achievable, Relevant, Time-bound • ELA | English Language Arts • OMB | Office of Management and Budget

STRATEGIC PRIORITY 1

Support ALL students to read at grade level by the end of third grade.

Strategic Alignment

DEED will align its programs, resources, technical assistance, funding, and continuous improvement efforts to advance the State Board of Education's Alaska's Education Challenge Strategic Priorities and SMART Goals.

SBOE SMART Goal 1.A. | K–3 Literacy Benchmark Achievement



The number of Kindergarten-Grade 3 students performing at or above benchmark on the literacy screener will increase by 10 percent from the End-of-Year 2026 baseline by End-of-Year 2029, as measured by the mCLASS DIBELS 8 Curriculum-Based Measures.

Performance Measures 1.A.

DEED will monitor K–3 literacy benchmark achievement, based on the mCLASS DIBELS 8 Composite Score, for all students, by grade level, and by student group to track progress toward the statewide goal.

Performance Indicator	Data Source	Baseline 2025-26	2026-27	2027-28	2028-29
K Benchmark and Above Composite Scores	mCLASS DIBELS 8	62% End-of-Year	+3%	+3%	+4%
K–3 Benchmark and Above Composite Scores	mCLASS DIBELS 8	60% End-of-Year	+3%	+3%	+4%
Grade 1 Benchmark and Above Composite Scores	mCLASS DIBELS 8	63% End-of-Year	+3%	+3%	+4%
Grade 2 Benchmark and Above Composite Scores	mCLASS DIBELS 8	60% End-of-Year	+3%	+3%	+4%
Grade 3 Benchmark and Above Composite Scores	mCLASS DIBELS 8	53% End-of-Year	+3%	+3%	+4%
Literacy Area Objective 15: Demonstrates phonological awareness, phonics skills, and word recognition Objective 16: Demonstrates knowledge of the alphabet Objective 17: Demonstrates knowledge of print and its uses Objective 18: Comprehends and responds to books and other texts Objective 19: Demonstrates emergent writing skills	Teaching Strategies GOLD Observational Assessment Tool	21% of preschool students exceeded widely held expectations in literacy at the spring checkpoint	+2	+2	+2

Performance Indicator	Data Source	Baseline 2025-26	2026-27	2027-28	2028-29
Language Area Objective 8: Listens to and understands increasingly complex language Objective 9: Uses language to express thoughts and needs Objective 10: Uses appropriate conversational and other communication skills	Teaching Strategies GOLD Observational Assessment Tool	17% of preschool students exceeded widely held expectations in language at the spring checkpoint	+2	+2	+2

STRATEGY 1.A.i.

Implement the Alaska Reads Act with fidelity as Alaska’s statewide framework for improving K-3 literacy outcomes.

If-Then Statement

If DEED provides strong statewide leadership in implementing the Alaska Reads Act through guidance, resources, professional learning, and implementation support, then districts and educators will be better equipped to identify and respond to students’ literacy needs, resulting in an increased percentage of K–3 students achieving at or above benchmark on the mCLASS DIBELS 8 Composite Score by End-of-Year .



Implementation Measures 1.A.i.

Implementation Indicator	Data Source	Baseline 2025-26	2026-27	2027-28	2028-29
District Reading Improvement Plans (DRIP) / Multi-tiered System of Supports (MTSS); use of Implementation Continuum self-assessment to identify strengths, areas for growth, and implementation goals aligned with the Alaska Reads Act	DRIP/MTSS Implementation Continuum self-assessments; annual DRIP submissions; Reads Team coaching and technical assistance records	DRIP/MTSS Implementation Continuum developed and refined as a district self-assessment tool. Baseline established from 2025–26 data	Introduce the DRIP/MTSS Implementation Continuum statewide in January 2027 and support districts through Reads Team coaching to complete the self-assessment and establish implementation goals	Districts use the Implementation Continuum and Reads Team coaching to monitor progress and refine implementation goals based on identified strengths and needs	Districts demonstrate growth along the DRIP/MTSS Implementation Continuum and use self-assessment results to establish ongoing continuous-improvement goals
Department Reading Program (DRP); Implementation of targeted, data-informed Reads Team support and coaching for Department Reading Program schools to strengthen school-level literacy systems and evidence-based instructional practices	DRP participation records; ISRIPs; Reads Team coaching and technical assistance records; site-visit documentation; Alaska Reads Act Evaluation	In 2024–25, the first year of DRP implementation, 18 schools across seven districts participated; in 2025–26, participation expanded to 50 schools across seven districts	Provide participating DRP schools with structured Reads Team coaching and technical assistance based on school-level data, ISRIP priorities, and identified implementation needs	Participating DRP schools use implementation and student data with Reads Team support to monitor progress, refine ISRIP goals, and strengthen evidence-based literacy practices	Participating DRP schools use implementation and student data with Reads Team support to monitor progress, refine ISRIP goals, and strengthen evidence-based literacy practices
Educator Capacity / Evidence-Based Literacy Practice; Educators build capacity to implement evidence-based literacy instruction through Alaska Reads Act endorsement, professional learning, and implementation supports	Alaska Reads Act Annual Evaluation; Alaska Reads Act endorsement records; VLC/professional learning participation and completion records; Leadership and Educator Survey	As of October 7, 2025, 78.6% of K–3 teachers (2,811 of an est. 3,576) held the Alaska Reads Act K–3 Teacher endorsement. As of December 2025, the VLC had 6,244 course enrollments and 4,675 completions, a 74.9% completion rate	Increase K–3 Teacher endorsement attainment to 80% or greater and increase VLC course completion to 78%, while expanding access to Alaska Reads Act-aligned professional learning.	Increase K–3 Teacher endorsement attainment to 82% or greater and increase VLC course completion to 80%, while expanding access to Alaska Reads Act-aligned professional learning.	Increase K–3 Teacher endorsement attainment to 85% or greater and VLC course completion to 82% or greater, while using participation, completion, and implementation evidence to continuously refine statewide literacy professional learning

Three-Year Action Plan 1.A.i.

2026-27	Annual Milestone Strengthen statewide implementation of the Alaska Reads Act. Actions • Introduce the DRIP/MTSS Implementation Continuum to support district self-assessment and improvement goal setting. • Provide targeted, data-informed coaching and technical assistance to DRP schools. • Expand Alaska Reads Act-aligned professional learning and support K–3 teacher endorsement attainment. • Advance the Literacy Screeners for Alaska Indigenous Languages (LSAIL) by making screeners operational in two languages, validating a screener in one language, continuing development in four additional languages, and developing the software platform and guidance for implementation and use.
2027-28	Annual Milestone Advance Alaska Reads Act implementation through continuous improvement and targeted support. Actions • Support districts in monitoring and refining DRIP/MTSS implementation goals. • Support DRP schools in using implementation and student data to strengthen literacy practices. • Expand professional learning and implementation supports for K–3 educators. • Expand LSAIL by making screeners operational in three additional languages, continuing development in two additional languages, and refining the software platform and guidance based on initial implementation.
2028-29	Annual Milestone Sustain and strengthen effective Alaska Reads Act implementation. • Support districts in demonstrating growth along the DRIP/MTSS Implementation Continuum. • Use DRP implementation evidence to refine supports and share effective practices. • Sustain educator capacity through professional learning, endorsement, and implementation supports. • Continue expanding LSAIL by making screeners operational in two additional languages, revising existing screeners as needed, completing the software platform, and finalizing statewide guidance for implementation and use.

STRATEGY 1.A.ii.

Expand access to high-quality preschool by supporting districts in implementing Alaska’s early education standards and qualifying for sustainable Preschool Average Daily Membership (ADM) funding formula.

If-Then Statement

If DEED provides districts with coordinated professional learning, technical assistance, administrative support, and contracted coaching to implement the Alaska Early Education Program Standards, then access to high-quality preschool for Alaska’s children will be expanded and more districts will qualify for sustainable Preschool ADM funding. These program-level standards will work in tandem with the child-focused Alaska Early Learning Guidelines and DEED Pre-Elementary Program Goals to promote school readiness, early literacy development, and successful transitions to kindergarten.

Implementation Measures 1.A.ii.

Implementation Indicator	Data Source	Baseline 2025-26	2026-27	2027-28	2028-29
Number of preschool programs meeting the required seven sections of the Alaska Early Education Program Standards or Certified at Level 3 by Learn & Grow, the state’s quality recognition and improvement system	Early Education Program Grant and Pre-Elementary Grant reports; Preschool ADM applications and approvals; partner agency reports	At the end of FY2026, 13 of Alaska’s 53 school districts were verified as high quality. Eight met seven sections of the EEP Standards, five were Certified at Level 3	18 districts meet the seven required sections of the EEP Standards or achieve Level 3 certification through Learn & Grow	22 districts meet the seven required sections of the EEP Standards or achieve Level 3 certification through Learn & Grow	26 districts meet the seven required sections of the EEP Standards or achieve Level 3 certification through Learn & Grow
Number of children enrolled in a preschool program supported by sustainable and reliable Preschool ADM funding	Online Alaska Student Information System (OASIS) enrollment data	In FY2026, 1,169 children were enrolled in a district program approved to count students for Preschool ADM	+5% 1227 children enrolled in a district program approved to count students for Preschool ADM	+5% 1288 children enrolled in a district program approved to count students for Preschool ADM	+5% 1352 children enrolled in a district program approved to count students for Preschool ADM

Three-Year Action Plan 1.A.ii.

