1SG Samuel K. Solomon Elementary School Academic Plan - School Year 2022-23

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform the closing of the achievement gap; and 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools study organizational, instructional, and student support systems to design measurable outcomes. The measurable outcomes are implemented and improved through Plan, Do, Check, Act (PDCA) cycles and systemized by leading indicators.

HIDOE Learning Organization

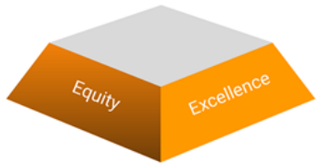
Pipeline of Emerging Ideas: To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 13).

Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.
- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 3-12).

Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.
- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).

Principal (print): Thomas Swan	
Principal's signature:	Date: 4/4/2022

Complex Area Superintendent (print): Bob Davis	
Complex Area Superintendent's signature: Robert Davis Robert Davis (Apr 13, 2022 16:49 HST)	Date: Apr 13, 2022



Teaching & Learning Core: Equity and Excellence

Achievement Gap

The subgroup our school has chosen to focus on is students who are performing 2 years below grade level on the iReady Universal Screener. We have seen the percentage of students in this group double from Pre-COVID 2019-2020 data. Since COVID started the fourth quarter of SY 2019-20, the school moved from face-to-face instruction to virtual, and then to a hybrid model and then back to face-to-face. While maintaining health and safety standards, the school did its best to meet student academic and social emotional needs. As students returned to on campus learning, we strove to meet the needs of all students, including those who were transitioning to Solomon. The gap we saw was profound; we had to collaborate in a variety of ways to meet the needs of the incoming students, as well as those impacted by the COVID pandemic.

ELA i-Ready 2 years below Grade Level

ELA	2018-19		2019-20 (COVID Q4)		2020-21 (COVID - Beg yr taken @ home)			2021-22	
	Beginning Yr	End of Yr	Begining Yr	Winter	Fall* taken @ h	Winter	End of Yr	Begining Yr	Winter
School Wide	11%	5%	7%	6%	11%	10%	6%	14%	10%

MATH i-Ready 2 years below Grade Leve

Math	2018-19		2019-20(COVID Q4)		2020-21 (COVID - Beg yr taken @ home)			2021-22	
	Beginning Yr	End of Yr	Begining Yr	Winter	Fall* taken @ h	Winter	End of Yr	Begining Yr	Winter
School Wide	13%	4%	11%	5%	15%	11%	6%	19%	9%

Source: i-Ready Universal Screener (3/15/2022)

SBA - ELA	2018-19	2019-20 (COVID Q4)	2020-21 (COVID)
Meets/Exceeds	55%	N/A	39%
Developing	21%	N/A	29%
Well Below	24%	N/A	20%

SBA - Math	2018-19	2019-20 (COVID Q4)	2020-21 (COVID)
Meets/Exceeds	45%	N/A	32%
Developing	33%	N/A	34%
Well Below	22%	N/A	34%

Source: Aloha HSA & SSIR (3/15/2022)

Theory of Action

Quality education enables students to achieve their dreams of academic success, community engagement, and job readiness.

- Culture of shared responsibility
- Continuum of services with an array of interventions and supports
- Consistent equitable resources and opportunities that address the unique needs and abilities of all students
- Improve achievement and growth for all students, both in academics and social-emotional learning

Differentiated and Inclusive education means that all students have the opportunity to be educated in the general education classroom to the greatest extent; expectations are high and instruction is standards based. Education provides a general education curriculum, personalized support as needed, and occurs when tailored to meet each student's individual needs. School teams collaborate to determine how best to design a setting to meet individual students' needs.

