



# **School Improvement Plan**

Way Elementary School

Bloomfield Hills Schools

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## **Introduction**

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

# **Improvement Plan Assurance**

## **Introduction**

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

**Improvement Plan Assurance**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

# **2019-2020 School Improvement Plan**

## **Overview**

### **Plan Name**

2019-2020 School Improvement Plan

### **Plan Description**



## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be able to apply higher-order thinking skills to reach for depth of knowledge Levels 3 and 4 in alignment to Common Core Standards in the area of operations and algebraic thinking to solve mathematical problems.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$7000
2	All students will grow as readers.	Objectives: 1 Strategies: 1 Activities: 7	Academic	\$26400
3	Our students will develop dispositions that will impact the social-emotional community of Way.	Objectives: 1 Strategies: 4 Activities: 4	Organizational	\$2000

## **Goal 1: All students will be able to apply higher-order thinking skills to reach for depth of knowledge Levels 3 and 4 in alignment to Common Core Standards in the area of operations and algebraic thinking to solve mathematical problems.**

### **Measurable Objective 1:**

85% of All Students will demonstrate a proficiency in operations and algebraic thinking in Mathematics by 05/31/2023 as measured by a 2% increase in the spring mean NWEA score: We will also use enVision 2.0 created assessments..

### **Strategy 1:**

Develop Schoolwide Cultures of Thinking - Staff will use thinking routines to facilitate student thinking and learning throughout math instruction. Staff will also shape and promote the 8 cultural forces (time, opportunities, routines and structures, language, modeling, interactions and relationships, physical environment, and expectations) noticing how these variables impact student thinking and learning in the school culture.

Category: Mathematics

Research Cited: Visible Thinking is a broad and flexible framework for enriching classroom learning in the content areas and fostering students' intellectual development at the same time. Here are some of its key goals:

Deeper understanding of content

Greater motivation for learning

Development of learners' thinking and learning abilities.

Development of learners' attitudes toward thinking and learning and their alertness to opportunities for thinking and learning (the "dispositional" side of thinking).

A shift in classroom culture toward a community of enthusiastically engaged thinkers and learners.

Visible Thinking is the product of a number of years of research concerning children's thinking and learning, along with a sustained research and development process in classrooms.

One important finding was that skills and abilities are not enough. They are important of course, but alertness to situations that call for thinking and positive attitudes toward thinking and learning are tremendously important as well. Often, we found, children (and adults) think in shallow ways not for lack of ability to think more deeply but because they simply do not notice the opportunity or do not care. To put it all together, we say that really good thinking involves abilities, attitudes, and alertness, all three at once. Technically this is called a dispositional view of thinking. Visible Thinking is designed to foster all three.

Another important result of this research concerns the practical functionality of the Visible Thinking approach -- the thinking routines, the thinking ideals, and other elements. All these were developed in classroom contexts and have been revised and revised again to ensure workability, accessibility, rich thinking results from the activities, and teacher and student engagement.

-"Making Thinking Visible" Ron Ritchhart and David Perkins. "Making Thinking Visible," Educational Leadership 65, no. 5 (February 2008): 57-61.

- "Uncovering Students' Thinking about Thinking Using Concept Maps" - a paper prepared for the AERA Conference, March 2008.

Cultivating a Culture of Thinking in Museums Ron Ritchhart, "Cultivating a Culture of Thinking in Museums," *Journal of Museum Education* 32, no. 2 (Summer 2007): 137-54.

- Schools Need to Pay More Attention to "Intelligence in the Wild" David N. Perkins, "Schools Need to Pay More Attention to "Intelligence in the Wild," *Harvard Education Letter* (May/June 2000)

- Intelligence in the Wild David N. Perkins and others, "Intelligence in the Wild: A Dispositional View of Intellectual Traits," *Educational Psychology Review* 12, no. 3 (2000): 269-93.