2026-27	Annual Milestone Expand access to high-quality preschool and strengthen district implementation of the Alaska Early Education Program Standards, Alaska Early Learning Guidelines, and DEED Pre-Elementary Program Goals. Actions • Expand district participation and student enrollment across the three state-supported preschool funding pathways. • Support district early education programs in assessing implementation of the standards and identifying improvement priorities. • Provide professional learning, technical assistance, administrative support, and contracted coaching for Early Education Program Grantees, Pre-Elementary Grantees, and districts with conditional approval for Preschool ADM. • Support districts in using Teaching Strategies GOLD data, specifically literacy and language, to inform instruction and program improvement. • Support districts in using best practice regarding literacy and language development to inform instruction and program improvement. • Convene a stakeholder group to review existing observational tools and recommend an approach for developing a new Alaska Developmental Profile that meets statutory requirements.
2027-28	Annual Milestone Continue expanding access to high-quality preschool and strengthen district implementation of the Alaska Early Education Program Standards, Alaska Early Learning Guidelines, and DEED Pre-Elementary Program Goals. Actions • Expand district participation and student enrollment across the three state-supported preschool funding pathways. • Support district early education programs in implementing identified sections of the standards and documenting progress. • Provide differentiated professional learning, technical assistance, administrative support, and contracted coaching based on district needs. • Support districts in using Teaching Strategies GOLD data, specifically literacy and language, to refine instruction, professional learning, and program-improvement priorities. • Support districts in using best practice regarding literacy and language development to inform instruction and program improvement. • Based on stakeholder feedback, determine next steps and, if recommended, begin developing or adapting an observational tool for the Alaska Developmental Profile.

2028-29

Annual Milestone

Sustain preschool expansion and increase the number of districts fully implementing the Alaska Early Education Program Standards, Alaska Early Learning Guidelines, and DEED Pre-Elementary Program Goals.

Actions

- Continue expanding district participation and student enrollment across the three state-supported preschool funding.
- Support additional districts in demonstrating full implementation of all sections of the Alaska Early Education Program Standards.
- Sustain professional learning, technical assistance, administrative support, and contracted coaching to strengthen program quality.
- Use implementation, enrollment, coaching, and Teaching Strategies GOLD data, specifically in language and literacy, to refine statewide supports and strengthen alignment with K–3 literacy systems.
- Continue implementing the stakeholder group’s recommendations, which may include piloting, refining, or implementing a new Alaska Developmental Profile and related guidance.



STRATEGIC PRIORITY 1

Support ALL students to read at grade level by the end of third grade.

Strategic Alignment

DEED will align its programs, resources, technical assistance, funding, and continuous improvement efforts to advance the State Board of Education's Alaska's Education Challenge Strategic Priorities and SMART Goals.

SBOE SMART Goal 1.B. | Grade 3 Literacy Proficiency



The number of Grade 3 students scoring proficient or above in English Language Arts (ELA) will increase by five percent from the Spring 2026 baseline by Spring 2029, as measured by the Alaska System of Academic Readiness (AK STAR).

Performance Measures 1.B.

DEED will monitor ELA proficiency for grade 3 students, by grade level and student groups to assess progress toward the statewide goal.

Performance Indicator	Data Source	Baseline 2025-26	2026-27	2027-28	2028-29
Grade 3 Proficiency and Above ELA Scores	AK STAR	End-of-Year	+1%	+2%	+1%
K-3 Well Below Benchmark Using Composite Scores	mCLASS DIBELS 8	26% End-of-Year	-1%	-2%	-1%
K Well Below Benchmark Using Composite Scores	mCLASS DIBELS 8	27% End-of-Year	-1%	-2%	-1%
Grade 1 Well Below Benchmark Using Composite Scores	mCLASS DIBELS 8	23% End-of-Year	-1%	-2%	-1%
Grade 2 Well Below Benchmark Using Composite Scores	mCLASS DIBELS 8	26% End-of-Year 2025-26	-1%	-2%	-1%
Grade 3 Well Below Benchmark Using Composite Scores	mCLASS DIBELS 8	30% End-of-Year 2025-26	-1%	-2%	-1%

STRATEGY 1.B.i.

Improve outcomes for students with reading deficiencies through effective reading improvement plans, evidence-based interventions, progress monitoring, and targeted support.

If-Then Statement

If DEED supports consistent implementation of the Alaska Reads Act through strong DRIP/MTSS systems, effective Individual Reading Improvement Plans (IRIPs), evidence-based interventions, progress monitoring, and targeted supports across K–3, then students with reading deficiencies will receive timely and increasingly responsive instruction and intervention, resulting in fewer K–3 students scoring well below benchmark and more students achieving reading proficiency by the end of Grade 3.



Implementation Measures 1.B.i.

Implementation Indicator	Data Source	Baseline 2025-26	2026-27	2027-28	2028-29
Strengthen DRIP/MTSS implementation and the connection between district systems, student data, and IRIPs Monitor district implementation of DRIP/MTSS expectations, including identification of students with reading deficiencies and development and implementation of IRIPs	Annual DRIP submissions; mCLASS DIBELS 8; IRIP/Alaska Reads Act implementation data; annual Alaska Reads Act evaluation	Establish implementation baseline and percentage of K–3 students scoring well below benchmark at EOY	Reduce the percentage of K–3 students scoring well below benchmark from baseline; identify implementation needs through annual DRIP review	Demonstrate continued reduction in students scoring well below benchmark and increased consistency of DRIP/MTSS–IRIP implementation	Demonstrate sustained implementation and progress toward the three-year reduction target
Enhance evidence-based intervention and progress-monitoring systems for students identified with reading deficiencies. Strengthen district and educator capacity to match intervention to identified student needs, monitor progress regularly, and adjust instruction based on student response	mCLASS DIBELS 8 benchmark and progress-monitoring data; DRIP data; Alaska Reads Act Leadership & Educator Survey; annual evaluation	SY 2025–26 percentage of K–3 students beginning and ending the year well below benchmark; establish intervention/progress-monitoring implementation baseline	Increase use of progress-monitoring data to inform intervention and reduce EOY well-below percentage from baseline	Demonstrate year-over-year reduction in students remaining well below and strengthen intervention responsiveness	Demonstrate sustained reduction in students remaining well below benchmark and consistent data-informed intervention practices
Strengthen Grade 3 transition supports for students who have not achieved reading proficiency. Monitor Grade 3 progression, non-progression, waivers, and required summer instruction to ensure students progressing with a waiver receive continued literacy support as they transition to Grade 4	Grade progression and waiver data; summer instruction participation/completion data; mCLASS DIBELS 8; AK STAR; AK Reads Act evaluation	SY 2025–26 Grade 3 progression, waiver, and summer-instruction baseline	Monitor waiver students and participation/completion in required summer instruction; establish longitudinal outcome measures	Use Grade 3 progression/waiver and subsequent student outcome data to refine supports	Reduce the percentage of Grade 3 students requiring progression waivers and demonstrate improved literacy outcomes for students receiving transition supports

Three-Year Action Plan 1.B.i.

2026-27	Annual Milestone Strengthen Alaska Reads Act Implementation
	Actions • Strengthen implementation of DRIP/MTSS and IRIPs across K–3. • Support alignment of student needs with evidence-based interventions. • Strengthen consistent progress monitoring and data-informed instructional decisions.
2027-28	Annual Milestone Strengthen Intervention and Progress Monitoring
	Actions • Use K–3 screening and progress-monitoring data to identify trends and areas of need. • Provide targeted support to strengthen intervention selection, implementation, and adjustment. • Monitor progress in reducing the percentage of students scoring well below benchmark.
2028-29	Annual Milestone Sustain, Evaluate, and Strengthen Outcomes
	Actions • Sustain effective DRIP/MTSS, IRIP, intervention, and progress-monitoring practices across K–3. • Analyze K–3 literacy trends to evaluate progress in reducing the percentage of students scoring well below benchmark. • Use Grade 3 proficiency, progression, waiver, and summer instruction data to identify students needing continued literacy support. • Use implementation and student outcome data to refine statewide supports and guide continuous improvement.

STRATEGY 1.B.ii.

Strengthen reading comprehension through evidence-based writing instruction, professional learning, and structured literacy coaching.

If-Then Statement

If DEED strengthens evidence-based literacy instruction through Comprehensive Literacy State Development (CLSD) grant - supported structured literacy coaching, sustained professional learning focused on writing and comprehension, and ongoing monitoring of implementation and student progress, then educators will be better equipped to strengthen students' ability to comprehend, analyze, and respond to grade-level text, resulting in an increased percentage of Grade 3 students scoring proficient or above in ELA on AK STAR by Spring 2029.

Implementation Measures 1.B.ii.

Implementation Indicator	Data Source	Baseline 2025-26	2026-27	2027-28	2028-29
Structured Literacy Coaching: DEED implements a statewide structured literacy coaching model that supports educators in strengthening evidence-based literacy instruction and using student data to guide instructional decisions.	CLSD/DEED coaching participation, implementation, and feedback data	Establish baseline during initial implementation	Launch coaching model and establish participation/implementation baseline	Expand and refine coaching based on implementation data	Demonstrate sustained implementation and use findings to inform future supports
Professional Learning - Writing & Comprehension: DEED provides sustained professional learning focused on evidence-based writing and comprehension instruction, building from Write Now and related CLSD initiatives.	CLSD professional learning participation/completion data; participant feedback; implementation data	Write Now participation and SY 2026–27 professional learning data	Establish professional learning opportunities and baseline participation	Expand professional learning based on educator/district needs	Sustain professional learning and document implementation of practices
Progress Monitoring & Continuous Improvement: DEED routinely reviews implementation and student outcome data to monitor progress toward the Grade 3 ELA goal and adjust statewide supports.	AK STAR; relevant literacy data; CLSD implementation data; Alaska Reads Act evaluation data	Spring 2026 Grade 3 AK STAR ELA baseline	Review Year 1 implementation and Spring 2027 outcomes; identify adjustments	Review trends through Spring 2028 and refine supports	Assess progress toward the five-percent Spring 2029 target and identify next steps

Three-Year Action Plan 1.B.ii.