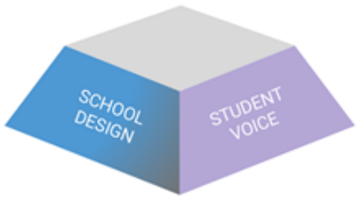
Enabling Activity

Student Success

- Students receive tiered intervention and instruction with support of additional personnel and opportunities - (intervention, fluency reads, after school tutoring, etc)
- Individual learning needs of all students are provided differentiated supports and instruction to meet their academic potential: By implementing differentiation and inclusive practices across our school these students will accelerate learning and close the achievement gap.
- Tier 2 students show growth on universal screening scores

Staff Success

- Schedule and provide professional development learning sessions for inclusive and differentiated practices
- Schedule and provide professional development and planning opportunities throughout the school year.
- Evaluate effectiveness of differentiated instruction and inclusive practices (data - universal screeners, DIBELS, data teams, fluency reads)



Innovation in Support of the Core: School Design and Student Voice

Describe here your school contexts for School Design and Student Voice.

Solomon Elementary services 100% military connected students; about 56% qualify for Free and Reduced Lunch and about 40% transition in or out of school during the year. The average student remains at our school for 3 years, which creates a need to provide academic and behavioral Multi-tiered Systems of Support (MTSS) for every student. Student voice is honored through the tiered intervention differentiated strategies, class work, essential classes, extra-curricular opportunities and intramural sports activities.

Describe here your current and continuing initiatives that will further advance your 2021-22 School Design and Student Voice.

Solomon Elementary has established initiatives for whole child success, including

- MTSS-A (Academic): Academic universal screener, tiered literacy interventions and supports; Data Teams formative assessments and instructional strategies
- MTSS-B (Behavior & Social Emotional): Behavioral universal screener, tiered interventions and targeted array of supports
- Semesterly Student Support Meetings and Inclusive Practices to review the success of the whole child, including all EL & SpEd students
- Essentials Classes and enrichment opportunities
- Community engagement with cultural literacy and student support

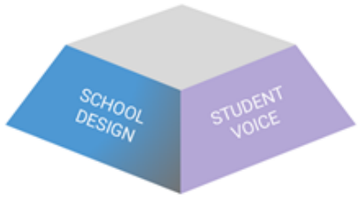
Describe here your Conditions for Success for School Design and Student Voice.

Student achievement and growth on universal screeners and SBA, monitoring schoolwide data through the Academic Review Committee (ARC), training teachers through targeted professional development, parent participation in integrated parent-student opportunities

SY 2020-21 Measurable Outcomes	**SY 2021-22** Measurable Outcomes	**SY 2022-23** Measurable Outcomes
What are your Measurable Outcomes around School Design and Student Voice? What are you designing? All grade levels will implement a restart of Solomon Elementary's Data Team protocols in mathematics, monitored through the ARC, as measured by a) meeting schedule; b) process: cycle, Common Formative Assessments (CFA), data; c) documentation: agenda, minutes, sample student work.	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* All grade levels will continue to implement Solomon Elementary's Data Team protocols in Math, monitored through the Academic Review Committee (ARC).	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* All grade levels will continue to implement Solomon Elementary's Data Team protocols in Math and ELA/Reading, monitored through the ARC.
Why are you implementing them?	*Why are you implementing them?*	*Why are you implementing them?*

