APPROVED AUGUST 2026

STRATEGIC PLAN

2026-2031

American Samoa Department of Education

TABLE OF CONTENTS

Letter from the Director 3
Our Journey 5
American Samoa Department of Education Strategic Direction 7
Vision 7
Mission 7
Values 7
Our Target 7
Portrait of an American Samoa High School Graduate 8
Priority Areas, Student-focused Goals, and Strategies 9
Champion Equitable Academic Excellence and Well-being Priority 9
Build and Support Educator Capacity Priority 12
Foster Collaborative Communities Priority 13
Optimize Operational Performance Priority 13
Implementation and Performance 15

LETTER FROM THE DIRECTOR



The American Samoa Department of Education (ASDOE) is dedicated to preparing all students for success in postsecondary education, careers, and life. In support of this mission, the ASDOE Five-Year Strategic Plan Steering Committee was formed to identify key areas for growth and improvement through a comprehensive needs assessment. This process led to the development of four strategic priorities: advancing equitable academic excellence and well-being, strengthening educator capacity, fostering collaborative communities, and optimizing operational performance. Together, these priorities provide the framework that will guide the department's efforts over the next five years.

Central to this work is the engagement of stakeholders whose voices, experiences, and perspectives are closest to our students and schools. Educators, leaders, families, and community members all played an important role in shaping the vision of a successful high school graduate and identifying six student-centered goals with measurable annual objectives. These goals are designed to ensure that every student graduates prepared for college, career opportunities, and lifelong success.

Champion Equitable Academic Excellence and Well-being Priority

Goal 1. All students will have a strong foundation of literacy and math before transitioning to 4th grade.

Goal 2. All students will have the social, emotional, and academic skills to successfully transition to the next grade level through high school, so they are college and career-ready before graduating.

Goal 3. All students will have opportunities to engage in relevant career and technical education pathways aligned to future workforce demands.

Build and Support Educator Capacity Priority

Goal 4. All students will be educated by effective teachers in schools led by effective school leaders.

Foster Collaborative Communities Priority

Goal 5. All students will be supported to succeed through partnerships among schools, families, and their communities.

Optimize Operational Performance Priority

Goal 6. The Department of Education will be an optimal, productive organization with streamlined systems that effectively address the needs of schools and students.

This strategic plan builds upon ASDOE's past accomplishments while addressing current challenges and creating new opportunities to strengthen student learning outcomes. It reflects the department's continued commitment to continuous improvement, equity, cultural responsiveness, and academic excellence. Most importantly, it recognizes that achieving our vision for education in American Samoa requires collective effort and shared responsibility among schools, families, and the broader community.

We thank our stakeholders for being part of this important process. Your voice matters, and your contributions will help shape the future direction of education in our territory. Fa'afetai tele lava, and we look forward to continued collaboration and meaningful discussions as we work together to support the success of every student.



Director Maefau Dr. Mary Lauagaia Taufete'e

OUR JOURNEY

Draft Strategic Plan — NOVEMBER 2025

Step 1. We began with a draft strategic plan and the four priorities identified by the ASDOE five-year Strategic Plan Steering Committee.

- Champion Equitable Academic Excellence and Wellbeing
- Build and Support Educator Capacity
- Foster Collaborative Communities
- Optimize Operational Performance

Review Data — FEBRUARY 4, 2026

Step 2. We conducted an ASDOE Public Education Summit to review data and trends and gather input from our stakeholders on what we want our students to be skilled in when they graduate.

AMERICAN SAMOA PUBLIC EDUCATION SUMMIT

Portrait of a Graduate — APRIL-MAY 2026

Step 3. We created our target, the Portrait of an American Samoa High School Graduate, based on input gathered at the Summit and from focus groups with our educators, students, families, and community members.



Student-Focused Goals — MAY 2026

Step 4. We broadened the committee to include the ASDOE leadership team, reduced the number of student-focused goals from 12 to six, and developed strategies for each goal.