2026-27	Annual Milestone Launch & Build Capacity Actions • Analyze Spring 2026 AK STAR item-level data to identify common trends, strengths, and areas of need in Grade 3 ELA performance, with particular attention to comprehension and writing-related skills. • Launch CLSD-supported writing professional learning, building from the Write Now Conference. • Implement the Structured Literacy Coaching Academy and begin coaching support. • Establish participation and implementation measures and monitor initial progress.
2027-28	Annual Milestone Deepen Implementation Actions • Continue and expand professional learning in writing and comprehension. • Provide ongoing structured literacy coaching and implementation support. • Review AK STAR, implementation, and professional learning data. • Use findings to refine supports and address identified needs.
2028-29	Annual Milestone Sustain, Evaluate & Refine Actions • Sustain targeted professional learning and coaching based on identified needs. • Strengthen integration of writing and comprehension practices across instruction. • Monitor implementation and student outcome trends. • Evaluate progress toward the Spring 2029 five-percent AK STAR goal and identify next steps for continued improvement.

STRATEGIC PRIORITY 2

Increase career, technical, and culturally relevant education to meet student and workforce needs.

Strategic Alignment

DEED will align its programs, resources, technical assistance, funding, and continuous improvement efforts to advance the State Board of Education’s Alaska’s Education Challenge Strategic Priorities and SMART Goals.

SBOE SMART Goal 2.A. | 3-Year Perkins CTE Concentrators



High school students who complete two credits of Perkins-approved CTE courses in a program of study (CTE concentrators) will increase by 25 percent over three years from the 2026 baseline by 2029, as reported in the Carl Perkins All-In-One Reports and Summer Online Alaska School Information System (OASIS) submissions.

Performance Measures 2.A.

Performance Indicator	Data Source	Baseline 2025-26	2026-27	2027-28	2028-29
Percent of high school senior concentrators	Carl Perkins All-In-One & OASIS	FY2026 Data	+5%	+10%	+10%
Percent of students taking a CTE course	Carl Perkins All-In-One & OASIS	FY2026 Data	+10%	+10%	+10%
Number of CTE Programs of Study available to students	Carl Perkins All-In-One & OASIS	FY2026 Data	+2%	+2%	+2%



STRATEGY 2.A.i.

Strengthen and expand high-quality CTE Programs of Study through technical assistance, statewide options, and the sharing of successful models.

If-Then Statement

If DEED supports implementation of high-quality CTE Programs of Study by providing specific technical assistance to districts, coordinating the sharing of successful programs, and developing statewide options for districts, then districts will strengthen the rigor of existing programs and provide more course options leading to more students “concentrating” in CTE courses.

Implementation Measures 2.A.i.

Implementation Indicator	Data Source	Baseline 2025-26	2026-27	2027-28	2028-29
Use of data to report to districts and other stakeholders	Carl Perkins All-In-One & OASIS	FY26 legislative reporting	Establish annual data analysis procedure	Reporting framework to various stakeholders	Partner engagement in data analysis
Technical assistance to collaborate and share successful practices	Content at statewide convenings and one-on-one technical assistance	FY26 Perkins performance data	Develop an analysis approach to engage with partners	Conduct routine technical assistance at established statewide gatherings	Adjust resources based on feedback and results
Develop and release statewide CTE Programs of Study	Feedback from district and partner providers	FY26 Perkins performance data	Determine areas of demand for statewide programs	Develop curriculum and program resources	Provide statewide professional learning and technical assistance

Three-Year Action Plan 2.A.i.

2026-27	Annual Milestone Create and pilot routine reporting of CTE Programs of Study (CTEPS) across the state to districts and other stakeholders across the state. Actions • Establish procedures for annual CTEPS/courses data analysis. • Share data and solicit input from stakeholders at two annual conferences. • Engage educators, districts, tribes, higher education, and other stakeholders. • Identify five clusters appropriate for development of statewide CTEPS. • Provide information to districts about existing and developed electrician/plumbing CTEPS resources.
2027-28	Annual Milestone Develop statewide CTEPS for district use. Actions • Share CTEP data and solicit input from stakeholders at two annual conferences. • Build “off the shelf” statewide CTEPS exemplars for five specific programs and share with districts for voluntary use. • Highlight successful practices and programs. • Continue to support multi-district collaboration and partnering efforts.
2028-29	Annual Milestone Continue support for statewide CTEPS and district collaboration. Actions • Facilitate sharing of successful CTEPS at statewide conferences. • Assess the impact of statewide CTEPS with stakeholders regarding increased student participation.

STRATEGY 2.A.ii.

Modernize the Perkins Portal to strengthen CTE program development, collaboration, student participation reporting, and continuous improvement.

If-Then Statement

If DEED upgrades and develops the existing online Perkins Portal that is used to register and develop CTE courses and programs of study and to report on student participation in CTE programs to determine concentrator data, then districts will be better equipped to collaborate and share successful programs of study, report and count student concentrators, and improve programs offered to students.

Implementation Measures 2.A.ii.

Implementation Indicator	Data Source	Baseline 2025-26	2026-27	2027-28	2028-29
Establish contract with vendor and develop “wish list” of features	Contract documents, project plan, and stakeholder input records	Existing Perkins Portal requires upgrades; feature requirements have not been finalized	Execute vendor contract and finalize prioritized feature requirements with stakeholder input	Refine requirements based on beta-testing feedback	Maintain a prioritized list of future portal improvements
Develop new portal for beta testing	Vendor progress reports, testing records, and stakeholder feedback	Existing portal functionality	Complete initial portal development and prepare the portal for beta testing	Beta test the portal with district partners and resolve identified issues	Finalize the portal for statewide implementation
Rollout portal use by districts	Portal user records and district submission records	Districts use of the existing Perkins Portal	Develop rollout, training, and technical-assistance materials	Pilot portal use with participating districts for 2027–28 data	Expand districts use of the portal for 2028–29 Perkins data reporting

Three-Year Action Plan 2.A.ii.

2026-27	Annual Milestone Establish contract with vendor and develop “wish list” of DEED Perkins Portal features.
	Actions • Select a vendor to update the existing DEED Perkins Portal. • Outreach to stakeholders and DEED staff to develop plan for desired upgrades. • Complete work with vendor to upgrade the portal.
2027-28	Annual Milestone Beta test the new portal with stakeholders.
	Actions • Work with district partners to provide feedback on new portal. • Beta test new portal to analyze and process data for 2027-28 school year. • Work with the vendor to revise the portal based on stakeholder feedback.
2028-29	Annual Milestone Roll out the new portal for all users and use for annual Perkins data reporting to districts.
	Actions • Rollout new portal for use by districts for reporting on data for 2028-29 school year. • Provide statewide training and user guidance for district staff. • Offer technical assistance during the first reporting cycle. • Monitor portal use, submission completion, and data-quality issues. • Gather user feedback and prioritize future portal improvements.

STRATEGIC PRIORITY 2

Increase career, technical, and culturally relevant education to meet student and workforce needs.

Strategic Alignment

DEED will align its programs, resources, technical assistance, funding, and continuous improvement efforts to advance the State Board of Education’s Alaska’s Education Challenge Strategic Priorities and SMART Goals.

SBOE SMART Goal 2.B. | 3-Year Alaska Performance Scholarship



High school graduates eligible for the Alaska Performance Scholarship through Option B, which includes 2 credits of Career and Technical Education coursework, will increase by six percent from the 2026 baseline by 2029, as reported in the Summer OASIS submissions.

Performance Measures 2.B.

Performance Indicator	Data Source	Baseline 2025-26	2026-27	2027-28	2028-29
Percent of senior students eligible for Alaska Performance Scholarship (APS) via Option B	OASIS student data submission	2025-26 school year data	+2%	+2%	+2%



STRATEGY 2.B.i.

Increase awareness of Alaska Performance Scholarship opportunities and support students in qualifying through CTE pathways.

If-Then Statement

If DEED in partnership with Alaska Commission on Postsecondary Education (ACPE) promotes awareness of the APS eligibility, options, and benefits to school districts, communities, and students, then districts and students will engage more and earlier to qualify for APS through CTE options.

Implementation Measures 2.B.i.

Implementation Indicator	Data Source	Baseline 2025-26	2026-27	2027-28	2028-29
General APS technical assistance provided to school districts	DEED calendar and statewide conference presentations	No formal baseline established.	2 outreach events each year	2 outreach events each year	2 outreach events each year
Technical assistance provided to districts on qualifying courses lists	DEED calendar and statewide conference presentations	No formal baseline established.	1 technical assistance event each year	1 technical assistance event each year	1 technical assistance event each year
Outreach to potential training providers accepting APS funds	Approved APS program list maintained by ACPE	13 institutions approved as of August 2026	2 outreach events each year	2 outreach events each year	2 outreach events each year



Three-Year Action Plan 2.B.i.