• To plan, reflect, and adjust our interventions and intentional instruction with a deeper understanding to meet the needs of all our students, including EL & SPED. • WASC recommendations included an increase in the use of a variety of differentiation strategies. • 2020-21 CNA implications and root causes from demographic, perception, student learning, and school process data. • Robust Tier 1 implementation of an academic and behavioral MTSS can reduce learning and achievement gaps for all students. • Students are more likely to learn in a school community where they feel connected to adults. Positive teacher-student relationships contribute to students' perception of safety and sense of belonging. SW1	• To plan, reflect, and adjust our interventions and intentional instruction with a deeper understanding to meet the needs of all our students, including EL & SPED. Robust Tier 1 implementation of an academic and behavioral MTSS can reduce learning and achievement gaps for all students. • WASC recommendations included an increase in the use of a variety of differentiation strategies. • 2021-22 CNA implications and root causes from demographic, perception, student learning, and school process data. • Students are more likely to learn in a school community where they feel connected to adults. Positive teacher-student relationships contribute to students' perception of safety and sense of belonging. SW1	• To plan, reflect, and adjust our interventions and intentional instruction with a deeper understanding to meet the needs of all our students, including EL & SPED. Robust Tier 1 implementation of an academic and behavioral MTSS can reduce learning and achievement gaps for all students. • WASC recommendations included an increase in the use of a variety of differentiation strategies. ARC facilitated a school wide effort to create a common definition of differentiation: Differentiation is the tailoring of content, process, product, and environment to elevate individualized student learning. • MTSS-B leaders began the conversation as to how Inclusive practices and Differentiation strategies have a connection and nexus and that all students, including EL & SPED, need additional support. • 2022-23 CNA implications and root causes from demographic, perception, student learning, and school process data. • The impact of COVID on the students, both academically and behaviorally, has been significant. • Students are more likely to learn in a school community where they feel connected to adults. Positive teacher-student relationships contribute to students' perception of safety and sense of belonging. SW1
How will you know that they are causing an improvement? • Using various data sources, such as universal screeners, classroom formative and summative assessments, SBA, etc., and progress monitor using CFAs or student work & observations captured in Data Teams, to show adequate student growth toward mastery.	*How will you know that they are causing an improvement?* • Triangulate data sources, including MTSS-B and MTSS-A universal screeners, progress monitoring using student work and observations, classroom formative and summative assessments, and SBA end of the year assessments to show adequate student growth. • The ARC will use data from the Comprehensive Needs Assessment (CNA) and other school wide data sources to	*How will you know that they are causing an improvement?* • Triangulate data sources, including MTSS-B and MTSS-A universal screeners, progress monitoring using student work and observations, classroom formative and summative assessments, and SBA end of the year assessments to show adequate student growth.

• The ARC will use Comprehensive Needs Assessment (CNA) data and other school wide data sources to make data-informed decisions. SW1	monitor progress on the Academic Plan Enabling Activities for data-informed decision-making. • Grade level and classroom MTSS-B and MTSS-A staff will confer for student progress monitoring to determine appropriate tiered intervention support. SW1	• The ARC will gather evidence of differentiation in classrooms to make data-informed decisions regarding the implementation of differentiation strategies in all classes. • The ARC will use data from the Comprehensive Needs Assessment (CNA) and other school wide data sources to monitor progress on the Academic Plan Enabling Activities for data-informed decision-making. • Grade level and classroom MTSS-B and MTSS-A staff will confer for student progress monitoring to determine appropriate tiered intervention support. SW1



Innovation in Support of the Core: School Design and Student Voice

FOCUS ON SY 2022-23: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
At the beginning of SY 22-23, ● MTSS-A & MTSS-B universal screeners: ○ i-Ready universal screener (Fall 2021) ○ Panorama universal screener (Fall 2021)	By the end of Semester 1 of SY 22-23, ● MTSS-A & MTSS-B universal screeners: ○ i-Ready universal screener (Winter 2021) ○ Panorama universal screener (Winter 2021) ● Using evidence based practices and data to guide decision-making, e.g. MTSS-A or MTSS-B Tier 2 or Tier 3 support	At the end of SY 22-23, ● MTSS-A & MTSS-B universal screeners: ○ i-Ready universal screener (Spring 2021) ○ Panorama universal screener (Spring 2021) ● Using evidence based practices and data to guide decision-making, e.g. MTSS-A or MTSS-B Tier 2 or Tier 3 support

Student Outcomes (SY 2022-23)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
1.0 MTSS-Academic A. 100% of students will receive tiered and differentiated instruction. SW6	1. Students will receive tiered and differentiated instruction based on universal screener diagnostics a. Tier 1 (access to CCSS grade level standards within classroom, utilizing the school adopted curriculum) b. Tier 2 (small group, targeted intervention based on individual needs)	Yearlong	17101 18902 42101 42102 42103 52063	● Classroom & Special Education Teachers; Support Staff ● Instructional Coach & ARC Committee Leads ● Common diagnostic assessments ● Tiered Intervention & formative/summative assessments ● Student products ● ARC walkthrough	● Diagnostic: 3 times a year ● Intervention reviewed quarterly ● Quarterly progress of CCSS ● Data Team cycles ● Quarterly walkthrough data monitored by ARC	