Collaborative Teams — MAY 2026

Step 5. Collaborative teams composed of educators, parents, and community members created annual objectives for each strategy.

Reporting Progress — MAY-JUNE 2026

Step 6. We included implementation and impact measures to monitor and report progress to our stakeholders as the plan is being implemented.

JULY 2026

Step 7. Finalize the plan and obtain the Governor's approval.

Rollout Plan — AUGUST 2026

Step 8. Conduct an Education Summit to roll out the plan to our stakeholders.

WHAT SUCCESS LOOKS LIKE

Strategic Direction

What we aspire to be, our role in achieving it, and the underlying foundation that supports the journey.

Portrait of a Graduate



The skills and competencies our high school graduates should have to thrive in college, career and life.

WHAT IS MOST IMPORTANT TO FOCUS ON

Student-Focused Goals

Key Measures

Goals so every student becomes a successful graduate and the measures to monitor our progress in achieving them.

HOW WE WILL GET THERE

Strategies and Objectives

Key Implementation and Impact Measures

Multiyear focus areas and actions that leverage current strengths and opportunities, address areas for improvement, and positively affect student learning.

AMERICAN SAMOA DEPARTMENT OF EDUCATION STRATEGIC DIRECTION

Vision

All students are empowered with 21st-century literacy and cultural values to achieve success and resilience in diverse life settings.

Mission

Provide highly effective educators, appropriate resources, and promote community partnerships to ensure meaningful learning opportunities.

Values

The ASDOE is rooted in the Fa‘a Samoa (Samoan Way). We commit to the values of the ‘Aiga (Family), Tautua (Service), and Fa‘aaloalo (Respect).

Our Target

Our work is student-focused and guided by our Portrait of a Graduate, which defines the skills and competencies students should develop by graduation. The skills and competencies may look different for each student and are developed throughout students’ K–12 learning experiences.



Figure 1. High school students in class

PORTRAIT OF AN AMERICAN SAMOA HIGH SCHOOL GRADUATE



21ST-CENTURY LEARNER
- Reads and comprehends effectively
- Applies numeracy and mathematical reasoning
- Analyzes and interprets data
- Researches and communicates in writing
- Uses technology ethically and responsibly

CAREER-READY LEADER
- Adapts to change and remains flexible
- Takes initiative and self-directs learning
- Leads with responsibility and integrity
- Works productively and stays accountable
- Collaborates across social and cultural contexts

MULTILITERATE INDIVIDUAL
- Uses AI and digital tools effectively
- Engages in civic, global, and environmental issues
- Analyzes and uses data and information
- Makes informed financial and health decisions
- Evaluates and creates media responsibly

COLLABORATIVE INNOVATOR
- Collaborates and works cooperatively
- Creates and solves problems
- Thinks critically and makes decisions
- Shows perseverance and resilience
- Applies problem-solving in real situations

EFFECTIVE COMMUNICATOR
- Listens actively and attentively
- Communicates verbally and nonverbally
- Shows empathy and respects others
- Speaks, writes, and texts clearly and concisely
- Communicates in multiple languages

PRIORITY AREAS, STUDENT-FOCUSED GOALS, AND STRATEGIES

Four priority areas were identified based on past and present data and input from our stakeholders:

- Champion Equitable Academic Excellence and Well-being
- Build and Support Educator Capacity
- Foster Collaborative Communities
- Optimize Operational Performance

Our goals are student-focused because students are at the heart of everything we do. The goals are aspirational as they represent all students, so all students are prepared to access and pursue their college, career, and life goals after high school. The strategies are the work we need to do to achieve our goals.

Champion Equitable Academic Excellence and Well-being Priority

Goal 1. All students will have a strong foundation of literacy and math before transitioning to 4th grade.