2026-27	Annual Milestone Provide technical assistance outreach to districts and training institutions to better document the access to APS eligible courses and post-secondary training programs. Actions • Establish routine collaboration check-ins with ACPE to coordinate outreach. • Provide statewide technical assistance to school districts at Spring Perkins CTE Workshop and statewide Counselors' Conference. • Gather exemplar district lists of eligible CTE courses to share as best practices. • Gather district examples of outreach to inform students/parents in 9th and 10th grades.
2027-28	Annual Milestone Provide technical assistance to districts including best practices to starting students on APS eligibility in 9th and 10th grades. Actions • Conduct routine collaboration check-ins with ACPE to coordinate outreach. • Provide statewide technical assistance to school districts at Spring Perkins CTE Workshop and statewide Counselors' Conference. • Provide statewide technical assistance to potential post-secondary training providers such as all TVEP institutions. • Document and share APS best practices among districts and students.
2028-29	Annual Milestone Sustain statewide outreach and technical assistance to districts and post-secondary training providers and share APS best practices. Actions • Conduct routine collaboration check-ins with ACPE to coordinate outreach. • Provide statewide technical assistance to school districts at Spring Perkins CTE Workshop and statewide Counselors' Conference. • Provide statewide technical assistance to potential post-secondary training providers such as all TVEP institutions. • Document and share APS best practices among districts and students.

STRATEGIC PRIORITY 3

Close the achievement gap by ensuring equitable educational rigor and resources.

Strategic Alignment

DEED will align its programs, resources, technical assistance, funding, and continuous improvement efforts to advance the State Board of Education’s Alaska’s Education Challenge Strategic Priorities and SMART Goals.

SBOE SMART Goal 3.A. | 3-Year Literacy



The number of Grade 3–9 students scoring proficient or above in English Language Arts (ELA) will increase by six percent from the Spring 2026 baseline by Spring 2029, as measured by the Alaska System of Academic Readiness (AK STAR).

Performance Measures 3.A.

DEED will monitor ELA proficiency for all students, overall and by grade level student groups, to assess progress toward the statewide goal.

Performance Indicator	Data Source	Baseline 2025-26	2026-27	2027-28	2028-29
Overall ELA Proficiency (Grades 3–9)	AK STAR	FY2026 Data	+1%	+2%	+3%
Grade 3 ELA Proficiency	AK STAR	FY2026 Data	+1%	+2%	+3%
Grade 4 ELA Proficiency	AK STAR	FY2026 Data	+1%	+2%	+3%
Grade 5 ELA Proficiency	AK STAR	FY2026 Data	+1%	+2%	+3%
Grade 6 ELA Proficiency	AK STAR	FY2026 Data	+1%	+2%	+3%
Grade 7 ELA Proficiency	AK STAR	FY2026 Data	+1%	+2%	+3%
Grade 8 ELA Proficiency	AK STAR	FY2026 Data	+1%	+2%	+3%
Grade 9 ELA Proficiency	AK STAR	FY2026 Data	+1%	+2%	+3%

STRATEGY 3.A.i.

Strengthen vocabulary and reading comprehension through statewide professional learning, resources, and evidence-based literacy instruction.

If-Then Statement

If DEED expands statewide professional learning and resources that help educators provide evidence-based literacy instruction, then educators will strengthen classroom practice and improve student literacy achievement.

Implementation Measures 3.A.i.

Implementation Indicator	Data Source	Baseline 2025-26	2026-27	2027-28	2028-29
DEED develops and expands professional learning courses and resources focused on evidence-based vocabulary and comprehension instruction	Professional learning courses, implementation resources, participation records, and educator feedback	DEED has existing literacy professional learning and resources that support vocabulary and comprehension instruction. Additional courses and resources are needed to provide a more comprehensive focus on high-leverage comprehension strategies.	Develop and launch professional learning courses and resources focused on high-leverage strategies.	Expand the professional learning offerings and pilot resources with participating districts and educators.	Refine and expand professional learning courses and resources based on participation, educator feedback, implementation evidence, and statewide literacy data.
Educators participate in professional learning and apply high-leverage vocabulary and comprehension strategies in classroom instruction.	Course participation and completion records, educator work products, surveys, technical assistance records, and implementation feedback.	Establish participation and implementation baselines as the new professional learning courses and resources are launched in Year 1.	Educators participate in the initial professional learning courses and provide feedback on content and implementation needs.	Participation expands, and educators use resources to implement high-leverage vocabulary and comprehension strategies.	Participation continues to expand, and implementation evidence is used to improve professional learning and statewide supports.

Three-Year Action Plan 3.A.i.

2026-27	Annual Milestone Develop and launch professional learning courses and resources focused on high-leverage vocabulary and comprehension strategies. Actions • Establish and convene a statewide literacy stakeholder group that includes educators, districts, tribes, higher education partners, and literacy experts. • Review AK STAR findings and other statewide data to confirm priority vocabulary and comprehension needs and develop resources to help educators understand the findings. • Review existing DEED professional learning and resources to identify content that can be expanded or incorporated into new courses. • Develop and launch professional learning courses focused on high-leverage strategies. • Develop resources that help educators apply course content in classroom instruction.
2027-28	Annual Milestone Expand professional learning offerings and support classroom implementation of high-leverage vocabulary and comprehension strategies. Actions • Expand the number and availability of professional learning courses based on identified needs. • Develop model lessons, planning tools, instructional routines, and classroom examples that translate course content into practice. • Pilot resources with participating districts and educators. • Provide technical assistance to help educators interpret AK STAR results and strengthen vocabulary and comprehension instruction in ELA and across content areas. • Gather educator and district feedback on the relevance, usability, and effectiveness of the courses and resources. • Refine professional learning and resources based on implementation findings.
2028-29	Annual Milestone Expand statewide participation and highlight successful district implementation of evidence-based vocabulary and comprehension instruction. Actions • Expand statewide access to professional learning courses, resources, and technical assistance. • Support additional districts and educators in implementing high-leverage vocabulary and comprehension strategies. • Identify successful district and classroom practices using implementation evidence, educator feedback, and available student literacy data. • Document and share district successes, model practices, and educator-developed resources statewide. • Create opportunities for districts and educators to learn from one another through presentations, professional learning, and peer collaboration. • Update and expand professional learning courses and resources based on district successes, implementation findings, AK STAR results, and statewide literacy priorities.

STRATEGY 3.A.ii.

Build the background knowledge and vocabulary students need to comprehend increasingly complex texts across content areas.

If-Then Statement

If DEED develops companion documents that supplements the Alaska’s standards and further articulate the content knowledge students should learn across grade levels, and provides educators with guidance and professional learning for building that knowledge through content-rich instruction, then students will develop the knowledge and vocabulary needed to comprehend increasingly complex texts across content areas.

Implementation Measures 3.A.ii.

Implementation Indicator	Data Source	Baseline 2025-26	2026-27	2027-28	2028-29
DEED develops core knowledge companion documents that identify essential knowledge across grade levels and content areas	Companion documents and development records	Alaska’s Social Studies standards establish broad learning expectations that can be strengthened with an additional layer identifying the essential content knowledge students should develop across grade levels	Draft the Core Social Studies Knowledge companion document	Publish and pilot the social studies companion document	Refine the social studies companion document and begin developing a Core Science Knowledge companion document
Participating districts use core knowledge guidance and supports to strengthen local curriculum and instruction	Participation records, district implementation plans, educator work products, and feedback	Establish the district participation and implementation baseline in Year 1	Pilot districts review the draft guidance and prepare for implementation	Pilot districts implement the guidance and supports	Expand participation to additional districts and use implementation evidence to improve statewide guidance and supports

Three-Year Action Plan 3.A.ii.

2026-27	Annual Milestone Draft the Core Social Studies Knowledge companion document and develop initial implementation supports. Actions • Establish and convene a statewide social studies stakeholder group that includes educators, districts, tribes, cultural organizations, higher education partners, and content experts. • Review research on background knowledge, vocabulary, comprehension, and content-rich instruction. • Identify essential social studies knowledge and organize it into a coherent progression across grade levels. • Draft a companion document that supplements the Alaska’s social studies standards and further articulates the essential content knowledge students should learn across grade levels, while preserving local curriculum authority. • Develop initial professional learning and resources. • Select pilot districts and establish participation and implementation baselines.
2027-28	Annual Milestone Publish and pilot the Core Social Studies Knowledge companion document and its implementation supports. Actions • Publish the Core Social Studies Knowledge companion document and implementation guide. • Develop exemplar scope and sequence materials, model units, text sets, vocabulary supports, and planning tools. • Pilot the companion document and resources with participating districts. • Deliver professional learning and technical assistance on building background knowledge through content-rich instruction. • Gather stakeholder and district feedback on usability, cultural relevance, and instructional value. • Refine the companion document and supports based on pilot findings.
2028-29	Annual Milestone Expand social studies implementation and begin developing a Core Science Knowledge companion document. Actions • Expand access to the social studies companion document, resources, professional learning, and technical assistance. • Support additional districts in using the resources within their local curriculum. • Collect implementation evidence and share promising practices. • Update the social studies companion document and supports based on implementation findings. • Establish and convene a statewide science stakeholder group that includes educators, districts, tribes, higher education partners, and content experts. • Establish the framework and development process for a Core Science Knowledge companion document. • Update and expand professional learning courses and resources based on district successes, implementation findings, and statewide literacy priorities.

STRATEGIC PRIORITY 3

Close the achievement gap by ensuring equitable educational rigor and resources.

Strategic Alignment

DEED will align its programs, resources, technical assistance, funding, and continuous improvement efforts to advance the State Board of Education's Alaska's Education Challenge Strategic Priorities and SMART Goals.

SBOE SMART Goal 3.B. | 3-Year Math



The number of Grade 3–9 students scoring proficient or above in Mathematics will increase by six percent from the Spring 2026 baseline by Spring 2029, as measured by the Alaska System of Academic Readiness (AK STAR).