	c. Tier 3 (intensive targeted individualized intervention)					
B. 75% or more students will be reading at grade level proficiency as measured by Spring i-Ready Diagnostic Assessment (end of year view).	1. Students receive explicit instruction in reading foundational skills, focusing on the five essential components of reading instruction: phonics, phonemic awareness, vocabulary, fluency, and comprehension	Yearlong	17101 18902 42101 42102 42103 52063	• Classroom & Special Education Teachers; Support Staff • iReady, DIBELS, & SBA data • CFAs in Grade Level Data Teams • Student products • Instructional Coach & ARC Committee Leads	• iReady Diagnostic: 3 times a year • DIBELS: 3 times a year • Quarterly progress of CCSS • SBA: annually • Data Team cycles • Quarterly walkthrough data monitored by ARC	
C. 60% or more students will be grade level proficient in Math as measured by Spring i-Ready Diagnostic Assessment (end of year view).	1. Students receive explicit instruction in math foundational skills, focusing on the CCSS anchor standards	Yearlong	17101 18902 42101 42102 42103	• Classroom & Special Education Teachers; Support Staff • Instructional Coach & ARC Committee Leads • Formative/summative assessments • Student products • ARC walkthrough	• iReady Diagnostic: 3 times a year • Quarterly progress of CCSS • SBA: annually • Data Team cycles • Quarterly walkthrough data monitored by ARC	
2.0 MTSS - Behavior D. 100% of students will receive tiered behavioral support. SW6	1. Students are universally screened and provided Social-Emotional Learning support: a. Tier 1 - utilizing the school adopted practices, e.g. Mindfulness, SEL, Peaceful Playgrounds b. Tier 2 - targeted intervention based on individual needs, e.g. Student Success Coaches, MFLC c. Tier 3 - intensive targeted individualized intervention, e.g. Wellness, SBBH, SWEP	Yearlong	17101 18902 42101 42103	• Classroom & Special Education Teachers; Support Staff • Student Success Coaches • ARC Committee Leads • Panorama SEL • Wellness Center data • Infinite Campus behavior data • Student Success Coach Data Team minutes/recording sheet • Student GLO data	• Panorama Diagnostic: 3 times a year • Panorama/IC Intervention data • Data Teams cycles • Quarterly progress of GLOs • Wellness quarterly data • SWEP triage monthly data	

3.0 Student Support & Inclusive practices: Special Education & EL E. 100% of students will receive instruction and support in the least restrictive environment.	1. Student needs and supports are identified 2. Supports are communicated to all stakeholders and implemented to promote student success 3. Through inclusive practices students will receive tiered and differentiated instruction based on individualized needs	Yearlong	17101 18902 42101 42102 42103	• Classroom & Special Education Teachers; Support Staff • Student Services Coordinators, ARC Committee Leads • Instructional and Student Success Coaches • eCSSS Report • iReady, DIBELS, & SBA data • CFAs in Grade Level Data Teams	• Monthly SPED team meetings • Quarterly eCSSS Care Coordinator reports • Student Progress reports • WIDA: annual • Diagnostic: 3 times a year • Intervention reviewed quarterly • Quarterly progress of CCSS • Data Team cycles • Quarterly walkthrough data monitored by ARC	
F. Solomon will develop a process to ensure all students with special needs and EL are identified, processed and appropriately placed in their least restrictive environment, with appropriate support, in order to meet all state and federal guidelines.	1. All students with academic and/or behavioral concerns will be supported with appropriate interventions, and have data collected to make an informed decision 2. Student Support Team members will collaborate to develop an appropriate plan to support students, meeting all requirements and deadlines	Yearlong	17101 42101 42102 42103	• Classroom & Special Education Teachers; Support Staff • Student Services Coordinators, EL Coordinator, ARC Committee Leads • Instructional and Student Success Coaches • eCSSS Report	• Monthly SPED team meetings • Quarterly eCSSS Care Coordinator reports • Student Progress reports • WIDA assessments	
4.0 Essentials Classes and Enrichment Opportunities for Whole Child Education G. 100% of students are provided the opportunity to participate in essential classes to support whole child education. SW6	1. All students participate in standards based Essentials Classes during the school day on a regular rotating schedule. (Essential Classes may include Computer Science, Visual Arts, Music, Environmental Arts, Library, Kinesthetic Arts)	Yearlong	16807 17101 18902 42101 42103 52063	• Essentials Teachers; Support Staff • ARC Committee Leads • SCC and student & community questionnaire • Student products • Title 1 Coordinator	• Student work displayed in virtual or in person shows or Open Houses • Student perception surveys • Quarterly walkthrough data monitored by ARC	