- Why Teach Habits of Mind? Shari Tishman, "Why Teach Habits of Mind?" in *Discovering and Exploring Habits of Mind*, ed. Arthur -L. Costa and Bena Kallick (Alexandria, VA: ASCD, 2000), 41-52.

- Life in the Mindful Classroom: Nurturing the Disposition of Mindfulness Ron Ritchhart and David N. Perkins, "Life in the Mindful Classroom: Nurturing the Disposition of Mindfulness," *Journal of Social Issues* 56, no. 1 (2000), 27-47.

- Making Thinking Visible David N. Perkins, "Making Thinking Visible," (2003)

- Visible Thinking Shari Tishman and Patricia Palmer, "Visible Thinking," *Leadership Compass* 2, no. 4 (Summer 2005).

- Works of art are a good thing to think about Shari Tishman & Patricia Palmer. "Works of art are a good thing to think about: A study of the impact of the Artful Thinking program on students' concepts of thinking. In *Evaluating the Impact of Arts and Cultural Education*. Paris: Centre Pompidou, 89-101.

- The object of their attention Shari Tishman. "The object of their attention". *Education Leadership*, February 2008. 65 (5) pp. 44-46

- Thinking about Thinking: Pre-service teachers strengthen their thinking artfully Susan Barahal. "Thinking about Thinking: Pre-service teachers strengthen their thinking artfully". *Phi Delta Kappan*, 90 (4). pp. 298-302

Visible Thinking is a broad and flexible framework for enriching classroom learning in the content areas and fostering students' intellectual development at the same time. Here are some of its key goals:

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Another important result of this research concerns the practical functionality of the Visible Thinking approach -- the thinking routines, the thinking ideals, and other elements. All these were developed in classroom contexts and have been revised and revised again to ensure workability, accessibility, rich thinking results from the activities, and teacher and student engagement.

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-"Uncovering Students' Thinking about Thinking Using Concept Maps"- a paper prepared for the AERA Conference, March 2008.

Cultivating a Culture of Thinking in Museums R

Tier: Tier 1

Activity - Thinking Routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will select from over 40 Thinking Routines to implement in mathematics instruction and determine which routines promote the deepest levels of thinking. Evidence of the effectiveness of this activity will be determined by artifacts collected through the LAST Protocol, monthly written reflections, conversations at staff meetings, and meeting notes during Visible Thinking planning time.	Direct Instruction, Implementation	Tier 1	Monitor	09/06/2016	05/31/2023	\$1000	General Fund	All gen ed teachers and support teachers.
Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will make their thinking visible in the classroom by posting daily learning targets. These targets will be applied to skill development and higher order thinking skills. The learning targets will be connected to larger operations and algebraic thinking concepts.	Direct Instruction, Implementation	Tier 1	Monitor	09/06/2016	05/31/2023	\$0	No Funding Required	Classroom teachers

### Strategy 2:

Professional Learning around enVision 2.0 - Trainers from Pearson came to our district and walked all K-5 teachers through the parts, purposes, and complexities of the enVision math 2.0 program. Over the course of this school year, teams of teachers have been and will continue to meet for purposes of sharing classroom experiences, idea generation, instructional moves, analysis of data - including formative assessments, and reflecting on the program as a whole.

Category: Mathematics

Research Cited: <https://files.eric.ed.gov/fulltext/ED538671.pdf>

Resendez, M., & Azin, M. (2008). A study on the effects of Pearson's 2009 enVisionMATH program. 2007–2008:

First year report. Jackson, WY: PRES Associates, Inc.

Additional source:

Resendez, M., Azin, M., & Strobel, A. (2009). A study on the effects of Pearson's 2009 enVisionMATH program:

Final summative report. Jackson, WY: PRES Associates, Inc.