Performance Measures 3.B.

DEED will monitor mathematics proficiency for all students and by grade level and student group to assess progress toward the statewide goal.

Performance Indicator	Data Source	Baseline 2025-26	2026-27	2027-28	2028-29
Overall Math Proficiency (Grades 3 – 9)	AK STAR	FY2026 Data	+1%	+2%	+3%
Grade 3 Math Proficiency	AK STAR	FY2026 Data	+1%	+2%	+3%
Grade 4 Mathematics Proficiency	AK STAR	FY2026 Data	+1%	+2%	+3%
Grade 5 Mathematics Proficiency	AK STAR	FY2026 Data	+1%	+2%	+3%
Grade 6 Mathematics Proficiency	AK STAR	FY2026 Data	+1%	+2%	+3%
Grade 7 Mathematics Proficiency	AK STAR	FY2026 Data	+1%	+2%	+3%
Grade 8 Mathematics Proficiency	AK STAR	FY2026 Data	+1%	+2%	+3%
Grade 9 Mathematics Proficiency	AK STAR	FY2026 Data	+1%	+2%	+3%

STRATEGY 3.B.i.

Develop and implement a statewide mathematics framework that strengthens instruction, academic support, data use, professional learning, and family engagement.

If-Then Statement

If DEED develops and supports implementation of a statewide evidence-based mathematics framework that provides guidance on high-quality mathematics instructional materials and instruction, professional learning, tiered levels of academic support, progress-monitoring tools and effective use of data, continuous improvement, and family engagement and communication, then districts will have the tools, resources, and support needed to strengthen mathematics instruction and improve mathematics achievement for all students.

Implementation Measures 3.B.i.

Implementation Indicator	Data Source	Baseline 2025-26	2026-27	2027-28	2028-29
Alaska Mathematics Framework development	Alaska Mathematics Framework	Existing statewide mathematics supports	Draft framework completed	Framework published	Annual review and revisions completed
Mathematics implementation resources	DEED Mathematics Resource Toolkit	Existing mathematics resources	Resource development plan completed	Resource toolkit published	Resources updated based on implementation feedback
Mathematics professional learning and technical assistance	DEED Professional Learning and Technical Assistance Plan and Records	Existing mathematics professional learning and technical assistance	Professional learning and technical assistance plan developed	Professional learning and technical assistance resources developed	Statewide professional learning and technical assistance provided



Three-Year Action Plan 3.B.i.

2026-27	Annual Milestone Develop the Alaska Mathematics Framework and establish the statewide implementation plan.
	Actions • Convene a statewide mathematics advisory group. • Review research and exemplary state mathematics frameworks. • Engage educators, districts, tribes, higher education, and other stakeholders. • Develop the draft Alaska Mathematics Framework with stakeholder feedback. • Identify professional learning and technical assistance priorities.
2027-28	Annual Milestone Finalize the framework and develop implementation resources.
	Actions • Publish the Alaska Mathematics Framework. • Develop an implementation guide and supporting resources. • Develop professional learning modules and technical assistance training materials. • Pilot resources and gather educator feedback.
2028-29	Annual Milestone Launch statewide implementation and support continuous improvement.
	Actions • Share implementation resources. • Deliver statewide professional learning. • Provide technical assistance to districts. • Collect implementation feedback and evaluate progress. • Share promising practices. • Update the framework and resources based on feedback.

STRATEGY 3.B.ii.

Implement an integrated LEA strategic planning tool that supports data-informed decision-making, aligns resources with local priorities, and improves student achievement.

If-Then Statement

If DEED develops and supports implementation of an LEA strategic planning tool that integrates data analysis, needs assessment, goal setting, action planning, and funding alignment, then districts will be better equipped to make informed local decisions, focus resources on their priorities, and improve student achievement.

Implementation Measures 3.B.ii.

Implementation Indicator	Data Source	Baseline 2025-26	2026-27	2027-28	2028-29
Development and refinement of the LEA Strategic Planning Tool	Model built in Grant Management System (GMS)	No plan developed	Tool developed	Tool refined based on district feedback	Tool maintained and updated based on district needs
Participating districts use the tool to develop, monitor, and update LEA strategic plans based on locally identified needs	GMS records and district strategic plans	No districts using the tool	Pilot districts develop LEA strategic plan in GMS in the spring for following school year	Pilot districts implement the tool, and the tool opens to additional volunteer districts for spring planning and Year 3 implementation	Expand participation annually and support districts in monitoring and updating their plans
Development and refinement of a School Improvement Planning Tool that mirrors the LEA tool	Model built in GMS	No plan developed	Development scheduled to begin in Year 2	Tool developed	Tool refined based on district feedback
Pilot schools use the tool to develop, monitor, and update school improvement plans based on locally identified needs	GMS participation records and school improvement plans	No schools using the tool	Implementation scheduled for Year 3	Pilot schools develop school improvement strategic plan in GMS in the spring for following school year	Pilot schools implement the tool, and the tool opens to additional schools for spring planning

Three-Year Action Plan 3.B.ii.

2026-27	Annual Milestone Develop and test the LEA Strategic Planning Tool and prepare pilot districts for Year 2 implementation. Actions • Finalize the LEA strategic planning framework and GMS specifications. • Engage pilot districts in reviewing the framework and proposed planning process. • Develop the LEA Strategic Planning Tool in GMS. • Upload available state data and test the tool with pilot districts. • Develop guidance, training, and technical assistance resources. • Open the tool to pilot districts and support them in developing strategic plans for implementation the following year.
2027-28	Annual Milestone Support pilot districts in implementing and monitoring their LEA strategic plans, expand access to additional volunteer districts, and develop the School Improvement Planning Tool for Year 3 implementation. Actions • Support pilot districts in implementing and monitoring their LEA strategic plans. • Gather feedback from pilot districts and refine the LEA Strategic Planning Tool and support resources. • Open the LEA Strategic Planning Tool to additional volunteer districts for spring planning and Year 3 implementation. • Finalize the School Improvement Planning Tool framework and GMS specifications. • Develop and test the School Improvement Planning Tool in GMS with pilot districts and schools. • Develop guidance, training, and technical assistance resources for school improvement planning.
2028-29	Annual Milestone Expand implementation of the LEA Strategic Planning Tool, support districts in monitoring and updating their plans, and begin pilot implementation of the School Improvement Planning Tool. Actions • Support participating districts in implementing and monitoring their LEA strategic plans. • Support pilot districts in reviewing results and updating their strategic plans. • Continue the annual expansion of the LEA Strategic Planning Tool to additional volunteer districts. • Support pilot schools in implementing and monitoring their school improvement plans. • Gather feedback and refine the School Improvement Planning Tool and support resources. • Open the School Improvement Planning Tool option to additional schools for spring planning and future implementation.

STRATEGIC PRIORITY 4

Prepare, attract, and retain effective education professionals.

Strategic Alignment

DEED will align its programs, resources, technical assistance, funding, and continuous improvement efforts to advance the State Board of Education's Alaska's Education Challenge Strategic Priorities and SMART Goals.

SBOE SMART Goal 4.A | 3-Year Educator Apprenticeship Program



The percentage of educators participating in either a U.S. Department of Labor-approved apprenticeship pathway or the Green to Teach pathway to certification will increase by 25 percent over three years from the 2026 baseline by 2029, as reported to the Alaska Office of Apprenticeship and DEED.

Performance Measures 4.A

Performance Indicator	Data Source	Baseline 2025-26	2026-27	2027-28	2028-29
Educators enrolled in an approved educator apprenticeship pathway	US DOL Alaska Apprenticeship Enrollment	107	+9 Participants	+8 Participants	+8 Participants
School districts participating in educator apprenticeship as an approved employer	US DOL Alaska Apprenticeship Employer Approval	13	+1 Districts	+1 Districts	+1 Districts
Candidates successfully completing an educator apprenticeship pathway	DEED, EPP graduation records	1	FY2027 Completion Number	+10%	+10%
Educators enrolled in the Green to Teach pathway	DEED, ABCTE, and District Enrollment Records	0	FY2027 Implementation Number	+10%	+15%
School districts participating in Green to Teach	DEED Approved School Districts	1	+2 Districts	+2 Districts	+2 Districts
Candidates successfully completing Green to Teach requirements	Teacher Certification Records	0	FY2027 Completion Number	+10%	+15%

STRATEGY 4.A.i.

Strengthen and expand educator apprenticeship pathways that prepare paraprofessionals and teachers for certification, endorsements, and school leadership roles.

If-Then Statement

If DEED strengthens, expands, and supports statewide implementation of educator apprenticeship pathways through partnerships with school districts, education preparation providers (EPPs), apprenticeship sponsors, Alaska Department of Labor and Workforce Development (DOLWD), and the United States Department of Labor and Workforce Development (USDOL), then Alaska school districts will have increased access to a sustainable Grow Your Own educator pathway that prepares paraprofessionals and teachers for teacher and principal certification and endorsements, strengthening the statewide educator workforce.

Implementation Measures 4.A.i.