Measures

- *Increase in the percentage of students meeting proficiency level at the end of 3rd grade in reading as measured by the District Reading Assessment*
- *Increase in the percentage of students meeting proficiency level at the end of 3rd grade in math*
- *Increase in the cohort student growth in reading by end of 3rd grade as measured by the District Reading Assessment*
- *Increase in the cohort student growth in math by the end of 3rd grade as measured by the standards-based math assessment*



Figure 2. Students in a primary class

Strategy 1.1. If we implement our K–3 district standards-based curriculum, instructional strategies, and intervention programs, **then** educators will use the standards-based curriculum with consistency and competence with high-quality instructional resources to provide instruction matched to student needs, **and** all K–3 students will have a strong foundation of literacy and math before transitioning to 4th grade.

Goal 2. All students will have the social, emotional, and academic skills to successfully transition to the next grade level through high school, so they are college- and career-ready before graduating.

Measures



Figure 3. Students in an elementary school class

- *Increase in the percentage of students who are proficient in each content area tested using the Standards-Based Assessments (SBAs)*
- *Increase in the percentage of students demonstrating year-to-year growth in each content area tested using the SBAs*
- *Increase in the percentage of students who meet their grade-level standards using the Standards-Based Grading system (SBG)*
- *Increase in the percentage of students who demonstrate proficiency based on their portfolios in English Language Arts, Mathematics, Social Studies, and Science*
- *Increase in the percentage of students with a secondary transition plan who report using the plan to guide their high school learning and experiences for college or career pathways*
- *Increase in the percentage of students participating in national and international competitions*
- *Increase in the percentage of surveyed students reporting improvement in social-emotional skills and well-being*

Strategy 2.1. If we review, refine, and provide training on an instructional system with student learning standards, aligned curriculum, high-quality instructional resources, standards-based grading, and aligned student assessments, **then** educators will implement the instructional system to deliver engaging, rigorous instruction using standards-based curriculum and resources, **and** all students will be college- and career-ready before graduating.

Strategy 2.2. If we review, refine, and implement a continuous secondary transition-planning process for every student—from Early Childhood Education to kindergarten, Grade 8 to high school, and high school to postsecondary education or careers—**then** educators will use the process with students and families to co-develop an individualized transition plan for each student, **and** all students will be college- and career-ready before graduating.

Strategy 2.3. If we review, refine, and implement a student well-being support system, **then** educators will use the support system and its social-emotional learning (SEL) and well-rounded student activities to support students' social-emotional development and well-being, **and** all students will have the social, emotional, and academic skills to be college- and career-ready before graduating.



Figure 4. Tafuna Elementary students showcasing their "HOPE" t-shirts with their counselor

Goal 3. All students will have opportunities to engage in relevant career and technical education pathways aligned to future workforce demands.

Measures

- *Increase in the percentage of students who participate in a career pathway and earn certification*
- *Increase in student performance on the Realistic, Investigative, Artistic, Social, Enterprising, Conventional Ability Assessment **(RIASEC)***
- *Increase in student performance on the National Occupational Competency Testing Institute **(NOCTI)** assessment*
- *Increase in student performance on the Work-Based Learning Experience Program **(WBLEP)** assessment*



Figure 5. Nu'uuli Vocational Technical High School dedication

Strategy 3.1. If we align academic and technical curricula, **then** educators will foster a teaching environment focused on real-world application that equips students with the high-demand skills necessary for future career success, **and** all students will have opportunities to engage in relevant career and technical education pathways aligned to future workforce demands.

Build and Support Educator Capacity Priority

Goal 4. All students will be educated by effective teachers in schools led by effective school leaders.



Measures

- *Increase in percentage of teachers rated proficient on the Teacher Performance Evaluation system*
- *Percentage of school leaders rated proficient on a new School Leader Performance Evaluation tool*
- *Increase in the percentage of counselors rated proficient on the Counselor Performance Evaluation tool and checklist*
- *Increase in the percentage of classroom walkthroughs that indicate high-quality instruction and engaged students*
- *Percentage of schools that complete all Professional Learning Community requirements annually*
- *Percentage of surveyed students who indicate that they are at least satisfied with their teachers and school administrators*

Strategy 4.1. If we strengthen the teachers' pedagogy and knowledge of evidence-based practices, **then** teachers will implement evidence-based strategies on a daily basis, **and** all students will be educated by effective teachers.