H. 100% of students will have access to a variety of technology equipment and application of skills and experiences to be successful 21st century learners.	1. Purchase and maintain technology equipment 2. Provide opportunities for students to practice and apply technology skills in the classroom	Yearlong	18902 42101	• ARC Committee Leads • Technology Coordinator • DPUST • Computer Science Teacher • Title 1 Coordinator	• Student work displayed in virtual or in person shows or Open Houses • Student perception surveys • Quarterly walkthrough data monitored by ARC	
5.0 Community Engagement with Cultural Literacy I. 100% of students and staff will be provided lessons in cultural literacy.	1. Students will participate in place-based learning about Hawaiian culture, inclusive of language, history, geography, and Nā Hopena Aʻo values, or HĀ. 2. Students and staff will address cultural diversity and empowerment to connect with the military community	Yearlong	12642 16807 52063	• ARC Committee Leads • Title 1 Coordinator • PCNC • Hawaiian Studies teachers • Student products • Student participate in morning protocol	• Quarterly student display • Weekly Aloha protocol • Parent outreach activities	
J. 100% of teachers will provide parent and family engagement activities that promote academic and behavioral achievement and school performance. SW6, SW7	1. Develop, promote, and facilitate grade level literacy activities that encourage parents to be involved with their child's education and how to better support their child at home	Yearlong	18902 18935 42101 52063	• ARC Committee Leads • Title 1 Coordinator • PCNC • Parent sign in sheets • Exit survey • Sample activities	• Semesterly grade level literacy parent outreach activities • Quarterly cultural and other family engagement activities, training, or workshops	
K. Solomon Elementary will ensure there is a smooth transition process for 100% of students and staff who are military connected.	1. Solomon will develop a transition process to ensure all students and staff who are military connected are sufficiently supported, including pre-school, middle school, and military assignments 2. Create a transition center/hub for intake and exit of students and staff 3. Provide information for PCS families that can be useful for their	Yearlong	18935 42101 42103 52063	• ARC Committee Leads • PCNC & Transition Coordinators • Student Success Coaches	• Monthly ARC Committee meetings • Transition Coordinator logs	

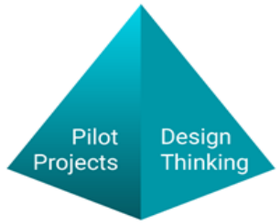
	transition from Solomon Elementary					

Staff Outcomes (SY 2022-23)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
A. All teachers will provide tiered and differentiated academic and behavioral instruction using the school adopted curriculum. SW6	1. Teachers will provide tiered and differentiated instruction based on universal screener diagnostics a. Tier 1 (access to CCSS grade level standards within classroom, utilizing the school adopted curriculum) b. Tier 2 (small group, targeted intervention based on individual needs) c. Tier 3 (intensive targeted individualized intervention) 2. All teachers will implement the standards based school adopted curricula for ELA and Math, including Ready Classroom Math	Yearlong	18902 20657 42101 42103	• ARC Committee Leads • Instructional and Student Success Coaches • Admin will review agenda/minutes • ARC: decisions about schoolwide PD and Data Teams cycle • Share CFA results across grade levels	Quarterly	
B. 100% of teachers will consistently implement Data Team protocols by collecting and using a variety of data, including intervention, achievement, formative and summative assessment, to identify academic and behavioral needs, supports, and progress.	1. Teachers will document for Data Team meetings • data recording • notes on analysis of student work 2. Teachers and student support team members will hold meetings for all K-5 teachers to identify students needing additional academic and/or behavioral supports	Yearlong	17101 18902 42101 42102 42103 52063	• Classroom & Special Education Teachers; Support Staff • ARC Committee Leads • Panorama data • Wellness Center data • Infinite Campus behavior data • Student Success Coaching Data Team minutes/recording sheet	Quarterly	