Implementation Indicator	Data Source	Baseline 2025-26	2026-27	2027-28	2028-29
Educator Apprenticeship Implementation	DEED, US DOL, and district enrollment	Current districts approved 13, current enrolled apprentices 107	Expanded implementation in additional districts	Sustained implementation in enrolled districts	Sustained implementation in enrolled districts
Educator Apprenticeship Support	DEED, EPPs, Alaska Statewide Mentor Project (ASMP)	ASMP Mentor Training, EPP webinars, DEED webinars	Establish principal mentor and apprentice resources and support	Expand principal and teacher mentor and apprentice supports	Sustain principal and teacher mentor and apprentice supports
Educator Apprenticeship Tracking	DEED, National Center for Grow Your Own (NCGYO), Northwest Comprehensive Centers (NWCC)	DEED Smartsheet tracking	Develop an educator apprenticeship evaluation framework	Implement educator apprenticeship evaluation framework	Sustain educator apprenticeship evaluation framework

Three-Year Action Plan 4.A.i.

2026-27	Annual Milestone Expand educator apprenticeship participation Actions • Develop a “Telling the Story” strategy in partnership with technical assistance providers. • Convene monthly district, EPP, and partner organization community of practice. • Establish mentor and apprentice supports for the principal apprenticeship pathway. • Implement mentor and apprentice supports for the teacher apprenticeship pathway. • Develop an educator apprenticeship evaluation framework.
2027-28	Annual Milestone Implement educator apprenticeship program Actions • Implement “Telling the Story” strategies. • Convene monthly district, EPP, and partner organization community of practice. • Implement mentor and apprentice supports for the principal apprenticeship pathway. • Implement mentor and apprentice supports for the teacher apprenticeship pathway. • Implement educator apprenticeship evaluation framework.
2028-29	Annual Milestone Sustain educator apprenticeship pathways Actions • Implement “Telling the Story” strategies. • Convene monthly district, EPP, and partner organization community of practice. • Implement mentor and apprentice supports for the principal apprenticeship pathway. • Implement mentor and apprentice supports for the teacher apprenticeship pathway. • Implement educator apprenticeship evaluation framework.

STRATEGY 4.A.ii.

Expand the Green to Teach pathway to prepare transitioning service members, veterans, and military spouses for careers in education.

If-Then Statement

If DEED strengthens, expands, and supports statewide implementation of the Green to Teach pathway through partnerships with school districts and the U.S. Department of Defense SkillBridge program, then Alaska school districts will have increased access to a sustainable Grow Your Own educator pathway that prepares transitioning service members, veterans, and military spouses for educator certification, strengthening the statewide educator workforce.

Implementation Measures 4.A.ii.

Implementation Indicator	Data Source	Baseline 2025-26	2026-27	2027-28	2028-29
Green to Teach implementation	DEED Green to Teach Program Records	Green to Teach pathway developed; one pilot district approved	Initial implementation in participating districts	Expanded implementation in additional districts	Sustained implementation in participating districts
Green to Teach outreach	DEED Outreach and Technical Assistance Records	Outreach materials developed and initial district engagement completed	Outreach plan implemented	Outreach expanded	Outreach refined based on implementation feedback
Green to Teach participant tracking	DEED Green to Teach Program Records	No statewide participant tracking process	Tracking process developed	Tracking process implemented	Participant outcome data used for continuous improvement

Three-Year Action Plan 4.A.ii.

2026-27	Annual Milestone Implement the Green to Teach pathway in Alaska school districts and support the first participants. Actions • Implement the Green to Teach pathway by supporting the first participants in the pilot school districts and providing technical assistance throughout the program. • Expand the Green to Teach pathway by supporting implementation in additional Alaska school districts, including assisting districts seeking U.S. Department of War SkillBridge approval. • Increase awareness of the Green to Teach pathway through outreach to transitioning service members, veterans, military spouses, military installations, and Alaska school districts.
2027-28	Annual Milestone Expand Green to Teach participation and strengthen program implementation. Actions • Expand the Green to Teach pathway by supporting implementation in additional Alaska school districts. • Strengthen the Green to Teach pathway by implementing a statewide process to track participant enrollment, program completion, employment, and retention. • Increase participation in the Green to Teach pathway through continued outreach and technical assistance for Alaska school districts, transitioning service members, veterans, military spouses, and military installations.
2028-29	Annual Milestone Sustain and evaluate the Green to Teach pathway. Actions • Sustain the Green to Teach pathway through continued expansion and technical assistance for participating school districts. • Evaluate Green to Teach implementation and participant outcomes, including completion, employment, and retention data. • Refine the Green to Teach pathway using evaluation findings to support continuous improvement and long-term sustainability.

STRATEGIC PRIORITY 4

Prepare, attract, and retain effective education professionals.

Strategic Alignment

DEED will align its programs, resources, technical assistance, funding, and continuous improvement efforts to advance the State Board of Education's Alaska's Education Challenge Strategic Priorities and SMART Goals.

SBOE SMART Goal 4.B | 3-Year Education Career Pathway Participation



The percentage of high school seniors who complete two consecutive Perkins-approved CTE courses or an approved dual credit sequence within an Education career pathway will increase by 25 percent over three years from the 2026 baseline by 2029, as reported in the district Carl Perkins All-In-One Reports and the Career and Technical Student Organization report.

Performance Measures 4.B

Performance Indicator	Data Source	Baseline 2025-26	2026-27	2027-28	2028-29
Students enrolled in a student-to-teacher career pathway	Perkins Data, Educators Rising Course Data	192	+16	+16	+16
Number of districts participating in student-to-teacher career pathways	Perkins Data, Educators Rising Data	14	+2	+1	+1



STRATEGY 4.B.i.

Expand approved student-to-teacher CTE pathways that allow more students to explore education careers and enter Alaska’s teacher pipeline.

If-Then Statement

If DEED expands options for approved student-to-teacher CTE pathways, then more students will have the opportunity to explore education career options within their district and across the state, creating a pipeline to increase teacher candidates.

Implementation Measures 4.B.i.

Implementation Indicator	Data Source	Baseline 2025-26	2026-27	2027-28	2028-29
Student-to-Teacher Pathway Program Option Expansion	DEED, Perkins	No districts are currently participating in a statewide student-to-teacher Career and Technical Education Program of Study (CTEPS)	Establish a statewide student-to-teacher CTEPS	Enroll participants in the statewide student-to-teacher CTEPS	Expand and sustain enrollment in the statewide student-to-teacher CTEPS
Student-to-Teacher Pathway Outreach	DEED TRR Team	No existing outreach materials for a statewide student-to-teacher pathway	Outreach plan developed	Outreach plan implemented	Outreach plan implemented and refined based on feedback



Three-Year Action Plan 4.B.i.

2026-27	Annual Milestone Expand student-to-teacher Perkins approved CTEPS pathways.
	Actions • Develop a CTEPS framework in partnership with the University of Alaska and local districts. • Promote the student-to-teacher Perkins approved CTEPS. • Support districts in setting up and getting approval for their student-to-teacher CTEPS.
2027-28	Annual Milestone Enroll participants in statewide student-to-teacher approved CTEPS.
	Actions • Support districts in establishing newly approved CTEPS. • Support districts in enrolling participants in statewide student-to-teacher approved CTEPS. • Track participation in statewide student-to-teacher approved CTEPS.
2028-29	Annual Milestone Sustain participation in statewide student-to-teacher CTEPS.
	Actions • Evaluate statewide student-to-teacher CTEPS. • Sustain district engagement in statewide student-to-teacher CTEPS. • Track participation in statewide student-to-teacher approved CTEPS. • Refine statewide student-to-teacher approved CTEPS based on program implementation successes and challenges.

STRATEGY 4.B.ii.

Increase student participation in approved student-to-teacher pathways through stronger outreach, partnerships, and statewide support.

If-Then Statement

If DEED increases engagement in all approved student-to-teacher pathways, then more students will have the opportunity to explore education career options within their district and across the state, creating a pipeline to increase teacher candidates.

Implementation Measures 4.B.ii.

Implementation Indicator	Data Source	Baseline 2025-26	2026-27	2027-28	2028-29
Number of districts engaging in a student-to-teacher pathway	DEED Perkins Data, Educators Rising Data	7 Districts participating	+1 District	+1 District	+1 District
Student-to-teacher participant tracking	DEED Perkins Data, Educators Rising Participants	No statewide participant tracking process	Tracking process developed	Tracking process implemented	Participant outcome data used for continuous improvement



Three-Year Action Plan 4.B.ii.

2026-27	Annual Milestone Expand participation across approved student-to-teacher pathways. Actions • Expand student-to-teacher CTE pathway engagement by supporting implementation in additional Alaska school districts. • Strengthen the student-to-teacher CTE pathway by developing a statewide process to track participant enrollment and program completion. • Increase participation in the student-to-teacher CTE pathway by developing an outreach and technical assistance campaign for Alaska school districts.
2027-28	Annual Milestone Implement developed strategies for outreach and tracking and support expansion of district engagement in student-to-teacher pathways. Actions • Expand student-to-teacher CTE pathway engagement by supporting implementation in additional Alaska school districts. • Strengthen student-to-teacher CTE pathways by developing a statewide process to track and evaluate the programs, participation, and participant outcomes. • Increase participation in student-to-teacher CTE pathways by implementing the developed outreach and technical assistance campaign with Alaska school districts.
2028-29	Annual Milestone Sustain and evaluate the student-to-teacher CTE pathways. Actions • Sustain the student-to-teacher CTE pathways through continued expansion and technical assistance for participating school districts. • Evaluate student-to-teacher CTE pathway implementation and participant outcomes. • Refine the student-to-teacher CTE pathway using evaluation findings to support continuous improvement and long-term sustainability.

STRATEGIC PRIORITY 5

Improve the safety and well-being of students through school partnerships with families, communities, and tribes.

Strategic Alignment

DEED will align its programs, resources, technical assistance, funding, and continuous improvement efforts to advance the State Board of Education’s Alaska’s Education Challenge Strategic Priorities and SMART Goals.