Strategy 4.2. If we implement programs and supports to build current and future school instructional leaders, **then** school leaders will use the skills to implement strong instructional systems that meet students' social, emotional, and academic needs, **and** all students will be educated in schools led by effective school leaders.

Foster Collaborative Communities Priority

Goal 5. All students will be supported to succeed through partnerships among schools, families, and their communities.

Measures

- *Percentage of schools with active PTAs*
- *Percentage of PTAs that meet established PTA standards*
- *Percentage of schools with active School-Parent-Community Learning Centers*
- *Percentage of families who complete a survey and indicate active engagement in parent partnership activities*
- *Percentage of community members who complete a survey and indicate active engagement in community partnership activities*

Strategy 5.1. If we create and implement a school-family-community partnership model, **then** schools will engage families and their school community in meaningful activities to support student learning, **and** all students will be supported to succeed.

Strategy 5.2. If we reestablish the American Samoa Parent Teacher School Association and support its activities, **then** all school PTAs will be better able to support student learning and well-being, **and** all students will be supported to succeed.

Optimize Operational Performance Priority

Goal 6. The Department of Education will be an optimal, productive organization with streamlined systems that effectively address the needs of schools and students.

Measures

- *Percentage of staff and stakeholders surveyed that report improved ASDOE operations*
- *Improve compliance with funding requirements to minimize risk*
- *Percentage of audit findings, if any, that were addressed within required timelines*



Figure 6. A.P. Lutali Elementary School

- *Decrease in employee absenteeism rates*
- *Increase in the percentage of employees other than teachers and school leaders who receive at least a satisfactory rating on their evaluations*
- *Increase in the percentage of reporting requirements met on time*
- *Percentage of Standard Operating Procedures (SOPs) that are accurately implemented*
- *Percentage of schools and buildings that meet health and safety inspections in technology access, usage, and maintenance*

Strategy 6.1. If we develop and implement a teacher substitute system, **then** there will be a teacher present in each classroom every day **and** we will effectively address the needs of schools and students.

Strategy 6.2. If we identify and address barriers within ASDOE and with our external partners to streamline daily operations, **then** we will be able to complete tasks within established processing timelines, **and** we will effectively address the needs of schools and students.

Strategy 6.3. If we strengthen and follow the finance SOPs, **then** we will improve fiscal accountability, **and** we will have the resources to effectively address the needs of schools and students.

Strategy 6.4. If we maintain safe and clean school environments, **then** our schools will be conducive to student learning, **and** we will effectively address the needs of schools and students.

