Alaska DEED State Systemic Improvement Plan Theory of Action

Capacity Building

- School districts deliver professional development aligned to literacy evidence-based practices to paraprofessionals.
- Paraprofessionals are supported to enroll and progress in special education certification programs.
- District-based teacher coaches are trained and provide ongoing, job-embedded coaching and professional learning communities.
- Families participate in community-based literacy trainings to support early reading at home.

→

Instructional Practice with Fidelity

- Paraprofessionals increase instructional competence and implement literacy evidence-based practices with fidelity.
- Teacher coaches complete regular coaching cycles and support data-informed student literacy intervention plans.
- Districts strengthen capacity to deliver sustained, aligned professional development.
- Families increase knowledge, confidence, and engagement in supporting early literacy.

→

Student and System Outcomes

- Students with disabilities demonstrate improved reading proficiency and progress toward individualized literacy goals.
- Schools increase preparation, competence, and retention of paraprofessionals and teachers.
- School–family–community partnerships are strengthened to support responsive early literacy systems.
- Participating districts achieve improved early reading outcomes for elementary students with disabilities.