SBOE SMART Goal 5.A | 3-Year Bullying and Harassment Reduction



The percentage of students involved in bullying, harassment, and cyberbullying incidents resulting in suspensions or expulsions will decrease by nine percent from the 2026 baseline by 2029, as reported in the bullying, suspension, and expulsions data.

Performance Measures 5.A

Performance Indicator	Data Source	Baseline 2025-26	2026-27	2027-28	2028-29
Instances of harassment and bullying suspensions, grades K-12	Suspension and Expulsions Data collection	Not available	-3%	-6%	-9%
Instances of cyberbullying suspensions, grades K-12	Suspension and Expulsions Data collection	Not available	-3%	-6%	-9%



STRATEGY 5.A.i.

Increase awareness of bullying, harassment, and cyberbullying prevention, reporting procedures, and available supports.

If-Then Statement

If DEED consistently provides accessible, timely, and widely promoted information and resources on bullying, harassment, and cyberbullying prevention, then districts, families, and students will be more aware of prevention strategies, reporting procedures, and supports, leading to a reduction in bullying, harassment, and cyberbullying incidents resulting in suspensions or expulsions.

Implementation Measures 5.A.i.

Implementation Indicator	Data Source	Baseline 2025-26	2026-27	2027-28	2028-29
Number of certificates earned for the Harassment and Bullying eLearning Course	Alaska eLearning System	Course not available in 2025-26	250 certificates	300 certificates	350 certificates
Promotion of the Bullying and Cyberbullying webpage and resources through multiple channels (e.g., DEED website, DEED newsletters, social media, stakeholder communications, and staff trainings)	Webpage analytics Documentation of outreach activities	Not established	200 website hits	300 website hits	400 website hits
Number of <i>Conversations for Families About Staying Safe Online</i> kits, which provide discussion prompts and resources to help families talk with children about online safety, distributed to school districts	Documentation of outreach activities	Not established	500 kits distributed	500 kits distributed	500 kits distributed



Three-Year Action Plan 5.A.i.

2026-27	Annual Milestone Launch a comprehensive anti-harassment and bullying initiative by providing districts with evaluation data, implementation resources, and a specialized eLearning course. Actions • Launch harassment and bullying eLearning Course – Number of certificates- Launched July 2026. • Assist districts in reviewing harassment and bullying data across all schools, including schools participating in the state’s Positive Behavioral Interventions and Supports (PBIS) model and those that are not. • Look at School Climate and Connectedness data- looking at safety and peer relationship indicators. • Provide districts with harassment, bullying/cyberbullying, and expulsion data to district in a summary format through the Local Education Agency Strategic Plan in the Grant Management System (GMS). • Partner with Technology Content Specialist to disseminate cyberbullying information to schools/districts. • Inform and support districts about the new requirement to have a cell phone policy for their district.
2027-28	Annual Milestone Expand statewide anti-harassment and bullying outreach by delivering targeted informational resources and coordinated support to help districts implement effective prevention strategies. Actions • Create and air a Public Service Announcement (PSA) on harassment and bullying for districts. • Include harassment and bullying/cyberbullying strand in State DEED Conference. • Incorporate harassment and bullying data into school improvement planning and integrated multi-tiered systems of support (MTSS) in all schools, including those participating in the state’s PBIS model. • Provide information to district staff taking mandated reporter training regarding online safety and bullying/harassment. • Provide districts with harassment, bullying/cyberbullying, and expulsion data to district in a summary format through the Unified Strategic Plan in GMS.
2028-29	Annual Milestone Strengthen district anti-harassment and bullying outreach by delivering advanced PBIS resources and specialized conference training to support sustainable implementation. Actions • Expand PBIS resources for Tier 2 and Tier 3 implementation. • Include harassment and bullying strand in the State DEED Conference. • Update eLearning courses. • Provide districts with harassment, bullying/cyberbullying, and expulsion data in a summary format through the LEA Strategic Planning Tool in GMS.

STRATEGY 5.A.ii.

Strengthen school prevention practices through partnerships, PBIS implementation, professional collaboration, and data-informed school improvement.

If-Then Statement

If DEED leverages partnerships with technology content specialists, families, community organizations, youth-serving agencies, districts, and PBIS schools to disseminate cyberbullying information, expand PBIS Tier 1–3 implementation, host a Safety Community of Practice, and integrate harassment and bullying data into school improvement planning, then schools will strengthen their prevention practices, improve data-driven decision-making, and increase statewide awareness, resulting in fewer bullying, harassment, and cyberbullying incidents over time.

Implementation Measures 5.A.ii.

Implementation Indicator	Data Source	Baseline 2025-26	2026-27	2027-28	2028-29
Leverage partnerships with statewide and community organizations to expand the reach of bullying-prevention information by coordinating awareness campaigns, sharing resources, and jointly hosting educational events for students, families, and educators	Number of Partnerships	Not available	3 partnerships	5 partnerships	7 partnerships
	Number of events and participant attendees at events		3 events	5 events	7 events



Three-Year Action Plan 5.A.ii.

2026-27	Annual Milestone Advance district safety and climate efforts through key indicator data analysis and collaborative resource deployment with Public Safety and Health partners. Actions • Disseminate cyberbullying guidance statewide in partnership with the Technology Content Specialist. • Partner with districts to scale implementation of Tier 1, 2, and 3 PBIS strategies. • Host an ongoing Safety Community of Practice to facilitate inter-district collaboration. • Embed harassment and bullying data trends into school improvement plans for participating PBIS schools. • Create a Statewide Network for PBIS. • Research district cell phone policies across the state.
2027-28	Annual Milestone Advance district safety and support through climate data analysis and collaborative resource deployment with Public Safety and Health partners. Actions • Analyze School Climate and Connectedness data to evaluate key safety and peer relationship indicators. • Partner with the Department of Health to distribute targeted health and prevention resources to schools. • Collaborate with the Department of Public Safety to strengthen school safety protocols and district support.
2028-29	Annual Milestone Strengthen district support systems through climate data analysis and the expansion of key inter-agency partnerships. Actions • Analyze School Climate and Connectedness data to assess key safety and peer relationship indicators. • Expand and sustain existing inter-agency partnerships to enhance support across districts.

STRATEGIC PRIORITY 5

Improve the safety and well-being of students through school partnerships with families, communities, and tribes.

Strategic Alignment

DEED will align its programs, resources, technical assistance, funding, and continuous improvement efforts to advance the State Board of Education’s Alaska’s Education Challenge Strategic Priorities and SMART Goals.



SBOE SMART Goal 5.B. | 3-Year Chronic Absenteeism

The percentage of students identified as chronically absent will decrease by six percent from the 2026 baseline by 2029, as reported in the State of Alaska annual accountability reporting system.

Performance Measures 5.B.

Performance Indicator	Data Source	Baseline 2025-26	2026-27	2027-28	2028-29
Chronic Absenteeism counts	System for School Success- School Accountability System	Not available	-2%	-4%	-6%



STRATEGY 5.B.i.

Reduce chronic absenteeism through targeted resources, statewide implementation support, family engagement, and evidence-based attendance strategies.

If-Then Statement

If the state creates and disseminates targeted absenteeism resources, expands implementation strategies, and scales statewide initiatives through Communities of Practice (CoP), PBIS integration, national partnerships, and parent-engagement tools like the Strive for 5 attendance tracker, then districts will have the support and capacity needed to reduce chronic absenteeism and increase student attendance.

Implementation Measures 5.B.i.

Implementation Indicator	Data Source	Baseline 2025-26	2026-27	2027-28	2028-29
Monthly Community of Practice (CoP) with district driven topics	CoP participation information	CoP is newly established	Increase # of participating districts by 5	Increase # of participating districts by 10	Increase # of participating districts by 15
Promoting Student Strive for 5 Attendance Tracker Calendar	Webpage analytics	Not available	Increase # of webpage hits by 5%	Increase # of webpage hits by 10%	Increase # of webpage hits by 15%



Three-Year Action Plan 5.B.i.

2026-27	Annual Milestone Create and disseminate information and resources regarding attendance and chronic absenteeism. Actions • Hold CoP with districts using district driven topics. • Establish a recognition system to celebrate reduction in district absenteeism. • Create a Public Service Announcement on attendance. • Launch Strive for 5 Attendance Tracker Calendar for Families. • Work with Attendance Works to create strategies to promote attendance for districts/schools.
2027-28	Annual Milestone Build on resources to foster implementation of strategies to increase attendance and decrease chronic absenteeism. Actions • Launch Attendance Public Service Announcement to promote the importance of consistent attendance. • Recognize reduced chronic absenteeism in participating PBIS schools. • Continue Absenteeism CoP using district driven topics. • State Board of Education recognition of Strive for 5 high achievers in reducing chronic absenteeism.
2028-29	Annual Milestone Scale statewide student attendance strategies through district-led CoP, PBIS integration, national partnership resources, and parent-engagement tools like the <i>Strive for 5</i> tracker. Actions • Create a Public Service Announcement on attendance and chronic absenteeism. • Continue Absenteeism CoP using district driven topics. • Expand support and resources to participating PBIS schools to promote attendance. Scale the work statewide. • Build additional resources that support Strive for 5. • Continue attendance recognition for districts.

STRATEGY 5.B.ii.

Align statewide attendance efforts through coordinated programs, strong partnerships, and recognition of effective district practices.

If-Then Statement

If the state streamlines attendance efforts through cross-program alignment, active coalition partnerships, and a district attendance recognition framework, then schools will receive synchronized resources and support, leading to reduced chronic absenteeism and increased student attendance statewide.