Tier: Tier 1

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Activity - Understanding and Interpreting enVision 2.0 Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will examine enVision 2.0 assessments to determine which pieces assess higher order thinking skills. Teachers will then take these valued pieces and add on where necessary. Alignment and discussions around best practice have been and will be district led.	Professional Learning	Tier 1	Implement	05/25/2018	06/19/2023	\$4000	General Fund	All Gen Ed and Support Staff
Activity - Dispositional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Communities of Practice have been developed via the Visible Thinking coordinator and building principal in order to engage in action research projects centered around the dispositions of our district's Profile of a Learner. The learnings derived from teacher collaboration are brought back to the classroom and directly applied to students.	Professional Learning, Direct Instruction	Tier 1	Monitor	08/27/2018	06/23/2023	\$2000	General Fund	Building principal, all Gen Ed and Support Staff

## Goal 2: All students will grow as readers.

### Measurable Objective 1:

85% of All Students will increase student growth in fluency, comprehension, and/or accuracy in Reading by 05/31/2023 as measured by Fountas and Pinnell benchmark assessments..

### Strategy 1:

Reading Instruction - Teachers are continuing to examine Fountas and Pinnell data to determine how to best differentiate reading instruction via Readers Workshop for their students. Components include: Teacher's College Reading Units, Guided Reading, Making Meaning, Thinking Routines, Word Study Tool Kits, and Words Their Way.

Category: English/Language Arts

Research Cited: [https://www.fountasandpinnell.com/shared/resources/FP\\_BAS\\_Research\\_The-Research-Base.pdf](https://www.fountasandpinnell.com/shared/resources/FP_BAS_Research_The-Research-Base.pdf)

Vygotsky, L.S. (1978). Mind in Society: The Development of Higher Psychological Processes. Cambridge, MA: Harvard University Press.

National Institute of Child Health and Human Development. (2000a). Report of the National Reading Panel: Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and its Implications for Reading Instruction. Summary. Washington, DC: National Institutes of Health.

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Tier: Tier 1

Activity - Acquisition of Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leveled texts for Guided Reading Instruction	Supplemental Materials	Tier 1	Implement	09/03/2018	06/19/2023	\$20000	General Fund	Building Budget
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be further trained in best practices regarding all facets of literacy.	Professional Learning	Tier 1	Implement	09/03/2018	06/19/2023	\$400	General Fund	District Literacy Specialists
Activity - Alignment of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During classroom Word Study students will be engaged in vocabulary and foundational skills three to five times per week.	Direct Instruction	Tier 1	Monitor	09/08/2015	05/31/2023	\$0	No Funding Required	General Education Teachers K-4
Activity - ELL Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using flashcards and other ELL online resources, explicit phonics instruction grade 1-2 occurs. Using the lessons from Vocabulary Workshop as guide, explicit vocabulary work occurs 4 times per week grades K-4. These activities are specific to our ELL population. Lessons are differentiated based on various levels of language proficiency.	Academic Support Program, Direct Instruction	Tier 2	Monitor	09/08/2015	05/31/2023	\$0	Title III	ESL Teacher
Activity - NWEA Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using vocabulary resources from NWEA, teachers will fold that vocabulary into their instruction.	Direct Instruction	Tier 1	Implement	08/31/2017	05/31/2023	\$0	No Funding Required	All gen ed and support staff
Activity - Best Practice Reading Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will implement best practice reading strategies including: Teacher's College Reading units, Instructional Rounds, readers workshop, Making Meaning, thinking routines, and Words Their Way to help students grow as readers.	Direct Instruction	Tier 1	Implement	09/12/2017	06/19/2023	\$4000	General Fund	All general education staff and support staff
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Activity - Dispositional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Communities of Practice have been developed via the Visible Thinking coordinator and building principal in order to engage in action research projects centered around the dispositions of our district's Profile of a Learner. The learnings derived from teacher collaboration are brought back to the classroom and directly applied to students.	Professional Learning, Direct Instruction	Tier 1	Monitor	08/27/2018	06/19/2023	\$2000	General Fund	Building principal, all gen ed staff and support staff

## Goal 3: Our students will develop dispositions that will impact the social-emotional community of Way.

### Measurable Objective 1:

demonstrate a behavior reflective of the Portrait of a Learner by 06/16/2023 as measured by staff and student perception data .