SW6						
C. Solomon will develop a process to ensure all students with special needs and EL are identified, processed and appropriately placed in their least restrictive environment, with appropriate support, in order to meet all state and federal guidelines.	1. All teachers will follow the identification process for students with academic and/or behavioral concerns 2. Student Support team members will collaborate to develop an appropriate plan to support students, meeting all requirements and deadlines 3. Teachers will refer students for tiered academic and/or behavioral support, as needed	Yearlong	17101 42101 42102 42103	• ARC Committee Leads • Schedule and provide professional development and planning opportunities throughout the school year	Quarterly	
D. 100 % of teachers will have opportunities to participate in professional development to build lifelong learners. SW6, SW7	1. Teachers will have professional development opportunities to strengthen their efficacy 2. PD may include: a. Data Team protocols b. Instructional Strategies c. SEL d. Tiered Intervention e. Technology f. Early Literacy Instruction g. other professional development aligned to school-wide initiatives	Yearlong	18902 42101 52063	• ARC Lead • PD log • Exit tickets • Staff survey • Data Teams reports • Meeting agendas • Schedule and feedback for professional development learning sessions for differentiation and inclusionary practices	Annually	
E. 100% of teachers will provide parent and family engagement activities that promote academic and behavioral achievement and school performance. SW6, SW7	1. Teachers develop, promote, and facilitate grade level literacy activities that encourage parents to be involved with their child's education and how to better support their child at home	Yearlong	18902 18935 42101 52063	• ARC Committee Leads • Parent sign in sheets • Exit survey • Sample activities	Semesterly	

F. Solomon Elementary will ensure there is a smooth transition process for 100% of students and staff who are military connected.	1. Solomon will develop a transition process to ensure all students and staff who are military connected are sufficiently supported 2. Create a transition center/hub for intake and exit of students and staff 3. Provide meetings for students and families to support transitions, including pre-school, middle school, and military assignments 4. Develop a Solomon Elementary based new teacher mentoring orientation and support for teachers new to Solomon, new to the HIDOE, and new to Hawaii	Yearlong	42101	• ARC Committee Leads • PCNC & Transition Coordinators • Student Success Coaches • Solomon Lead Mentor	Quarterly	



Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

When HIDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school's collective work, expand capacity to improve, and continuously advance student learning.

The HIDOE 2030 Promise Plan will be drafted to help school communities open conversations about the *Pipeline of Emerging Ideas*.

School Ideas for Innovation and Pilot Projects	Conditions for Success
Computer Science Essential Class • Expand current essentials classes to include Makerspace and Computer Science for grade levels K-5 to explore integrated hands-on problem solving • Continue robotics enrichment for a deeper dive	*Years 1-2* (2020-2022) • Establish program and schedule for grades K-5 • PD for grade level and resource teachers for co-planning • Create and equip Makerspace classroom • Integrate one Makerspace project into a subject area for each grade level • Continue robotics and explore other enrichment opportunities • Explore partnerships *Years 3-5* (2022-2025) • Provide instruction based on newly adopted Hawaii DoE Computer Science Standards • Continue professional development for teachers and ongoing PD for new teachers • Expand Makerspace program to include introduction to computer science and programming robots in different languages for enrichment opportunities and grades 4 & 5 • Continue variety and quality of computer science enrichment opportunities, including Microbits, block and language coding • Design curricula and projects integrated into multiple content areas for all grade levels • Expand and solidify partnerships
Cultural Literacy and Community Participation in Place-Based Learning	Valuing placed-based cultural learning will support the students of Solomon Elementary. The Schofield area, or Waianae Uka *ahupua'a*, was well known for the training of young warriors in ancient times. As a military connected school, we recognize that our students are here for a short period of time, which increases the need to support their understanding of the Nā Hopena A'o or HĀ Values. Community involvement projects, such as 'Aina in the Schools, campus beautification, and building a *hale,* bring together the mix of cultures present at Solomon and improves our students' growth mindset, social-emotional learning, and provides a connection for their STEAM and cultural learning.