Implementation Measures 5.B.ii.

Implementation Indicator	Data Source	Baseline 2025-26	2026-27	2027-28	2028-29
# of schools recognized for PBIS attendance implementation	Record of awardees	Not established	Baseline year	5 Schools	10 Schools
# of districts/schools recognized for reducing chronic absenteeism	Record of awardees	Not established	Baseline year	5 Schools	10 Schools
Number of districts that attend community of practice	CoP Tracking form	Not established	5 Districts	7 Districts	9 Districts
Number of schools/districts that reduced chronic absenteeism	System For School Success- School accountability system	Not available	5 Districts	7 Districts	9 Districts

Three-Year Action Plan 5.B.ii.

2026-27	Annual Milestone Streamline statewide attendance efforts through cross-program alignment, active coalition partnerships, and the launch of a district attendance recognition framework. Actions • Align attendance work with other divisions/programs (child nutrition, early childhood, ESEA, SPED, Reading, etc.). • Continue partnerships with Department of Health (DOH) and others such as Association of Alaska School Boards (AASB), Southeast Regional Resource Center (SERRC), Alaska Council of School Administrators etc. to promote school attendance resources and action. • Create a metric and recognition form for recognizing schools/districts that have positive results in implementing attendance strategies. • Establish a statewide network for PBIS.
2027-28	Annual Milestone Expand attendance initiatives through strategic cross-divisional alignment and sustained inter-agency partnerships to broaden district resources and action statewide. Actions • Continue partnerships with DOH and others such as AASB, SERRC, Alaska Council of School Administrators etc. to promote school attendance resources and action. • Align attendance work with other divisions/programs (child nutrition, early childhood, ESEA, SPED, Reading, etc.).
2028-29	Annual Milestone Advance statewide attendance strategies by aligning cross-divisional programs and sustaining key inter-agency partnerships to expand district resources and action. Actions • Continue partnerships with DOH and others such as AASB, SERRC, Alaska Council of School Administrators etc. to promote school attendance resources and action. • Align attendance work with other divisions/programs (child nutrition, early childhood, ESEA, SPED, Reading, etc.).

STATE BOARD OF EDUCATION

State Education Agency Action Plan



STRATEGIC PRIORITY 1

Support ALL students to read at grade level by the end of third grade.

Goal 1.A

K-3 Literacy Benchmark Achievement

The number of Kindergarten-Grade 3 students performing at or above benchmark on the literacy screener will increase by 10 percent from the End-of-Year 2026 baseline by End-of-Year 2029, as measured by the mCLASS DIBELS 8 Curriculum-Based Measures.

STRATEGIES

- 1.A.i. Implement the Alaska Reads Act with fidelity as Alaska's statewide framework for improving K-3 literacy outcomes.
- 1.A.ii. Expand access to high-quality preschool by supporting districts in implementing Alaska's early education standards and qualifying for sustainable Preschool Average Daily Membership (ADM) funding formula.

Goal 1.B

Grade 3 Literacy Proficiency

The number of Grade 3 students scoring proficient or above in English Language Arts (ELA) will increase by five percent from the Spring 2026 baseline by Spring 2029, as measured by the Alaska System of Academic Readiness (AK STAR).

STRATEGIES

- 1.B.i. Improve outcomes for students with reading deficiencies through effective reading improvement plans, evidence-based interventions, progress monitoring, and targeted support.
- 1.B.ii. Strengthen reading comprehension through evidence-based writing instruction, professional learning, and structured literacy coaching.



STRATEGIC PRIORITY 2

Increase career, technical, and culturally relevant education to meet student and workforce needs.

Goal 2.A

3-Year Perkins CTE Concentrators

High school students who complete two credits of Perkins-approved CTE courses in a program of study (CTE concentrators) will increase by 25 percent over three years from the 2026 baseline by 2029, as reported in the Carl Perkins All-In-One Reports and Summer OASIS submissions.

STRATEGIES

- 2.A.i. Strengthen and expand high-quality CTE Programs of Study through technical assistance, statewide options, and the sharing of successful models.
- 2.A.ii. Modernize the Perkins Portal to strengthen CTE program development, collaboration, student participation reporting, and continuous improvement.

Goal 2.B

3-Year Alaska Performance Scholarship

High school graduates eligible for the Alaska Performance Scholarship through Option B, which includes 2 credits of CTE coursework, will increase by six percent from the 2026 baseline by 2029, as reported in the Summer OASIS submissions.

STRATEGIES

- 2.B.i. Increase awareness of Alaska Performance Scholarship opportunities and support students in qualifying through CTE pathways.



STRATEGIC PRIORITY 3

Close the achievement gap by ensuring equitable educational rigor and resources.

Goal 3.A

3-Year Literacy

The number of Grade 3-9 students scoring proficient or above in English Language Arts (ELA) will increase by six percent from the Spring 2026 baseline by Spring 2029, as measured by the Alaska System of Academic Readiness (AK STAR).

STRATEGIES

- 3.A.i. Strengthen vocabulary and reading comprehension through statewide professional learning, resources, and evidence-based literacy instruction.
- 3.A.ii. Build the background knowledge and vocabulary students need to comprehend increasingly complex texts across content areas.

Goal 3.B

3-Year Math

The number of Grade 3-9 students scoring proficient or above in Mathematics will increase by six percent from the Spring 2026 baseline by Spring 2029, as measured by the Alaska System of Academic Readiness (AK STAR).

STRATEGIES

- 3.B.i. Develop and implement a statewide mathematics framework that strengthens instruction, academic support, data use, professional learning, and family engagement.
- 3.B.ii. Implement an integrated LEA strategic planning tool that supports data-informed decision-making, aligns resources with local priorities, and improves student achievement.



STRATEGIC PRIORITY 4

Prepare, attract, and retain effective education professionals.

Goal 4.A

3-Year Educator Apprenticeship Program

The percentage of educators participating in either a U.S. Department of Labor-approved apprenticeship pathway or the Green to Teach pathway to certification will increase by 25 percent over three years from the 2026 baseline by 2029, as reported to the Alaska Office of Apprenticeship and DEED.

STRATEGIES

- 4.A.i. Strengthen and expand educator apprenticeship pathways that prepare paraprofessionals and teachers for certification, endorsements, and school leadership roles.
- 4.A.ii. Expand the Green to Teach pathway to prepare transitioning service members, veterans, and military spouses for careers in education.

Goal 4.B

3-Year Career Pathway Participation

The percentage of high school seniors who complete two consecutive Perkins-approved CTE courses or an approved dual credit sequence within an Education career pathway will increase by 25 percent over three years from the 2026 baseline by 2029, as reported in the district Carl Perkins All-In-One Reports and the Career and Technical Student Organization report.

STRATEGIES

- 4.B.i. Expand approved student-to-teacher CTE pathways that allow more students to explore education careers and enter Alaska's teacher pipeline.
- 4.B.ii. Increase student participation in approved student-to-teacher pathways through stronger outreach, partnerships, and statewide support.



STRATEGIC PRIORITY 5

Improve the safety and well-being of students through school partnerships with families, communities, and tribes.

Goal 5.A

3-Year Bullying and Harassment Reduction

The percentage of students involved in bullying, harassment, and cyberbullying incidents resulting in suspensions or expulsions will decrease by nine percent from the 2026 baseline by 2029, as reported in the bullying, suspension, and expulsions data.

STRATEGIES

- 5.A.i. Increase awareness of bullying, harassment, and cyberbullying prevention, reporting procedures, and available supports.
- 5.A.ii. Strengthen school prevention practices through partnerships, PBIS implementation, professional collaboration, and data-informed school improvement.

Goal 5.B

3-Year Chronic Absenteeism

The percentage of students identified as chronically absent will decrease by six percent from the 2026 baseline by 2029, as reported in the State of Alaska annual accountability reporting system.

STRATEGIES

- 5.B.i. Reduce chronic absenteeism through targeted resources, statewide implementation support, family engagement, and evidence-based attendance strategies.
- 5.B.ii. Align statewide attendance efforts through coordinated programs, strong partnerships, and recognition of effective district practices.

Conclusion

The Alaska's Education Challenge State Education Agency Action Plan provides a three-year framework for advancing the five strategic priorities and ten SMART goals established by the State Board of Education. It connects statewide goals to strategies, implementation measures, annual milestones, and actions that will guide the Department of Education and Early Development's work through 2029.

The goals focus on increasing student achievement and success through improved early literacy, expanded career and technical education, reduced achievement gaps, a stronger educator workforce, and improved student safety and well-being. DEED will align its programs, resources, and support with the outcomes established by the SBOE.

DEED will provide statewide leadership, guidance, professional learning, data, resources, and technical assistance to support districts and schools. The action plan respects local authority and recognizes that decisions must reflect the priorities and needs of each district and community. Implementation will also require continued collaboration with families, tribes, communities, educators, state agencies, higher education institutions, workforce organizations, and other statewide partners.

DEED will monitor progress toward the SMART goals and the implementation of the strategies included in the plan. Quarterly updates through the SBOE's five standing committees will provide opportunities to review progress, identify challenges, and make adjustments. DEED will also present a comprehensive annual report to the full SBOE on progress across all five priorities. Data, implementation evidence, and feedback from districts and partners will be used to refine strategies and strengthen statewide support throughout the three-year period.

Through shared responsibility, sustained focus, and coordinated action, the SBOE, DEED, districts, schools, and partners can build on the foundation established through the AEC. Together, this work advances DEED's mission of providing "an excellent education for every student every day" and supports improved opportunities and outcomes for students throughout Alaska.