### Strategy 1:

Dispositional Development - Staff will continue the study of dispositions outlined in the Portrait of a Learner and through the Communities of Practice developed last year. This strategy will be implemented via monthly staff meetings. Staff will explore a disposition and create an action research project around it.

Category: School Culture

Research Cited: Dispositional Development as a Form of Continuous Professional Development: Centre-Based Reflective Practices with Teachers of (Very) Young Children

Swim, Terri Jo; Isik-Ercan, Zeynep

Early Years: An International Journal of Research and Development, v33 n2 p172-185 2013

Tier: Tier 1

Activity - Teacher moves will be identified and embedded in instructional practices using the dispositions from Portrait of a Learner	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will deepen their understanding of what the following dispositions mean, model and use in instruction: Understand multiple perspectives, respectful dialogue, grappling with complexities, and taking responsible action.	Professional Learning, Teacher Collaboration, Community Engagement	Tier 1	Implement	09/03/2019	09/07/2021	\$0	General Fund	All staff
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### Strategy 2:

Steps to respect - Classroom teachers will follow the prescribed lessons in the program.

Category: School Culture

Research Cited: [https://www.cfchildren.org/wp-content/uploads/resources/previous-programs/steps-to-respect/STR\\_ROR.pdf](https://www.cfchildren.org/wp-content/uploads/resources/previous-programs/steps-to-respect/STR_ROR.pdf)

Tier: Tier 1

Activity - Monitor implementation of Steps to Respect	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the instructional strategies through walk through and program fidelity checks	Communication, Implementation	Tier 1	Monitor	09/03/2019	09/06/2022	\$0	General Fund	All general education teachers and principal.

### Strategy 3:

Restorative Practices - Staff have been and will continue to be trained in the district's Restorative Practice training.

Category: School Culture

Research Cited: <https://www.iirp.edu/school-resources/research-and-evaluations>

[https://sophia.stkate.edu/cgi/viewcontent.cgi?article=1565&context=msw\\_papers](https://sophia.stkate.edu/cgi/viewcontent.cgi?article=1565&context=msw_papers)

Tier: Tier 1

Activity - Morning meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classrooms will facilitate restorative circles.	Teacher Collaboration, Community Engagement	Tier 1	Monitor	09/03/2019	09/06/2022	\$0	General Fund	All general education staff.

### Strategy 4:

PRIDE - Coupling our dispositional work to characteristics valued by the school, we emphasize the language and actions of PRIDE (Perseverance, Responsibility,



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Integrity, Disciplined, and Empathy).

Category: School Culture

Research Cited: <https://learningpolicyinstitute.org/product/community-schools-effective-school-improvement-brief>

Tier: Tier 1

Activity - PRIDE school-wide assemblies and PRIDE classroom experiences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students participate in multi-grade level dens where they engage in opportunities to model, practice, reinforce, and reflect upon dispositions and behaviors we value.	Teacher Collaboration, Community Engagement	Tier 1	Monitor	09/03/2019	06/17/2022	\$2000	General Fund	All staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Learning Targets	Teachers will make their thinking visible in the classroom by posting daily learning targets. These targets will be applied to skill development and higher order thinking skills. The learning targets will be connected to larger operations and algebraic thinking concepts.	Direct Instruction, Implementation	Tier 1	Monitor	09/06/2016	05/31/2023	\$0	Classroom teachers
Alignment of Instruction	During classroom Word Study students will be engaged in vocabulary and foundational skills three to five times per week.	Direct Instruction	Tier 1	Monitor	09/08/2015	05/31/2023	\$0	General Education Teachers K-4
NWEA Vocabulary	Using vocabulary resources from NWEA, teachers will fold that vocabulary into their instruction.	Direct Instruction	Tier 1	Implement	08/31/2017	05/31/2023	\$0	All gen ed and support staff

### Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
ELL Support	Using flashcards and other ELL online resources, explicit phonics instruction grade 1-2 occurs. Using the lessons from Vocabulary Workshop as guide, explicit vocabulary work occurs 4 times per week grades K-4. These activities are specific to our ELL population. Lessons are differentiated based on various levels of language proficiency.	Academic Support Program, Direct Instruction	Tier 2	Monitor	09/08/2015	05/31/2023	\$0	ESL Teacher

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Professional Development	All staff will be further trained in best practices regarding all facets of literacy.	Professional Learning	Tier 1	Implement	09/03/2018	06/19/2023	\$400	District Literacy Specialists
Best Practice Reading Strategies	Teachers will implement best practice reading strategies including: Teacher's College Reading units, Instructional Rounds, readers workshop, Making Meaning, thinking routines, and Words Their Way to help students grow as readers.	Direct Instruction	Tier 1	Implement	09/12/2017	06/19/2023	\$4000	All general education staff and support staff
Monitor implementation of Steps to Respect	Monitor the implementation of the instructional strategies through walk through and program fidelity checks	Communication, Implementation	Tier 1	Monitor	09/03/2019	09/06/2022	\$0	All general education teachers and principal.
PRIDE school-wide assemblies and PRIDE classroom experiences	Students participate in multi-grade level dens where they engage in opportunities to model, practice, reinforce, and reflect upon dispositions and behaviors we value.	Teacher Collaboration, Community Engagement	Tier 1	Monitor	09/03/2019	06/17/2022	\$2000	All staff
Acquisition of Resources	Leveled texts for Guided Reading Instruction	Supplemental Materials	Tier 1	Implement	09/03/2018	06/19/2023	\$20000	Building Budget
Thinking Routines	Teachers will select from over 40 Thinking Routines to implement in mathematics instruction and determine which routines promote the deepest levels of thinking. Evidence of the effectiveness of this activity will be determined by artifacts collected through the LAST Protocol, monthly written reflections, conversations at staff meetings, and meeting notes during Visible Thinking planning time.	Direct Instruction, Implementation	Tier 1	Monitor	09/06/2016	05/31/2023	\$1000	All gen ed teachers and support teachers.
Dispositional Development	Communities of Practice have been developed via the Visible Thinking coordinator and building principal in order to engage in action research projects centered around the dispositions of our district's Profile of a Learner. The learnings derived from teacher collaboration are brought back to the classroom and directly applied to students.	Professional Learning, Direct Instruction	Tier 1	Monitor	08/27/2018	06/19/2023	\$2000	Building principal, all gen ed staff and support staff
Morning meetings	All classrooms will facilitate restorative circles.	Teacher Collaboration, Community Engagement	Tier 1	Monitor	09/03/2019	09/06/2022	\$0	All general education staff.

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Teacher moves will be identified and embedded in instructional practices using the dispositions from Portrait of a Learner	Staff will deepen their understanding of what the following dispositions mean, model and use in instruction: Understand multiple perspectives, respectful dialogue, grappling with complexities, and taking responsible action.	Professional Learning, Teacher Collaboration, Community Engagement	Tier 1	Implement	09/03/2019	09/07/2021	\$0	All staff
Understanding and Interpreting enVision 2.0 Assessments	Teachers will examine enVision 2.0 assessments to determine which pieces assess higher order thinking skills. Teachers will then take these valued pieces and add on where necessary. Alignment and discussions around best practice have been and will be district led.	Professional Learning	Tier 1	Implement	05/25/2018	06/19/2023	\$4000	All Gen Ed and Support Staff
Dispositional Development	Communities of Practice have been developed via the Visible Thinking coordinator and building principal in order to engage in action research projects centered around the dispositions of our district's Profile of a Learner. The learnings derived from teacher collaboration are brought back to the classroom and directly applied to students.	Professional Learning, Direct Instruction	Tier 1	Monitor	08/27/2018	06/23/2023	\$2000	Building principal, all Gen Ed and Support Staff