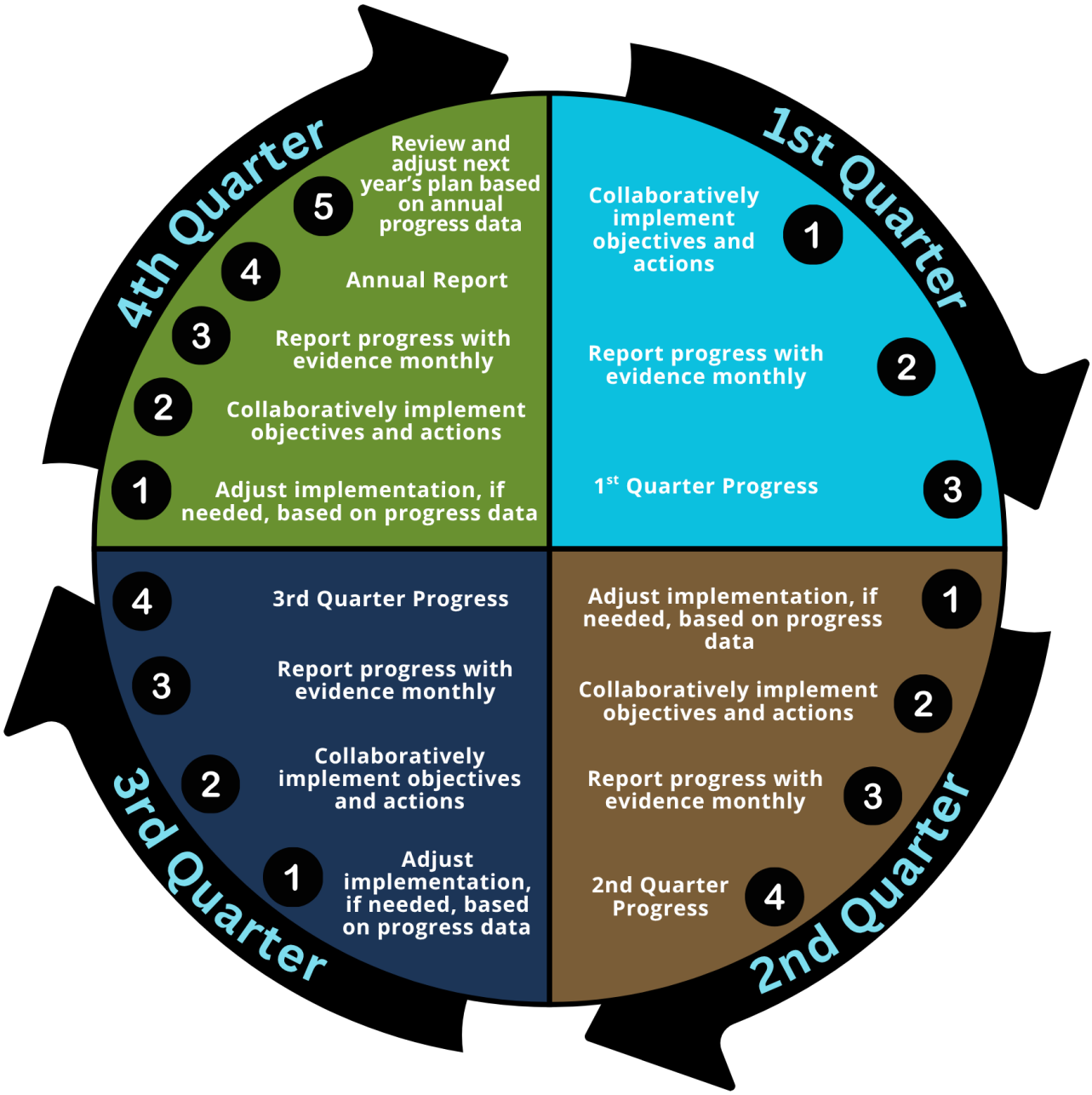
Strategy 6.5. If we strengthen and maintain our technology infrastructure, integrate technology into the instructional system, and provide professional development, **then** schools will have accessible, reliable, secure, and safe technology-infused learning environments that enrich learning opportunities, **and** we will effectively address the needs of schools and students.

Strategy 6.6. If we support schools in maintaining accreditation, **then** all ASDOE schools will be accredited and demonstrate growth in identified areas, **and** all schools will be addressing the needs of their students.

Strategy 6.7. If we effectively manage grants secured for ASDOE and its schools and address audit findings, if any, **then** ASDOE will comply with grant requirements and timelines and reduce its risk status, **and** use grant resources to address the needs of our schools and students.

IMPLEMENTATION AND PERFORMANCE

An annual Implementation and Performance Cycle will be used to effectively execute the Strategic Plan. The cycle includes setting annual objectives, implementing strategies and actions, and tracking and reporting progress toward the goals.




AMERICAN SAMOA DEPARTMENT OF EDUCATION